



LANCELIN PRIMARY SCHOOL

Homework Policy

Rationale:

Homework can support higher levels of student achievement by extending the time available for students to:

- Consolidate skills and concepts learnt at school
- Explore new ideas and new situations

Homework can support teachers by extending learning time in a supportive environment, where it is possible for parents to provide one-on-one assistance.

At Lancelin Primary School we believe the purpose of homework is to:

- Support individual and class learning programs of students
- Allow students extra time to complete projects or research set during school time.
- Encourage older students to work independently away from the school environment, enabling them to develop the work habits needed for their future education.

Expectations:

The following statements are a guideline of expectations at each phase of schooling. There may be variations between class teachers with some, but not necessarily all, of these activities being undertaken and consideration being given to after school commitments many families have.

All class teachers will provide parents with information about their homework expectations within the first few weeks of the school year. This may be at a class meeting, by note or email.

There is an expectation that students participate in Home Reading each night. This activity is acknowledged with “Super Reader” Awards at assembly for every 25 nights read, with students receiving a book prize for reading upwards of 200 nights in a school year.

Early childhood (K – PP)

Parents can foster learning experiences in the home that provide opportunities for:

- Play with friends, siblings and parents
- Exploring the natural environment
- Observation, manipulation and exploration of objects, materials, technologies and physical activity.
- Home reading – developmentally appropriate reading at home on a regular basis. Home reading is made up of paired reading with both adults and child reading together, child reading by themselves, (aloud or silently) or taking turns. Reading materials may be school readers, library books or any other appropriate to the age and ability of the child.
- Modelled reading – parents regularly reading books to their children
- Maths – recognition of numbers and shapes, knowing some simple addition facts. It can involve naming and knowing the characteristics of shapes or completing Mathematics tasks on the computer or iPad.
- Phonics; Spelling; Sight words: revision of developmentally appropriate sounds, letters and words
- Writing Bags: If teachers run a “take home writing bag / chapter book” activity, children need to have two or three nights to complete their contribution.

Time allocation: Approximately 15 minutes per day.

Make homework as informal as possible. It should be a pleasurable experience that parents share with their children.

Junior Primary – Year 1, 2 and 3

Parents can foster learning experiences in the home that provide opportunities for:

- Play with friends, siblings and parents
- Exploring the natural environments
- Cooking activities that involve measurement and reading
- Reading and money concepts when shopping
- Involve children in reading timetables, for example television guides
- Observation, manipulation and exploration of objects, materials, technologies and physical activities.

- Home reading – developmentally appropriate reading at home on a regular basis. Home reading is made up of paired reading with both adult and child together, child reading by themselves (aloud or silently) or taking turns. Reading materials may be school readers, library books or any other book appropriate to the age and ability of the child.
- Modelled reading – parents regularly reading books to their children.
- Maths – recognition of numbers and shapes, knowing some simple addition facts. It can involve naming and knowing the characteristics of shapes.
- Learning simple number facts
- Completing Mathletics tasks on the computer or iPad
- Phonics / spelling / sight words: revision of developmentally appropriate sounds, letters and words.
- Writing bags: if teachers run a “take home writing bag / chapter book” activity, children need to have two to three nights to complete their contribution.

Time allocation: approximately 20 minutes per day.

Make it as informal as possible. It should be a pleasurable experience that parents share with their children.

Middle Childhood Year 4, 5 and 6

Parents can foster learning experiences in the home that provide opportunities for:

- Develop independent learning and pride in achieving goals
- Cooking activities that involve measurement and reading
- Involve children in reading timetables, for example television guides
- Home reading: allowing extra “stay up” time to foster for pleasure. Books and other materials can be self- selected by the children e.g. Library, Scholastics Book Club.
- Maths-regular revision of developmentally appropriate number facts
- Completing Mathletics tasks on the computer
- Spelling – revision and drill of words as appropriate
- Independent projects: doing “finishing off” and presentation work for research topics, where the research has been completed at school.
- Students can be encouraged to excel and extend themselves by completing addition work at their investigation. This helps foster inquisitiveness and commitment to achieving personal best.
- Integral to all tasks is the need to learn time management skills for work that is due by a set date.
- Involve the family in the classroom program by inspiring discussion