



ST PIUS X SCHOOL

Homework Policy

Rationale

Formal education is one of many ways that children learn and develop. The learning trajectory begins well before children enter school, and once children are attending school, they continue to learn at home, and in the community. Parents play a critical role in providing learning opportunities at home and in linking what children learn at school with what happens elsewhere. By participating in and facilitating diverse learning experiences and activities outside the school, parents become an important factor in children's overall learning and education (*Emerson, Fear, Fox & Sanders, 2012*).

At St Pius X School we believe that successful schools see education as a collaborative process between the student, parent and the school, and consider parents to be 'partners' in their children's education. Schools that assist parents in providing support to their children tend to have better educational outcomes. Parents who are involved in their children's homework support the learning process and impact on their child's learning in a positive way (*based on evidence presented to the Victorian Parliament by the Education and Training Committee, 2014 & Kilser, 2020*).

Families and children are all different with different needs. Families spending time together is valued and supported by the school, and therefore, the school must be mindful that set homework tasks do not unduly interrupt family life or prevent children from participating in other interests outside of the school environment.

A report by the OECD in 2020, has stated that early literacy and numeracy skills in children are strongly predictive of later cognitive and educational outcomes. Parents who engage in supporting children to develop these skills in the home environment, support the work of the schools in helping children to consolidate and bridge gaps in their learning.

At St Pius X we believe that a successful homework program

- Takes into account the need for students to have a balanced lifestyle including sufficient time for family commitments.
- Assists students in developing appropriate routines and structures.
- Fosters a positive learning partnership and communication between the home and school.
- Provides children with an opportunity to further develop, refine and practice core skills, knowledge and abilities.
- Acknowledges that learning can take many different forms.
- Is supported and valued by teachers.

- Takes into account children's age, individual needs and abilities.
- Requires support from parents and caregivers.

Scope of Policy

This policy applies to all students, families and staff of St Pius X School.

Policy

Homework for Students in Reception to Year 2

All homework in Reception to Year 2 is informal and will focus on supporting the development of children's early literacy and numeracy skills. Teachers will provide children with literacy and numeracy tasks in order to support children in developing the foundational skills that they need to successfully access the school curriculum.

Parents are expected to work in partnership to support their children to engage with suggested homework tasks. It is important that children are not overburdened by the stresses of homework and therefore teachers and parents should work together to ensure that any homework set is manageable. Parents are invited to use their discretion when deciding how much homework is completed by their child on a given night and when homework tasks should be done.

It is suggested that homework for Reception to Year 2 children be completed in short timeframes and should not exceed a total of 15 minutes per night.

Any whole school homework programs such as InitialLit are included in the 15-minute timeframe.

Teachers will support homework by:

- Providing students with appropriate readers as well as other literacy tasks.
- Sending home weekly mathematics tasks that support the development of core numeracy skills.
- Providing parents with ideas and activities that they can use to support their child's learning at home.
- Working in partnership with parents to encourage and motivate students to develop a regular homework routine.

Families are expected to support homework by:

- Developing a regular reading routine whereby they read to, listen to, model reading and share stories with their child.
- Setting an environment and routine at home that fits their family and supports a homework routine.
- Communicating with the teacher about homework tasks if required.
- Supporting children to engage in teacher provided homework tasks.

Students can support themselves by:

- Making sure they take home everything they need to complete their homework.
- Seeking assistance when difficulties arise

Homework for Students in Year 3 – Year 6

Homework set in Years 3-6 aims to continue to support children with developing the literacy, numeracy and research skills that they will require to be successful both in school and later on in life. As the children move into the later stages of their Primary Schooling it is important that they start developing good time management and homework routines which will be vital for ongoing success in Secondary Schooling and in future studies.

Homework in Years 3-6 will comprise of weekly or fortnightly tasks that reinforce and consolidate classroom learning. Homework predominantly will consist of literacy, mathematics and research based tasks which support their ongoing learning in the classroom. Setting homework over a period of time is done to support families and children with juggling family and sporting commitments and also assists children to develop the time management skills that they will need to juggle competing demands later in their schooling.

In Year 3-6, homework will become more formalised, with an expectation that the learning tasks set are completed and submitted to the teacher.

Teachers may differentiate homework tasks and expectations to cater for individual student needs. There may be times when individual arrangements are made between the family and teacher as part of a child's homework expectations. Time spent outside of school at tutoring or therapy sessions which support a child's learning may be included as part of an individual child's homework allocation.

The total amount of homework set should fall within the following time spans -

Year 3 & 4: 60 – 90 minutes per week (this equates to 15 - 25 minutes per night over 4 nights per week).

Year 5 & 6: 90 – 150 minutes per week (this equates to 25 – 40 minutes- per night over 4 nights per week).

It must be noted that children may take varying amounts of time to complete the same set task. Parents are encouraged to contact their class teacher if they feel that the homework expectations are not suitable for their child. Any whole school, home learning programs are to be included as part of the time allocations above.

Teachers will support homework by:

- Being flexible in their expectations to complete homework, with consideration given to family and sporting commitments.
- Providing feedback on homework as necessary.
- Taking appropriate action in an attempt to ensure that homework is completed and that children develop solid home study habits.
- Taking steps to ensure homework tasks and expectations are communicated clearly to parents and students.

Families are expected to support homework by:

- Providing an appropriate place in the home for the student to complete homework.
- Developing a positive and productive attitude to homework.
- Using the classroom communication channels for effective 3-way communication between student/parent/teacher. For example, to inform the teacher of legitimate reasons why homework tasks have not been completed.
- Informing the teacher if homework tasks are too difficult for their child or if they believe their child is spending excessive amounts of time on homework.

Students are expected to support themselves by:

- Understanding the home learning task before leaving school and using online communication portals for support.

- Ensuring that they take home the materials they need for homework tasks.
- Asking a parent or caregiver to communicate with the teacher if the set work cannot be completed within a reasonable time frame.
- Managing and organising their time effectively.
- Seeking assistance when difficulties arise.
- Accepting responsibility for the completion of set homework tasks.

St Pius supports a diverse learning program and encourages children to participate in music tuition programs, sporting carnivals and other extra curricula activities which are offered by the school during normal lesson time. In the event a child is out of class on a consistent basis due to the above, it may be necessary for classroom teachers to negotiate with parents for some of the class work missed to be completed at home.

Teachers are not expected to set homework over the school holiday periods or at times when parents choose to take their children on a holiday during the school term. There is also no expectation on teachers to provide work for children when they are absent from school due to illness or other family factors.

Responsibility for implementation, monitoring, and continual improvement

Responsibility for implementation, monitoring and review of the policy is vested at the level appropriate to the following role

Revision Record

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