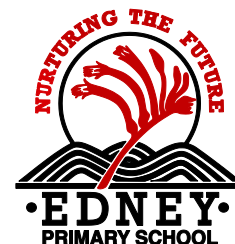


EDNEY PRIMARY SCHOOL

HOMework POLICY AND GUIDELINES



Homework for primary school children should be minimal, in order that a balance of play, rest and exercise can be achieved. In the early years homework should largely be informal and non-compulsory. As children move towards the upper primary years they should progressively be exposed to more structured homework requirements in order to facilitate a smooth transition to secondary school through the development of good study habits. Homework should always be seen as a vehicle to enhance student learning outcomes and foster positive school/home partnerships.

Policy Statements

These statements are to provide for a uniform approach to homework at Edney Primary School. They articulate a clear position to parents and teachers about expectations and have been developed in consultation with all parties.

Time Allocations

- **Years 1 –2**
No formal homework set but daily home reading is strongly encouraged for 10-20 minutes. This should involve children reading to parents, parents reading to and with children and children reading independently.
- **Years 3-4**
No formal homework set but daily home reading is strongly encouraged for 10-20 minutes. This should involve children reading to parents, parents reading to and with children and children reading independently with the addition of occasional incidental homework to support classroom activities.
- **Years 5-6**
Up to 20 minutes of independent reading is strongly encouraged. Parents are still encouraged to read to and with children. Monday – Thursday students work towards an established routine of up to 30 minutes of set homework daily.



Nature of Homework

- **Years 1 – 2**



- home reading – parents, students, parents & students
- voluntary searches for information and artefacts to support classroom themes and/or activities.

- **Years 3 – 4**

- home reading – shared and independent
- voluntary searches for information and artefacts to support classroom themes and/or activities
- voluntary practise of basic number facts.

- **Years 5 - 6**

- independent home reading
- voluntary searches for information and artefacts to support classroom themes and/or activities
- specific tasks to support classroom learning progress
- practise of basic number facts.
- targeted strategies to reinforce new concepts



Where homework is set, at any stage it is expected that students will be provided with appropriate feedback.

Students Requiring Additional Support

Some students have particular learning needs due to a learning difficulty or developmental delay. On occasions it can be useful to support such students with targeted specific activities designed to reinforce or develop a concept. Teachers & parents can work together to negotiate such activities always based on the premise of encouraging and supporting the child - not pushing them beyond their limits.

Alternatives to Homework to Support Student Learning

- **All Years**

- board games, card games, dice games
- reading stories at bedtime
- cooking
- outdoor games and activities
- play charades and other drama type activities
- watch TV together and talk about the issues
- do crosswords, puzzles and jigsaws
- use a computer if you have one to search for interesting educational internet sites.

