



Ryde Public School

Life long learning

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Homework Policy 2020

Preceding policy: November 2013

Draft created: December 2019

Staff consultation: December 2019

Parent consultation: February 2020, P&C

Next review: December 2021

RATIONALE

Homework must be purposeful and relevant to students' needs. It must be relevant to the student's age and should support classroom learning. It can develop and extend core learning and skills of enquiry, and in the senior years of schooling, independent study. Homework establishes habits of study, concentration and self discipline (*Department of Education, Homework Policy 2017*).

The DEC Homework Policy Guidelines (2017) state that students in Kindergarten are not expected to complete formal homework.

While homework is a component of the teaching and learning process, our school recognises that it is important for students to have time for play, leisure and physical activities outside of school (*NSW Schools Homework Information for Parents and Caregivers*). We aim to enhance both school and family life.

Evidence based research shows that doing homework does not have an educational benefit for our students. Ryde Public School does not universally endorse or promote the use of private group tutoring and tutoring colleges. If you believe that your child requires additional support and/or extension you may find that a tailored tutoring program may be beneficial. We believe that this usually is best supplied by a qualified private tutor to meet the individual needs of your child. This should be researched by parents to meet the individual need.

POLICY STATEMENT

This policy aims to provide a common understanding of homework in our school.

IMPLEMENTATION

Kindergarten will not be provided with any formal homework tasks.

Reading logs will be sent home weekly for Kindergarten and fortnightly for Years 1-6. This will include links and references to the Super Six comprehension strategies used across the school (see link below).

Matific tasks will be set and monitored from Years 1-6 fortnightly.

Students and parents are encouraged to participate in shared daily reading experiences.

EXPECTATIONS for teachers, students and families

The role of the teacher is to:

- Implement the school's homework policy;
- Set homework which is appropriate to the ability of each student (*Years 1-6 Matific*)
- Encourage and reward reading logs being returned
- Set and monitor work completed on Matific
- Ensure students are aware of what is expected of them
- Encourage all students to complete daily reading and use the Super Six strategies
- Acknowledge student effort in completing homework and provide timely and relevant feedback
- Communicate the purpose, benefits and expectations of homework to students and parents
- Take into account students' access to the necessary materials and technology to ensure they are not disadvantaged
- Take into account students' commitments out of school hours such as home responsibilities and extra-curricular activities

The task of the student is to:

- Take responsibility for the completion and logging of daily reading time
- Seek assistance from teachers and parents or caregivers when looking for additional tasks to complete at home

Parents and caregivers can choose to complete additional tasks which could include:

- Family, social, cultural, recreational and extra-curricular activities *i.e shopping, cooking, relaxing, sports, play dates, getting outdoors, life skills*
- Matific (Years K-6, whole school)
- Seesaw Post an article, activity, photo or video (K-6, whole school)
- Reading Eggs (Support classes and some Stage 1 students)

MONITORING, EVALUATING AND REVIEWING

The staff and parent representatives will review the workings of the policy and suggest modifications every two years.

RESOURCES AND LINKS

DoE Homework Policy - [Link](#)

Parents Guide to helping with homework Years 3-6 (Nov 2018) - [Link](#)

Super Six Comprehension Strategies - [Link](#)

Khan Academy (free not for profit education site) - [Link](#)