

This 'Homework Policy' is aligned with the Department of Education, Training and Employment's P-12 curriculum, assessment and reporting framework (2017) and Policy Statement: *Homework*.

## Homework Policy Statement

The purpose of this policy is to provide a shared understanding of homework guidelines for parents, staff and students at our school.

Homework at Picnic Creek State School aims to be an **educationally enhancing** experience that enables students with opportunities to **consolidate their classroom learning**, develop **independence as a learner** and **involve family members** in their learning. With student well-being at the forefront, we value the importance of ensuring set homework allows sufficient time for family, recreation, and community and cultural activities.

As outlined in the '*P-12 curriculum, assessment and reporting framework*', we believe homework optimises student learning when it:

- is **clearly related to current class work** and consolidates, revises and/or applies students' classroom learning
- is **age appropriate** to particular years of schooling
- is **varied and differentiated** to individual learning needs
- assists students to prepare for upcoming classroom learning, such as researching relevant information or collecting materials
- is **monitored and checked regularly by the teacher**

## Homework Tasks and Time Allocation

Year level homework expectations will be clearly communicated by class teachers at the start of Term 1 and as per need throughout the year. Homework will be set for a week and cycle over a weekend. To create more demand and challenge as the children move through the year levels and progress towards senior schooling, a gradual increase in the time spent on homework has been adopted.

Homework may encompass aspects of the following:

Year Level	Examples of set tasks	Time Allocation <i>(as per Education Queensland Guidelines)</i>
Prep - Year 2	<ul style="list-style-type: none"> <li>✓ letter and sound recognition</li> <li>✓ sight words and daily reading</li> <li>✓ revision of maths concepts</li> <li>✓ spelling and word study</li> <li>✓ collecting materials</li> <li>✓ gathering information</li> <li>✓ discussing topics</li> </ul>	Maximum time 15-20 min per school day
Year 3 - 4	<ul style="list-style-type: none"> <li>✓ reading</li> <li>✓ revision of maths concepts</li> <li>✓ spelling and word study</li> <li>✓ collecting materials</li> <li>✓ gathering information</li> <li>✓ discussing topics</li> </ul>	Maximum time 25-30 min per school day
Year 5 - 6	<ul style="list-style-type: none"> <li>✓ reading</li> <li>✓ revision of maths concepts</li> <li>✓ spelling and word study</li> <li>✓ collecting materials</li> <li>✓ gathering information</li> <li>✓ discussing topics</li> </ul>	Maximum time 30-35 min per school day

Teachers will **personalise** and **differentiate** learning for students by:

- Including spelling words at the students level
- Assigning differentiated maths or literacy tasks to suit groups or individuals (e.g. Athletics, Literacy Planet tasks)
- Providing home reading books at appropriate reading levels
- Providing alternate spelling and mathematics activities for students significantly beyond year level expectations

## Responsibilities

Teachers	<p>The following strategies will be employed by teachers to support their students in developing a routine of regular, purposeful homework:</p> <ul style="list-style-type: none"> <li>• <i>Ensuring the PCSS homework policy is implemented</i></li> <li>• <i>Clearly communicating the purpose, benefits and expectations of all homework</i></li> <li>• <i>Setting homework that is directly related to class work and appropriate to student learning needs</i></li> <li>• <i>Checking homework regularly and providing positive recognition of the efforts of students</i></li> <li>• <i>Discussing with parents/caregivers any developing problems concerning their child's homework and suggest strategies to assist</i></li> </ul>
Students	<p>The following strategies should be employed by students to maximise success in their learning:</p> <ul style="list-style-type: none"> <li>• <i>Being aware of the school's expectations and guidelines for home learning</i></li> <li>• <i>Discussing with their parents or caregivers, homework expectations</i></li> <li>• <i>Accepting responsibility for the completion of homework tasks within set timeframes</i></li> <li>• <i>Seeking assistance when difficulties arise or they are unsure of what to do</i></li> <li>• <i>Organising their time to manage various activities they may engage in (e.g. extracurricular)</i></li> </ul>
Parents/ Caregivers	<p>The following strategies will enable families to help their child maximise the benefit gained from homework:</p> <ul style="list-style-type: none"> <li>• <i>Helping them to complete tasks by discussing key questions or directing them to appropriate resources</i></li> <li>• <i>Reading with/to them, talking with them and involving them in tasks at home including shopping, playing games and physical activity</i></li> <li>• <i>Encouraging older children to take an interest in local, national and international events</i></li> <li>• <i>Encouraging, praising and reinforcing positive attitudes towards homework tasks</i></li> <li>• <i>Encouraging them to organise their time and take ownership for their learning</i></li> <li>• <i>Establish a routine for completing homework to best meet the needs of your family and other weekly commitments</i></li> <li>• <i>Helping them to balance the amount of time spent completing home learning tasks, watching television, playing computer games, playing sport and engaging in other recreational activities</i></li> </ul>

At Picnic Creek State School, we accept that there are certain situations that may arise and therefore parents should communicate with the class teacher regarding any family circumstances that may potentially affect the learner's ability to complete homework. We encourage parents/caregivers to also contact class teachers if a reluctance to complete homework exists. Collaboratively, we can then work together to determine appropriate strategies required to support the needs of the student.