



HOMEWORK PROCEDURE

RATIONALE

Homework can help students prepare for a Unit of Inquiry, apply what has been learnt in class, apply a range of skills to an integrated task and/or facilitate child-parent family interaction.

PURPOSE

Homework presents a valuable link between home and school where parents can share in and encourage their child's learning. It provides an opportunity for parents to support their child with strategies for meeting challenges, establishing personal goals, making plans, managing learning and setting high standards.

GUIDELINES

- Homework will be designed so that it is appropriate to the year level of the children within the school.
- Parents will periodically receive information on how to assist their child with homework.
- Teacher feedback will be given to students on homework; this may be in oral or written format depending on the task.
- Homework will be linked to the curriculum and current learning.
- Teachers will endeavour to set homework so that all students will be able to access the relevant material or information, otherwise it will be provided by the teacher.
- Homework reflects the school's belief that children of primary school age benefit and enrich their education and personal well-being by a variety of after school activities. The time allocated to homework will ensure that homework reflects a balance between leisure and homework.
 - Teachers will try to ensure that the time demands for homework are suitable to the year level of their students.
 - Teachers will make every effort to set homework tasks over a period that will allow parents and children to assign time to the homework, while still enjoying a range of leisure, sport, fitness, cultural and arts activities.
- Homework will be set for students at a level where the pupils should be able to work independently.
- Homework activities encourage interaction with parents and may include learning around their units of inquiry, reading the teacher-selected books or student-selected books such as library books.
- Homework will be clearly described to enable parents and children to understand the expectation and the time frame to complete the tasks.
- Parents can excuse their children occasionally from homework or part of their homework due to unforeseen circumstances, or over commitment of time. Parents will need to inform the teacher via the homework book.
- Students can access additional resources to support their homework from our school library and computer room at lunchtime, home computers, local library, newspapers, a knowledgeable family member or expert etc. Teachers may assign relevant web sites to assist as a resource.
- Individual children's learning needs and work habits are different, the time spent doing homework and the level of parental involvement will differ.
- Teachers recognise that homework must also be put in perspective and ensure that valuable teaching time isn't jeopardised. So management systems for marking and monitoring homework will be implemented by each teacher to minimise impact on class teaching time.

- The support of parents reinforces the cooperative relationship between home and school as well as desirable learning and behavioural outcomes.

Ideas for when written homework is not completed Y3-8

- Give the child opportunity to fix the problem (eg complete it in their own time at lunchtime in the library). Reminder: Students cannot be in the classroom unless supervised by a teacher.
- Reminder or caution from teacher that homework is an expectation from the school and parents, and should be completed. This could be oral or recorded in the homework book.
- If on-going issue, the child could write a letter at lunchtime about being responsible and getting parents to sight & sign it.
- Check if the homework was too difficult (we do not differentiate homework, but they could do part instead of all the requirements)
- Check if the child had commitments elsewhere and if necessary, request parents to give a note or write in the homework book if there was a difficulty.

REFERENCES

Minedu Website – Supporting your child’s learning

Updated May 2018

Guidelines for homework time (including reading time)

Yr 0 – 2 Up to 20 minutes a day – Monday to Thursday
 Yr 3 – 4 Up to 35 minutes a day – Monday to Thursday
 Yr 5 – 6 Up to four 40 minutes a week
 Yr 7 – 8 Up to four 45 minutes session a week

Summary of Homework Content

Year 1 Daily reading. Weekly sight words (as required)
 Year 2 Daily reading. Weekly spelling from Term 2
 Year 3 A sheet given weekly, but daily tasks are usually identified to be completed daily
 Year 4 A sheet given weekly, but daily tasks are usually identified to be completed daily
 Year 5 Tasks given weekly
 Year 6 Tasks given weekly
 Year 7 Tasks given weekly
 Year 8 Mostly contracts usually over 2-3 week period.

