

MOUNT OUSLEY PUBLIC SCHOOL



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HOMEWORK POLICY

Our Beliefs

Homework:

- is a worthwhile and valuable part of a child's education;
- should be relevant and reinforce work done within the classroom;
- should establish good study habits and develop a range of skills including self discipline, locating and using information, and time management;
- should provide insights to parents into the curriculum being taught in their child's class and indicate the progress of their child;
- should include home reading;
- should encourage independent learning;
- reaffirms the responsibility of the parent to assist their children in schoolwork;
- must have flexibility in its structure and organisation from class to class; and
- should be completed in a manageable time and be graded according to stages.

Early Stage 1 10 minutes per night

Stage 1 15 minutes per night

Stage 2 20 minutes per night

Stage 3 30 minutes per night

(These times are considered a reasonable minimum standard.)

Types of Homework

The amount of time that students are expected to spend on homework will depend upon the age, ability, home environment and extracurricular activities of students, including family and cultural obligations. It is important that students of all ages have opportunities for free time, leisure and physical activities outside of school.

The three types of homework are:

(i) Practice exercises - providing students with the opportunities to apply new knowledge, or review, revise and reinforce newly acquired skills, including:

- reading;
- consolidation exercises e.g. maths, including the memorisation of tables;
- practising of mastery e.g. spelling words;
- revising information about a current topic;
- practising words or phrases learnt in a language other than English; and
- report writing.

(ii) Preparatory homework - providing opportunities for students to gain background information on a unit of study so that they are better prepared for future lessons, including:

- background reading;
- reading e.g. learning parts for a play or other performance;
- researching topics for a class unit of work; and
- collecting items e.g. geometric shapes or resources for a project.

(iii) Extension assignments - encouraging students to pursue knowledge individually and imaginatively, including:

- writing e.g. book review;
- making or designing something e.g. an artwork;
- investigations e.g. science, social science;
- problem solving e.g. applying mathematical strategies;
- researching e.g. history, local news;
- information and retrieval skills e.g. using the internet at home; and
- monitoring e.g. advertising in particular newspapers.

The examples listed above are indicative of practice, preparatory and extension activities, but there is no expectation that any of these activities will be assigned to every child every week. Nor are the lists exhaustive. Individual teachers will advise parents of their expectations and organisational structures.

Wherever possible homework should recognise the place of technology in today's world and the benefits of using technology such as home computers and the internet for communicating, and organising and accessing information.

Our school will have regard for equity issues when setting homework that relies upon the use of technology. Students who do not have access to technology at home will not be disadvantaged.

Successful Practice

Early Stage 1 & Stage 1

In the earliest year of Stage 1 all activities at home or in play can assist children to develop a wide range of knowledge and skills including literacy, numeracy and problem solving. It should also be remembered that self directed play in unstructured time is important. Language and number concepts can be introduced and consolidated in many family activities, including:

- shopping and the preparation of food;
- listening to stories and learning songs and nursery rhymes;
- conversations about what is happening at school;
- interactive video and computer programs;
- reading together and visiting the library;
- collecting items; and
- going on family outings.

In the latter years of Stage 1 consideration is given to the setting of more formal homework.

Stages 2 & 3

Early in Stage 2 students will receive homework activities consistent with students in the latter part of Stage 1 but will work more independently on formally set tasks.

Later in Stage 2 and in Stage 3 there will be a greater emphasis on extension assignments. Appropriate practice and preparatory exercises will continue to be set.

The structure of homework is designed to develop good study habits so that as students progress to Stages 4, 5 & 6, they will be prepared for the increased volume of work.

Expectations

Parents can help by:

- taking an active interest in homework and providing feedback to their children;
- ensuring that there is time set aside for homework;
- encouraging and supporting students to complete homework;
- knowing when to step back and allow children to work independently;
- providing where possible, a dedicated place and desk space for homework;
- encouraging their children to read daily and take an interest in current affairs;
- assisting teachers by signing or marking completed work if requested;
- communicating with teachers any concerns about the nature of homework and their children's approach to homework; and
- alerting the school to any domestic or extracurricular activities which may need to be taken into consideration when homework is being set or corrected.

Teachers can help by:

- providing clear expectations of homework to students and their parents;
- ensuring parents are aware of the school's homework policy;
- providing relevant and interesting homework activities related to class work;
- setting a suitable amount of homework, appropriate to the ability of each student;
- ensuring students are aware of how their work will be assessed;
- giving students sufficient time to complete their homework, taking into account as far as possible, competing home obligations and extracurricular activities;
- marking homework promptly and appropriately, maintaining homework records and providing feedback to students and parents; and
- alerting parents of any developing problems concerning their children's homework and suggesting strategies that may be used to assist their children.

Students can help by:

- being aware of the importance of homework;
- completing homework within the given time frame;
- alerting parents to homework expectations;
- seeking assistance from teachers and parents when difficulties arise;
- showing their homework to their parents;
- ensuring their homework is of a high standard; and
- organising their time to ensure that sufficient time is given to completing homework, to the best of their ability.

This policy is endorsed by the Mount Ousley Public School staff and parent community.

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