

# Mango Hill State School

## Homework Policy 2022

At Mango Hill State School we believe learning is achieved in partnership between the school and parents. The success of this partnership is based on the reciprocal commitment from staff and parents to work together to improve student learning and wellbeing. Homework gives students the opportunity to build upon their class work and involve family members in their learning. To help find a balance between family life and helping students reach their full potential, Mango Hill State School has outlined expectations in this Homework Policy which sets out guidelines for homework, including the amount of time students should spend on homework each week.

### What is the purpose of homework?

Academic research indicates that when homework allows students to practise concepts learnt at school and reading, a homework program will improve student learning outcomes. Research also indicates that homework should allow students the opportunity to find what engages them about learning as well as allow them space to form connections at home. In consideration of this the Mango Hill State School Homework Policy provides students with the opportunity to collaboratively revise, consolidate and/or practise skills and concepts directly linked to the current curriculum at the child's level. This is done through the "must do" activities. Optional, "could do", activities are also included to provide opportunities for collaborative engagement and extension. These activities are to be collaboratively completed and are aimed at extending the learning of students, their socio-emotional wellbeing and engagement with learning including key learning areas other than English and maths.

The following is a summary of each year level and how homework is organised.

### Prep-Year 2

#### ***Must-Do Activities***

- These activities have been developed to support children to collaboratively revise, consolidate and/or practise skills and concepts directly linked to the current curriculum. These may include:
  - Letter and sound recognition
  - Sight words
  - Daily reading
  - Discussing texts with QAR comprehension questions (Prep book bags)
  - Spelling and word study
  - Counting
  - Number study
  - Number Facts (Years 1 and 2).

#### ***Could-Do Activities***

- Each term teachers will develop a matrix of differentiated, optional activities. These activities are to be collaboratively completed and aimed at extending the learning of students, their socio-emotional wellbeing and engagement with learning including key learning areas other than English and maths. These could include but are not limited to activities like the following must-do activities:
  - Helping a family member with cooking
  - Working in the garden
  - Collecting and recycling rubbish
  - Playing a board game

- Reading a book or watching a film and discussing the characters

## **Year 3 and 4**

### ***Must-Do Activities***

- These activities have been designed to support children to revise, consolidate and/or practise skills and concepts directly linked to the current curriculum. These may include the following must-do activities:
  - Daily reading
  - Spelling and word study
  - Number Facts.

### ***Could-Do Activities***

- Each term teachers will develop a matrix of differentiated, optional activities. These activities are to be completed with increasing independence and aimed at extending the learning of students, their socio-emotional wellbeing and engagement with learning including key learning areas other than English and maths.

## **Year 5 and 6**

### ***Must-Do Activities***

- These activities have been designed to support children to independently revise, consolidate and/or practise skills and concepts directly linked to the current curriculum. These may include the following must-do activities:
  - Daily reading
  - Spelling and word study
  - Number Facts.

### ***Could-Do Activities***

- Each term teachers will develop a matrix of differentiated, optional activities. These activities are to be completed independently and aimed at extending the learning of students, their socio-emotional wellbeing and engagement with learning including key learning areas other than English and maths.

### **Time Allocations**

- Prep-Year 2 could be up to but generally not more than 1 hour per week
- Years 3 and 4 could be up to but generally not more than 2-3 hours per week
- Years 5 and 6 could be up to but generally not more than 3-4 hours per week

### **Consistent Approach**

#### ***Teacher Responsibilities***

- Teachers will make clear the expectations at the start of each term.
- Homework will be digital or in hard copy. Parents are encouraged to negotiate with the teacher to find the best approach for their child.
- Expectations will be listed in the class newsletter at the start of each term with further information provided by teachers.
- All “must-do” activities will revise, consolidate and/or practise skills and concepts directly linked to literacy and numeracy.

