



Homework Policy and Procedures

At Norwood Primary School we believe learning occurs in many different ways and places. Students learn by doing, seeing, trying and practising at home, at school and in the community. Learning at school is one part of the learning continuum. Extra-curricular activities such as sports, the Arts and community events are all recognised as important learning opportunities for our students and we strive to align these activities with our school vision and values.

There are a vast range of opinions regarding homework and how it can be implemented effectively. Research has shown there are no statistical supports for academic achievement benefits when implementing homework in the lower grades of primary school and only weak support in the primary and middle grades of primary school (Hattie, 2013). Research has also established that students benefit greatly from reading at home, both on their own and with family members (DfE, 2015). We believe meaningful, age-appropriate homework is best supported by on-going communication and partnership between home and school.

This policy aims to:

- Recognise and promote reading as a valued and integral part of life-long learning
- Support the connection between students and families through reading for understanding
- Ensure any homework provided is purposeful and structured to meet the current needs of students.
- Achieve a balance between school learning and home/extra-curricular activities.
- Encourage students to develop effective, age-appropriate time management skills.

Suggested focus and times are: (reading beyond these times is optional)

Years R-2	Reading for meaning and enjoyment Read Write Inc (Phonics Program) sounds, decodable texts, some levelled texts Prepare for sharing topics 5-15 minutes per day
Years 3-4	Activities to support ongoing or upcoming classroom learning Reading for enjoyment 10-20 minutes per day
Year 5-6	Completing classroom related learning activities Supporting organisational and self-managed learning skills Reading for enjoyment 20-30 minutes per day

Guidelines

- Expectations for homework will be communicated with students and families by classroom teachers at the beginning of the year and revisited through the school terms when necessary.
- Tasks will be shared with students and families through either hardcopy or digital technology platforms such as Seesaw. Time frames and expectations for completing homework to be communicated regularly.
- Homework will be purposeful, related to current, age-appropriate learning and explained by the classroom teacher. Feedback may be provided for some elements of homework.
- Classroom teachers will be mindful of resources which may not be readily available to all students and will recognise not all students will complete the set work in the same time frame.

References:

Hattie, J. (2013) Visible learning for teachers: Maximising impact on learning, Taylor & Francis Ltd, London.

Department for Education and Child Development, (2015) Reading: from beginnings towards proficiency, Government of South Australia, South Australia.

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