



CARDIFF PUBLIC SCHOOL - HOMEWORK POLICY

PURPOSES OF HOMEWORK

Homework:

is a valuable part of schooling

allows for practising, extending and consolidating work done in learning groups

provides training for students in planning and organising time

develops a range of skills in identifying and using information resources

establishes habits of study, concentration and self-discipline which will serve students for the rest of their lives

strengthens home-school links

re-affirms the role of parents/carers with insights into what is being taught in the classroom and the progress of their children

challenges and extends gifted and talented students.

General Principles.

Homework is most beneficial when:

- it reinforces and extends class work and consolidates basic skills and knowledge
- it is challenging and purposeful, but not so demanding that it has adverse effects on the student's motivation
- students take responsibility for their homework, supported by their parents or carers
- it is well coordinated and teacher expectations are well communicated
- it is set on a regular basis to become established as a routine of home study
- teachers set suitable amounts of homework, which are varied, and at an appropriate level considering the age, stage of schooling and capabilities of students
- feedback and follow-up are provided regularly to students
- it develops and extends the core learning skills of inquiry and independent study.

Types of Homework.

The amount of time that students are expected to spend on homework will depend upon the age, ability, home environment and extra-curricular activities of students, including family and cultural obligations. It is important that students of all ages have opportunities for free time, leisure and physical activities outside of school.

The three main types of homework are:

Practice Exercises.

Providing students with the opportunities to apply new knowledge, or review, revise and reinforce newly acquired skills, including:

consolidation exercise eg. Maths, including memorisation of tables

practising for mastery e.g. spelling words

revising information about a current topic

practising words phrases learnt in a language other than English

reading for pleasure

essay writing.

Preparatory Homework.

Providing opportunities for students to gain background information on a unit of study so that they are better prepared for future lessons, including:

- background reading
- reading e.g. English text for class discussion
- researching topics for a class unit of work
- collecting items e.g. geometric shapes.

Extension Assignments.

Encouraging students to pursue knowledge individually and imaginatively, including:

- writing e.g. a book review
- making or designing something e.g. an art work
- investigations e.g. science, social science
- researching e.g. history, local news
- information and retrieval skills e.g. using a home computer to find material on the Internet
- monitoring e.g. advertising in particular newspapers.

Wherever possible, homework should recognise the place of technology in today's world and the benefits of using technology such as home computers, email and the Internet for organising and accessing information. However, students who do not have access to such technology at home should not be disadvantaged.

SUCCESSFUL PRACTICE

Kindergarten – Year 2 (Early Stage 1 and Stage 1)

Generally teachers will not set formal homework in the earliest year of Stage 1. However, all activities at home or in play can assist children to develop a wide range of knowledge and skills including literacy, numeracy and problem solving. It should also be remembered that self-directed play in unstructured time is important. Language and number concepts can be introduced and consolidated in many family activities, including:

- * Shopping
- * Listening to stories, learning songs and nursery rhymes
- * Interactive video and computer programs
- * Library borrowing
- * Collecting items
- * Preparation of food
- * Conversations about what is happening at school
- * Reading
- * Family outings

In the latter stages of Stage 1 consideration should be given to the setting of formal homework e.g. completing simple computations, copying letters or words, or completing an activity sheet.

Years 3-6 (Stage 2 and Stage 3)

Although as students progress they increasingly work independently on their homework, it is important that teachers continue to provide guidance and assistance particularly in the development of study skills.

It is also important that students have the opportunity to experience different types of homework and that the amount of time students' are expected to work on homework is realistic.

Although most homework is likely to be set in the areas of English, Mathematics and Human Society and its Environment, it could be set across all areas of the curriculum.

Evaluation

To ensure that this document relates to the current needs of pupils enrolled at Cardiff Public School regular monitoring of this policy is to occur with a full review every three years.

By working together, students, teachers and parents/carers and the whole school community can promote and build a positive school climate to maximise the opportunities for students to achieve their best.



***At Cardiff Public School our core principles are
Harmony, Honesty, Care, Respect and Achievement***