



# Our Lady of the Rosary School

## Homework Policy and Guidelines

### Purpose

The homework policy at Our Lady of the Rosary School considers the needs and developmental phase of students as well as considering the circumstances of twenty-first century families.

At Our Lady of the Rosary School, we acknowledge that the time children spend with their families and their involvement in out of school activities, are important components in the development of the whole child. In determining homework, it is important to consider that students may be engaging in many different activities and commitments outside of school.

### Learning Through Homework

Hattie (2008) argues that homework is more effective for students in secondary schooling, as compared to students in primary school. Further, short and frequent homework is more effective than lengthy homework (Hattie, 2008).

Homework can be effective in supporting learning if it:

- Is short and frequent
- Is appropriate and adapted to particular years of schooling in line with the relevant curriculum
- Is clearly related to class work, consolidating learning and used to facilitate the achievement of learning outcomes
- Is varied and differentiated to individual learning needs
- Assists students to prepare for upcoming classroom learning
- Allows time for family, recreational, community and cultural activities
- Is achievable and leads to an increase in students' self-confidence
- Homework should be a positive experience for students, parents and teachers
- Homework should allow parents to engage in the learning process with their child to demonstrate positive attitudes to learning.

### School Homework Approach

The development of this approach to homework considers information from research and guidelines regarding homework from across Australia. Homework should be focussed on positive, productive and supported learning which is aligned to the Australian Curriculum. There is a strong focus on reading.

Homework will relate directly to the learning and teaching programs appropriate to the needs of students. As such, homework will reflect the classroom work and relate to the knowledge already taught. Homework should take into account outside school hours activities, recreation and family time, community and cultural activities. Therefore, homework is not a compulsory task for students at OLR, however, is recommended if possible. The following recommended guidelines for our OLR families.



## Year Level Guidelines

### Prep:

- Homework expectations should not exceed 10mins per night
- Practising literacy skills e.g. reading, high frequency words & spelling words

### Years 1-2:

- Homework expectations should not exceed 15mins
- Reading – reading to someone or being read to by an adult/older sibling
- Revision & practice of previously introduced skills e.g. sound/word work, high frequency words, spelling & maths revision

### Year 3-4:

- Homework expectations should not exceed 20mins
- Reading – reading to self, reading to someone or being read to by an adult/older sibling
- Revision & practice of previously introduced skills e.g. sound/word work, spelling, grammar, sentence structure & maths revision

### Year 5-6:

- Homework expectations should not exceed 30mins
- Reading – reading to self or reading to someone
- Revision & practice of previously introduced skills e.g. sound/word work, grammar, spelling, sentences structure & maths revision
- Preparation for and completion of class work as required.

For further information on the effectiveness of homework for students see:

Hattie, J. 2008, *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*, Routledge, New York.

Hattie, J. 2012, *Visible Learning for Teachers: Maximising impact on Learning*, Routledge, New York.

Horsely, M. & Walker, R. 2012, *Reforming Homework: Practices, Learning and Policies*, Palgrave Macmillan, Melbourne.