



## Homework Guidelines- Parent Guide

<https://policies.education.nsw.gov.au/policy-library/policies/homework-policy>

Homework is a significant aspect of schooling at Randwick Public School (RPS). It has the potential to support students learning through practising, extending and consolidating work done in class. It also provides an opportunity for older students (and families) to establish good study habits and self discipline that will be valuable in high school.

RPS recognises that families are busy and that outside school interests such as music, sport, dance, clubs etc. are also vital for the development of the whole child. Learning to balance these pursuits with school commitments is a valuable life skill.

### **Objective of homework**

The specific objectives of homework vary between grade levels but generally it is to:

- ✓ reinforce learning skills introduced in class
- ✓ extend the concept of learning beyond the classroom
- ✓ introduce new concepts to maximise teaching and learning time at school
- ✓ extend learned skills to new situations
- ✓ nurture the development of good study habits and;
- ✓ encourage student independence, responsibility and self-discipline

### **Implementation of homework**

Students will be set homework each Friday which will be due the following Thursday. Parents are asked to check that the activities are completed and to support their children where necessary and appropriate.

Depending on the grade level, homework will be provided to the student as a printed sheet in a book, as information via a website or through Google Classroom.

Time to be spent on homework should be age and child appropriate. The table below gives you a guide for the maximum duration of a homework session and a total for the week. Research indicates that small bursts are more constructive than one or two long sessions.

Students are expected to make a reasonable and respectful attempt at their homework including completing the work neatly and as accurately as possible. From Year 2 they are expected to take increasing responsibility for their own learning by organising their time to manage priorities; returning the homework on time; and seeking assistance from teacher and parents when difficulties arise.

Homework should not be a battle or a source of stress. If at any time you are finding homework to be a burden for your child or the family please raise your concerns with your child's teacher.

Teachers will monitor children who consistently do not complete or return homework or who do not complete homework to an acceptable standard and where appropriate will discuss options with parents.

## Reading:

Daily home reading must be included as an essential component of homework from Kindergarten to Year 6. This includes both set readings that will be provided to suit your child's assessed reading level as well as reading for pleasure. Children will also be assisted to borrow appropriate level materials from the library to suit their interests.

Parents are encouraged to read books other than the set level readers to their children, particularly during Kindy and Stage 1. This models fluent reading skills, builds enthusiasm and expands vocabulary.

## Weekly homework for each grade/stage

Year level	Homework tasks	Home reading
Kindergarten- Early Stage 1	Sight words/Spelling words- <i>building blocks of literacy</i> Reading Eggs- <i>makes learning to read interesting and engaging for kids, with great online reading games and activities</i> Maths Seeds ( optional)- <i>core maths and problem solving skills needed to be successful at school with fun, highly interactive and rewarding lessons</i> Time expectations- <b>no longer than 15 minutes per day</b>	Home reading of set level- <b>10 minutes per day.</b>  Parents are encouraged to read to their child daily for enjoyment and to expand vocabulary and knowledge.
Year 1- Stage 1	Maths Mentals- <i>'mental maths' refers to mathematical calculation performed mentally, without the aid of a calculator or pen and paper. A strong mental maths ability is a key foundation in establishing a deeper understanding of mathematical operations and calculations.</i> Reading Eggs- optional Maths Seeds- optional Time expectation- <b>no longer than 20 minutes per day</b>	Home reading of set level- 10 minutes per day.  Parents are encouraged to read to their child daily for enjoyment and to expand vocabulary and knowledge.
Year 2- Stage 1	Reading Eggs Maths Mentals Key Learning Area tasks eg. History- <i>extend students' learning and knowledge beyond the classroom and practise skills learnt.</i> Matific- optional Time expectation- <b>no longer than 30 minutes per day</b>	Home reading of set level- 15 minutes per day.  Parents are encouraged to read to their child daily for enjoyment and to expand vocabulary and knowledge.
Year 3 & 4- Stage 2	Comprehension Spelling Mathematics Time expectation- <b>no longer than 40 minutes per day</b>	Home reading of set level- 20 minutes per day.  Shared reading of longer/more difficult texts for enjoyment and to expand vocabulary and knowledge is highly beneficial.

Year 5 & 6- Stage 3	Comprehension Grammar & punctuation Maths Key Learning Area tasks eg. History Time expectation- <b>no longer than 60 minutes per day</b>	Home reading of set level- 30 minutes per day. Parents are encouraged to share discussions with their children about what they are choosing to read.
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## FAQs

**What if my child can't get it all done?** If time is limited you are encouraged to focus on reading. Daily reading helps the brain make connections between the written and spoken word, widening vocabulary and spelling in the process. Remember to contact your child's teacher to let them know that your child is having difficulty completing their homework.

**My child finds the homework too simple.** Homework is revision of content and should be an independent activity. If your child is finding it to be consistently too simple please discuss this with their teacher.

**Is homework mandatory?** The Department of Education does not mandate homework however RPS staff and parents have determined it to be relevant and appropriate so participation is expected. It is important for parents or Stage 3 students to communicate with the teacher to advise why homework was not done. It is important to note that consistently incomplete homework may impact the child's learning in the long term and affect their ability to engage in classroom lessons.

**What happens if homework is not done?** From time to time students will not be able to complete homework tasks for a variety of reasons (illness, family obligations or activities outside school hours). Teachers will be sensitive to such situations. We ask that you email the teacher to let them know so they are aware of the circumstances and can respond appropriately in class.

**Homework is taking much longer than the suggested time frames.** Students should be able to cope with the level of homework and complete homework whilst still having time for recreational activities. If your child has worked conscientiously at a task for a reasonable amount of time but has not completed it let the class teacher know by email. The teacher will determine what support for the child may be required.

**The homework doesn't seem to get marked.** Following the school's Communication Guidelines, contact your child's class teacher to raise your concerns. If you are not satisfied with their response, please contact the stage Assistant Principal or Deputy Principal via the school office.

**What is a PM benchmark level?** It is the students' instructional reading level which is found by assessing students' reading skills and behaviour.

**What is an Accelerated Reader (AR) level?** A child's reading level is based on typical grade-level skills. A score of 2.5 means the student's skills are typical for a child in the fifth month of second grade. Each student is assigned to a specific range of books. Books in that range will be challenging for the student but not too hard to read. This concept is called a zone of proximal development (ZPD). In AR, it's used to guide book selection at appropriate levels.

**What if my teacher doesn't respond to my concerns?** The next contact point is the Assistant Principal (AP) for the Stage. Email the school office, attentioning the appropriate person and it will be followed up.