Homework Policy

Adopted: July 2014
Review Date: July 2017

Rationale

St Monica’s School believes that regular homework is a valuable aspect of the learning process and the total development of the whole person. Regular completion of homework activities contributes to the development of sound study habits and is an important means of communication between the home and school environments. In acknowledging the partnership between the home and the school in educating the individual, and the impact that parental attitudes have on students, St Monica’s requires parental support of and with homework.

Values

“In all things may God be glorified”

St Monica’s Primary School Homework Policy works to highlight the Benedictine values of community, stability, discipline and humility. The interaction and support around the issue of homework strengthens community while the regular completion of homework activities develops stability and discipline. Provision of motivating activities relevant to the abilities of the individual promotes humility through self-knowledge and acceptance of the students’ gifts and limitations.

Policy Statement

Homework will be set regularly and may consist of literacy, numeracy and/or life skills activities. Homework will cover concepts already introduced in class but may include exploration of new concepts. Set homework is expected to be relevant to individual capabilities and needs, and is to be completed by every child from Year One through to Year Seven. In keeping with St Monica’s ideals of care and community, homework should be relevant and purposeful for the individual student, and not impact negatively upon opportunities for family and community interaction or sport and relaxation.
Understandings

It is understood that where homework activities are motivating and relevant, they can:

- Contribute to a regular study habit.
- Keep all parents/caregivers informed of student’s progress.
- Give parents/caregivers an opportunity to share in children’s school interests.
- Assist children in developing skills such as self-discipline, self-motivation and time management.
- Improve students’ literacy outcomes and attitudes when students engage in ‘interactive homework’ with family members.

Guidelines

Teachers: In setting homework activities, teachers must ensure that:

1. Tasks are relevant to content presently addressed in their classroom.
2. Tasks are appropriate to the needs and abilities of individual students.
3. Tasks are motivating.
4. Parents are informed of expectations and relevant processes students will need to follow in completing set tasks.
5. Homework tasks are set and corrected regularly from Tuesday to Friday. Weekend work may be required including projects/assignments for older grades where necessary.
6. Where homework is not completed regularly or to the expected standard, classroom teachers will contact parents. If the situation is not resolved in this manner, the Principal may arrange an interview.

Students: Where homework is set from Year 1 to Year 7, it is expected that students will complete homework activities each day from Monday to Thursday, and bring completed activities to school each day. Students should complete as much of the work set for them within the time limits outlined, neatly and to the best of their ability. Any issues or concerns regarding the content or amount of homework set should be discussed with the class teacher the next day.

Parents/Caregivers: As partners with the school in children’s education, parents/caregivers play a valuable role in the homework process. Parental/caregiver support is most appreciated through:

1. Providing a quiet space and appropriate resources to complete homework tasks.
2. Monitoring homework completion.
3. Praising student efforts.
4. Assisting the child to approach homework in a systematic way (e.g. Breaking down into manageable parts).
5. Interacting by modelling, demonstrating or problem-solving on request and when possible.
6. Communicating to the class teacher any issues with homework completion.
Time Considerations:

Prep – Parental interaction with children around literacy and numeracy concepts (eg. Reading books to children, playing literacy/numeracy games).

Years 1 to 3 - 10-15 minutes per night (ie. up to one hour per week).

Years 4 & 5 - 20-30 minutes per night (ie. up to 2 hours per week).

Years 6 & 7 - 30-45 minutes per night (ie. up to 3 hours per week).

Teresa Woolacott
Acting Principal
July 2014

David Totenhofer
Board Chair
July 2014