

At Grand Avenue State School our C.A.R.I.N.G values teach our students to be caring, dynamic and connected community members. Our homework policy aims for students to be creative, curious thinkers who grow, achieve and succeed at school. We believe that the purpose of our homework policy is to provide guidance that allows students and their families to focus on the overall development of each individual and their needs.

Homework assigned to students will:

- Provide students with the opportunity to reinforce and apply concepts and learnings developed in the classroom
- Assist students to become independent learners who develop study habits
- Promote connectedness by communicating to parents and carers the content being covered in class

The issuance of homework should not interfere with the opportunity for students to engage in extracurricular activities, exploratory or play based learning, family commitments, rest or other instances that contribute to enjoying a balanced lifestyle.

We acknowledge that while “the evidence base regarding the benefits of homework is not well developed” (NSW Government Education and Communities, 2012), it can have a positive effect on learning habits and provide non-academic benefits such as establishing routines (The Education Endowment Foundation, 2018).

The following guidelines and recommendations acknowledge research findings (appendix 1), implications and complexities of a process that occurs outside of school time, and the input and feedback received from students, teachers, parents and caregivers when conducting our homework policy review (appendix 2).

Whole School Guidelines

- The decision **to complete or not complete** assigned homework lies with the family of each student.
- The responsibility for checking homework lies with either the child, parent or teacher. This will be made clear to the students and parents at the beginning of the year by each classroom teacher.
- Online platforms such as Reading Eggs and Mathletics can be accessed at home but will not be set for homework.

Recommendations

Year Level	Recommended time	Recommended Tasks
Prep	Daily reading with/to/by parents or caregivers	Letter and sound recognition Sight words Home reading
Year 1	30 minutes per week	Letter and sound recognition

		Sight Words Reading
Year 2	30 minutes per week	Reading Independent review/skill practice
Year 3	30 minutes per week	Reading Independent review/skill practice
Year 4	45 minutes per week	Reading Independent review/skill practice
Year 5	45 minutes per week	Reading Independent review/skill practice
Year 6	60 minutes per week	Reading Independent review/skill practice

Teacher Responsibilities:

- Communicate homework instructions and supporting information clearly to parents
- Only issue homework that provides opportunities for students to review and reinforce work covered in class
- Promote independence and encourage students to take responsibility for their own learning
- Provide work that meets the needs of each student. This means that students may be issued different homework to that of their peers
- The responsibility for checking homework lies with either the child, parent or teacher. This will be made clear to the students and parents at the beginning of the year by each classroom teacher.

Student Responsibilities:

- Aim for excellence when completing set tasks
- Return homework on the set date (homework returned late may not be corrected)
- Talk to your teacher if you are having difficulty with the tasks set for you

Parent/Caregiver Responsibilities:

- Be aware of the homework guidelines and information shared with you by classroom teachers
- Encourage independence by nurturing confidence and perseverance when completing tasks
- Help students to ensure they maintain a balance between school work, family and recreational activities, and rest time
- Communicate with the classroom teacher if there are challenges that are impacting your child's independent learning

Leadership Team Responsibilities:

- Ensure clear and consistent communication regarding homework occurs between school and home
- Confirm homework expectations align with the school homework policy
- Seek feedback from school community and review policy annually

Appendix 1

Research Findings

The following documents were utilised as a resource during a scan and assess phase of establishing this homework policy.

Education Endowment Foundation (2019). *Homework (Primary) | Toolkit Strand*. [online] Education Endowment Foundation. Available at: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/> [Accessed 9 Sep. 2019].

Education Queensland (2018). Homework. [online] Available at: <https://education.qld.gov.au/curriculum/Documents/homework.pdf#search=homework> [Accessed 9 Sep. 2019].

Farrell, A., & Danby, S. (2015). How Does Homework "Work" for Young Children? Children's Accounts of Homework in Their Everyday Lives. *British Journal of Sociology of Education*, 36(2), 250-269.

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London; New York: Routledge.

NSW Government Education and Communities (2012). Homework Policy. [online] Available at: https://education.nsw.gov.au/policy-library/associated-documents/Hwk_Pol_guide.pdf [Accessed 9 Sep. 2019].

Appendix 2

Homework Policy Survey

Parent Survey [161 respondents]. Conducted via Survey Monkey.

- Q. 1 Child's current year level
- Q. 2 Does your child have a language background other than English?
- Q. 3 Does your child have a learning difficulty or disability
- Q. 4 On average, how much time does your child spend on homework each week?
- Q. 5 What do you feel is an appropriate amount of time to spend on homework each week for your child's year level?
- Q. 6 What type of homework does your child currently receive?
- Q. 7 How often do you feel that homework that is provided for your child is valuable?
- Q. 8 Can your child complete homework without your help or supervision?
- Q. 9 Do any of the following barriers impact on your child completing their homework?
- Q. 10 What changes would you like to see happen?

Teacher Survey [32 respondents]. Conducted via Survey Monkey.

- Q. 1 What year level do you teach?
- Q. 2 On average, how much time should the homework you assign take to complete each week?
- Q. 3 What do you feel is an appropriate amount of time for a student to spend on homework each week for your year level?
- Q. 4 What type of homework do you give your students?
- Q. 5 How often do you feel that homework that is provided is valuable?
- Q. 6 On average, how many of your students complete their homework each week?
- Q. 7 How much time does it take for you to plan and mark homework each week?
- Q. 8 What changes would you like to see happen?
- Q. 9 Do you receive any of the following requests from parents/carers regularly?
- Q. 10 Is there anything else that needs to be considered when drafting the new homework policy.

Student Survey [120 respondents] de-identified Q & A

- Q. 1 Do you get homework?
- Q. 2 How often do you get homework?
- Q. 3 Do you do your homework
- Q. 4 What type of homework do you get?
- Q. 5 How much homework do you think Year X should get?
- Q. 6 What should that look like?