

St Michael's Homework Policy



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| Approval date: | 2024 |
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| Review date: | 2027 |
| Author: | SMG Community Group |

Values

Learning, wellbeing, equity, responsibility, independence, community, partnerships.

Rationale

For the purposes of this policy document, homework refers to tasks given to students by their teachers to be completed outside of usual lessons.

At St Michael's School, we believe that homework should be reflective of the wellbeing and development of primary school aged children and should provide opportunities for families to share in the learning experience. The link between homework and student achievement is unclear. There is no conclusive evidence that homework in all its forms increases student achievement across all year levels. Some studies show positive effects of homework under certain conditions and for certain students, some show no effects, and some suggest negative effects (Kohn 2006; Trautwein and Koller 2003).

St Michael's School acknowledges that students in the upper primary years (Years 5 and 6), may benefit from homework tasks that will prepare them for the demands of high school, by supporting them in developing study skills and assisting them in increasing their organisational capacity. For instance, skills such as backwards planning for assignments within specified time limits.

According to Dr Zammit, Deputy Dean of Western Sydney University's School of Education (cited in The Educator, 2022), the 'best' homework goes beyond filling in a worksheet, memorising spelling, finishing incomplete schoolwork or doing a project. Repetitive low-level activities are merely 'busy work' rather than actual learning. "Homework should build students' capacities and understandings based on the work they are doing at school whether it is literacy, history, mathematics or any other subject. It should be meaningful and able to be completed by the child with minimal parental

assistance". Dr Zammit said this might include talking and asking questions, learning about the child's world in greater depth or using family experiences such as shopping to engage them in learning to read or count.

St Michael's School also acknowledges that involvement in extracurricular activities outside of school can be beneficial for students. These activities can engage students in other ways to learn, develop passions, interests and skills such as learning a musical instrument, sports or the arts, or social justice activities. It is recognised that children are constantly learning from their experiences and engagement with the environment and the people in it. Time away from formal learning can also reduce stress on individuals and families. This valuable 'down time' can actually provide the necessary time needed for children to process new learning.

Policy

With this in mind, the St Michael's Homework Policy focuses mainly on encouraging students to read regularly, either independently or with an adult. Homework at St Michael's School will also provide opportunities for the learning that has occurred during class time, to be shared in the home environment. Set Homework will take into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation and cultural pursuits.

Procedures

Teachers will:

- communicate homework expectations clearly to parents at the commencement of each year and as required throughout the school year.
- ensure that homework is set as part of a balanced lifestyle. This gives students the opportunity to further their classroom learning while leaving enough time for family, recreation and other activities.
- set homework tasks that revise what has been taught in class or related to topics being covered in class or school.
- set homework tasks that students can complete independently within the recommended times.
- set homework that consists of core activities that may include elective activities.
 - core activities
 - daily reading for all year levels
 - may include the collection of resources to enhance learning projects in class (e.g. family photos for an investigation)
 - elective activities
 - promote health and wellbeing
 - may include the interests, hobbies, sports and activities of the students
- set the same homework activities for each class in any year level cohort
- consider differentiating homework for students who do not access to the necessary equipment or resources for homework
- differentiate the level of homework according to student needs

- set weekly homework to include the weekend period to accommodate working family life
- offer students the opportunity to undertake self-monitored, online learning

Teachers will not:

- set homework that includes:
 - activities for assessment
- set homework over holiday periods
- give consequences for students not completing homework

The following is a guide only, to the types of homework activities to be set for each year level cohort:

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| Prep | <p>Homework will be at the discretion of the Prep teachers and will depend upon the readiness of the children.</p> <p>Homework may include the following:</p> <ul style="list-style-type: none"> ● Reading and sight words ● Letter formation | Year 1 | <ul style="list-style-type: none"> ● Reading - 10 mins per school night (reading to, with and by parents) ● 10 - 15 mins per week of other work which may include: <ul style="list-style-type: none"> ○ Sight words ○ Maths consolidation (optional) ○ Phoneme focus (from Term 3) – (optional) |
| Year 2 | <ul style="list-style-type: none"> ● Reading - 10 mins per school night (reading to, with and by parents) ● 10 - 15 mins per week of other work which may include: <ul style="list-style-type: none"> ○ Sight words ○ Optional on-line activities ○ Maths consolidation | Year 3 | <ul style="list-style-type: none"> ● Reading - 10 - 15 mins per school night (reading to, with and by parents) ● 15-20 minutes per week of other work which may include: <ul style="list-style-type: none"> ○ Grammar consolidation ○ Maths consolidation |
| Year 4 | <ul style="list-style-type: none"> ● Reading - 10 - 15 mins per school night (reading to, with and by parents) ● 20 - 25 mins per week of other work which may include: <ul style="list-style-type: none"> ○ Literacy and numeracy consolidation | Year 5 | <ul style="list-style-type: none"> ● Reading - 15 - 20 mins per school night ● Reading journal (to be completed weekly) ● preparation for reading groups ● preparation for upcoming lessons (flipped learning) e.g. watching a YouTube clip or reading a short article related to a lesson later in the week |
| Year 6 | <ul style="list-style-type: none"> ● Reading - 15 - 20 mins per school night ● Reading journal (to be completed weekly) ● Maths mental (optional) – self marked ● preparation for reading groups | | |

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| | <ul style="list-style-type: none">● preparation for upcoming lessons (flipped learning) e.g. watching a YouTube clip or reading a short article related to a lesson later in the week | | |
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Parents/Carers will:

- Support their children in the completion of set homework by:
 - establishing routines for homework -setting a time to complete homework
 - finding a space that is free of distractions
 - encouraging them to take responsibility for their learning and time management
 - supporting them to complete tasks by discussing key questions and directing them to helpful and appropriate resources
 - participating with them in online learning forums
 - reading and playing games with them
 - involving them in tasks; including shopping and cooking
 - encouraging them to read and to take an interest in and discuss local, national and international events
 - discussing homework concerns with your child's teacher.

Students will:

- Complete all set homework tasks to the best of their ability
- Discuss any concerns with parents/carers and teachers

References

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<https://www.theeducatoronline.com/k12/news/how-relevant-is-homework-for-schoolkids-in-2022/280069>