



Aspire to achieve together

Homework Policy

2021

ASPIRI PRIMARY SCHOOL HOMEWORK POLICY

POLICY STATEMENTS

These statements are to provide for a uniform approach to homework at Aspiri Primary School. They articulate a clear position to parents and teachers about expectations and have been developed in consultation with all parties.

Aspiri Primary School

Contribution to the theory behind the value of homework varies as much as the volume of material available on this subject. Considerations range from no homework policy to mandated homework every day. Aligning to the guidelines offered by the Department of Education policy (2014) on homework, schools in WA set their own policy and guidelines that are context and therefore student need specific. Preparation of students for the time commitment of homework anticipated in years to come is not, in itself, a reasonable basis for setting homework. It should also be noted that there are some learning programs and situations where it may be determined that homework is not useful or appropriate.

Aspiri Primary School aligns to research that indicates that the size effect (Hattie) of homework given by teachers for the sake of giving homework is low and reflects minimal improvement in student learning outcomes. Targeted homework applied to support classroom teaching and curriculum from time to time and with a specific learning intent in mind is far more effective. Teachers at Aspiri Primary School reflect upon this on a daily basis and apply homework requirements as deemed necessary to reinforce and support learning in the classroom.

At its core Aspiri Primary School maintains that for students in the Primary years of education there is more value to be gained by families supporting greater connectedness to home reading with and to their children, greater participation of children in family activities such as chores, cooking, family outings and games. In addition, this allows our students to participate in a broader range of personal development activities such as community sport and recreation and clubs outside of school hours if they choose as opposed to needing to balance precious spare time with mandated homework requirements.

TIME GUIDELINES / RECOMMENDATIONS

ALL YEARS:

Daily home reading is strongly recommended across all year levels.

Pre Primary

15 minutes maximum per week day.

Recommend: 10 minutes read out loud and 5 minutes practising “Magic Words”

Years 1 –2

15 minutes maximum per week day.

Recommend: Daily home reading is strongly encouraged for 10 minutes and then 5 minutes on “Magic Words”.

Reading should involve children reading to parents, parents reading to and with children and children reading independently. Participation in family based activities such as meal preparation, outside play and community recreation.

Years 3-4

20 minutes maximum per week day.

Recommend: Daily home reading is strongly encouraged. This should involve children reading to parents, parents reading to and discussing the text with children and children reading independently - with the addition of occasional homework to support classroom activities. (For example, researching facts or small project aligned to class work). Participation in family based activities such as meal preparation, outside play and community recreation or games such as Numero and time tables.

Years 5-6

Initially 20 mins maximum per week day, gradually increased to 30 mins per week day.

Recommended: Independent reading is strongly encouraged. Parents are still encouraged to read to and with children. Participation in family based activities such as meal preparation, outside play and community recreation, games such as Numero and perfecting times tables knowledge and recount capability.

In year 6, from semester two students work towards an established routine of up to 30 minutes of set homework daily which may involve reviewing their daily lesson content, voluntary searches for information and artefacts to support classroom themes and/or activities, specific tasks to support classroom learning progress. This supports their transition to High School.

Students needing additional support

Some students have particular learning needs due to a learning difficulty or developmental delay. On occasions it can be useful to support such students with targeted specific activities designed to reinforce or develop a concept. Teachers & parents can work together to negotiate such activities always based on the premise of encouraging and supporting the child – not pushing them beyond their limits.

Where homework is set, at any stage it is expected that students will be provided with appropriate feedback

Authentic learning contexts outside of school

Here are some ideas on how families can support learning outside of the school environment - suitable for students of all ages:

- board games, card games, dice games
- reading stories at bedtime
- cooking
- outdoor games and activities
- play charades and other drama type activities
- watch TV together and talk about the issues
- do crosswords, puzzles and jigsaws
- use a computer if you have one to search for interesting educational Internet sites.