



HOMework GUIDELINES 2022

1 BACKGROUND

Every Department of Education school is to have an approach to homework that takes into account the needs of the students and the phase of their development and reflects the context of the school.

Homework can support higher levels of student achievement by extending the time available for students to consolidate skills and concepts learned at school. It also extends the time available for the exploration of new ideas and new situations. Homework can extend the time available to the teacher for the monitoring of student progress. Homework can also be a means of furthering school-home relationships and assist in keeping parents informed about a student's learning program and progress.

Consideration may be given to such matters as home reading programs, projects or activities which are appropriate in the early childhood phase of development. As students progress through primary education, more self-planned, individual study and revision programs become important for many students.

It is expected that homework will relate directly to teaching and learning programs appropriate to the needs of students. An anticipated time commitment for homework is not, in itself, a reasonable basis for setting homework.

(Taken from *Homework Guidelines*, DoE, 2014)

In 2022, the administration conducted a short survey for parents regarding homework. Feedback was requested regarding the time spent on and content set for homework. Parents were encouraged to leave comments also. Concerns aired in the survey included:

- The potential impact of homework on the well-being and the non-academic development of his/her child/ren
- The potential impact homework has on the lives of families and family time
- Specific items regarding the mode and/or content of homework
- The amount of homework given and/or time taken to complete homework

Teaching staff reflected upon this feedback and also engaged in some professional learning around homework, investigating the work of John Hattie (University of Melbourne) and considering the practices listed in the policy documents of other schools.

All of this has been considered in developing these Homework Guidelines.

2 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 school plans
- is developed in consultation with the school staff and parents and endorsed by the school board
- includes general guidelines for parents, where appropriate, as to how they can support and assist their children
- is supported and implemented by all staff.

(Taken from *Homework Guidelines*, DoE, 2014)

3 PRINCIPLES

Homework should:

- support the development of a 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 a student
- be set without impinging on reasonable time for family, recreational, cultural and employment pursuits relevant to a 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 primary years
- be consistently reviewed 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.

(Taken from *Homework Guidelines*, DoE, 2014)

4 SUGGESTED TIME ALLOCATIONS

The school community advocates that a reasonable time allocation for homework on a weeknight is:

- **Pre-Primary – Year 2:** no more than 10 minutes
- **Year 3 – Year 4:** no more than 20 minutes
- **Year 5 – Year 6:** no more than 30 minutes

5 HOMEWORK TASKS

Homework should be focused on the following tasks set by the class teacher:

- Home reading
- Reinforcement and/or revision of Spelling and Mathematics
- Completion of classwork (which may include projects/presentations)

It is imperative that parents speak with the teacher regarding any concerns about homework impacting on their child's well-being, extra-curricular (out-of-school) activities and/or family time, as the school acknowledges the importance of these in a child's life. The same is encouraged if a child is clearly struggling to accomplish the set homework within the time allocations suggested above, whereby tasks may need to be adjusted.

In the event that a child may be given the opportunity to wear a badge and represent the school as a Student Leader and/or opt to be involved in school/DoE "extension" activities, an additional workload may be required. A teacher may suggest and/or a parent may request a child to 'opt out' of extension activities if it is seen that an increased workload may be impacting on the child.

6 TIPS FOR PARENTS

Children are more successful at school when parents take an active interest in their homework: it shows the child that what they do is important. Of course, helping with homework shouldn't mean spending hours hunched over a desk. Parents can be supportive by demonstrating study and organisation skills, explaining a tricky problem, or just encouraging kids to take a break.

Here are some tips to guide the way:

1. **Know what the teacher is looking for.** Attend meetings and ask questions.
2. **Set up a homework-friendly area.** Make sure it is well-lit and keep basic supplies such as paper, pencils, glue, scissors etc. within easy reach.
3. **Schedule a regular study time.** Some children work best in the afternoon, and some work better later on. Work out what is best for your child, but if you're unsure do it as early as possible.
4. **Help your child make a plan.** Break up the work into manageable tasks. Create a work schedule (or a list of things to do) for the day if necessary. Schedule regular breaks.
5. **Keep distractions to a minimum.** This means no TV, music or phone calls. Sometimes it is better for you to leave the room, as you too may be a distraction.
6. **Make sure your child does their own work.** They won't learn if they don't think for themselves. Remember: homework is not for parents to complete!
7. **Be a motivator and a monitor.** Ask the teacher about the work, check the completed homework and make yourself available. Sometimes your child may simply need a 'jump start': set a timer, ask them to beat the clock.
8. **Set a good example.** Children are more likely to follow their parents' examples, rather than their advice. Build your child's confidence and figure out the first problem together if you need to. Don't give up or complain: try your best and seek advice.
9. **Praise their work and efforts.** Keep the positive feedback flowing.
10. **If there are continuing problems with homework, get help.** Talk about it with your child's teacher.

(Taken from *Kids Health* and *Scholastic*)

7 POLICY REVIEW

This policy is scheduled to be reviewed in Term 2, 2022.