Year 1	<p>Begins: Book-bag goes home from Term 1 Week 2. Ends: Readers and/or sight words will not go home on the last day of each term. (Except Term 4 which will be earlier to allow for stock-take)</p> <ul style="list-style-type: none"> • Reading - Daily Reader Sight Word Cards when appropriate Library book once a week Poem book home on Friday, returned on Monday
Year 2	<p>Begins: Book-bag goes home from Term 1 Week 2. Ends: Readers and/or sight words will not go home on the last day of each term. (Except Term 4 which will be earlier to allow for stock-take)</p> <ul style="list-style-type: none"> • Reading - Daily Reader Library Book once a week Poem book home on Friday, returned on Monday • Spelling - Spelling word families from Term 2
Year 3	<p>Begins: Homework books go home and homework begin Terms 1 Week 3. Ends: Reading will continue until the end of each term but no written work in the last week of each term.</p> <ul style="list-style-type: none"> • Reading - Reading log signed by parent • Spelling / Word Study - Spelling word families • Maths - Addition and subtraction games
Year 4	<p>Begins: Homework books go home and homework begin Terms 1 Week 3. Ends: Reading will continue until the end of each term but no written work in the last week of each term.</p> <ul style="list-style-type: none"> • Reading - Reading log signed by parent • Spelling / Word Study - Essential Spelling words or word study activities • Maths - Addition and subtraction games/facts progressing to times-tables • Unit of Inquiry activity <u>if required</u>, 1-2 times a term where it is meaningful and authentic within the classroom learning.
Year 5	<p>Begins: Homework books go home and homework begins Term 1 Week 3. Ends: Homework will <u>not be given</u> in the last week of each term and the last two weeks of Term 4.</p> <ul style="list-style-type: none"> • Reading - Reading log signed by parent eg 1000 club. • Spelling / Word Study - Essential spelling list (if required), • Maths – one day a week including maintenance of tables and basic facts • Speeches - end of Term 2 and beginning of Term 3. • Unit of Inquiry activity <u>if required</u>, 1-2 times a term where it is meaningful and authentic within the classroom learning.
Year 6	<p>Begins: Homework books and homework begins Term 1 Week 3. Ends: Homework will <u>not be given</u> in the last week of each term and the last two weeks of Term 4.</p> <ul style="list-style-type: none"> • Reading - Reading log signed by parent eg 1000 club • Spelling / Word Study - Essential spelling list (if required), • Maths – one day a week including maintenance of tables and basic facts • Speeches - end of Term 2 and beginning of Term 3 • Unit of Inquiry <u>if required</u>, 1-2 times a term where it is meaningful and authentic within the classroom learning.
Year 7	<p>Begins: Homework books and homework begins Term 1 Week 3. Ends: Homework will <u>not be given</u> in the last week of each term and the last two weeks of Term 4.</p> <ul style="list-style-type: none"> • Reading- Novel reading which will complement novel class studies (1 term) • Spelling / Word Study - Essential spelling list (if required), Revision from word study programme (eg punctuation, prefixes etc). • Speeches - end of Term 2 and beginning of Term 3 • Unit of Inquiry is a major component - weekly investigations or inquiry assignments • Maths - one session a week
Year 8	<p>Begins: Homework books and homework begins Term 1 Week 3. Ends: Homework will <u>not be given</u> in the last week of each term and the last two weeks of Term 4.</p> <ul style="list-style-type: none"> • Reading - log • Speeches - end of Term 2 and beginning of Term 3 • Maths – one session a week • Self-management skills - Year 8 will plan their homework schedule weekly, either online or in their homework book. • Preparation for High School Writing - essay skills, reports in response to current study Learning and practising exam techniques and study skills. • Exhibition - During exhibition, homework will decrease to allow for personal research, and creating projects required for the exhibition. Other than Maths, there will not be regular homework during this

	time.
Montessori	<p>Montessori</p> <p>Students in the Montessori classrooms do not receive regular structured homework. It is expected that reading becomes part of the daily routine in the home and therefore reading is done on a daily basis. All students are expected to read on a daily basis at home. Students on the colour wheel will bring suitable books home for them to read.</p> <p>There are times however, that students may have homework. These would fall under one of the following:</p> <ol style="list-style-type: none"> 1. A student has chosen to take work home. 2. A student may not have been responsible in making good choices to complete set work within a given timeframe. 3. There is an arrangement between school and family for extra practice of certain kinds of skill based knowledge (e.g. basic facts, sight words, spelling) 4. The students have been requested to 'inquire' through other sources to find solutions to their inquiries. 5. The teacher has seen the need for related work to be shared with the family.
Long-Term Absent Students	<p>Holidays</p> <p>Students going on holiday during school time, are not given homework or other work to complete while they are away (this includes reading books). We suggest students record a diary and read daily (from their own bookshelf of books). No exceptions.</p> <p>Long-term illness</p> <p>Students who are home long-term (eg 2+ weeks) due to illness, can be supported with their learning, by receiving the class homework each week. This can include reading books (eg Y1 students), if the teacher thinks it appropriate.</p>
International Students	<p>Begins: Homework begins on the first day of attending school.</p> <p>Ends: Homework ends on the day before they leave they school, so books can be returned.</p> <p>See procedure below.</p>

