HOME WORK POLICY

Rationale

Home work is a valuable part of a student’s education, reinforcing classroom learning, fostering good lifelong learning and providing an opportunity for students to be responsible for their own learning. In addition to activities related to classroom learning, home work includes any work children do at home, including instrumental music and sports practice, hobbies and other creative pursuits, housework, shopping and other activities that enhance family life. Through the use of the home work grid we seek to encourage positive family interactions and time for children to pursue their own learning.

We value home work that:
• enhances and consolidates student learning
• is purposeful and relevant to students’ needs
• can be adapted to suit the capability of the student
• allows time for students to participate in recreational, family and cultural activities
• provides opportunities for activities that enhance family life, thus strengthening ties between school and home.

Implementation

Home work will be given at all year levels.

Reception and Year 1 (approx. 10 -15 min per night):
• daily reading to and with parents, caregivers etc.
• learn sight words / spelling
• may include activities related to classroom learning.

Year 2 – 5 (approx. 10 - 15 min per night)
• the home work grid

Year 6 and 7 (approx. 20 min per night)
• the home work grid

Procedures for issuing and managing the home work grid

The home work grid:
• will be given as a fortnightly task to allow for varying family circumstances
• format will be based on the sample A4 template (Appendix 1). It is recommended that they are printed on coloured paper which changes each week to help identify the current home work grid.
- activities may be a mix of compulsory or student choice activities. Maintaining flexibility for students and their families is to be considered when designating compulsory activities.
- is issued fortnightly, on the Monday of an odd week, and collected on the Friday of the following even week. The due date will also be shown on the sheet.
- does not need to change radically from week to week, having a degree of routine and predictability
- activities within each cell will not exceed the time scale outlined above.

Each cell will be initialled by the parent to indicate it has been satisfactorily completed. Incomplete home work will be followed up at school by the classroom teacher.

Home work grids will vary between year levels, but the generic content and format of the grid will be the same across JP and UP levels.

Content of the home work grid

Each fortnight, activities within the grid will include those designed to promote:
- the development of life skills in our students
- an understanding of the central idea of a unit of inquiry
- activities students are already participating in. For example, practicing a musical instrument, team or individual sports practise.
- creative pursuits, such as after-school art class, personal art or craft projects, and hobbies such as model making.
- a spiritual and/or mental health focus
- the opportunity for ‘reading to, with and by’ children. Reading homework is set with the intention of encouraging the development of a daily reading habit.

Home work grid activities may also support:
- the development of the PYP transdisciplinary skills
- an understanding of the other essential elements of the PYP
- other aspects of the stand-alone curriculum.

Spelling may be set twice as a maximum each fortnight.

June 2011
Appendix 1 Sample home work grid

<table>
<thead>
<tr>
<th>Class/year level</th>
<th>Term</th>
<th>Weeks</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thinking skills</th>
<th>Social skills</th>
<th>Communication skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>These include acquisition of knowledge, comprehension, application and analysis.</td>
<td>These include accepting responsibility, respecting others, cooperating etc.</td>
<td>These include listening, speaking, reading and writing.</td>
</tr>
<tr>
<td>Reflect on your weekly Bible verse. Paraphrase it, and then write three or four sentences explaining what it means to you.</td>
<td>Play a game with your siblings that requires you to take turns.</td>
<td>Continue working on your visual art, craft or hobby project. Bring it in to school to share when it is finished or at a stage that you would like us to see.</td>
</tr>
<tr>
<td>Christian studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent initials:</td>
<td>Parent initials:</td>
<td>Parent initials:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Self-management skills</th>
<th>Research skills</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>These include gross and fine motor skill development, organisation and time management, healthy lifestyle choices.</td>
<td>These include formulation questions, observing, planning, using data and presenting findings.</td>
<td>Things that you might think of that don’t readily fit into other categories.</td>
</tr>
<tr>
<td>Play a musical instrument or listen to some music. Keep a record of what you play and for how long, or a record of what you have listened to.</td>
<td>Tell a family member about the field trip to the maritime museum. Find out at least three things that they know about migration to Australia. Unit of inquiry research</td>
<td>Life skill</td>
</tr>
<tr>
<td>Parent initials:</td>
<td>Parent initials:</td>
<td>Parent initials:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Participate in a sporting activity or take a long walk.</th>
<th>Read the Advertiser daily and look for articles about migration and bring them to school to share. Unit of inquiry research.</th>
<th>Own choice activity. Describe below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent initials:</td>
<td>Parent initials:</td>
<td>Parent initials:</td>
</tr>
</tbody>
</table>

Each cell equals _____ minutes of time. Each fortnight complete _____ activities and at least one from each skill set. We will be sharing with ______________ about ________ on ________________. Read a variety of books (including books from the library and take-home books) and record in your __________________.