

Kensington Primary School Homework Policy 7.12.17

At Kensington we aim to focus on the whole child and acknowledge that there needs to be a balance between academic, social/emotional and physical outcomes. We want to encourage a balanced family life – families should have the capacity to connect with each other and engage in enriching life opportunities. Our policy is based on current research evidence on homework such as Cooper (1989), Hattie (2009) and Marzano & Pickering (2007). It also meets the requirements of the Department of Education's guidelines (see below).

Department of Education: Homework – K-12 Curriculum, Assessment and Reporting (Feb 2014)

ROLES AND RESPONSIBILITIES

The principal is responsible for developing and implementing a documented school approach to homework that:

- is consistent with the *Western Australian Curriculum and Assessment Outline* and school plans;
- is developed in consultation with the school staff and parents and endorsed by the school council/board*;
- is regularly communicated to students and parents;
- includes general guidelines for parents, where appropriate, as to how they can support and assist their children; and
- is supported and implemented by all staff.

*The school council of an Independent Public School is referred to as the school board. Both school councils and boards must comply with the *School Education Act 1999* and the *School Regulations 2000*.

PRINCIPLES

Homework should:

- support the development of the student's independence as a learner;
- further the partnership between school and home;
- avoid dependence on unreasonable levels of parental assistance or resources that are not readily available to the student;
- be set without impinging on reasonable time for family, recreational, cultural and employment pursuits relevant to the student's age, development and educational aspirations;
- be balanced across learning areas so as to avoid stress and overload;
- be phased in gradually and consistently as students move through the upper primary years and sustained through the secondary years;
- be consistently applied, monitored and assessed in a whole-school approach that is responsive to individual needs and learning area requirements;
- only be used to facilitate the achievement of learning outcomes;
- form part of a developmental learning program that is responsive to individual needs, clearly relevant, supported by classroom practice and, where appropriate, developed in collaboration with students; and
- be disassociated from any form of punishing students or means of securing discipline.

Kensington's Key Guiding Principles:

- We acknowledge that homework needs to be appropriately responsive to individual needs of students.
- Homework should be engaging and motivating for students; including novelty. It is optional and designed to support basic skill development.
- Independent practice, rote learning (appropriate overlearning/fluency/automaticity) or rehearsal of basic skills: spelling, reading and maths are the main focus of homework
- Additional homework will not be set by teachers to supplement learning missed during holidays.

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Year Level Expectations:

Homework tasks will vary from class to class and across the year levels as indicated on the following table. Homework may not necessarily be set every night and can be planned out across the week to suit family situations and commitments.

Year Level	Indicative Time (Maximum)	Examples of Tasks
Kindergarten	10-15 minutes, 4 days a week	Oral recounts/retells
Pre-primary	10-15 minutes, 4 days a week	Phonics & sight words Online – Reading Eggs & Mathletics
Year 1	10-15 minutes, 4 days a week*	Phonics & sight words Online – Reading Eggs & Mathletics
Year 2	20 minutes, 4 days a week*	News telling Spelling Online – Reading Eggs & Mathletics
Year 3	30 minutes, 4 days a week* <i>(+5-10 minutes of recorder, 3 days a week)</i>	News telling Spelling Number facts Online –Mathletics
Year 4	30 minutes, 4 days a week* <i>(+10 -15 minutes of recorder, 3 days a week)</i>	News telling Spelling Number facts (including tables) Online –Mathletics Research tasks and presentations
Year 5	50 minutes, 4 days a week* <i>(+30 minutes of instrumental, 5-6 days a week, if in this program)</i>	Spelling Number facts (including tables) Online –Mathletics Research tasks and presentations Revision Conversations
Year 6	60 minutes, 4 days a week* <i>(+30 minutes of instrumental, 5-6 days a week, if in this program)</i>	Spelling Number facts (including tables) Online –Mathletics Research tasks and presentations Revision Conversations

*The habit of reading every night is not considered homework but should be undertaken every night in addition to homework. An indicative minimum guide is set out below.

Year Level	Indicative Time (Minimum)
Kindergarten – Pre-primary	10 minutes each day
Year 1-2	15 minutes each day
Years 3-6	20 minutes each day

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Parents' Role

- Support, praise, encourage and engage with their child in the homework task.
- Make a decision based on their child's and family's needs as to how they engage with homework.
- Assist with allocating and reinforcing a scheduled time for homework.
- Provide a suitable space to limit distractions.
- Maintain resources required – pencils, pens, scissors ...
- Discuss the homework requirements with their child.
- Check and sign the School Diary.
- Communicate with the class teacher should concerns arise.
- Avoid coercion, bribery and arguments – see the teacher for alternative strategies to motivate your child if required.

Student's Role

- Students will engage with homework to the best of their ability and will work towards appropriate management of time and monitoring/selection of activities to meet their needs.
- Demonstrate responsibility by caring for materials required to complete homework, such as home readers, pencils, pens, and the like.
- Submit homework according to the instructions of the teacher.
- Communicate as required with parents and share homework with them as appropriate.
- Ensure the School Diary is shared with parents.

Teacher's Role

- Set homework for basic academic skills which are linked to classroom content; and activities designed to encourage the development of the whole child.
- Provide appropriate informal feedback or, when required, ensure marking is completed as a class activity - Homework will not be formally assessed
- Ensure all set homework is understood and able to be completed by the student.
- Provide homework which challenges able students and supports those with learning difficulties.
- Include a variety of homework tasks to maintain student motivation and engagement.
- Provide communication to parents about homework requirements (diary).
- Accept circumstances that may impact on the student's ability or capacity to complete homework tasks.
- Praise, encourage and provide assistance as required, with no punishments for not completing homework