



Dayboro State School Homework Policy

*The capacity to learn is a gift;
The ability to learn is a skill;
The willingness to learn is a choice.*

Brian Herbert

Background

There has been extensive research into the value of homework. There is little consensus in the literature as to whether homework raises student achievement. Researchers do agree however that many studies indicate that homework may be more effective for older students than for younger ones (Cooper, 2001).

The Qld Dept of Education (2004) conducted a literature review on the subject and highlighted that homework provides parents with a window into their child's learning at school. In addition the following key findings are outlined:

- Students report that homework is important in helping them do well at school;
- Students who complete homework generally outperform students who do not on some measures of academic achievement;
- Homework can improve study and time management skills;
- Excessive homework can impact negatively on student achievement and reduce student access to leisure activities that can teach important life skills;
- Positive parental involvement in homework is mostly beneficial to students and can be associated with higher levels of student achievement;
- Homework can cause conflict for families if too much is set or when parents use different methods to those taught at school;
- Homework needs to be responsive to the student's age and development; and
- Parents influence the homework environment, through creating appropriate conditions for learning and encouraging children to complete tasks;

Homework activities appear to be most effective when linked directly to class activities so that homework is part of the learning process across home and school.

A successful outcome for homework appears to be contingent on teacher preparation and the setting of 'real life' tasks, the motivation of students and the level of parental support available.

A survey of parents at Dayboro State School in 2015 regarding homework showed that 72% of parents, 61% of teachers and 53% of students agreed that students at Dayboro State School should complete homework, with the remaining 38%, 39% and 47% respectively, either opposed to the practice or unsure. Parents, teachers and students in favour of homework highlighted reasons such as:

- consolidating learning,
- offering parents an insight into their child's learning at school, and
- developing sound study habits.

The most common concerns of those who answered 'no' included:

- Enough formal learning takes place at school and children need time to play, relax and have fun,
- Children have many afterschool activities, and
- Homework causes stress for the family.

Research and case studies in the UK and US suggest there be no more than 10 minutes of homework per school day in Year 1, increasing by up to 10 minutes a day with each year level to a maximum of two hours per day in Year 12. This maximum time allocation for each year level is generally consistent with national and international policies (Qld Dept Ed Lit Review 2004).

Rationale

In Queensland, the **Education (General Provisions) Regulation 2000 Section 23** states that a teacher at a state school may require students to undertake homework. Queensland Principals are to determine what is a reasonable amount of homework.

This Education Regulation is based on the following premise:

Homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members in their learning. The setting of homework takes into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation, cultural pursuits and employment where appropriate.

Homework that enhances student learning:

- *is purposeful and relevant to student's needs,*
- *is appropriate to the phase of learning (early, middle and senior),*
- *is appropriate to the capability of the student,*
- *develops the student's independence as a learner,*
- *is varied, challenging and clearly related to class work, and*
- *allows for student commitment to recreational, employment, family and cultural activities.*

The **P-12 Curriculum, Assessment and Reporting Framework (2014)**, developed as part of the **Every student succeeding - State Schools Strategy 2014-2018**, recommends that schools develop a school homework policy in consultation with the school community.

It is important to monitor implementation of the school homework policy to ensure:

- consistent and effective implementation occurs throughout the school – including a consistent approach to the amount of time students are to spend in completing homework (at particular year levels and in particular learning areas)
- the amount of homework is balanced across all learning areas to allow sufficient time for family, recreation, and community and cultural activities
- students are not disadvantaged by the lack of access to resources such as computers and the internet outside school
- homework is effective in supporting learning.

This Homework Policy takes into account a number of factors:

- Community expectations about homework are variable.
- Research regarding the value of homework is inconclusive.
- Schools are best placed to make decisions about homework in consultation with their communities.

Homework tasks should be assigned by teachers with a specific, explicit learning purpose. On completion, teachers should acknowledge student effort and provide feedback related to student learning.

Policy

Homework is considered valuable when it is undertaken in partnership between home and school and when it provides parents with an opportunity to be part of their child's formal learning. Homework is part of the learning process at Dayboro State School and it is expected that students will take part. Practices will aim to accommodate a variety of family circumstances and the range of parent beliefs about homework.

Practices at Dayboro State School

All students at Dayboro State will have **Home Reading** as the core part of their homework every week. Teachers will set clear, meaningful and purposeful tasks each week that aim to support students' classroom learning and provide parents with an opportunity to learn a little about their child's learning. Tasks will be kept to age appropriate time frames and will encourage parent involvement where parents are willing and able.

Students will be provided with clear feedback on their home learning each week by their teacher. It is an expectation that all students will complete homework tasks. Opportunities may be provided by the school for homework to be completed at school. There will be no negative consequences enacted if a child does not complete homework tasks.

Procedures:

1. Homework tasks will be connected to the learning in the classroom for that week, will be meaningful for the student and aim to contribute to student learning.
2. Time guidelines will be adhered to for each student, considering his or her own learning needs.
4. Alternatives will be provided for students who are without particular resources at home e.g. internet access or a computer.
5. Opportunities may be provided for students who are unable to complete homework effectively at home.
6. Specific family circumstances will always be considered and homework seen as a means of including parents in the learning process.
7. Homework tasks will be clearly outlined, concise and unambiguous.
8. Students will be given feedback on their learning as well as being given an opportunity to provide feedback to the teacher regarding their homework.
9. From Years 1 to 6, homework may be flexibly undertaken across the week.

Age-specific Guidelines

Homework for Prep, Year 1 and Year 2

In general, students are not expected to complete formal homework in Prep. Students will be given books to read at home, as appropriate, and for a period of time may practise some sight words.

In Year 1 homework will not exceed 5 to 10 minutes per night. This will include reading and sight words.

In Year 2 some formal homework will be set. For example, students might be asked to read and write, learn words for spelling and complete some mathematical activities. Homework will not exceed 5 minutes per night plus 10 minutes reading.

Homework for Year 3 and Year 4

Homework in Year 3 and 4 may be varied and students may be expected to work more independently. Students will be encouraged to read, practise spelling and practise mathematical concepts learnt at school.

In Year 3 homework will not exceed 10 minutes per night plus 15 minutes reading.

In Year 4 homework will not exceed 10 minutes per night plus 20 minutes reading.

Homework for Year 5 and Year 6

In Years 5 and 6 homework diaries will be used.

Homework in Year 5 and 6 may be varied and students may be expected to work more independently. Students will be encouraged to read, practise spelling and practise mathematical concepts learnt at school. Occasionally they may be set small tasks from other areas of the curriculum.

In Year 5 homework will not exceed 15 minutes per night plus 20 minutes reading.

In Year 6 homework will not exceed 15 minutes per night plus 25 minutes reading.

Policy Implementation: 29 January 2016

Policy Review: 29 January 2017

References

Department of Education and The Arts (2004). Homework Literature Review; Summary of Key Research Findings.

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Department of Education and Training (2015). Every student succeeding - State Schools Strategy 2014-2018. <http://education.qld.gov.au/corporate/about/pdfs/state-schools-strategy-2014-18.pdf>

Education Queensland (2000). Homework in State Schools- Part 4 Section 22 and Section 23 Education (General Provisions) Regulation 2000
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Department of Education and Training (2014). P-12 Curriculum, Assessment and Reporting Framework.
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