



HOMEWORK POLICY 2013-2015

Context

North Ainslie Primary School is an ACT government school which works within the parameters of the ACT Education and Training Directorate policy framework. It is situated in an inner northern suburb of Canberra. North Ainslie is a culturally and linguistically diverse school, which provides education for approximately five hundred students. North Ainslie is particularly unique because it is home, not only to a mainstream primary school (P-6), but also to an introductory English centre for migrant and refugee children (IEC), and to a learning support unit for students with autism (LSU). The main site at North Ainslie operates two fifteen hour preschool sessions. An additional preschool campus is located in the neighbouring suburb of Hackett. The school also provides mainstream integration for a number of children with learning disabilities. Our school community is one which covers a broad socio-economic base.

Purpose

To ensure that clear guidelines and expectations about homework at North Ainslie Primary School are communicated to all stakeholders.

Rationale

The North Ainslie school community (teachers, parents and students) believes that homework is a valuable extension of classroom learning. We believe that targeted, relevant and purposeful homework:

- reinforces and consolidates basic skills, processes and concepts;
- builds collaborative learning partnerships between parent, child and teacher;
- provides opportunities to make links beyond the classroom;
- develops time management and organisational skills;
- prepares students in years 5 and 6 for high school;
- promotes responsibility for own learning; and
- provides opportunities for challenge, extension and creativity.

We also believe that students have varying homework requirements at different stages in their schooling. Therefore homework content and expectations should change according to a child's year level.

Implementation procedures

In relation to homework at North Ainslie Primary School:

Teachers will:

- provide homework tasks relevant to class work;
- clearly communicate expectations and timeframes to students and parents;
- clearly communicate instructions for specific tasks (e.g. by providing a worked example);
- encourage students to complete tasks with positive reinforcement;
- mark homework tasks and give prompt feedback; and
- provide access to homework through the online learning environment (cLc) and hard copy (where internet access is unavailable).

Students will:

- commit to completing homework tasks to the best of their ability;
- take home/organise all necessary materials to complete the task;
- understand that homework is a regular part of his/her week and schedule time for it;
- return homework to school on time; and
- seek assistance if required.

Parents will:

- encourage their child/ren to complete homework;
- provide a quiet and comfortable environment in which to work;
- provide regular, activity-free periods in which the child can complete homework;
- engage in discussion with the child about tasks: e.g. How will the child prioritise tasks? What does the child need to do to complete the task?
- negotiate with their child/ren the level of adult input; and
 - contact the class teacher immediately if their child/ren is having difficulty completing homework tasks.

The school will:

- ensure that information sessions at the beginning of each year include a homework segment. Parents will be advised on appropriate levels of parent input, timeframes and strategies to support their child;
- provide staff and parents with a copy of the homework policy;
- provide an online learning environment to support the implementation of the policy; and
- regularly review the policy to reflect best practice and community views.

We acknowledge that students and families have varying responsibilities and priorities outside of school. We also recognise that students may have special needs e.g. a diagnosed learning need requiring an individual learning plan (ILP). We therefore encourage open discussion between teachers, parents and students regarding homework tasks.

Nature

At North Ainslie Primary School we believe that literacy and numeracy should be the primary focus of our teaching, and therefore the foundation of homework. We also believe in the importance of providing students with opportunities to make relevant and purposeful links to units of inquiry.

The following outlines the homework requirements at the different stages of schooling at North Ainslie Primary School:

Kindergarten to Year 2

- Every child should read for approximately 10 minutes daily. This may include reading to an adult, reading with an adult or being read to by an adult.
- Additional tasks linked to units of inquiry may be set at times. For example, students may be asked to bring in an object from home that relates to a unit of inquiry or to interview a parent about a given topic.

Years 3 and 4

- Every child should read for at least 10 minutes daily.
- 15 minutes of literacy related activities per week.
- 15 minutes of numeracy related activities per week.
- Additional open-ended tasks linked to units of inquiry may be set at times.

Years 5 and 6

- Every child should read for at least 20 minutes daily.
- 20 minutes of literacy related activities per week.
- 20 minutes of numeracy related activities per week.
- Additional open-ended tasks linked to units of inquiry may be set at times.

Some children will spread the completion of their homework throughout the week whilst others will prefer to complete the tasks in one block. If a child is taking longer than the suggested timeframes to complete his/her homework it is important that the teacher is contacted.

It should also be noted that:

- Unit of inquiry work is designed to develop students' deeper understanding of concepts. It will not be marked with literacy and numeracy homework but will be incorporated into class inquiry work. Nevertheless it is important homework.
- Homework marks are not included in a student's end of semester assessment grade.