



Mawson Primary School

莫森小学

Homework Policy

1 Introduction

1.1 Homework is anything children do outside the normal school day that contributes to their learning, in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents/carers to support children's learning. For example, parents or carers who spend time reading stories to their children before bedtime are helping with homework.

2 Rationale for Homework

2.1 Homework is a very important part of a child's education, and can add much to a child's development. We recognise that the time and resources available limit the educational experience that any school by itself can provide; children can therefore benefit greatly from the complementary learning that they do at home. We see homework as an important example of cooperation between teachers and parents/carers. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing homework is one of many ways in which children can acquire the skill of independent learning.

2.2 Mawson Primary School also acknowledges the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the activities of various out-of-school clubs and of other organisations that play an important part in the lives of our students. We are well aware that children spend more time at home than at school, and we believe that they develop their interests and skills to the full only when parents/carers encourage them to make maximum use of the opportunities available outside school.

3 Aims and Objectives

3.1 The aims and objectives of homework are:

- to enable students to make maximum progress in their academic and social development
- to help students to develop the skills of an independent learner
- to promote cooperation between home and school in supporting each child's learning
- to enable all aspects of the curriculum to be covered in sufficient depth
- to consolidate and reinforce the learning done in school, and to allow children to practise skills taught in lessons
- to help children develop good work habits for the future.

4 Types of Homework

4.1 Teachers regard homework as an integral part of the curriculum – it is planned and prepared alongside all other programs of learning.

4.2 At Mawson primary School, we set a variety of homework activities. In Kindergarten and Years 1 and 2, we give children books to take home and read with their parents or carers. We give guidance to parents and carers on achieving the maximum benefit from this time spent reading with their child. We also ask children to practise spelling patterns and sight words as part of their homework. Sometimes, we ask children to talk about a topic at home prior to studying it in school. For example, in the history topic on toys, we ask children to find out what toys were popular when their grandparents were young, and, if possible, to bring examples



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into school to show the other children. Sometimes, we ask children to find and collect things that we then use in science lessons. We always endeavour to link the homework to what is being done in class.

4.3 In Years 3 to 6 we continue to give children the sort of homework activities outlined in paragraph 4.2, but we expect them to be able to complete tasks independently. We set literacy and numeracy homework routinely each week, to help the children to consolidate and reinforce the learning done in school through practice at home.

Types of homework teachers set students

<p>Kindergarten</p> <ul style="list-style-type: none"> ▪ Daily reading and learning 'high frequency / sight words' ▪ Counting up and down ▪ Reciting nursery and counting rhymes. ▪ Identification of shapes in the environment ▪ Letters and sounds 	<p>Year One and Two</p> <ul style="list-style-type: none"> ▪ Reading ▪ Spelling ▪ Literacy activities ▪ Numeracy activities ▪ Real life numeracy related problems e.g. shopping, car, bus and house numbers
<p>Year Three and Four</p> <ul style="list-style-type: none"> ▪ Reading aloud to an adult on a regular basis ▪ Practicing spelling patterns ▪ Reading comprehension activities ▪ Literacy activities ▪ Numeracy activities ▪ Learning tables ▪ Planning pieces of writing 	<p>Year Five and Six</p> <ul style="list-style-type: none"> ▪ Reading, including aloud to an adult, if appropriate for the student ▪ Personalised spelling ▪ 'Talk Homework' that involves discussing the focus for a future piece of writing ▪ Handwriting practice ▪ Reading comprehension activities ▪ Planning pieces of writing ▪ Planning presentations ▪ Researching topics ▪ Learning tables ▪ Learning number facts and number bonds ▪ Practicing calculation strategies learned in class

4.4 Homework should never be done by the parent and should not be a source of tension within the family. It is better to allow the student to "get it wrong" so the teacher can see what the child is really capable of and address this in their teaching, rather than doing it for the child.

4.5 We recognise that children have individual learning styles, which means that some tasks can be completed in a number of different ways, while others demand a particular approach.

5 Amount of Homework

5.1 As students move through the school, we increase the amount of homework that we give. The following are recommendations of appropriate maximum time allocations for homework activities.



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Kindergarten – daily reading and spelling practice

Years 1 and 2 - 1 hour per week

Years 3 and 4 - 1.5 hours per week

Years 5 and 6 - 2 hours per week

5.2 We give all our students a homework sheet where the homework is clearly outlined by the teacher. There is a box where parents / carers can sign that they have sighted the homework and both they and the teachers can make comments.