



ASCOT VALE PRIMARY SCHOOL  
No.2608

# ASCOT VALE PRIMARY SCHOOL HOMEWORK POLICY

*Reviewed term 4 2015. Passed by School Council March 21 2016*

## Preamble

Homework helps students by complementing and reinforcing classroom learning, fostering good lifelong learning and study habits, and providing an opportunity for students to be responsible for their own learning. The link between home and school is vital for each child's success at school. Teachers working collaboratively with parents and carers will help a child achieve success at school. At Ascot Vale Primary School we build on the successful learning provided by parents, acknowledging that parents and carers are their child's first teachers. Homework provides a link between learning at school and learning at home.

Our Homework Policy has been reviewed and developed with the key stakeholders including: teachers, students, parents, Leadership Team, Professional Learning Teams, Education and Policy subcommittee and the School Council. It is consistent with the education philosophy of Ascot Vale Primary School and with ~~DEECD~~ DET guidelines and expectations. These guidelines and expectations are referenced in this document.

## Principles

- Homework is another opportunity for parents to participate in their child's education. Parents, in partnership with the school, should encourage their children to establish good homework patterns from early primary school
- Parents are advised of homework expectations at the beginning of each school year and are provided with a copy of the school's homework policy. This may occur at the initial interview and its available on our website at: <http://www.avps.vic.edu.au/avps-policies.html>
- Students benefit from completing homework regularly. Homework helps them develop organisational and time-management skills, self discipline, skills in using out-of-school resources and personal responsibility for learning
- iPads are used in grades 4/5/6 (eg Calendar and email). The purpose and use of the them is outlined at the unit information sessions at the beginning of each year

## Successful practice

***In the Early Years*** (Prep to Year 4), homework should not be seen as a chore. It should complement learning at school. **Homework will mainly consist of daily reading to, with, and by parents/caregivers or older sibling.**

It will

- enable the extension of class work by practising skills or collecting extra information or materials
- mainly consist of daily reading to, with, and by parents/caregivers or older sibling.
- enable parents to use teaching practices used in the classrooms such as the pause, prompt, praise method for reading.

This will generally not exceed 30 minutes a day and not be set on weekends or during vacations.

***In the Middle Years*** (Years 5 to 6), homework:

- will include daily independent reading
- may include extension of class work, projects and assignments, essays and research.
- may include completing work not finished in a reasonable time in class
- may need to be completed and handed in electronically (eg on an iPad)

This will generally range from 30 – 45 minutes a day at year 5 and 6.

### **Types of homework**

Homework should:

- be appropriate to the student's skill level and age
- be interesting, challenging and open ended
- be balanced with a range of recreational, family (eg cooking, shopping) and cultural activities
- be purposeful, meaningful and relevant to the curriculum
- be assessed by teachers with feedback and support provided.

### **Implementation:**

Provide students with the opportunities to apply new knowledge, or to review, revise and reinforce newly acquired skills. This includes:

- completing consolidation exercises for Mathematics – eg. memorisation of multiplication tables
- practising set spelling words
- practising words or phrases learnt in a English as an additional language (EAL)
- reading for pleasure / students will take home texts to read each day, these will include a variety of genre
- writing texts and other creative tasks
- practising and playing musical instruments
- practising physical education skills
- completing integrated activities which may be project / task work
- completing tasks on Mathletics and/or Reading Eggs

### **Expectations**

***Parents and caregivers can help their children by:***

- encouraging a regular daily session to examine and complete homework
- discussing key questions or suggesting resources to help with homework
- helping to balance the time spent between homework and recreational activities
- asking how homework and class work is progressing, and acknowledging success
- attending the school events, productions or displays their child is involved in
- talking to teachers about any homework problems
- checking if homework has been set
- ensuring upper primary and secondary students keep a homework diary
- reading texts set by teachers
- discussing their child's responses to set texts and asking to see their completed work
- discussing homework with their child in their first language, if English is not the main language spoken at home, and linking it to previous experiences

- linking homework and other learning activities to the families' culture, history and language.

***Teachers and the school can help their students by:***

- setting varied, challenging and meaningful tasks related to class work to suit the students' learning needs
- helping students establish a home study routine
- giving students enough time to complete homework, considering home obligations and extracurricular activities
- assessing homework and providing timely and practical feedback and support
- making effective use of iPads for upper primary students (eg using calendar and reading diary)
- coordinating the allocation of homework by different teachers in secondary schools
- helping students develop organisational and time-management skills
- ensuring that students have good information skills
- ensuring parents and carers are aware of the school's homework policy

***Curriculum – Victorian Curriculum (NEW 2016)***

The Victorian Curriculum Foundation–10 (F–10) sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum F–10 incorporates the Australian Curriculum and reflects Victorian priorities and standards.

<http://victoriancurriculum.vcaa.vic.edu.au/>

***DEECD references:***

- DET Homework guidelines:  
<http://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/guidelines.aspx>
- DET Homework expectations:  
<http://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/expectations.aspx>

***This policy is due to be reviewed in two years, March 2018.***