

HOMWORK POLICY

PURPOSE

This policy has been developed in conjunction with the Department of Education Homework Guidelines and with the assistance of parents, teachers and students within the school community.

The homework (Home Learning) processes at Hampton Primary School should provide opportunities to:

- encourage the parent/ child partnership and promote the joy and love of reading and a curiosity for learning.
- support and/or extend classroom learning and strengthen the home/school connection.
- complete purposeful, authentic and relevant tasks appropriate to a child's learning needs.
- develop personal study habits in self-learning, organisation and time management.
- link to 21st-century learning and the use of technology and 'traditional' homework elements.

SCOPE

This policy applies to all students and year levels at Hampton Primary School.

IMPLEMENTATION

RESPONSIBILITIES

Teachers can support students by:

- Reaching **agreement** on homework expectations in accordance with policy in year level teams.
- Considering the requirements of tasks set, student's extracurricular activities and allocated homework time.
- Helping students develop organisational and time-management skills.
- Adding a short-written comment focussing on effort or other element, full correction is not required.
- Ensuring homework expectations are appropriate to individual student needs.
- Communicating termly expectations for the year level in the **term overview**.
- Providing 'support guides' to parents to maximise engagement with literacy and numeracy activities.
- **Integrating Inquiry work as appropriate, often special project based task** to investigate, apply new knowledge or gather information in preparation for future classroom learning.

Parents can support students by:

- Developing a positive approach to homework, including organisation and time management skills.
- Ensuring there is a balance between the time spent on homework, 'free' time and recreational activities.
- Reading and talking with them and involving them in learning during everyday household routines.
- Talking to teachers about any concerns about homework.
- Linking homework and other learning activities to the families' culture, history, language and community.

Students help themselves by:

- Talking to teachers about any concerns they have about homework.
- Being organised and developing a plan/ timetable to complete tasks.
- Discussing the details of the homework task with parents including due dates and deadlines.

EXPECTATIONS

Digital Learning - Incorporating digital learning into homework should be guided by the following:

- A balance of online and offline tasks.
- An expectation of parent supervision of online components.
- In middle and upper levels homework can be set digitally via Google Classroom but should have online and offline access.
- Teachers should be able to navigate and arrange tasks to support targeted use of these programs.
- Teachers should provide opportunities for students utilise these programs as homework or in ILIPs.
- A range of online platforms are used and endorsed by the school to support consolidation of learning, whereby specific tasks may be set, or student can independently practice.
- Students should be able to use these programs independently at home and school.
- Can be an excellent tool to use in Individual Learning Improvement Plans for consolidation of specific concepts and domains of learning.

Specialist Learning

Specialist teachers can set homework tasks by liaising with classroom teachers as required to meet the needs of their programs. This will be clearly communicated with parents/families via Compass.

Additional or Holidays Homework

- When students are absent for an extended period of time, they will be provided with an Absence of Learning document which outlines a series of learning tasks and activities which can be completed and returned to the classroom teacher - [‘Letter & Absence Template’](#)

When Homework is not Completed

- For Foundation and year 1 students’ incomplete homework is not followed up
- For years 2, 3 and 4 parents are contacted if homework is consistently late or not at the expected standard.
- For years 5 and 6 a focus is concentrated on student responsibility, organisation and time management to complete homework as they prepare for Secondary School

YEAR LEVEL EXPECTATIONS:

Foundation - Home Learning will consist of one or more (but not all) of the following:

- **Take home reading** - Take home book for daily reading from Term 1 Week 5.
- **Spelling** - Initially reading of the Golden, Red, Blue, Green, Orange, Indigo, Violet words (**100 words**), then the writing of the above **word lists**. Once the above is mastered, the reading and writing of the sight words 101-200 continues. Students have the ability to utilise the Nessy platform to consolidate spelling rules and patterns.
- **Maths** - No specific homework set
- **Show and Share** is introduced at the teacher’s discretion to provide children with the opportunity to develop their speaking and listening skills and present in front of an audience. Show and Share makes connections and links to each term’s Inquiry Unit and is communicated with parents via Compass.

