

**RYDE PUBLIC SCHOOL**

**HOMEWORK POLICY**

**RATIONALE**

Homework must be purposeful and relevant to students’ needs (Dixon, 2007). 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 sc**h**ooling, independent study. It provides parents and caregivers with some insight into what is being taught at school. While homework is a component of the teaching and learning process, our school recognises that is it important for students to have time for play, leisure and physical activities outside of school (NSW Schools Homework Information for Parents and Caregivers, 2012). The DEC Homework Policy Guidelines (2012) state that students in Kindergarten are not expected to complete formal homework. Students will be asked to read at home and be read to, as appropriate. The use of a homework grid for students from Years 1-6, as initially developed by Lillico (2010) enables our school to provide quality homework tasks which are designed to enhance both school and family life.

**POLICY STATEMENT**

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

**IMPLEMENTATION**

Kindergarten will be provided with no formal homework. Students and parents are encouraged to participate in a shared daily reading experience.

Yrs 1-6 will be provided with regular homework grids appropriate to their age and ability levels. See Appendix 1.

**EXPECTATIONS**

**Homework should be:**

* appropriate to the student’s skill level and age;
* built on knowledge, skills and understanding developed in class;
* interesting and allow for student choice where appropriate;
* checked promptly by teachers with feedback and support provided;
* set on a regular basis;
* accessible to all students regardless of an individual’s circumstances; and
* balanced with family, social and extra-curricular activities.

**The role of the teacher is to:**

* implement the school’s homework policy;
* allow for a degree of flexibility and set timelines with sensitivity;
* set homework which is appropriate to the ability of each student;
* ensure students are aware of what is expected of them;
* encourage all students to complete their homework;
* 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; and
* 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 of quality tasks.
* seek assistance from teachers and parents or caregivers when difficulties arise.

**Parents and caregivers can help by:**

* taking an active interest in homework;
* ensuring that there is time set aside and an appropriate place for homework;
* encouraging and supporting their child to complete homework, with a parent or caregiver as appropriate;
* communicating with teachers any concerns about the nature of homework and their child’s approach to the homework; and
* alerting the school to any family or extracurricular activities which may need to be taken into consideration when homework is being set or corrected.

**MONITORING, EVALUATING AND REVIEWING**

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