

Parkside Primary School
Homework Policy

INTRODUCTION

Homework is a partnership between school and home and consequently it is important to note that:

- Children and families have many commitments
- Work set should be easily supervised by parent/carer and should not involve excessive demands on families for facilities, reference material, time or expertise
- Reading is a valued and integral part of homework and life and commences in Reception
- Not all children will complete the set work in the same time frame

RATIONALE

Homework is most effective when targeted, reinforcing class learning and completed independently by the student in a pre-determined and consistent study space. Current research (Cooper, Hattie et al) maintains that homework is effective in helping students reinforce learning and concretize study habits when students are given an appropriate amount for their age level (see below), educators communicate learning intentions to students and students study in consistent times, spaces and maintain independence in completing the tasks given.

SOURCES

- Buell, J. (2004). *Closing the book on homework: Enhancing public education and freeing family time*. Temple University Press.
- Cooper, H. (2007). *The battle over homework*. Corwin Press.
- Eren, O., & Henderson, D.J. (2011). 'Are we wasting our children's time by giving them more homework?' *Economics of Education Review* 5(30).
- Hattie, John. (First published 2012; Updated 2018). *Visible Learning*. Abingdon, Oxon: Routledge.
- Walker, R. (2013). *Reforming homework: practices, learning and policy*. Melbourne: Palgrave Macmillan.
- Education and Training Committee, Parliamentary Inquiry (2014). *Approaches to Homework in Schools*. Melbourne: Parliament of Victoria.

Reading to students is shown to have a direct causal effect on future student learning outcomes (regardless of parental income, education level or cultural background). Other improvements in reading to children at a young age include improved cognitive skills of the child, increased confidence at school and higher attainment of associated academic and social skills. Similar importance is found in encouraging older children to read independently. Reading for pleasure by the age of 15 is a strong indicator of social mobility, academic success and future wellbeing. It was found by the Melbourne Institute of Applied Economic and Social Research (2018) that reading to children six to seven days a week puts them almost a year ahead of those who are not being read to. Having visible adults that read for pleasure is a major factor in students reading for pleasure.

SOURCES

- Bus, A. G., van IJzendoorn, M. H., and Pellegrini, A. D. (1995). *Joint book reading makes for success in learning to read: A meta-analysis on intergenerational transmission of literacy*. *Review of Educational Research*
- Canoy, M., J.C. van Ours, and F. van der Ploeg (2006). *The economics of books, in: Victor A. Ginsburgh and David Throsby (eds.), Handbook of the Economics of Art and Culture*, Amsterdam, Elsevier
- Mol, S.E. and A.G. Bus (2011). *To Read or Not to Read: A Meta-Analysis of Print Exposure From Infancy to Early Adulthood*, *Psychological Bulletin*
- Merga, M. K. (2017). *Interactive reading opportunities beyond the early years: What educators need to consider*. *Australian Journal of Education*
- Victoria. Department of Education and Early Childhood Development & Melbourne Institute of Applied Economic and Social Research (2013). *Reading to young children : a head-start in life*. [Dept. of Education and Early Childhood Development], [Melbourne, Vic.]

EXPECTATIONS

Homework tasks are many and varied and may include such learning activities as reading, spelling, tables practise, research or follow-up work commenced in the classroom, etc. At all levels of schooling homework may be set up to 4 nights per week (Mon-Thurs) with week-ends free unless work needs to be completed.

Time to be spent on homework

- **Reception to Year 2** 5-15 minutes per night (essentially reading) or divided across the week
- **Year 3 – Year 5** 10-20 minutes per night or divided across the week
- **Year 6 & 7** 20-30 minutes per night or divided across the week

RESPONSIBILITIES

Teachers are responsible for:

- Communicating expectations with students and parents at the beginning of each school year
- giving clear, explicit instructions and feedback
- being consistent in their approach, delivery expectations regarding homework
- providing all students with a diary/communication book/goggle classroom /see saw to encourage organisation, self-responsibility and two-way communication.

Parents are responsible for:

- providing an environment where encouragement and some supervision are provided.

Students are responsible for:

- accepting responsibility for the organisation and completion of set homework tasks to the best of their ability and ensuring homework is handed in on time
- Communicating a need for support with teacher or parent

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