



Mosman Park Primary School Homework Policy August 2019

The principal is responsible for developing and implementing a documented school approach to homework that:

- is consistent with the *Western Australian Curriculum and Assessment Outline* and school plans;
- is developed in consultation with the school staff and parents and endorsed by the school council/board*;
- is regularly communicated to students and parents;
- includes general guidelines for parents, where appropriate, as to how they can support and assist their children;
- is supported and implemented by all staff.

**The school council of an Independent Public School is referred to as the school board. Both school councils and boards must comply with the School Education Act 1999 and the School Regulations 2000.*

Homework Principles

Homework should:

- support the development of the student's independence as a learner;
- further the partnership between school and home;
- avoid dependence on unreasonable levels of parental assistance or resources that are not readily available to the student;
- be set without impinging on reasonable time for family, recreational, cultural and employment pursuits relevant to the student's age, development and educational aspirations;
- be phased in gradually and consistently as students move through the years;
- be consistently applied in a whole-school approach that is responsive to individual needs;
- form part of a developmental learning program that is responsive to individual needs, clearly relevant, supported by classroom practice and, where appropriate, developed in collaboration with students; and
- be disassociated from any form of punishing students or means of securing discipline.

(selected from the Department of Education's Homework Guidelines, 2014)

At Mosman Park we aim to focus on the whole child and acknowledge that there needs to be a balance between academic, social/emotional and physical outcomes. We want to encourage a balanced family life - families should have the capacity to connect with each other and engage in enriching life opportunities.

Mosman Park Key messages:

- We acknowledge that homework needs to be appropriately responsive to individual needs of students who are on Individual Education Plans (IEP) and is the product of consultation with parents and, in some cases, outside agencies (e.g., speech pathologists etc)
- Homework should be engaging and motivating for students, parents and teachers; including built in novelty. It is optional and designed to support basic skills.
- Additional homework will not be set by teachers to supplement learning missed during unauthorised holidays.
- Homework will include independent practice, rote learning (appropriate overlearning/fluent recall/automaticity) or rehearsal of basic skills: spelling, reading and maths
- Consistent and connected practice within each year group (time and types of homework)
- Students/families can monitor their own improvement in basic skills – creating an autonomous learner (using matrixes, recording results etc)
- Not every night; short bursts
- Research does not support homework activities that are complex or not linked to what is being done in class
- Independent reading at home is expected; it is not homework
- Homework is not compulsory; there is no punishment for not completing set homework and does not have a direct impact on grades in the early years
- Optional use of additional computer based resources for basic skills practice – Mathletics and Literacy Planet etc.

- Homework should not infringe on explicit teaching time.
- We acknowledge the role that homework plays in the senior primary years in particular: homework can support the development of the independent and autonomous learner in preparation for high school where self-planned individual study and revision programs become important for many students. However, preparation of students for the time commitment of homework anticipated in years to come is not, in itself, a reasonable basis for setting homework.

Activities could include:

- Basic number facts card games or Mathletics – timed and monitored for improvement over time
- Oral or repeated reading for younger students
- Visiting libraries to choose books to read independently in older years
- News – varied engaging family oriented, social/emotional, sustainability/environmental, healthy eating and exercise activities
- Practice of spelling word games from Sound Waves or using Literacy Planet

Phases of development

Year group	Time allocation per week	Academic activities	Social/emotional/physical ideas for at home
Kindergarten/ Pre-primary	Up to 50 mins	e.g., academic skills such as basic number skills practice, spelling practice, oral reading to parents or by parents	Enrichment activities to reinforce social/emotional/physical wellbeing – e.g., reporting back on a suggested activity they did at home, playing board games, digital free time, chores to develop a sense of responsibility, outdoor/nature play, social interaction (play dates), time management activities etc.
Year 1	50 mins	e.g., home readers, spelling activities for improved fluency	
Year 2	50 mins	e.g., revision of core literacy and numeracy skills such as home reading, spelling practise, basic number skills practise	
Year 3	60-80 mins	e.g., revision of core literacy and numeracy skills such as home reading, spelling practise, basic number skills practise, projects	
Year 4	80 -100 mins	e.g., revision of core literacy and numeracy skills such as home reading, spelling practise, basic number skills practise, projects	
Year 5	Up to 120 mins	e.g., revision of core literacy and numeracy skills such as home reading, spelling practise, basic number skills practise and extended work such as projects	
Year 6	Up to 120 mins	e.g., revision of core literacy and numeracy skills such as home reading, spelling practise, basic number skills practise and extended work such as projects	

Roles and Responsibilities of Class Teachers, Parents and Students

- Class Teachers will set weekly homework for basic academic skills which are linked to classroom content; and activities designed to encourage the development of the whole child.
- Parents will support, encourage and engage with their student in the homework task. Parents will make a decision based on their student's and family's needs as to how they engage with homework.
- Students will engage with homework to the best of their ability and will work towards appropriate management of time and monitoring/selecting of activities to meet their needs.