



HOMEWORK POLICY and PROCEDURES

Document Title	Homework Policy		
Version Number	V1.0		
Document Owner	Esslemont College		
Compliance Area	4.1.6.2		
Issue Date	Summary of Change	Approved By	Date of Next Review
March 2022	New Document		December 2023
March 2023	Reviewed Document	Principal	December 2023

HOMEWORK POLICY (PRIMARY)

This document provides the overarching approach to Homework for students in Years K – 6.

Policy Objective

To provide guidance to students, staff, and parents on how learning will be supported outside of class time in a structured manner.

Rationale

Homework is seen as an integral part of Esslemont College philosophy on teaching and learning. It provides for extension and consolidation of what is developed in the classroom. The ultimate aim for a student to complete homework is to develop and extend the core learning skills of inquiry and to promote a love of learning through independent study. Homework serves to strengthen the partnership between home and school. It provides parents and caregivers with insights as to what is being taught at the School.

Homework in most schools is defined as the preparation students do outside class time to help them learn, including projects, assignments, assessment tasks and private study. It is always integrated with the learning outcomes of modules of class work. When students complete homework, they complete specific learning tasks in the short term and add to their long-term knowledge and skills levels. Homework can be immensely fulfilling for children.

Parents are expected to support their children in developing a regular homework and study routine according to their timetables. It needs to be balanced with family, social, and extracurricular activities.

Objectives

The purpose of homework is to:

- encourage students to develop the skills, confidence, motivation, and creativity needed for the practice of independent learning.
- develop self-discipline, self-confidence, and perseverance.
- help students recognise the links between good study habits and higher standards of achievement.
- consolidate and reinforce skills and understanding developed at school.
- to allow students to pursue their own specific interests.
- involve parents in the management of their children's learning and keep parents informed about the work their children are doing.
- to enable a teacher to judge an individual's understanding and achievement, and identify any problems experienced by that individual.
- build continuity of learning between school and home.
- provide opportunities for extension and challenge, as well as for problem-solving, especially for more able students; and
- establish habits of concentration, study, and self-discipline.

Expectations

Students should:

- Develop a homework routine, aiming to produce quality work on the day for which it is set.
- Allocate a certain block of time which should be set aside each day for homework. Students should have five-minute rest breaks after every half hour of work.
- Organise and monitor use of time and study over a period of evenings rather than deferring work until the last moment.
- Ensure that their work is well researched and presented.
- Concentrate on developing effective time-management skills in devising a homework routine and meeting work and assessment deadlines.

Teachers must consider the following when setting homework:

- set homework which is appropriate to the student's skill level and age.

- consider the importance of reading time (either being read to or reading independently) as homework.
- set varied, challenging, and meaningful tasks related to class work that are appropriate to the students' learning needs and to the intended outcomes of the unit of work being taught.
- set tasks which consolidate and develop student skills and knowledge.
- provide constructive feedback to any hand-in homework; and
- for older children working on projects, teachers should scaffold or chunk components of longer tasks and check-in that students are tracking towards full completion of the homework task.

Parent/Carers

Esslemont College will liaise with parents and carers in relation to the education of their children. Parents and carers can assist their children's learning by encouraging them to do their homework and by helping them where necessary with the aim that children will eventually learn to complete their homework independently.

During class meetings teachers will share the homework expectations for the children and how parents can assist.

Parents/guardians who have concerns about their children's homework should, in the first instance, raise their concerns with the teacher.

For Kindergarten to Year 2

There is no formal homework for Kindergarten to Year 2 however reading to children or sharing books together is considered invaluable to children's development. In Year 2, sight word review and additional reading should take place as needed. It is important to remember that many of the active life skills e.g., craft, cooking, physical activities, and extracurricular activities, along with relaxation and play provide important development skills and learning for children.

For Year 3 to Year 6

Teachers should set no more than 30 minutes of homework per day for children in K-6. This time might include reading time, independent practice of times tables as well as formal homework given to assist children to consolidate their learning in the classroom as well as develop further their skills and capacities. Service projects may also serve as homework.

It should be noted that at no time should homework become a source of contention or difficulty in the home.