



Terrey Hills Public School Homework Policy Review

Purpose

The Terrey Hills Public School homework policy has been developed in accordance with the guidelines as suggested in the Department of Education Homework Policy: [DoE Homework Policy](#). The DoE states that, *"In developing their Homework Policy, schools should be aware that while the Policy itself is compulsory, the setting of homework and any indicative time allocations across year levels are not."* The DoE Homework Policy provides guidelines for the types of homework that can offered, according to grade level (Figure 1.1).

DoE Guidelines

Age-specific considerations

Primary schools

While there is little conclusive evidence of the learning benefits of homework in infants and primary schools, quality homework in these stages may help students to develop effective study habits and broaden their understandings and skills across the curriculum.

Homework for Kindergarten-Year 2

In general, students are not expected to complete formal homework in Kindergarten. Students may be given books to read at home, as appropriate.

In Years 1 and 2 some formal homework may be set. For example, students might be asked to read and write, learn words for spelling and complete some mathematical activities.

Homework for Years 3-6

Homework in Years 3-6 may be varied and students may be expected to work more independently. Students could be encouraged to read and practise mathematical concepts learnt at school. Other homework may also be set across areas of the curriculum.

Figure 1.1

Policy Statement

This document aims to provide clear guidelines about homework expectations to our community, staff and students. It should be read in alignment with the NSW Department of Education (DoE) 'Homework Policy Guidelines' (2012). This policy has been developed by a committee comprised of School Executive, teaching staff, parent representative and in conjunction with the P&C and Student Representative Council.

Rationale

THPS is committed to offering quality education to all students. Every student at our school is known, valued and cared for. THPS believes that the education of students best occurs when there are strong links and support between staff, parents and caregivers. Homework allows school-based learning to be reinforced in the home environment and gives parents insight into the curriculum offered at school.

Reading underpins successful learning in all subject areas. Therefore, regular reading aloud at home is essential throughout the primary years (Fountas & Pinnell 2016). In the early years homework aims to reinforce core numeracy and literacy concepts. As students' progress through Stage 2 and Stage 3, our aim is to develop independent learners, by reinforcing work habits and organisational skills in preparation for High School.

Survey Results

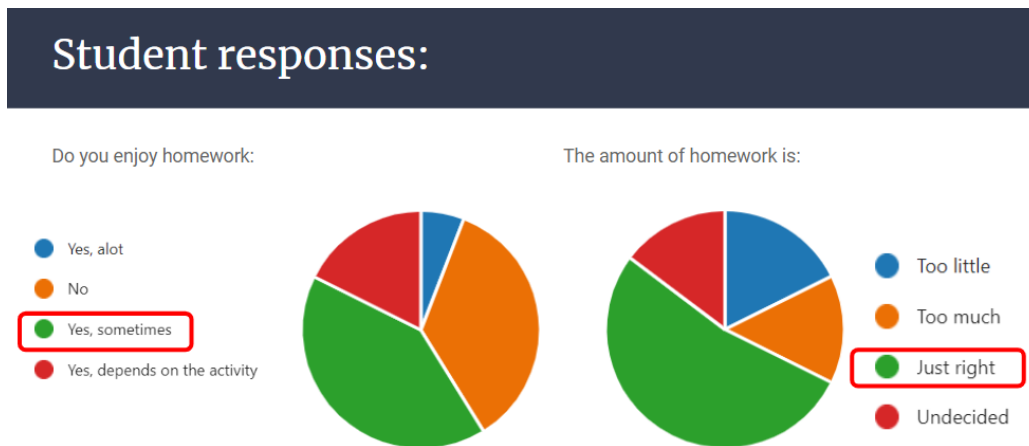


Figure 1.2: Student feedback regarding enjoyment of homework and the amount of homework given. The majority of students stated that they enjoyed homework and the amount being given was 'just right'.

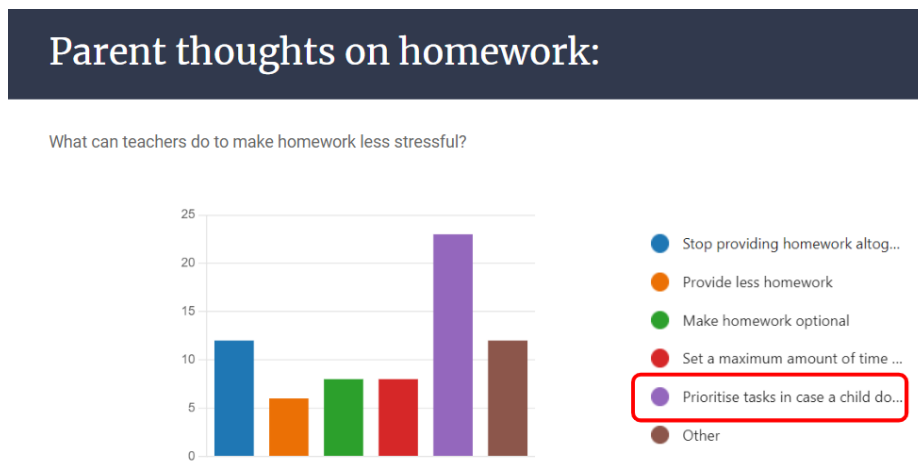


Figure 1.3

Figure 1.3: Parents reported that they would prefer homework tasks were prioritised with regard to tasks which must be completed and tasks which were optional.

