



## **BOULDER PRIMARY SCHOOL**

**Policy:** Homework Policy

**Date:** March 2017

### **Our Goals for the Boulder Primary School Community:**

- To provide an approach to homework that takes into account the needs of the students, their phase of development and the context of the School.
- Further the partnership between school and home.

### **Behaviours We Seek:**

The approach to homework should:

- Be developed in consultation with parents/carers ie teachers will give parents a choice in whether their child participates.
- Avoid dependence on unreasonable levels of parent assistance or resources.
- Regularly communicated to parents and students.
- Be supported and implemented by all teachers.

### **Curriculum We Implement:**

Homework provided should :

- Be consistent with the principles of the West Australian Curriculum and School Plans.
- Support the development of the student's independence as a learner.
- Form part of the developmental learning program that is relevant and supported by classroom practice.
- Be phased in gradually across the school years.
  - Number of Minutes per night (4 nights per week).
  - 10 minutes – Kindergarten to Year 1.
  - 20 minutes – Year 2 - 4
  - 30 minutes – Years 5 - 6

### **Environment We Foster:**

- Homework should be set without impinging on reasonable time for family, recreational, cultural or enjoyment pursuits relevant to the student's age, development and educational aspirations.
- Homework should never be given as punishment.

## **Appendix to "Homework Policy"**

Homework should be relevant and meet the varying needs of students. Parents should never complete work for their child but can support their child's learning by trying some of the following strategies:

### **Kindergarten to Year 6**

#### **English**

- Regular reading each night **by** the child either independently or with a parent or sibling or **to** the child by a parent or sibling. Reading should be enjoyable.
- Discussion of stories read eg who were the main characters, where was the story set, why did ----- happen? What could happen next?
- Encourage your child to retell stories heard or read.
- Asking your child to assist with shopping: writing a shopping list, locating food items, reading the labels on food, identifying the cheapest price.
- Making and writing invitations to a party.
- Writing messages to family members.
- Writing an email to family members or friends. Attaching and explaining photos.
- Keep a journal when travelling or camping.
- Read the TV guide together and select which programs you'll watch.
- Watching a television program together, discussing the program as for a book.
- Joining the local town Library.

#### **Years K- 2**

- Reading environmental print (signs, posters, words) with your child.
- Practising reading sight words (these can be supplied by your child's teacher).
- Practising **the sound** a letter makes.

#### **Years 3 – 6**

- Researching a topic relevant to a classroom theme. Encourage your child to use a what, how, who, where, when, why framework.
- Interviewing a family member about the topic.
- Making a family tree.

#### **Mathematics**

##### **Years K-2**

- Recognising numbers in the environment.
- Recognising number amounts eg number of toys, bears, dots, numbers on a dice.
- Writing numbers.
- Adding on, "how many more do I need to make 6?"
- Reading prices when shopping.
- Memorising basic facts mentally eg addition & subtraction to 20.

##### **Years 3-6**

- Encouraging your child to understand numbers eg solving problems in a range of ways (not using a formula) eg how would you add 38 and 43? How would you share 38 lollies with two friends?
- Measuring while cooking, measuring the length and width of items to buy.
- Telling the time.
- Reading timetables eg bus, movies, TV guide.
- Memorising times tables.