St Ambrose Catholic Primary School
Pottsville

Homework Policy
PURPOSE
The purpose of this Policy is to establish a framework for the school, its employees, students, parents and caregivers for the implementation and maintenance of whole school homework practices.

POLICY FRAMEWORK
St Ambrose Catholic Primary School, Pottsville Homework acknowledges that ‘homework’ relates to any work or activity which students are asked to do outside lesson time, at times autonomously, preferably under direction and supervision from parents or carers.

Homework complements and reinforces classroom learning while developing sound study habits and time management skills. It needs to be challenging, meaningful and relevant, catering to all intelligences and individual learning styles. It provides important opportunities for parents to share in their child’s education strengthening communication between home and school.

Teachers will set homework each week that is suited to the age, learning needs and ability of their students.

Homework should not prevent students from participating in an activity after school such as sport, music or clubs of any kind. Equally, students should plan such activities to allow time to complete homework.

POLICY CONTENT
The school is committed to ensuring, so far as is reasonably practicable, that homework is a meaningful activity that enhances communication and understanding of work tasks between the classroom and home.

The school places value of the role of homework in consolidating autonomous work habits and study practices and providing a platform for parents and caregivers to be familiar with work currently being explored in the classroom.

PRACTICES AT ST AMBROSE
For homework to be authentic and meaningful, a number of responsibilities are expected from all members of the community:

Role of the Teacher:
• Homework expectations will be sent home at the beginning of each year
• The teacher will set out clear expectations about the homework given
• Teachers will set relevant and meaningful tasks that are related to classroom learning
• Monitor student completion of their learning
• Provide explanations of concepts, strategies or tasks on class Moodle pages for home access
• Provide feedback to the students
• Teachers will use discretion when determining tasks, taking into consideration the student's ability, home circumstances and commitments. There will be no homework set on holiday periods.

• Teachers will model tasks and provide examples of applications to work (Parents may provide help if required)

• Some tasks will be open ended to cater for all types of intelligences and learning styles

• Homework in all year levels will be set on a weekly basis so that it can be balanced with other family activities.

• From time to time, specialist (RFF) teachers may liaise with the classroom teacher to have the children complete meaningful tasks

• Discuss with parents poorly attempted or incomplete homework that may need to be completed during a time designated by the teacher.

Role of the Students

• Students need to make sure they take home everything they need

• Students need to manage their time so there is no panic when homework is due

• Students will be expected to complete their own homework. If there is a difficulty then they need to advise the teacher well in advance of the due date

Role of Parents/ Guardians

• Parents should notify the teacher if there is any difficulty with the tasks set

• Parents are asked to sign the child’s reading log

• Parents are invited to provide feedback to their child about home tasks

• Set an environment and routine at home that fits their family

• Monitor disruptions

HOMEWORK GUIDELINES

Homework should be appropriate to each child's age and ability, take into account students’ other commitments, such as sport and home responsibilities and ensure that students who do not have easy access to technology are not disadvantaged.

• Practise Exercises. These help students remember and practise newly acquired skills such as memorising mathematical tables, spelling words, writing essays and reading for pleasure.
Preparatory Homework: This requires students to source and read background information to prepare them for future lessons on a specific subject – such as reading an article on the water cycle.

Extension Assignments. This encourages students to pursue knowledge individually and imaginatively. Assignments may include writing a book review, researching local news or retrieving items from the internet.

Homework will consist of:

- Spelling
- Reading
- Mathematics Component
- Religious Education Component
- Physical Activity checklist
- Social Responsibility component
- Personal Interest component

In the case of a specific homework request e.g. preparing a debate or speech other, homework can be waived for that week. Homework should be given on a contractual basis and be issued every week except for the first and last week of each term. At St Ambrose, teachers of each class will provide students with a Homework Grid, reflecting a number of Key Learning Areas reflective of the range of syllabi studied in accordance with BOSTES and Lismore Catholic Schools Office curriculum requirements.

Homework is issued each Tuesday and should be returned to the class teacher on the following Monday. This schedule provides students with time over the weekend to complete their homework.

**SAMPLE OF HOMEWORK GRID**

<table>
<thead>
<tr>
<th>Maths</th>
<th>Writing</th>
<th>Reading</th>
<th>Speaking and Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Plan a day for your family at the show. You have $100 to spend. List the details of your spending and remember to include the trip to and from the show using the bus or train, food, showbags etc.</td>
<td>• Write a limerick about one member of your family. Remember to edit your limerick for spelling, punctuation and grammar.</td>
<td>• Each night, read for 10 minutes. Remember that you will have to discuss your reading with your elbow partner on Monday morning.</td>
<td>• When you have finished your limerick, read it out aloud to your family members. Remember to use the skills we have learnt this week about tone and pitch.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Responsibility</th>
<th>Physical activity</th>
<th>Religion</th>
<th>Personal Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Think about 5 reasons to explain why it is important to attend ANZAC Day ceremonies. We will talk about these next week.</td>
<td>• Remember to tell your elbow partner about time you spent being active this week. You could talk about things like a skill you learnt at Football or Gymnastics training or going for a bike ride with your family.</td>
<td>• Compose a prayer of thanksgiving for our food that we could use before lunch breaks at school.</td>
<td>• Research one of your favourite hobbies. Remember that we will discuss hobbies as a class next week.</td>
</tr>
</tbody>
</table>

Parent signature: ___________________
POLICY REVIEW

The policy shall be reviewed every three years by member of the School Executive using gathered survey and anecdotal data reflecting the input of Staff, Students, Parents and Caregivers.

POLICY DATES

<table>
<thead>
<tr>
<th>Formulated</th>
<th>18/12/2014</th>
<th>Adopted</th>
<th>01/01/2015</th>
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<tbody>
<tr>
<td>Implemented</td>
<td>25/01/2015</td>
<td>Reviewed</td>
<td></td>
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<tr>
<td>Next Review Due</td>
<td>18/12/2017</td>
<td></td>
<td></td>
</tr>
</tbody>
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POLICY AUTHORISATION

Principal    | Mr Brian Laybutt | Signature |
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