

**ST MATTHEW'S SCHOOL
NARROGIN**



HOMEWORK POLICY

Ratified October 2009 – Review Date: 2018



HOMEWORK POLICY

ST MATTHEW'S SCHOOL NARROGIN

RATIONALE

Homework is an integral part of a child's education. It promotes a relationship that helps maintain communication between school and home on the child's academic growth, and reinforces basic skills and concepts that have been taught in class. It also helps establish good study habits in the child. Homework varies from year to year and class teachers will inform parents of what is required.

The Homework Policy will be included in the Parent Handbook and will form part of the Parent Information Meeting early in Term 1 each year.

ROLES OF STUDENTS, TEACHERS AND PARENTS

1. Activities are purposeful and relevant.
2. Equal commitment from student, teachers and parents.
3. Communication between student, teachers and parents occurs regularly. The student's Reading Record or diary should be used for this.
4. Homework expectations are reasonable and consistent.
5. All tasks are clearly defined in writing. Assessment criteria will be provided for set research tasks/ presentations prior to the commencement of the task/presentation.
6. Homework is to be checked and signed by parents. It is a parents' right to sign off on their child's homework if and when they consider that their child has done sufficient work. However, it is also important that the parents support the teachers in their endeavour to provide sound education for their children.
7. Teachers monitor, check and provide feedback on homework.

PRACTICES

At St Matthew's School, homework will be set on Mondays with the expectation that it will be completed by Friday, unless otherwise stated. This allows for children to structure their time to allow for other afternoon/evening commitments (eg. sport, clubs, family commitments). The reading and working time periods need not be completed sequentially but may be completed at totally separate times. For example, the student might complete his/her working time before dinner and his/her reading time just before bed.

KINDERGARTEN – PRE-PRIMARY

Children in Kindergarten and Pre-Primary should spend time talking about their school day, enjoying reading and being read to.

YEAR 1 - YEAR 2

Children in Year 1 and Year 2 should spend time talking about their school day, enjoying reading and being read to, completing simple literacy tasks and revising basic number facts and spelling. This should be for approximately 10 – 20 minutes maximum daily (approximately 10 minutes reading and 10 minutes working). The time period needed to complete the set tasks will gradually increase from the minimum (10 minutes) to the maximum (20 minutes).

YEAR 3 – YEAR 4

Children in Year 3 should spend time talking about their school day, enjoying reading and being read to, completing simple literacy tasks and revising basic number facts and spelling. This should be for approximately 30 minutes maximum daily (approximately 15 minutes reading and 15 minutes working).

Children in Year 4 may be given a small amount of written work to consolidate concepts taught in class. The practice of basic literacy and numeracy skills will continue. This should be for approximately 40 minutes maximum daily (20 minutes reading - silent or oral and 20 minutes working).

YEAR 5 TO YEAR 7

Children in Year 5, 6 and 7 may be given a small amount of written work to consolidate concepts taught in class. The practice of basic literacy and numeracy skills will continue. The recommended time for nightly homework is approximately 30 minutes maximum reading (silent or oral) and 30 minutes maximum working. The time period needed to complete the set tasks will gradually increase from the beginning of Year 5 to the completion of Year 7.

NOTE: Teacher's discretion will be used as to time allocated for homework. The individual needs of students are paramount in the setting of homework. All tasks should be set at the ability level of the child. If extension homework is required, the teacher will discuss the format of this with the parents. Parents are invited to contact the teacher of their child if they have any queries.

RESEARCH TASKS/PRESENTATIONS

During Years 3 and 4, children will be introduced to the requirements of research tasks/presentations. These tasks help students to develop important research skills. The majority of these tasks will be completed at school, however, teachers will set small teacher-directed activities which will form part of these research tasks/presentations. Nightly homework expectations will be modified to allow for the extra time that the research activities will require. The practice of Literacy and Numeracy skills may continue.

Children from Years 5 to 7 will be given research tasks/presentations. These tasks help students to develop important research and time management skills. In order for these to be completed, they will be set over a specified time period. Teachers will provide parents and students with a clear outline of the task, an assessment criteria and the date that it will need to be completed. Nightly homework expectations will be modified to allow for the extra time that the research tasks/presentations will require. The practice of literacy and numeracy skills may continue.

RESEARCH TASKS/PRESENTATION OVERVIEW

Prior to a task being set, students will be taught in-class how to research topics using a variety of mediums including encyclopedias, the internet, books and the media. They will also be clearly taught the correct format for the presentation. When the need of ICTs is required, children who do not have access to the required equipment at home, will be provided with school time and resources. If not otherwise stated, teachers will choose from the following list of research tasks/presentations:

- 3.D Display (eg. diagram, scale model)
- Oral presentation (with or without visual display)

- Informative poster
- PowerPoint presentation
- Written assignment
- Persuasive Essay (senior classes only)
- Pamphlet/ brochure

YEAR	TASK	To be completed
3	Presentation	Majority in class
4	Presentation	First semester - majority in class
	Presentation	Second semester – majority in class
5	Presentation	First semester - home and school
	Presentation	Second semester - home and school
6	Written assignment	First semester - home and school
	PowerPoint presentation	Second semester - home and school
	Presentation	Majority at home
7	PowerPoint presentation	Home and school
	Written assignment	Home and school
	Oral presentation with visual display	Majority at home
	Presentation	Majority at home