

# Homework Policy

Education Qld has a homework policy for students. It outlines that Homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members in their learning. The setting of homework takes into account the need for students to have a balanced lifestyle.

This includes sufficient time for family, recreation, cultural and employment where appropriate.

Homework that enhances student learning:

- is purposeful and relevant to students needs
- is appropriate to the phase of learning (early, middle and senior)
- is appropriate to the capability of the student
- develops the student's independence as a learner
- is varied, challenging and clearly related to class work
- allows for student commitment to recreational, employment, family and cultural activities.

## **State school policies**

Every state school in Queensland is required to develop a homework policy in consultation with the school community, particularly the Parents and Citizens' Association (P&C). Principals are required to distribute the school homework policy to staff, students, and parents and caregivers, particularly at the time of student enrolment. They must ensure the homework policy is effectively implemented throughout the school, and include an up-to-date school homework policy as part of their annual school reporting. In implementing their school's homework policy, teachers are required to use homework that is varied, challenging and directly related to class work and appropriate to students' learning needs. Teachers check homework regularly and provide timely and useful feedback. They are also required to discuss with parents and caregivers any developing problems concerning their child's homework and suggest strategies to assist with their homework.

New guidelines for Queensland state schools about levels of student homework emphasise a need for balance between family life and consolidating classroom learning.

They provide a very solid basis for schools to develop their own individual homework policy in conjunction with the school community, particularly the P&C.

There is an emphasis on helping students establish a positive routine of regular, independent study, without going overboard.

## **Early Phase of Learning (Prep to Year 3)**

In the Early Phase of Learning all activities at home or in play can assist children to develop literacy, numeracy and problem-solving skills.

### **Homework tasks may include:**

- daily reading to, with, and by parents, caregivers or other family members
- linking concepts with familiar activities such as shopping, preparation of food, local environment and family outings
- conversations about what is happening at school
- preparation for oral presentations
- opportunities to write for meaningful purposes.

In the Prep Year, generally students will not be set compulsory homework.

Homework in Years 1, 2 and 3 could be up to but generally not more than one hour per week.

Middle Phase (Years 4 to 9)

In the Middle Phase some homework can be completed daily, over a weekly or fortnightly period and may:

- include daily independent reading
- be coordinated across different subject areas, for example setting a task such as writing a letter (English) to the local

member of parliament (Civics) about a local environmental matter (Science)

- include extension of class work, projects and research.

Homework in Years 4 and 5 could be up to but generally not more than two to three hours per week differentiated according to individual needs.

Homework in Years 6 and 7 could be up to but generally not more than three to four hours per week differentiated according to individual needs.

### **Helping students take responsibility for their own learning**

Teachers can help students establish a routine of regular, independent study by setting homework on a regular basis, explicitly teaching strategies to develop organisational and time-management skills and providing opportunities to practise these strategies through homework, while clearly communicating the purpose, benefits and expectations of homework.

**Students can take responsibility for their own learning by:**

- being aware of the school's homework policy
- discussing homework expectations with their parents or caregivers
- accepting responsibility for the completion of homework tasks within set timeframes
- following up on comments made by teachers
- seeking assistance when difficulties arise
- organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part-time employment.

How can you help your children to learn?

Through their Parents and Citizens' Association, parents can have a key role in the development of a school's homework policy.

**Role of parents and caregivers with homework**

Through their Parents and Citizens' Association, parents can have a key role in the development of a school's homework policy.

Parents and caregivers can help their children by:

- reading to them, talking with them and involving them in tasks at home including shopping, playing games and physical activity
- helping them to complete tasks by discussing key questions or directing them to resources
- encouraging them to organise their time and take responsibility for their learning
- encouraging them to read and to take an interest in and discuss current local, national and international events
- helping them to balance the amount of time spent completing homework, watching television, playing computer games, playing sport and engaging in other recreational activities
- contacting the relevant teacher to discuss any concerns about the nature of homework and their children's approach to the homework.