

Ripley Valley State School Homework Policy

Rationale

Homework is considered to be an integral part of school activity. It is valued as a personal study habit which is essential to student success. Homework provides students with opportunities to consolidate their classroom learning and should involve family members in their learning. Ripley Valley State School provides homework that enhances student learning and:

- ❖ Is purposeful and relevant to students need
- ❖ Is appropriate to the phase of learning (early, middle and upper)
- ❖ Is a positive experience and appropriate to the capability of the student
- ❖ Reinforces concepts taught at school
- ❖ Develops the student's independence as a learner, developing time management and organisational skills and ownership for own learning
- ❖ Is varied and clearly related to class work

(As outlined by Education Queensland Homework Policy Guidelines and within Section 23 Education (General Provisions) Regulation 2006)

<http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/E/EducGenProvR00.pdf>

The setting of homework takes into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation, and cultural considerations where appropriate.

Policy

Ripley Valley State School accepts that homework should be a purposeful learning experience and that it may contribute in a number of ways to the development and extension of the child's learning and the school program therefore:

- ❖ Homework is set with adequate timelines with parents notified of exceptions- e.g. camp, school excursions
- ❖ Teachers will correct homework, acknowledge it and provide feedback
- ❖ There will be no homework set on holidays
- ❖ Guidelines for homework will be appropriate for each Year Level and they will be applied consistently throughout the school, allowing flexibility for individual applications

Roles and Responsibilities of Teacher:

- ❖ Homework expectations will be set at the beginning of each year following school policy guidelines.
- ❖ Set relevant and meaningful tasks that are related to classroom learning.
- ❖ Checking homework regularly and provide timely and useful feedback to students.
- ❖ Inform parents of developing problems concerning homework and suggest strategies to assist.
- ❖ Use discretion when determining tasks, taking into consideration the student's ability, home circumstances and commitments.
- ❖ Teach strategies to develop organisational and time-management skills and providing opportunities to practice these strategies through homework.

Roles and Responsibilities of Student:

- ❖ Students need to make sure they take home everything they need to complete homework tasks.
- ❖ Students need to manage their time to ensure homework is completed on time.
- ❖ Discuss with their parents or caregivers homework expectations.
- ❖ Seek assistance when difficulties arise.
- ❖ Organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities.

Roles and Responsibilities of Parents:

- ❖ Notify the teacher if there is any difficulty with the tasks set.
- ❖ Acknowledge homework completed by signing as appropriate.
- ❖ Provide feedback to their child by writing a message on the homework.
- ❖ Set an environment and routine at home that fits their family.
- ❖ Encourage students to organise their time and take responsibility for their learning.

Time expectations

As a guide we expect the duration of homework tasks should fall within the listed time allocations:

- ❖ **Prep** Parents are encouraged to read to their children and talk about daily activities moving into more formal homework as year progresses
- ❖ **Year 1-3** - 1 hour per week
- ❖ **Year 4-6** - Up to but not more than 2 hours per week

Consequences

- ❖ In developing our homework policy, students are rewarded for good work.
- ❖ In accordance with the Education (General Provisions) Act 2006 students teachers will set and communicate clear expectations and consequences around the completion of homework.
- ❖ Students will not miss out on extra-curricular activities because of failure to complete homework.

Homework tasks may include:

- ❖ Revision and critical reflection to consolidate learning (practising for mastery)
- ❖ Applying knowledge and skills in new contexts (a topic of interest, an authentic local issue) Pursuing knowledge individually and imaginatively (investigating, researching, writing, designing, making)
- ❖ Preparing for forthcoming classroom learning (collecting relevant materials, items, information)

Early Phase of Learning (Prep to Year Three) specific tasks may include:

- ❖ Home reading program according to specific needs of students
- ❖ Phonic cards to reinforce letter sound knowledge
- ❖ Sight words tasks to assist with the development of sight word vocabulary
- ❖ Spelling words to learn using a variety of strategies
- ❖ Preparation for oral presentations
- ❖ Opportunities to write for meaningful purposes; may include sentence construction, editing tasks
- ❖ Maths concepts including number facts and problem solving

Middle Phase of Learning (Year Four to Six) specific tasks may include:

- ❖ Home reading program according to specific needs of students and may include daily independent Reading
- ❖ Spelling words to learn using a variety of strategies
- ❖ Maths concepts including number facts and problem solving
- ❖ May be coordinated across different subject areas
- ❖ Preparation for oral presentations
- ❖ Extension and/or completion of class work, projects and research tasks

Policy References

- ❖ Education (General Provisions) Act 2006 Part 4 Section 23
<http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/E/EducGenPrA06.pdf>
- ❖ CRP-PR-010 Homework in State Schools
<http://education.qld.gov.au/strategic/epr/curriculum/index.html>