

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.

Foundation 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 use the home work grid

- a total of 80 to 120 minutes per fortnight.
- If six to eight home work grid activities are to be done each fortnight, this allows 10 – 15 minutes per activity.

Year 6 use the home work grid

- a total of 160 minutes per fortnight.
- If six to eight home work grid activities are to be done each fortnight, this allows 20 – 25 minutes per activity.

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. In Term 1, the first home work grid will be issued in Week 3.
- 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.

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.

Non-completion of home work

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. A **'do and reflect'** (do and learn from the experience) rather than a 'do and forget' attitude to home work is encouraged to develop a culture where home work is valued by the school community. This can be promoted by the following:

1. Students pair up with an older student for some 1:1 "talk with interest" about the previous fortnight's HWG. This takes about 15 – 20 minutes and could be done over eating time. The conversation would also develop the older student's appreciation for home work; how it is done in other classes and year levels; and their reflective observations. Alternatively they could talk about an activity they are about to do, and then have a "How did you go?" talk when the grid is handed up.
2. The students glue their HWG into an exercise book and on the opposite blank page and write a reflection about one of their home work activities. The reflective writing would be done at school.
3. A student whose work is incomplete or sub-standard can be given an extension to complete the work at home. Communication with parents about this would be appropriate. Where home work is regularly incomplete, this would be reflected in the mark given in the semester report card. Where there is a persistent problem, the student will be set traditional homework. These situations should be referred to the Principal or Deputy Principal.
4. Students who complete work of a high standard can receive a commendation from the Principal or deputy principal.
5. Many home work grid activities are a prerequisites for an in-class activity. Incomplete home work means that the subsequent activity cannot be completed, resulting in a natural consequence. Where a student is unable to participate, this can be brought to the attention of the student's parents.

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 home work

Spelling may be set twice as a maximum each fortnight as a home work grid activity. Spelling lists will be sent home each week, either in the student diary or some other method.

Mathematics home work

Mathematics home work may be included in the grid. The activities should focus on achievable activities related to the current strand of mathematics being covered in the classroom, or on mental computation and times-tables. Work that relies on the assistance of the teacher should be done at school.

Where additional spelling or mathematics home work requested by parents should be considered on the individual the learning needs of the student.

June 2011

February 2012

Appendix 1 Sample home work grid

Class/year level Term Weeks Due date

Thinking skills	Social skills	Communication skills
These include acquisition of knowledge, comprehension, application and analysis.	These include accepting responsibility, respecting others, cooperating etc.	These include listening, speaking, reading and writing.
Reflect on your weekly Bible verse. Paraphrase it, and then write three or four sentences explaining what it means to you. <i>Christian studies</i>	Play a game with your siblings that requires you to take turns.	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.
Parent initials:	Parent initials:	Parent initials:
Write 5 questions for the members of your Literature Circle to answer in your next circle time. <i>Literacy groups.</i>	Life skill Take responsibility for your school uniform this fortnight. Hang it up when you get home each afternoon, put it in the wash when it is dirty.	Spelling activity 1
Parent initials:	Parent initials:	Spelling activity 2
Self-management skills	Research skills	Other
These include gross and fine motor skill development, organisation and time management, healthy lifestyle choices.	These include formulation questions, observing, planning, using data and presenting findings.	Things that you might think of that don't readily fit into other categories.
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.	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. <i>Unit of inquiry research</i>	Life skill Think of two things that you do that make you feel happy. Organise a time to do one of them.
Parent initials:	Parent initials:	Parent initials:
Participate in a sporting activity or take a long walk.	Read the Advertiser daily and look for articles about migration and bring them to school to share. <i>Unit of inquiry research.</i>	Own choice activity. Describe below.
Parent initials:	Parent initials:	Parent initials:

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 _____.