



St. Martin de Porres School

Avondale Heights

HOMework POLICY

RATIONALE

St. Martin's school defines homework as "the time students spend outside the classroom in assigned activities to practice, reinforce or apply newly acquired skills and knowledge and to learn necessary skills of independent study." (Butler, 1987)

St. Martin's school also acknowledges that there are a range of 'extra - curricula activities' outside the classroom that students are involved in which have education benefit by enhancing a student's intellectual, physical, spiritual, social or emotional development (e.g. sports training, playing competitive sports, participation in hobbies, dance classes).

The definition above and the aims below, support our Vision Statement which calls for a "partnership of students, their families and school staff" where "each member should strive for excellence...become active citizens responsive to the emerging challenges of our community...nation...world." St. Martin's school believes homework can contribute to this end.

St. Martin's school acknowledges that its school community has a rich diversity which needs to be taken account of when homework tasks are set. Such considerations as the learning ability of each student in the class group, particular family circumstances, families who might experience some difficulty with the English language, families that attend academic or community activities after school hours and on weekends, or the particular year level of the students each of these needs to be understood when homework tasks are set.

St. Martin's school therefore believes that the quantity of homework needs to be reasonable, should not be new learning which would require constant parent/carer supervision and also needs to have a clearly defined purpose which is well understood by the students and their parents/carers.

AIMS

- ◆ To enable students to practise skills already learnt in class;
- ◆ To ensure students are ready or prepared for future learning;
- ◆ To help students take personal responsibility for their school work;
- ◆ To enable students to begin the building of a range of study skills;
- ◆ To provide an opportunity for students and parent/carers to interact and facilitate 'real-life' learning situations outside the classroom;
- ◆ To provide parents/carers with information about what the student is learning at any particular time and how the student is progressing. (Epstein, 2001)

IMPLEMENTATION

TIME PERIOD

1. All students should spend no more than 120 minutes per week on homework tasks set by the school.
2. Prep to Year 2 should complete these tasks over at least four sessions per week where possible.
3. Year 3 to 6, due to the level of extra - curricula activity many students are involved in seasonally, have flexibility concerning the number of sessions they should spend on homework tasks each week or fortnight.
4. However, Year 3 to 6 students should still be reading and drilling specified times tables on a regular basis each week.

IMPLEMENTATION (cont.)

CONTENT

1. Homework at all levels will be a revision of learning in the following Curriculum Areas and their Strands and sub-strands :
 - a) English (Reading & Viewing, Writing, Speaking & Listening);
 - b) Mathematics (Number & Algebra, Measurement & Geometry, Statistics & Probability);
 - c) Religious Education (Knowledge & Understanding, Reasoning & Responding, Personal & Communal Engagement).
2. Listed tasks must have been covered in each child's classroom over the previous two week learning cycle.
3. The role expectations of the student, parent and school at each year level will be articulated and distributed to all families.

ORGANISATION

1. A simple homework grid will be distributed to all students on a fortnightly basis for completion in the following two week period.
2. Parents will initial tasks on the grid sheet as they are completed and teachers will inspect homework, monitor the quality of completion and acknowledge sighting the grid sheet at the end of each fortnight.
3. Depending on the year level, this acknowledgment may occur manually on each student's hard copy of the grid or digitally initialised on-line.
4. For most classes, the grid sheets will be contained within a homework exercise book or folder.
5. A homework diary will also be provided to Year 5 and 6 students, to assist them in the development of appropriate organisational skills.

EVALUATION

This policy will be reviewed by the school staff and School Advisory Board on an annual basis.

Acknowledgements :

Epstein, J.L., 'School, Family & Community Partnership' (2001)
Butler, J.A., 'Homework', (1987)

Developed May 2010, reviewed 2016, 2017, 2018, 2019