

# Gladesville Public School

## Homework Guidelines

Updated 2022



Gladesville Public School aims to prioritise the wellbeing of our students and families by recognising that students participate in a range of activities and experiences outside of school hours. These homework guidelines have been developed in consultation with parents, students and teachers. By taking current research into consideration, we ensure that homework activities and procedures are manageable, relevant and meaningful for all families.

While the Homework Guidelines are compulsory by the Department of Education, the setting of homework and any indicative time allocations across year levels are not. Families have a choice to complete any set tasks. Students at Gladesville Public School will neither be rewarded nor disadvantaged for choosing to, or not to, complete homework. All students are encouraged to engage in home reading to support literacy development and a love of literature.

### Purpose

The purpose of these guidelines is to ensure that:

- Teachers provide consistent homework procedures across the school which enable them to select meaningful tasks to support in-class learning and to prioritise time to provide high quality teaching and learning activities.
- Students are provided with meaningful homework tasks which are relevant to the work being completed in class, appropriate for each individual's academic level and provide time to participate in chosen out of school activities.
- Parents and caregivers are informed of the school guidelines and are provided with a summary of current research.

Gladesville Public School defines homework as any task assigned by classroom teachers intended for students to carry out during non-school hours designed to meet specific learning goals.

### Responsibilities

To ensure successful implementation of these guidelines, the whole school community has a shared responsibility.

- Teachers are to provide meaningful activities that support in-class learning and are appropriate to a student's academic level. Clear instructions for task completion will be communicated and timely feedback provided. Teachers are to ensure that students who do not have access to technology at home, or who require additional assistance, are not disadvantaged and are provided time at school to access technology or support.
- Students should request clarification or support when needed.
- Parents/carers who wish for their child/ren to complete homework are encouraged to support their child/ren in completing home learning tasks through actively supervising, assisting, engaging with and checking completed work. Parents/carers should communicate with the class teacher when support or clarification is needed.

## Grade Specific Homework Guidelines

### Whole School

- It is strongly recommended that all students participate in reading at home, including participation in the Premier's Reading Challenge. Students should engage in independent reading, reading to someone and being read to.
- Each grade will provide termly overviews of content being learnt in class for parent/carer reference.
- Stage Executive will communicate specific tasks and activities to students.

### Kindergarten

No formal homework will be set for Kindergarten. The following are activities which parents/carers can do with their child to make the most of what they learn in the classroom.

**Daily Reading:** Quality home reading may include decodable texts, phoneme flip books, sentence strips, books in your home libraries or books from the Premier's Reading Challenge.

- Kindergarten: 5 minutes a day
- Practice of high frequency words aligned to set units taught in the classroom
- Phonics based revision-based tasks as appropriate

#### Speaking and Listening

- Talk Time could be introduced part of daily routine where students have the opportunity to practise their speaking and listening skills

#### Mathematics

- Hands on maths games and activities may be provided to reinforce concepts taught in class

### Years 1 and 2

**A small amount of formal homework will be set for Years 1 and 2 students.**

**Daily Reading:** Quality home reading may include decodable texts, sentence strips, books in your home libraries or books from the Premier's Reading Challenge.

- Years 1 & 2: 10 minutes a day
- Practice of high frequency words aligned to set units taught in the classroom
- Phonics based revision-based tasks as appropriate

#### Mathletics

- Activities to be set weekly or fortnightly on the online platform to consolidate concepts taught in class

#### Speaking and Listening

- Students may be asked to prepare topic talks. Teachers to provide a schedule of topics and marking criteria.

### Years 3-6

**Homework for students in Years 3 to 6 will be varied and students will be expected to work more independently.**

**Daily Reading:** Quality home reading may include set texts or books from class, library books or texts from the Premier's Reading Challenge.

- Years 3-6: 15 minutes a day

#### Vocabulary/Spelling

- Soundwaves activities to be set weekly or fortnightly on the online platform to consolidate concepts taught in class

#### Activity Grid

- Set at the beginning of each term and students work at their own pace to complete activities throughout the term

#### Mathletics

- Activities to be set weekly or fortnightly on the online platform to consolidate concepts taught in class

*\* Public speaking tasks such as the Multicultural Perspectives Speaking Competition and projects related to in-class teaching will move from homework tasks to assessable tasks that all students will be expected to complete.*

## Research and Best Practice related to Homework

### Key trends in research and Gladesville Public School's Commitment:

- **Research clearly supports the importance of regular reading, especially in the early years.**  
*Gladesville Public School will continue to prioritise reading within our homework practices.*
- **Homework must be purposeful and relevant to student needs and should not jeopardise the right of students to enjoy a balanced lifestyle (Dixon, 2007).**  
*Gladesville Public School will continue to prioritise the wellbeing of our students and families to encourage creativity and flexibility and prioritise purposeful and targeted tasks.*
- **Whilst responsibility and time-management were often cited as reasons to set homework, most students, especially in the younger years, are not developmentally ready to fully comprehend the requirements.**  
*Gladesville Public School will continue to prioritise developing time-management within daily classroom teaching and learning, particularly with senior students who will have the option to also complete home projects.*

The following research is reflected within the Parliament of Victoria's Education and Training Committee's inquiry into the approaches to homework in Victorian Schools (August 2014).

- Education Lecturer Alfie Kohn in his article 'Rethinking Homework' unequivocally states, "...there is absolutely no evidence of any academic benefit from assigning homework in elementary or middle school. For younger students, in fact, there isn't even a *correlation* between whether children do homework (or how much they do) and any meaningful measure of achievement" (Kohn, 2007).
- NSW Public School Homework Policy: Research Scan (2012) indicates that more time on homework in the early years is found to relate to lower achievement.
- John Buell PhD observes, "For a practice as solidly entrenched as homework, the scholarly case on its behalf is surprisingly weak and even contradictory." (2004, p.9) This is supported by a range of respected studies (Blazer, 2009); (Dixon, 2007; Queensland Government Department of Education and the Arts, 2004).
- Teaching and Learning leader, Annie Facchinatti's article 'The Dog ate my Homework', states that "The potential for unstructured playtime with siblings and parents is far more likely to develop social skills, tighter family bonds and qualities desirable in the modern world such as flexibility and creativity than filling in a worksheet ever will (2016, p.15).
- Dr Sue Thomson, a Senior Research Fellow with the Australian Council for Educational Research notes that countries with high-achieving students, Japan, Denmark and the Czech Republic, assign little homework, and it appears the more homework a nation's teachers give, the poorer that country's results on achievement tests (Thomson, quoted in Dixon, 2007).

## Monitoring, Evaluation and Review

These guidelines have been updated in response to survey data from parents and teachers. Monitoring, evaluation and review will occur annually or as required.