



# Jinibara SS Homework Policy

Developed Semester 2, 2020 for implementation 2021.  
To be reviewed annually or as required.

# Homework

## Background

Homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members in their learning. The setting of homework takes into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation and cultural pursuits.

Contemporary research suggests that small but frequent learning opportunities leads to faster acquisition of skills and knowledge. Encouraging our students to develop consistent study habits is one of the advantages of homework. As educators we are also aware of the importance of other activities in students' lives and their individual working stamina. Homework like all other tasks should be adapted to individual student needs.

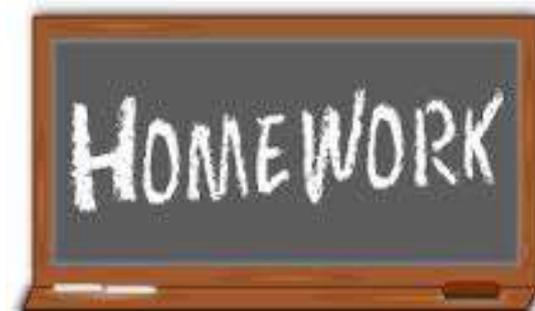
## Homework that enhances student learning:

- is purposeful and relevant to students needs
- is appropriate to the phase of learning
- is appropriate to the capability of the student
- develops the student's independence as a learner
- is varied, challenging and clearly related to class work
- encourages students to develop ownership of their learning
- allows for student commitment to recreational, family and cultural activities

## Homework can engage students in independent learning to complement work undertaken in class through:

- revision and critical reflection to consolidate learning (practising for mastery)
- applying knowledge and skills in new contexts (a topic of interest, an authentic local issue)
- pursuing knowledge individually and imaginatively (investigating, researching, writing, designing, making)
- preparing for forthcoming classroom learning (collecting relevant materials, items, information).

At Jinibara State School we appreciate that every family has commitments that may affect the completion of your child's homework. We encourage parents to discuss any challenges with homework with your child's teacher.



## Homework Expectations at Jinibara State School

Each phase of the school has expectations that align with student capabilities and time allocations that are developmentally appropriate.

### **Preparatory Year**

In Prep, many activities at home or in play can assist children to develop literacy, numeracy and problem-solving skills.

Homework tasks include:

- Daily reading to, with, and by parents/caregivers or other family members. A take home reading folder will be sent home from Week 5, Term 1. The expectation when engaging with the books and nursery rhymes is a **shared experience** between child and adult. As children become more competent with some known words and gain a mastery of the concepts of print the balance of reading responsibility will shift and your children will become more confident to take control of appropriate texts themselves. This reading focus with some sight words to practice as the year progresses should be no more than **10 minutes per evening**.
- Linking concepts with familiar activities such as shopping, preparation of food, local environment and family outings.
- Conversations about what is happening at school.
- Opportunities to write for meaningful purpose.

### **Year 1**

The early years is about maximising exposure to and mastery of foundational skills (NOT challenge and potential failure), hence homework in year 1 will be centred on building reading mileage and acquiring automatic recall of sight words. This provides opportunities for families to support their child's learning and develop a deeper understanding of the Year 1 curriculum.

Homework tasks include:

- Daily reading to, with, and by parents/caregivers or other family members. A take home reading folder will be sent home from week 3, Term 1;
- Rainbow facts (addition facts to 10) will be introduced
- Homework choice board to allow students to choose Literacy and Numeracy activities based within the curriculum and deepen their understanding of these concepts outside of the school setting.

Homework for this phase should be approximately **15 minutes per evening**.

### **Year 2**

The early years is about maximising exposure to and mastery of foundational skills, hence homework in year 2 will also be centred on building reading mileage and revising prior attained learning from all subject areas. This provides opportunities for families to support their child's learning and develop a deeper understanding of the Year 2 curriculum.

Homework tasks include:

- Individual levelled readers/appropriate text of choice to encourage independent reading while being monitored by parents
- Sight words at your child's level (if required);
- Rainbow facts (addition facts to 10) will be consolidated and extended to addition and subtraction facts
- Homework choice board to allow students to choose Literacy and Numeracy activities based within the curriculum and deepen their understanding of these concepts outside of the school setting.

Homework for this phase should be approximately **15 minutes per evening**.

## **Year 3- 5**

As students move away from the early reading phase and into independent reading, time should be allocated each night for reading enjoyment and text choice with close monitoring by the parent. Monitoring your child's reading engagement is important as it provides a valuable opportunity for parents to discuss what is being read with a view to ensuring children are comprehending what has been read. Reading mileage and a range and balance of text selection is important.