- Teachers will develop a matrix of “could-do” activities that students can select from each week to further enhance their learning in all of the key learning areas as well as their socio-emotional wellbeing and engagement with learning.
- Homework will be set for a week with the start day and completion day clarified at the start of the year. Teachers track the completion of homework and communicate with students their progress towards achieving end of semester awards.
- Homework will run over a weekend so students have the opportunity to catch up if necessary.
- Spelling and number facts will be made explicit and directly link to classroom curriculum.
- Suggested activities to learn spelling and number facts will be provided by the teacher. These may be electronic activities, games etc or work to be completed in the homework book or iPad.
- Students who wish to complete extra homework will be provided with the opportunity through the “could-do” activities.
- Each week the class teacher will check the “must do” activities and provide “next step” in-class feedback, celebrating and reflecting on learning.
- Teachers will differentiate for different learners through a range of strategies which may include:
  - Assigning Matific to suit groups or individuals
  - Utilising Reading Eggs (self-paced)
  - Utilising Accelerated Reader (self-paced)
  - Providing home reading books at appropriate reading level
  - Providing alternate spelling and number fact activities for students significantly behind or above year level expectations.

### ***Parent and student responsibilities***

- Parents and students collaborate to decide the best times for homework noting the recommended weekly time allocation and organising their time to manage home obligations, participation in physical activities and sports, recreational and cultural activities.
- Parents should encourage children to take responsibility for their learning and organisation of time and support as follows:
  - Prep-Year 2 students complete tasks collaboratively with parents/caregivers
  - Years 3 and 4 students complete homework with increased independence
  - Years 5 and 6 students complete homework independently.
- Parents are encouraged to complete the “Tracking Checklist” indicating which tasks have been completed.
- Parents communicate with the class teacher regarding any family circumstances that may potentially impact on the child’s ability to complete homework.

### **Completion of Homework**

We believe homework is an opportunity for our school to work in partnership with families as parents support their child with further reinforcement of learning at home. We understand families have very busy lives with many commitments. At Mango Hill State School, we communicate with families to ensure homework expectations are reasonable.

In regards to completion of work our focus will be:

- rewarding and acknowledging students who complete homework satisfactorily
- communicating with parents of those students who do not complete homework to understand the reasons for non-completion.

Guidelines include:

- Each week the class teacher will check the “must do” activities and provide “next step” in-class feedback, celebrating and reflecting on learning.
- Teachers will keep a tracking sheet, recording students who have completed their homework to a satisfactory standard.
- Teachers will communicate with parents of students who have not completed homework informing them of their child’s non-completion.
- Parents should communicate with the class teacher regarding any family circumstances that may potentially impact on the child’s ability to complete homework.
- In collaboration, teachers and parents of students not completing homework will negotiate a plan that is mutually satisfactory. In some cases this may include differentiated homework (see page 4) and a differentiated timeline in which the student has to complete homework prior to the end of term.
- To be eligible for the Principal’s Award for Excellence (Years 2-6 students) each semester, students will need to complete 100% of their “must do” homework activities.
- Discretion will apply if medical or special circumstances impact the ability of students to complete homework.
- It is the responsibility of the teacher to set and check homework and the responsibility of the parents to support their child with homework.

### **Students absent for extended periods of holidays**

Queensland legislation, Education Queensland policy and school policy all require student attendance at school on school days unless students are unwell. We therefore encourage all holiday and other extended travel to be taken in gazetted school holidays.

However, we understand that from time to time family circumstances result in the need for families to travel during term time. In cases where students are absent from school for an extended time during term for travel purposes, teachers are unable to provide school work to students.

Thank you for understanding that nearly all teacher prepared teaching resources are designed to be used by teachers with other supporting materials, and accompanied by explicit teaching, explanation, feedback and so on. For this reason, we instead encourage parents to have students work on reading eggs, Matific and other online sites. We also encourage daily reading, writing (perhaps in a diary), practicing number facts and simple operations and to work on a personal project about the area being visited or a topic of interest.

If students are away for longer than 10 days and are travelling overseas or interstate, students may be eligible for an exemption from school. Please see the office staff for the paperwork to apply.

*This Homework Policy was endorsed by the Mango Hill State School P&C on the 9<sup>th</sup> of November 2020 (minor adaptations made on the 22<sup>nd</sup> of November 2021 regarding celebration activities).*