



Broome Primary School Homework Policy - 2021

POLICY REVISION | APRIL 2021

RATIONALE

At Broome Primary School we acknowledge that homework can provide opportunities to practise skills, review content and deepen understanding of concepts learned in class when it considers the needs of the students, their phase of development and the context of our school. We also acknowledge the limited research available on the measured effects of homework in primary school.¹

Homework can support school-home relationships by connecting families with the learning of their children. It may assist students to develop independent study habits by developing self-regulation processes such as goal setting, time management and study skills when these are explicitly taught. We believe that any set homework needs to take into consideration the need for students to have a balanced lifestyle. This includes enough time for family, sport and recreation, and cultural pursuits.

¹ Homework (Primary) | Evidence for Learning | We help great education practice become common practice. "Homework in primary school has an effect of zero" (J. Hattie) (visible-learning.org)



GUIDELINES

Class teachers may set homework to support students in the practice of basic academic skills which are linked to classroom content.

Students are strongly encouraged to complete homework when it is provided; however, it is not compulsory. Uncompleted homework will not incur a negative consequence.

For the purpose of this policy document, it is important to note that at Broome Primary, we expect that regular home reading will form part of students' daily routine and is considered an essential home activity.



Any homework should:

- Be consistent with the principles of the WA Curriculum and School Planning documents.
- Form part of the developmental learning program that is relevant and supported by classroom practice and only be used to facilitate the achievement of learning outcomes.
- Consolidate learning taking place in the classroom.
- Support independent practice of basic skills, for example, phonics and basic number facts.



- Be consistently applied, monitored and assessed in a whole-school approach that is responsive to individual needs and learning area requirements.
- Be responsive to the individual needs of students who have gaps in their skills, knowledge or understanding.
- Encourage parental engagement and support of student's homework, however unreasonable
- levels of parental assistance or resources should be avoided.

Homework should not:

- Be used to assess a student.
- Be too complex or cover new concepts for self-learning.
- Create a marking workload that infringes on explicit teaching time.
- Be set purely to prepare students for the time commitment of homework anticipated in years to come.
- Be set by teachers to supplement learning missed during unauthorised holidays.
- Be associated with any form of punishing students or means of securing discipline.

Suggested homework could include:

Yr	English	Mathematics	Suggested times
Pre-primary	Practice of learnt phonemes /graphemes. Reading of decodable books. Reading and talking about picture books with an adult/older sibling.	Number knowledge - eg counting collections of objects. Playing games that use dice. Problem solving small number problems in the everyday world, playing simple board games (eg snakes and ladders).	Incidental
Year 1	Practice of learnt phonemes/graphemes. Reading of decodable books. reading and talking about picture books. Reading environmental print – street names, shopping labels, assisting with recipes etcetera.	Basic Facts: activities to practise recall and consolidate the application of addition and subtraction facts (eg board games, cards or dice games that involve adding and subtracting numbers (eg Yahtzee).	20 min daily
Year 2	Practice of learnt phonemes/graphemes. Reading of decodable and (if appropriate) non-decodable books. Reading and discussing picture and chapter books. Library membership encouraged.	Basic Facts: activities to consolidate the application of addition and subtraction, and some multiplication facts.	20 min daily
Year 3	Reading – independent reading unless support required. Discussions about books read. Library membership encouraged.	Basic Facts: activities to consolidate the application of addition, subtraction and some multiplication facts.	20 min daily
Year 4	Reading –independent reading unless support required. Discussions about books read. Library membership encouraged.	Basic Facts: activities to consolidate the application of extended addition, subtraction, multiplication and division facts.	20 min daily
Year 5	Reading –independent reading unless support required. Discussions about books read. Library membership encouraged.	Basic Facts: activities to consolidate the application of extended addition, subtraction, multiplication and division facts.	20 min daily
Year 6	Independent reading - novels (or decodable readers if appropriate). Discussions about books read. Library membership encouraged.	Basic Facts: activities to consolidate the application of extended addition, subtraction, multiplication and division facts.	20 min daily

Further suggestions for activities and links to useful websites can be found on the BPS website.

ROLES AND RESPONSIBILITIES

Teacher's Role:

- Be aware of the school's homework policy and ensure it is implemented and followed.
- Ensure parents/carers are aware of the school's homework policy.
- Clearly communicate homework expectations to parents and students at the beginning of each year.
- Ensure homework that is set is understood and is able to be completed by the student.
- Provide opportunities for students to discuss any difficulties they are experiencing with homework
- Be mindful of circumstances that may prevent a child from completing homework tasks.
- Teachers are not required to set homework when students are taken on in-term vacation breaks.

Student's Role:

- Be aware of and support the school's homework policy.
- Take homework home and bring it back to school.
- Discuss any difficulties they are experiencing with their teacher/s.

Parent's Role:

- Be aware of and support the school's homework policy.
- Provide opportunity and support (eg pencils, ruler, eraser, space to work in etc), with a routine that fits with the family.
- Support their child to develop an age-appropriate level of independence in completing homework.
- Supervise 'eLearning', including ICT tools and usage of programs like Connect and/or Seesaw if/when that has been suggested by the classroom teacher.
- Encourage, praise and provide guidance and support when required.
- Contact the relevant teacher/s to discuss any concerns about homework.

Care Respect Pride Success



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