In years 3-5, homework is set over a weekly or fortnightly period with the due day/date negotiated by the teacher.

Homework tasks include:

- Individual levelled readers or appropriate text of choice to encourage independent reading while being monitored by parents for fluency and comprehension
- Number facts, addition and subtraction will be consolidated and extending to multiplication and division with the goal of automatic recall (this is to be acquired progressively across years 3-5)
- Homework choice board to allow students to choose Literacy and Numeracy activities based within the curriculum and deepen their understanding of these concepts outside of the school setting.

Homework for this phase should be no longer than **20 minutes per evening**.

## **Year 6**

In year 6, homework can be completed daily or set over a weekly or fortnightly period with the due day/date negotiated by the teacher and will include:

- Daily independent reading
- Be coordinated across different subject areas
- Include extension of class work, projects and research. An element of choice will apply.

The use of a diary system encourages scheduling habits important in Junior Secondary. Homework should be no longer than **30 minutes** on average several evenings a week. Individual projects and research may be additional to this time allocation.

## **Homework choice board**

Choice boards will vary in range and scope of offerings largely dependent upon curriculum and other non-negotiable tasks.

As a guide:

- Choice boards are 'refreshed' regularly (fortnightly is preferred)
- Choice boards are additional to reading (every student, every day) and mathematics (years 1-5)
- High interest literacy and numeracy activities will dominate the offerings
- One - Four activities to be completed per week as determined by your student's teacher(s)
- One family/wellbeing activity (complimentary or additional)
- Parent oversight/involvement is required.

# Stakeholder Responsibilities

## Background:

At Jinibara, we recognise that students in the lower school and those who struggle with independent tasks will need close supervision and support when completing homework by a parent or an adult. As children gain confidence and are able to work with 'growing independence' parent involvement will become more monitoring and support. This "gradual release of responsibility" to the child i.e. that the child will ultimately be responsible for successful completion of their homework with minimal oversight and some support (encouragement and resources) from a parent, will be a successful journey for many of our students. Some students will find homework a struggle through their primary schooling and will need close, consistent and ongoing support from a parent or adult. Each child's progress will be different and varied. Every parent and family have an important part to play so that the child's experiences are positive and rewarding.

## Parent Responsibilities

- Read with their child, talk to them and involve them in tasks at home including shopping, playing games and musical instruments and physical activity if and when appropriate helping them to balance time spend in these different pursuits
- Encourage their child to organise their time when completing homework, to establish a specific space/place to be when completing homework and to take responsibility for their own learning
- Help their child to complete tasks by discussing key questions or direct them to resources
- Encourage their child to read and to take an interest in and discuss current local, national and international events that are developmentally suitable for discussion
- Contact the relevant teacher to discuss any concerns about the nature of homework or how their child is managing homework demands.

## Student Responsibilities

- Discuss with their parents or caregivers homework expectations
- Accept responsibility for the completion of homework expectations within set time frames
- Follow up on comments made by teachers
- Seek assistance when difficulties arise
- Organise time to manage and balance home expectations, participation in physical activity and sport, cultural and recreational activities.

## Staff Responsibilities

- Set homework/home study on a regular basis
- Clearly communicate the purpose, benefits and expectations of all homework
- Check homework regularly and provide timely and useful feedback
- Use homework that is varied, challenging, directly related to class work and appropriate to students' learning needs. Homework revisits concepts that have been covered in class
- Give consideration to other academic and personal development activities (*school based or other*) that students could be engaged in when setting homework
- Discuss with parents and caregivers any developing problems concerning their child's homework and suggest strategies to assist with their homework
- Use school email to connect with parents as a means of monitoring student homework effort and success.

As incomplete homework does not align with the Jinibara State School Code of Behaviour, teachers are to encourage students to complete homework tasks that are differentiated and achievable within the approximate time parameters outlined for each year level or levels. As educators we appreciate many families have commitments that may affect the completion of their child's homework. Exercising flexibility in the tasks, quantity and when the homework is set and due to be returned, may enhance success. When incomplete homework becomes frequent, teachers are to make contact with parents and prioritise the most important components of set homework e.g. reading or maths. If a component of the homework is fundamental to ongoing classroom work, e.g. research, students can be requested to complete these during playtime. At Jinibara State School we do not set monitoring or summative assessment tasks for homework. Teachers are encouraged to always partner with parents and students to negotiate genuine challenges in relation to homework.