

Sacred Heart Primary School Westmead



Homework Policy

Updated 2017

Rationale

Homework is a purposeful extension of student learning. It provides opportunities for parents to be involved in the ongoing education of their child. At Sacred heart we believe that students should have a balanced lifestyle with opportunities for recreational/sporting pursuits as well as sufficient time for family activities and cultural pursuits.

The latest Homework research findings state:

Homework is beneficial in the upper grades (Cooper et al.) or harmful (various), that homework has no effect (Kohn), that it has complex effects or that the research is too sparse or too problematic to be able to justify the drawing of strong conclusions.'

"Homework has no achievement benefits for students up to grade 3, negligible benefits for students in grades 4-6, weak benefits for students in grades 7 to 9, and reasonable benefits for students in grades 10 to 12" mainly because the tasks are often about reinforcing and giving students another chance to practice what they've learnt. " (Reforming Homework, Mark Horsley & Richard Walker, 2013).

Professor John Hattie, of the Melbourne Graduate School of Education, has famously calculated the 'effect-size' of more than 100 education innovations. He recently told the [BBC](#) that homework in primary school has an effect-size of around zero 'which is why we need to get it right ...'

Therefore, we at Sacred Heart Believe:

- That homework should involve daily reading. There are enormous benefits of reading to children. *"Reading to children six to seven days a week puts them almost a year ahead of those who are not being read to."* (Melbourne Institute of Applied Economic and Social Research). Reading improves comprehension, provides gains in overall language proficiency, improves writing and increases vocabulary. It was also found that reading to small children has a positive effect on the development of numeracy skills and problem solving.
- Spelling, grammar and punctuation should be taught in the context of writing rather than a separate spelling list each week
- Homework should be provided at a 'Needs Basis' and not be a photocopied sheet each week that has no relevance to the classroom learning. Where possible Homework should move online.
- Without timely and effective feedback the benefits are reduced, especially when homework is given out at the start of the week and collected at the end of the week. Also the time taken to correct homework each week could be better utilised for classroom learning tasks.
- In the older grades, homework has a collaborative element whereby the students are working on producing online work that directly links to a rich task that they are completing for a particular subject area.
- Homework should be any unfinished work that students have not completed in a reasonable timeframe within class.
- In order to receive the 200 hits needed to consolidate basic Number concepts, students should be repeating the Maths Warm-up tasks completed in class by reinforcing it at home, especially number facts and problem solving activities that help students see Mathematics at work in their world.

Implementation & Guidelines

The school's homework policy is available to staff and parents. Homework is kept to age appropriate time frames.

Homework consists of:

Class/Stage	Homework Expectation	Timeframe
Kindergarten Early Stage One	<ul style="list-style-type: none"><input type="checkbox"/> Reading and talking about a book to an adult<input type="checkbox"/> Sight Word Practice<input type="checkbox"/> Mathematics Warm-Up Grid	10-15 minutes per night
Year 1 & Year 2 Stage One	<ul style="list-style-type: none"><input type="checkbox"/> Reading and talking about a book to an adult<input type="checkbox"/> Sight words practice<input type="checkbox"/> Mathematics Warm-up Grid	15-20 minutes per night
Year 3 & Year 4 Stage Two	<ul style="list-style-type: none"><input type="checkbox"/> Reading of texts to an adult or independent reading<input type="checkbox"/> Classroom work that has not been completed in a sufficient time-frame<input type="checkbox"/> Research information based on inquiry questions<input type="checkbox"/> Mathematics Warm-up Grid	20 – 30 minutes per night
Year 5 & 6 Stage Three	<ul style="list-style-type: none"><input type="checkbox"/> Reading of texts to an adult or independent reading<input type="checkbox"/> Classroom work that has not been completed in a sufficient time-frame<input type="checkbox"/> Research information based on inquiry questions<input type="checkbox"/> Collaborative online teamwork<input type="checkbox"/> Mathematics Warm-up Grid	25-30 minutes per night

Evaluation

The Principal, with delegated responsibility to Leadership Team members will be responsible for the planning, implementation and reviewing of this policy.