

Homework Policy

(November 2024)



Help for non-English speakers

If you need help to understand the information in this policy please contact Teesdale Primary School

Purpose

To outline to our school community the Department's and Teesdale Primary School's policy requirements relating to homework.

Scope

This policy applies to students in all year levels and staff responsible for setting and monitoring homework at Teesdale Primary School

Rationale

Teesdale Primary School has developed this Homework Policy in consultation with the School Council to support student learning and wellbeing by:

- providing opportunities for students to review, revise and reinforce newly acquired skills
- providing opportunities for students to apply new knowledge
- encouraging students to enrich or extend knowledge individually, collectively and imaginatively
- fostering good lifelong learning and study habits
- supporting learning partnerships with parents/carers.

DEFINITIONS

Homework is tasks assigned to students by teachers that are meant to be carried out during non-school hours.

Policy

At Teesdale Primary School all homework set by teachers will be:

- purposeful
- curriculum-aligned
- appropriate to students' skill level and age
- designed to help students develop as independent learners
- monitored by the teacher
- where appropriate, provide opportunities for parents/carers to partner in their child's learning.



Successful homework practice in the Early Years (Foundation – Year 2)

Much of the learning in the first three years of school is gained through oral language, with opportunities for discussion playing a vital role in helping to broaden vocabulary (a major contributing factor to student academic achievement) and develop understanding.

Successful homework in Foundation to Year 2 can:

- consist mainly of daily reading to, with, and by a family member/carer and generally **not** exceed 20 minutes a day
- provide opportunities in day to day activities such as shopping, cooking and gardening, as well as participating in board and card games that allow children to indirectly develop their literacy and numeracy skills.

Successful homework practice in the Middle Years (Year 3 – 6)

Learning in the later stages of primary school include consolidating concepts, particularly those related to literacy and numeracy. Current evidence and research shows that homework can have a positive effect on learning in the middle years, particularly when it is focused on the quality of the task not the quantity. It can enhance the learning opportunities of students and deepen their understanding of concepts learned at school. Homework in the middle years allows students to develop self-regulation processes such as organisation and time management.

Successful homework in Years 3-6 can:

- consist mainly of daily independent reading and will generally **not** exceed 30 minutes a day and can include reading books, decodable texts, comics, gaming booklets and instruction manuals, magazines, newspapers, recipe books, and internet websites.
- provide opportunities in day to day activities such as shopping, cooking and gardening, as well as participating in board and card games that allow children to indirectly develop their literacy and numeracy skills.
- involve enrichment, revision and extension of classroom curriculum programs and may extend to class work and class set projects and research

Shared Expectations and Expectation

Homework is a shared responsibility between the school, teachers, students and their parents/carers. In order to get the most out of homework tasks, it is important that everyone understands their obligations and responsibilities.

Parent/Family/Carer support can include:

- developing a positive and productive approach to homework and ensuring a balance between school and home commitments and extracurricular activities.
- reading to them, talking with them and involving them in learning opportunities during everyday household routines and physical activity.
- attending the school events, productions or displays their child is involved in.
- discussing homework with their child and offering ideas on gathering resources and finding additional information.
- linking homework and other learning activities to the families' culture, history and language, linking with relevant services, clubs, associations and community groups.

Teachers and staff can help students with their homework by:

- making effective use of student diaries, or the use of Sentral, to communicate with families.
- helping students develop organisational and time-management skills.



- ensuring parents and carers are aware of the school's homework policy.
- advising parents of homework expectations at the beginning of the school year and keeping parents regularly updated throughout the year.
- following up with parents if a student regularly fails to complete homework.

Support for Students and Parents/Carers

Teesdale Primary School understands that students have different learning strengths, preferences and interests and may approach learning activities and homework differently. If parents/carers are concerned their child may not understand the homework tasks that have been set or is spending a long period of time completing their homework, we encourage parents/carers to speak to their child's teacher.

Communication

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website (or insert other online parent/carer/student communication method)
- Reminders in our school newsletter
- Discussed at annual staff briefings/meetings
- Hard copy available from school administration upon request

Related Policies and Resources Policy

- [Homework – Department Policy](#)

Review and Approval

Policy last reviewed	November 2024
Consultation	School Council - December 2024
Approved by	
Next scheduled review date	November 2027