

HELENA COLLEGE

Bringing out the best together



Darlington Campus Homework Guidelines (K-5)





Scope

Darlington Campus' homework will take many forms and will vary from week to week. Often, homework projects will involve the child and parent discussing ideas or collecting interesting items for class work. Homework provides an ideal opportunity for parents to show their children support and interest in school-life and provides an important link between home and school.

Homework, particularly in the upper primary years, complements and reinforces classroom learning, whilst at the same time assists in the development of sound study habits and time management skills.

Homework should be both meaningful and relevant, catering to all intelligences and individual learning styles.

Information for Parents/Guardians

Homework loads are not excessive during the junior school years. We understand that children and families often have a full routine after school and on weekends. Furthermore, as the majority of a student's formal learning will occur at school, and with students expected to concentrate and focus for the majority of their day, after school we encourage students to unwind, spend time with their family, play with their friends, participate in sporting activities and enjoy other leisure activities. It is these occasions that provide many valuable and rich learning experiences for your child that are in addition to the provided school based teaching and learning endeavours. Therefore, if your child is experiencing any difficulty or distress due to homework content or load, please discuss this with the classroom teacher as soon as possible.

Year level expectations

Kindergarten and Pre-primary No formal homework will be set or provided to our Early Learning students. Rather, parents are encouraged to spend quality time with their children. Sharing an afternoon or bedtime story, counting and collecting 'treasures' in the backyard or at the park, possibly taking the dog for a walk with Mum or Dad, are a couple of examples of beneficial activities. Each class has a home book borrowing component that is not compulsory and is based on the needs of the child. Most importantly, children should be in bed at a reasonable time to ensure they are well-rested and ready for the many activities that will be undertaken the next day.

Years 1-2 Homework in Years 1-2 should be carried out for approximately 15-20 minutes. Homework will vary and the class teacher will monitor students individually regarding their ability and homework requirements. Reading and basic number facts will make up the bulk of homework in these years. Parents are asked to assist their child where necessary. Homework should reinforce the skills introduced during lessons in class.

Homework may include activities such as:

- Practice of literacy skills
- Reading may include read to, with and by parents / guardians
- Activities that reinforce numeracy such as games, shopping and cooking
- Gathering pictures or resources
- Outdoor activities and games such as playing with a ball, skipping etc
- Preparing for the next day e.g. packing bag with readers, lunchbox, library bag to encourage organisation skills
- Informal learning activities such as talking, playing and other experiences that will broaden their understanding of the world in an enjoyable way



Years 3-5

Homework in Years 3-5 should be carried out for approximately 25-30 minutes. Homework should become a consistent routine that students begin to undertake independently. The class teacher will monitor students individually regarding their ability and homework requirements. Homework will vary from set instructional tasks to independent research activities. Wherever possible, we try to ensure the student has access to or is provided with the necessary information.

Encouraged and fostered homework activities/tasks for students in these year levels should include:

- Each week night it is expected that students will set time aside to read provided texts (readers) and/or novels of their choice, aiming to develop a lifelong love of reading.
- Automatic and accurate recall of number facts is an essential aspect within the Fluency strand in Mathematics. *However, students should not be mastering facts simply by rote without added understanding.* Therefore, fluency-type activities to gain number mastery (aligned with our school-wide approach to Mathematics using the Mathematics Assessment Interview) may be carried out which also allow the students to utilise various problem-solving strategies to achieve the correct answer.
- When necessary, and under the instruction of the teacher, students will be required to complete any unfinished class work. This also acts as a 'motivation tool' as students who strive to complete their work in the allocated time should have minimal work to complete at home.
- Inquiry/project work and specific tasks may also be set and this could involve the collection of materials or information to be collated and presented in a specified manner. We encourage the students to access a variety of sources for information including books/texts, interviews, DVDs, magazines/journals and the Internet (under parental supervision). A visit or telephone call to the relevant organisation for project material may also be required on occasion.

Role of Teachers, Students and Parents/Guardians

The role of the teacher

Class teachers will:

- discuss homework expectations with parents at the beginning of each year
- set relevant and meaningful tasks for homework that are related to classroom learning
- not usually set homework on holidays or weekends
- model homework tasks and provide examples
- provide some open-ended tasks to cater for all types of intelligences and different learning styles
- take into consideration the child's ability, family circumstances and commitments
- set homework in Years 1-2 generally on a weekly basis so that it can be balanced with other family activities.
- encourage children to manage their homework time and learn to meet due date (Years 3-5)
- monitor homework completion
- check homework in relation to understandings of set activities/tasks
- provide timely feedback to the children
- discuss with parents incomplete homework or children that are not meeting expectations

Specialist teachers may liaise with the classroom teacher to have the children complete meaningful tasks.

Where students are placed on individualised learning programmes (coordinated by the Academic Support Team / Classroom Teacher) these will be carried out in place of the specified year level homework activities/tasks.

Additional learning area activities/tasks (e.g. music practice, learning new Indonesian vocabulary) and other extra-curricular activities would be in addition to homework and are the responsibility of the individual child.

Role of the children

Children need to:

- make sure they take home everything they need (teachers will assist with this)
- manage their time so there is no unnecessary distress when homework is due (Years 3-5)
- complete their own homework. If the set task/activity requirements cannot be met then they (or their parents/guardians) should advise the class or specialist teacher

Role of parents/guardian

Parents are encouraged to:

- notify the class teacher regarding any matters with homework tasks set
- sign the child's diary
- when appropriate/requested, provide feedback to their child by writing a message on the homework and/or in the diary
- set up a homework environment and routine at home that fits the family lifestyle

General homework information

Homework helps students by complimenting and reinforcing classroom learning, fostering effective lifelong learning and study habits, and providing an opportunity for students to be responsible for their own learning.

Most importantly, establishing sound and positive attitudes towards homework whilst at Darlington Campus will stand your child in good stead for the future, particularly Helena College Middle School.

Review:

Authors	Date	Comments
DC Executive Team	03/04/2019	Minor updates