



St Catherine's Homework Policy

Policy

As a Catholic Christian community, we educate all to live The Gospel of Jesus Christ as successful, creative and confident, active and informed learners, empowered to shape and enrich our world. To enact this, St Catherine's Primary School recognises that homework is an integral part of teaching and learning. The Homework Policy affirms the School's commitment to ensuring that a consistent approach is taken to the use of homework as a learning tool.

Rationale

Homework complements and reinforces classroom learning while developing sound study habits and time management skills. Homework needs to be meaningful and relevant, catering to all intelligences and individual learning styles. Homework activities provide important opportunities for parents to share in their child's education, strengthening communication between home and school.

Aims

At St Catherine's School, homework may be set by a student's individual teacher, specialist teacher, or collaboratively by the teachers for a given year level.

Homework may be given to:

- Encourage independent learning
- Assist students to form effective study habits
- Assist students to develop time management skills and the meeting of deadlines
- Teach students that learning can occur anywhere, not just in the classroom
- Provide students with an opportunity to review and reinforce learning from within the classroom
- Encourage extension activities that build upon classroom learning
- Assist with preparation for upcoming classroom learning
- Allow parents and caregivers the opportunity to participate in the learning process by being directly involved with their child's education and to demonstrate positive attitudes to learning
- Establish homework that is balanced and allows time for family, recreation, and community and cultural activities



Procedures

The School believes that reading should be a regular part of homework as independent daily reading has been shown to greatly improve students' learning outcomes.

The School acknowledges the need for the positive benefits of homework to be balanced with a student's extracurricular activities, home and family life.

Homework may be given to be completed overnight, within a week, fortnight or other timeframe that will be communicated to the student.

The following table provides a guide to the potential nature of a student's homework and the time it may take.

Year Level	Suggested Timeframes	Examples of Homework Content	Reading
Prep Year 1 Year 2	5 - 10 minutes per night plus reading 5+ mins (Reading for enjoyment has no limit)	<ul style="list-style-type: none"> Practice of Literacy skills Activities that reinforce Numeracy e.g., games and real-life Maths such as shopping and cooking Maths activities that reinforce classroom learning Gathering pictures or resources Outdoor activities and games such as playing with a ball, skipping etc. Preparing for the next day e.g., readers, lunchbox, notes, library bag to encourage organisation skills Religious Education activities Multimodal Responses – students are able to communicate through verbal, drawing, building, models, video, writing, recording, performing modes Informal learning activities such as talking, playing and other experiences that will broaden their understanding of the world in an enjoyable way e.g., board games, library visit, sport and recreation 	<ul style="list-style-type: none"> Reading may include reading to, with and by parents/carers Bedtime stories Quality Literature and/or School Home Readers and/or Infographic Texts and/or Audio Books



<p>Years 3 Year 4</p>	<p>10 – 15 minutes per night plus Reading 10+ minutes (Reading for Enjoyment has no limit)</p>	<ul style="list-style-type: none"> • Practice of Literacy skills • Reinforcement of Numeracy learning e.g., games, Maths puzzles, real life maths such as shopping and cooking • Gathering data by various methods e.g., interviews, surveys • Open ended activities that involve choice and cater for individual learning styles • Religious Education activities • Multimodal Responses – students are able to communicate through verbal, drawing, building, models, video, writing, recording, performing modes • Informal learning activities such as talking, playing and other experiences that will broaden their understanding of the world in an enjoyable way e.g., board games, library visit, sport and recreation. 	<ul style="list-style-type: none"> • Reading may include reading to, with and by parents/carers • Bedtime stories • Quality Literature and/or School Home Readers and/or Infographic Texts and/or Audio Books
<p>Year 5 Year 6</p> <p>Continued overpage</p>	<p>15 - 25 minutes per night plus Reading 15+ minutes (Reading for enjoyment has no limit)</p>	<ul style="list-style-type: none"> • Practice of Literacy skills • Reinforcement of Numeracy learning e.g., games, maths puzzles, real life Maths problems • Gathering resources, researching and collecting project material/information across all subject areas • Gathering data by various methods e.g., interviews, surveys • Open ended activities that involve choice and cater for individual learning styles • Religious Education activities • Multimodal Responses – students are able to communicate through verbal, drawing, building, models, video, writing, recording, performing modes 	<ul style="list-style-type: none"> • Reading may include reading to, with and by parents/carers • Bedtime stories • Quality Literature and/or School Home Readers and/or Infographic Texts and/or Audio Books