International Students

Reading Levels are:

Red, Yellow, Blue, Green	(5 Years reading age)
Orange, Turquoise	(6 Years reading age)
Purple	(7 Years reading age)
Gold	(8 Years reading age or Part 1 Journal)
Silver	(8-9 Years reading age Pt 1-3 journals or Junior Journals)
Emerald	(9-10 Years reading age Pt 3-4 Journals)
Ruby	(10-10.5 Years reading age Pt 3-4 Journal, Story Library)
Sapphire	(11-11.5 Years reading age) Pt 4 Journal

International Students

Years 1, 2, 3

1. Books to be given on first day of arrival
2. Reading 5 books per day (PM reader/Ready to Read series) Monday to Thursday (20 books in total).
3. No writing or recording required.
4. If AT the standard, continue sending 5 books home.
5. If ABOVE the standard, then they can do the regular classroom homework, and not have 5 books.

Year 4

1. Books to be given on first day of arrival
2. Reading 5 books per day (PM reader/Ready to Read series) Monday to Thursday (20 books in total).
3. Read 5 books per day up to GOLD level.
4. At Silver Level, one Part 1 Journal book can be given (as there are 5 stories equivalent).
5. Complete the Reading Log below.
6. The teacher checks the homework in the same way they would check class homework (eg either daily or once a week).

7. Teachers must choose the 5 readers for the students. Students are not permitted in the Junior resource room to choose or return their own books.

Years 5, 6, 7, 8

1. Reading 5 books per day (PM reader/Ready to Read series) Monday to Thursday (20 books in total)
2. Read 5 books per day up to GOLD level.
3. At Silver Level, one Part 1 Journal book can be given (as there are 5 stories equivalent).
4. Lexia programme can be counted as one day instead of books taken home.
5. Students record their reading log on sheet below.
6. The teacher checks the homework in the same way they would check class homework (eg either daily or once a week).

Issuing Books for Y5-8

1. Long Term International students receive extra lessons with the ESOL teacher.
2. Class teachers issues books on Monday and Wednesday.
3. ESOL teacher issues books on Tuesday and Thursday.
4. The Thursday books can be taken home to read over the weekend and returned to ESOL teacher on Tuesday.
5. Short Term students do not to to ESOL teacher, so class teacher has to ensure 5 books go home on Monday, Tuesday, Wednesday and Thursday.
6. Y5-8 Students are able to go independently to the senior resource room to choose their 5 books (or alternatively the class teachers can choose). Students must record their book titles on the Reading Log while in the senior resource room, before returning to class.
7. Students can only take books home at the teacher-allocated colour level. If they have read all the books on the shelf, they continue reading them until the teacher implements another running record to see if they have moved a level.
8. PM Running Record Kit is in the Senior Resource room, top shelf with ESOL books.

Completing the Reading Log Years 4-8

- 1) In their homework books Students record:
 - a) Book title
 - b) record an unknown word (Limit it to About 5 words per book)
 - c) Listen to the word on Google Translate
 - d) Write the word in their own language
 - e) Write the meaning of the word in English or their own language and/or draw a picture of the word
 - 2) The teacher checks the homework in the same way they would check class homework (eg either daily or once a week).
 - 3) Teacher checks the books have been returned to school (either daily or weekly).
If not, another one will not be issued until it is bought back. eg If only 18 books returned, then only 18 books issued not 20 the following week. If this is a recurring problem, inform parents and DP or AP. See Issuing Sheet (below) to be pasted in homework books each week.
 - 4) Students continue to taking extra books home until they have achieved AT / ABOVE the National Standard. At this stage, they only need to complete regular class homework. However, the ESOL teacher will continue to issue a book a week, to maintain regular reading.
- If **AT** Curriculum Level - if cuspy teacher may decide to continue giving the 5 books PLUS do the regular classroom homework. They may only do the maths, and not the UOI / Reading etc.
- If **AT** Curriculum Level - if very competent at reading, student does not need to have the 5 books go home. They will do class homework.