Grade 1 - Home Learning will consist of one or more (but not all) of the following:

- **Take home reading** - Take home book for daily reading from Term 1, week 2. Additional Books are made available through the PM eCollection digital bookshelf (Login details are sent home at the beginning of the year). Literal and inferred comprehension of text included using parent questioning guide.

- **Write2Read codes.** Interactive website phonogram page QR code for parents to practise with students. Assessment is conducted at the beginning of each term. Students have the ability to utilise the Nesy platform to consolidate spelling rules and patterns.
- **Spelling** - Reading and writing of the **Magic 300 words** weekly
- **Maths** - mental maths using specified online resources, games (Love Maths).

Grade 2 - Home Learning will consist of one or more (but not all) of the following:

- Questions are sent out in weeks 2 or 3 of each term. Responses to the questions will be returned weekly by students to share with the class and have the opportunity to receive feedback from a peer or teacher.
- **Spelling** - The Home Learning rubric will consist of a success criteria which includes, spelling and grammar topic specific vocabulary focus. Students have the ability to utilise specified online resources to consolidate spelling rules and patterns.
- ***Take home reading** - Take home book for daily reading from Term 1, week 2. Literal and inferred comprehension of text included using parent questioning guide
- ***Maths** - Strategies based math games played at school to reinforce the partnership between school and home.

Grade 3 - Home Learning will consist of one or more (but not all) of the following utilising a grid format:

- **Sustained home reading**, minimum 3 x 20 minutes per week. To be logged into diaries and signed weekly by a parent or guardian.
- ***Spelling - Oxford words**, weekly/ fortnightly
- ***Maths** - mental maths using Matific, games or a 'traditional' format.
- **Inquiry** - Tasks which contain 2-3 inquiry related learning tasks within Literacy and Mathematics that are being covered throughout the term.

Grade 4 - Home Learning will consist of one or more (but not all) of the following:

- **Sustained home reading**, minimum 3 x 20 minutes per week. To be signed weekly by a parent or guardian.
- **Termly Homework** grid to be sent out to students early each term and kept in student Homework books as well as being posted to Google Classroom. The learning tasks incorporate **Literacy, Numeracy, Inquiry and Presentation Learning**. Tasks can be directly linked to what is being investigated in the classroom, others based on fluency which are designed to support the learning which is occurring in the classroom.
 - On occasion, students will be requested to complete a project-like task based on Inquiry subjects being covered in the classroom. This might include the use of different media.
- **Mathematics** - teachers will assign students tasks related to what is being covered in the classroom, and individual learning needs. There is no current requirement for students to complete these tasks, however they are available for students to consolidate learning.

Grade 5 - Home Learning will consist of one or more (but not all) of the following:

- Daily independent reading of 20 minutes each night. Record of reading to be kept in student diaries and signed weekly by parents and teachers.
- Set tasks to investigate topics, apply new knowledge, review or reinforce newly acquired skills.
- **Spelling**. Word lists based on student point of need.
- Tasks to support or prepare for classroom learning, such as projects, assignments, essays or research.
- Tasks that promote independent study habits in preparation for secondary school.
- Completion of daily activities not finished in class may be assigned to be completed as homework.

- **Inquiry** - as required on a termly basis, usually a special project-based task to investigate topics, apply new knowledge and gather information in preparation for future classroom learning.

Year 6 - Home Learning will consist of one or more (but not all) of the following:

- **Weekly reading** based on teacher indicated pages per week. Reading based on texts which are being utilised in the classroom.
- Set tasks to investigate topics, apply new knowledge, review or reinforce newly acquired skills, which promote independent study habits in preparation for Secondary School.
- Tasks to support or prepare for classroom learning, such as projects, assignments, essays or research.
- Completion of daily activities not finished in class will need to be completed at home and returned to the teacher by the end of the week.
- **Inquiry** - as required on termly basis, usually special project based task.

LINKS:

[DET Homework Guidelines and Homework Expectations](#)

COMMUNICATION

This policy will be communicated to our school community in the following ways (DELETE UNNECESSARY):

- Annual reminders in our school newsletter
- Available publicly on our school's website
- Included in the Parent Handbook
- Hard copy available from school administration upon request

POLICY REVIEW & APPROVAL

Policy last reviewed	2023
Approved by	School Council – December 2023
Next scheduled review date	Review every 3 years