



# Home Activities Policy

APPLICABLE TO	Staff
DOCUMENT OWNER	Rosary Park Catholic School, Branxton
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RELATED DOCUMENTS	Homework Procedures

## Purpose

Rosary Park Catholic School acknowledges that teaching and learning in the 21<sup>st</sup> Century poses challenges different from those of the past. Rosary Park staff have developed a policy that recognizes current research on home learning and acknowledges that tasks completed at home are part of a child's learning, not additional "work." The school also acknowledges that many children and parents have valuable after-school commitments, which contribute to the overall development of the children. These limit a child's ability to complete home activities set by the school.

Rosary Park's staff and parents believe that appropriate home-learning reinforces daily learning and fosters the development of relevant study skills. Home activities provide a means for teachers and parents to work collaboratively to meet the needs of the individual child. Home activities provide an insight for parents into their child's learning at school. Students are encouraged to pursue excellence in all fields of school education in accordance with their gifts and capabilities.

This policy aims to provide guidelines for staff, parents and students of Rosary Park in a simple and meaningful way, about the expectations of homework.

### Research to support this document

Home activities are a valuable part of schooling. They allow for practising, extending and consolidating work completed in class. Home activities provide training for students in planning and organising time and develops a range of skills in identifying and using information resources. Additionally, they establish habits of study, concentration and self-discipline.

Student learning may be enhanced if home activities are:

- appropriate for each student's age and ability
- relevant to each student's needs
- purposeful and designed to meet specific learning goals
- varied and challenging, but achievable
- built on knowledge, skills and understanding developed in class
- clearly stated and requirements made explicit during class time
- supported by teacher strategies for students having difficulties with homework.

Home activities should be assigned by teachers with a specific, explicit learning purpose. On completion, teachers should acknowledge student effort and provide feedback related to student learning. (John Hattie, 2014)

- Homework can have the effect of helping a parent to understand the progress the child is making or otherwise and can therefore help make parent-teacher interviews more meaningful;
- Successful schools see education as a collaborative process between the student, parent and the school, and consider parents to be 'partners' in their children's education. Schools that assist parents in providing support to their children tend to have better educational outcomes;
- Homework's value is largely as a tool to develop the capacity of students, even when it has no mark or grade attached;
- Homework may need to be adapted for children with learning disabilities to ensure they obtain the same benefit from homework as their peers

### Manageability

The quantity of home activities needs to be manageable so that teachers can ensure quality and can provide feedback to students on completion.

Homework that is manageable for students will:

- be age appropriate
- consider students' outside of school hours commitments, such as sport, cultural activities, tuition, part-time employment and home responsibilities
- take into account students' access to resources and technology beyond school
- be clearly communicated to students
- provide some flexibility and options to allow for different student circumstances.

*Homework Policy: Research Scan. Published May, 2012 by the NSW*

*Department of Education.*

[https://www.det.nsw.edu.au/policies/curriculum/schools/homework/Hwk\\_Res%20scan.pdf](https://www.det.nsw.edu.au/policies/curriculum/schools/homework/Hwk_Res%20scan.pdf)

### Policy Statement

Teaching staff at Rosary Park recognize that home factors like parental involvement, the availability and access to technology and parents working long hours can make a measurable difference to home study success. It is highly recommended that if nothing else reading with and to your child should be part of a nightly routine.

It is acknowledged that the quality of home activities set is more important than the quantity. As such, time spent on homework may differ depending on the capabilities of the child. However, as a guide, the following times are recommended as a **MAXIMUM** any child should spend completing tasks. Across the week the following time frames apply:

Early Stage 1 (Kinder)	40 minutes per week
Stage 1 (Years 1&2)	60 minutes per week
Stage 2 (Years 3&4)	80 minutes per week
Stage 3 (Years 5&6)	120 minutes per week

Teachers will outline specific home activities requirements to parents at the beginning of the school year and each subsequent term where required. This may include specific tasks, or in some cases homework grids, to allow students to choose tasks that interest them.

At Rosary Park, flexibility will be set around the assigning of home activities so that families have the opportunity to return these activities within a week. Homework will not be set on

holidays. Home activities may span over one week or two weeks depending on grade and home activities set. Parents are asked to provide a note of explanation if homework is not completed or is causing issues at home.

### Definitions

Home activities are those that are set by Rosary Park teacher/s for completion at home. These activities are related to concepts and topics studied at school.

### Scope

All staff and parent community have input into the formulation of this policy.

### Guiding Principles

#### Students with additional needs

At times throughout the year some children may require different or individualized home activities. This is negotiated between the Parents, Class Teacher and Learning Support Staff. If parents have concerns about the requirement of home activities, they should speak with their child's class teacher.

The Gifted Education Mentor (GEM) can also be consulted to assist with support and strategies for those students who are Gifted and require differentiated home activities.

### Responsibilities

Staff at Rosary Park Catholic School will evaluate this Home Activities Policy:

- Every 3 years
- with significant staff changes
- as the need arises
- when changes in curriculum and/or Diocesan policy occur.

This will be done by:

- teaching staff
- relevant nominated personnel
- parent surveys

### Budget

An allocation to cover the costs associated with the implementation of this policy is made annually by the school.

### Legislative/Professional Guidelines

*Education Act 1990*

Disability Discrimination Act 1992

Disability Standards for Education 2005