HOMEWORK POLICY

RATIONALE
Homework helps students by complementing and reinforcing classroom learning. It fosters good lifelong learning and study habits, encourages students to be responsible for their own learning, and provides opportunities for parents to participate in their child’s education.

Ian Lillico’s Homework Philosophy
“There is no doubt that children need to practice concepts learnt at school, within time constraints, but we need to broaden the definition of Home Work. Any work that children do at home needs to be counted and parents and teachers should work together to ensure that children do some work at home, but not a lot of sedentary work. The Homework Grid is a solution to this old question of getting kids to do something at home and not opt out of family life. It will enable parents to get children to do their share of work in the home including housework, shopping, physical activity such as sport training and family outings such as walking, fishing and exploring the world – activities which enhance family life. It also covers areas such as reading, being read to, playing a game with parents, researching on the computer, music practice and many others.”

AIMS
1. To instil a positive approach and attitude to home learning.
2. To encourage ‘real life’ applications of homework through the involvement of family and every day events.
3. To ensure that students are provided with homework on a regular basis.
4. To assist student learning and the establishment of good homework patterns from early primary school.
5. To provide opportunities for students to develop organisational and time management skills, self discipline, personal responsibility for learning, and skills in using resources accessible outside the school.
6. To increase parent awareness and opportunities for participation in their child’s education.

GUIDELINES FOR IMPLEMENTATION
- Ian Lillico’s Homework Grid will form the basis for Homework at Patterson Lakes Primary School (see Appendix A).
- Parents will be informed of the Grade’s Homework program at the beginning of the school year and at the commencement of each term. A copy of the school’s Homework Policy will be provided.
- Parents will be encouraged to show a positive attitude towards homework and may be required to assist by discussing the task, suggesting ideas, assisting their child to gather and interpret information, encouraging their child to complete homework by the due date and providing feedback to the teacher.
- Teachers will endeavour to ensure that homework is:
  - documented with parent and student friendly language
  - presented using language consistent within departments and across year levels.
  - appropriate to the student’s skill level and age
  - balanced with a range of recreational, family and cultural activities
  - purposeful, meaningful and relevant to the curriculum and where appropriate, open ended
  - monitored and/or assessed by teachers with feedback and support provided.
- It is the responsibility of the Year Level coordinators to ensure the department team is consistent in year/class expectations, communicate clearly timeline expectations to students and families and that the construction of the Homework Grid is in student/parent friendly language.
- Teachers will discuss the content and requirements of homework tasks with children and will give students enough time to complete homework, taking into account home obligations and extracurricular activities.
- Students will be encouraged to take responsibility for planning and completing homework by the due date. They will be given assistance in developing time management skills and managing outside school commitments.
- Students who have difficulties completing homework requirements will be encouraged to discuss alternative arrangements with the teacher concerned.
- A minimum of two compulsory tasks will be expected at all levels, to provide a consistent approach across the school. The compulsory tasks will be outlined at the commencement of each term with a specified date.

Last ratified: November 2012
The compulsory task will not be the “Use Computer for Work” as PLPS does not assume all students have access to a computer.

- The completion of tasks using a variety of mediums will be encouraged. It is not an expectation that a computer or Internet is accessible and therefore computer generated completion is not a requirement.
- Failure by students to complete homework on a regular basis will be followed up by teachers with parents.
- There will be opportunities for consultation between parent and teacher if the child is requiring extension or is having difficulty with the content of the homework.
- School Council, in partnership with the principal and teachers and after consultation with parents and students, are responsible for developing and publishing a Homework Policy consistent with the Victorian Government Schools Reference Guide Section 3.23 Homework Guidelines.
- Homework activities and requirements will generally be based on the Years Prep–2 and Years 3–6 guidelines below.

**Year Level Guidelines**

**Years Prep - 2**

On any occasion where students have been set homework to complete, 20 - 30 minutes is considered as a reasonable amount of time for a child in any one evening.

Types of Activities may include:

- Home Reading; consisting of daily reading to, with and by parents, caregivers or siblings.
- Practice Exercises and Informal tasks
- Completing unfinished class work

**Years 3 – 6**

On any occasion where students have been set homework to complete a reasonable amount of time in any one evening is 20 - 30 minutes for a Year 3 - 4 child, and 30 - 45 minutes for a Year 5 - 6 child.

Types of activities may include:

- Independently Home Reading
- Practice Exercises
- Preparation, Planning and Researching
- Extension Assignments
- Completing unfinished class work

**EVALUATION**

Guidelines are updated annually and/or as per DEECD recommendations.

**LAST UPDATED**

October 2009.

**CERTIFICATION**

This policy was adopted at the School Council Meeting held at Patterson Lakes Primary School, November 2009.

Signed………………………………………………… Signed…………………………………………………

School Council President                      Principal

Last ratified: November 2012
## Appendix A: Lillico’s Homework Grid Theory

<table>
<thead>
<tr>
<th>READING</th>
<th>SPELLING</th>
<th>PERSONAL ORGANISATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading is an essential part of learning. The more a child reads, the more they learn and gather information about their environment. Reading invites children to explore fact, fantasy and imagination, as well as gain information and data through a variety of texts, e.g. books (fiction and non fiction), newspapers, magazines.</td>
<td>Learning to spell an increasing bank of words is critical to Literacy development. Basic skills need to be reinforced through regular practice. Using the Strategic Spelling approaches of Visual, Phonological, Morphemic and Etymological, with further enhance spelling knowledge, usage and success.</td>
<td>Contributing to the home in relation to housework is an important aspect of family life. Children need to accept responsibility for their own things as a member of the household. This will assist children to further develop skills in relation to organisation, responsibility, time management and appreciation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REAL LIFE MATHS</th>
<th>PHYSICAL ACTIVITY</th>
<th>PROJECT RESEARCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maths is everywhere around us. Shopping for example is a valuable time to gain life skills such as: money handling, classifying, sorting, totalling, reading item labels and discovering costs and value for money.</td>
<td>Being active is crucial to keeping fit and to grow into happy, healthy individuals. Physical activity and sports training, when done regularly with parents and coaches, assists with building strong, lasting bodies.</td>
<td>Researching and exploring a topic of interest provides an opportunity to use a variety of sources, including internet, dictionaries, libraries and other experts including people and experts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEACH YOUR PARENTS</th>
<th>ART</th>
<th>USE COMPUTER FOR WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consolidation of what you have learnt is an important step in the learning process. It enables the learner to verbally explain and teach concepts or skills learnt at school. This further enhances the home and school partnership.</td>
<td>Art promotes creativity as children need to be inspired throughout their school years. Children need to find a balance between work and leisure activities and should be encouraged to explore their creative and artistic flair.</td>
<td>Computing skills are essential for children in their future schooling and working life. Researching information, communication with family and friends, word processing and using specific programs, are inevitable life skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YCDI</th>
<th>ENVIRONMENT AND NATURE</th>
<th>CULTURAL- ARTS AND MUSIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents have the capacity to positively influence their child’s achievement and be active in their involvement in the process of developing the four foundations of the ‘You Can Do It’ program; Confidence, Persistence, Organisation and Getting Along.</td>
<td>It is important for children to develop an appreciation for the beauty of nature and also to understand the need to care for the environment through conservation.</td>
<td>Art appreciation and exploration is an avenue that heightens the senses. Music lessons, choir, dance, gymnastics, theatre, cultural experiences, are examples of ways we can appreciate The Arts in our lives.</td>
</tr>
</tbody>
</table>