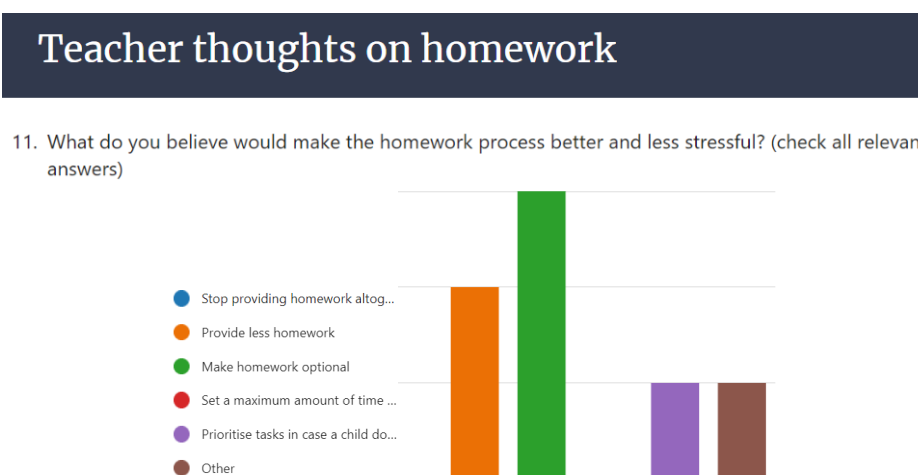


Figure 1.4

Figure 1.4: Teacher's thoughts on what would improve the homework process were to provide less homework and to make it optional (reflecting DET guidelines)

Student Representative Council (SRC) feedback on homework

SRC Feedback:

- Homework needs to be related to class work
- Preference for maths mental over Mathematics
- Teachers to indicate must do and optional tasks
- Points allocated for tasks across the week in a grid for students to choose activities
- Homework given fortnightly to allow extra time to complete set tasks
- Recognition of extra curricular activities



Figure 1.5

Figure 1.5: Consultation process with the Student Representative Council. Their ideas and thoughts on homework were valuable, valid and assisted the homework committee in their recommendations for the Homework Policy update.

2023 Implementation

For a successful implementation of this policy, the responsibilities of our school community are as follows:

- Teachers are to follow school homework guidelines to promote consistency across the school. It is the responsibility of teachers to work with students and parents to meet individual needs and provide additional support through homework as required. Additionally, teachers need to acknowledge student effort in completing homework and provide timely and relevant feedback on achievement. Teachers are to prioritise tasks based on 'must do', 'optional' and 'extension' tasks. Students are to be recognised for their completion of tasks.
- Students are to complete the homework tasks assigned by their teacher to consolidate learning from the classroom. This includes daily reading in line with policy expectations. Students are responsible for asking their teacher for clarification on tasks.
- Parents are encouraged to support their children in their understanding that homework set by the teacher is highly recommended as it consolidates learning from the classroom. Parents are encouraged to be actively involved with their child's homework. This should include supporting daily reading in line with policy expectations. Parents should notify the teacher if there is any difficulty with the tasks set. Parents will receive clear expectations of homework, which will be outlined at the Parent Information Evening and throughout the year via Seesaw and Class Newsletters.

Stage Guidelines

Early Stage 1 (Kindergarten)	Stage 1 (Years 1 & 2)	Stage 2 (Years 3 & 4)	Stage 3 (Years 5 & 6)
<p>In general, students are not expected to complete formal homework in Early Stage 1.</p> <p>Students will be given home readers and sight words to support their learning in class. These should be practiced each night.</p>	<p>In Years 1 and 2 some formal homework may be set. For example, students might be asked to read and write, learn words for spelling and complete some mathematical activities.</p>	<p>Homework in Stage 2 may be varied and students may be expected to work more independently. Students should be encouraged to read and practise mathematical concepts learnt at school.</p> <p>Other homework may also be set across areas of the curriculum including projects.</p>	<p>Homework in Stage 3 may be varied and students may be expected to work more independently. Students should be encouraged to read and practise mathematical concepts learnt at school.</p> <p>Other homework may also be set across areas of the curriculum including projects.</p> <p>Students in Stage 3 need to learn time management and organisation skills to help them in transitioning to High School.</p>
<p>Time recommendations: 10 - 15 minutes per night</p>	<p>Time recommendations: 15 - 20 minutes per night including home reading</p>	<p>Time recommendations: 20 - 30 minutes per night including home reading</p>	<p>Time recommendations: 30 - 45 minutes per night including home reading</p>

Types of Homework

Practice Exercises

These activities assist students to remember newly acquired skills, and can include practicing spelling words, sight words, consolidating tables knowledge, maths facts, revising information about a current topic and reading for pleasure (Home Reading).

Preparatory Homework

These activities provide students with opportunities to gain background information to prepare them for future lessons on a specific subject, and can include background reading, research on a particular topic or collecting items.

Extension Assignment

These activities encourage students to pursue knowledge individually and imaginatively, and include: book reviews, researching current news, making and/or designing information and retrieval skills involving use of the Internet.

Research Assignments/Projects

Research assignments should be set at a maximum of one per term and should be:

- written with clear instructions – date due, length, guidelines for content required, expected standard, level of parental assistance required, assessment criteria e.g. marking rubric
- designed to suit the range of learning needs of the students in the class / grade
- structured to ensure that the work can be done by the students with none or minimal parental assistance (unless specified).

Policy review

The Policy will be monitored and reviewed in Term 4, 2023.

It will be reevaluated by surveying the students, parents and teachers and reviewing any changes in the data collection and analysis.

Material References:

Department of Education (2012): *Homework Policy, Guidelines*

Fountas & Pinnell 2016: *Literacy Continuum, Expanded Edition*