



HOMEWORK

Rationale

As part of a comprehensive and balanced curriculum within Victorian schools, homework is seen as one way of supporting and fostering life-long learning and connecting families with the learning of their children. Homework needs to take into consideration the need for students to have a balanced lifestyle. This includes sufficient time for family, sport and recreation, cultural pursuits and employment where appropriate.

It is not necessary to assign large amounts of homework; however it is important that homework provides students with opportunities to practice skills, review content and deepen understanding of concepts learned. Homework and practice can also help students to develop self-regulation processes, such as time management and study skills.

Homework should be:

- appropriate to the student's skill level and age
- purposeful, meaningful and relevant to the curriculum
- interesting, challenging and when appropriate open ended
- assessed by teachers with feedback and support provided
- balanced with a range of recreational, family and cultural activities

Homework can be supported by:

- Communication between teachers, students and parents/carers.
- Ongoing communication between teachers and parents/carers to individualize homework as required
- relating homework activities to what is taught in the classroom
- setting up an element of challenge in the homework to be set
- Individualised homework activities/plans, aligned with individualised learning styles and abilities.
- linking homework activities with prompt, appropriate assessment and feedback.

Policy Statement

Purpose

The current evidence and research shows that the quality of homework assigned is likely to be more important than the quantity. Research has established that homework has a positive effect on learning, particularly at the middle and secondary school levels (Xu, 2010; Zimmerman & Kitsantas, 2005). Although homework's effectiveness has been challenged by educators, parents, and students (Kohn, 2006), it continues to be an important educational supplement used by most teachers to enhance the learning experience of their students (Patall, Cooper, & Wynn, 2010). Overall, the effectiveness of homework is enhanced by providing students with choices among homework tasks, which will result in higher motivational and performance outcomes, students' autonomy, and intrinsic motivation (Patall et al., 2010).



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Homework helps students by:

- complementing and reinforcing classroom learning
- fostering good lifelong learning and study habits
- providing an opportunity for students to become responsible for their own learning
- developing self-regulation processes such as goal-setting, self-efficacy, self-reflection and time management
- supporting partnerships with parents by connecting families with the learning of their children

Implementation

Practice Exercises: Provide opportunities for students to apply new knowledge or to review, revise and reinforce newly acquired skills, such as:

- reading for pleasure
- practising spelling words
- practising physical education skills
- writing essays and other creative tasks
- practising and playing musical instruments
- completing consolidation exercises for Mathematics
- practising words/phrases learnt in a Language Other Than English

Extension Assignments: Encourage students to pursue knowledge individually and imaginatively, such as

- writing a book review
- researching local news
- finding material on the Internet
- making or designing an art work
- monitoring advertising in a newspaper
- completing Science investigation exercises

Prep to Grade 4 students

- can foster a sense of self-discipline and responsibility and prepare students for upper grades
- enables the extension of class work by practising skills or gathering of extra information or materials
- will mainly consist of daily reading to, with, and by parents/carer or older siblings

Grade 5 to Grade 9

- should include daily independent reading
- should be coordinated across learning areas in secondary schools to avoid unreasonable workloads for students
- may extend class work, projects and assignments, essays and research



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Altona Primary School – Homework Expectations

Year level	Expectations
Prep	Reading
Grade One	Reading and Mathletics
Grade Two	Reading and Mathletics or Specific learning areas practise in 1 area = tasks/extensions
Grade Three	Reading Specific learning areas practise in 1 area = tasks/extensions
Grade Four	Reading Specific learning areas practise in 1 area = tasks/extensions
Grade Five	Reading Goal Setting practise connected to classroom work Classroom finishing work
Grade Six	Reading Goal Setting practise connected to classroom work Classroom finishing work

Version Control

September 2014

March 2015
DEECD to DET and review date change

August 2015
Content changes

Ratified 16/3/16

Reviewed by Leadership
Ratified by School Council
15/5/18

Review Cycle

Three-year review cycle (therefore 2017) or if guidelines change (latest DET update early September 2014).

Three-year review cycle (therefore 2018) or if guidelines change (latest DET update early September 2014).

Three-year review cycle (therefore 2018) or if guidelines change (latest DET update late June).

2019

2021

Reference

www.education.vic.gov.au/school/principals/spag/curriculum/pages/homework.aspx