<p>Year 5 Year 6 continued</p>		<ul style="list-style-type: none"> <i>Informal learning activities such as talking, playing and other experiences that will broaden their understanding of the world in an enjoyable way e.g., board games, library visit, sport and recreation</i> <p><i>Year 6 Students will be required to record homework tasks in a student diary. Students will be encouraged to plan and manage their homework using the diary so that time management is practised and homework is submitted by the due date.</i></p> <p><i>Year 4 – 6 Students are responsible for charging their iPad and stylus ready to take to school each day.</i></p>	
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Roles and responsibilities

The School asks that different stakeholders fulfil particular roles and responsibilities so that positive benefits from homework may accrue.

Responsibilities of Students

- To take pride in and submit their best work
- To try to be fully engaged with the homework task
- To use technology responsibly
- To bring completed work to school by the due date
- To ask their teacher or parents if they are having difficulty understanding a task or need assistance
- Ensure that everything that is needed to complete homework activities is taken home from school
- Practise developing study behaviour skills to complete homework by the due date e.g., self-direct, self-motivate, be independent, effective time management.
- Year 4 – 6 Students are responsible for charging their iPad and stylus ready to take to school each day

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Responsibilities of Teachers

- To ensure that homework expectations are consistent with the school's homework guidelines
- To communicate homework tasks and expectations (e.g., due date) clearly to students and parents if required
- To affirm positive attitudes to homework
- Set relevant and meaningful tasks that are related to classroom learning; taking into consideration the student's ability (differentiate tasks), home circumstances and family commitments
- Model tasks and provide examples in class before sending work home (video demonstrations may be provided to support parents)
- Monitor student completion of their homework activities and if necessary, discuss with parents/carers concerns around homework that requires completion or incomplete homework.
- Mark and provide feedback to students and parents when required. Completed homework handed in on the Due Date will be marked by the teacher
- Ensure that assessment tasks are not included as part of homework
- Consider a variety of learning opportunities that promote creativity and problem solving through open ended activities that are connected to real-life experiences
- There will be no homework set on holidays

Responsibilities of Parents and Caregivers

- To affirm positive attitudes towards homework in the home learning environment
- Support homework activities and create an environment and routine at home appropriate for their child's homework needs
- To read with or to their children and provide frequent opportunities for independent reading
- To encourage their children to manage their time and meet homework due dates
- To celebrate their children's learning successes
- To provide access to technology to support student learning
- To provide feedback to teachers around incomplete homework or home circumstances and commitments that limit engagement and completion of homework



Home Learning Environment – HLE

HLE Looks Like	HLE Sounds Like	HLE Feels Like
<p>Parent Supervision – considering your child's age, needs and personality, determine what level of parent support and engagement will be required to complete tasks.</p> <p>Family Friendly – make the space work for you and your family in the context in which homework is completed.</p> <p>Clutter Free – organised, clear, and tidy. Avoid having too many materials available as they can become distracting.</p> <p>Natural Lighting – a properly lit space, and even consider a desk lamp in darker spaces. This is easier on the eyes and beneficial especially if your child is spending time on a device.</p>	<p>Parent Dialogue – conversation when learning is a key contributor and sometimes discussing key concepts is greater than writing them down.</p> <p>Parent Questions – clarifying information and investigating further supports your child to take their learning from surface level to deep.</p> <p>Independent Quiet Working – some focussed moments of independent working.</p> <p>Limited Background Noise – external factors such as talking, radio, tv, cooking etc, can be added distractions.</p>	<p>Calm and Confident – Be brave and have a go. The more a child participates the more they will learn and progress.</p> <p>Everything required is in reach – pencils, paper and sharpeners are all essential.</p> <p>Open and relaxed – set in a less-frequented space of the home, without feeling cramped or stressed about taking up space.</p> <p>Accessible – the tasks should be reflective of the child's ability as well as concepts already explored in class, rather than new content.</p> <p>Movement and Flexibility – homework stations don't always have to be desks that children sit at. They may stand, sit, lie down, build or be mobile.</p>