## Forrestdale Primary School - Homework Policy

Homework is families and the school, working together to support student development. All families are strongly encouraged to engage in the homework process.

## Overview

*Homework is optional from P-2 and this should be used as a guide only.
Forrestdale Students may be assigned: Reading, Spelling and Mathematics homework. Other homework tasks may be set by class teachers including such things as: research, consolidation tasks or work completion. Homework set by teachers must abide by the following principles

| Year | Time allocated (Total Per Day) | Reading | Spelling | Maths | Extra |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Kindy | No Homework |  |  |  |  |
| *PP | 15 minutes | $\checkmark$ | $\checkmark$ | $\checkmark$ | Optional depending on teacher requirements |
| *1 | 15 minutes | $\checkmark$ | $\checkmark$ | $\checkmark$ |  |
| *2 | 20 minutes | $\checkmark$ | $\checkmark$ | $\checkmark$ |  |
| 3 | 20 minutes | $\checkmark$ | $\checkmark$ | $\checkmark$ |  |
| 4 | 20 minutes | $\checkmark$ | $\checkmark$ | $\checkmark$ |  |
| 5 | 30 minutes | $\checkmark$ | $\checkmark$ | $\checkmark$ |  |
| 6 | 30 minutes | $\checkmark$ | $\checkmark$ | $\checkmark$ |  |

## Homework should:

- support the development of the student's independence as a learner.
- further the partnership between school and home.
- avoid dependence on unreasonable levels of parental assistance or resources that are not readily available to the student.
- be set without impinging on reasonable time for family, recreational, cultural and employment pursuits relevant to the student's age, development, and educational aspirations.
- be balanced across learning areas to avoid stress and overload.
- be phased in gradually and consistently as students move through the upper primary years and sustained through the secondary years.
- be consistently applied, monitored, and assessed in a whole-school approach that is responsive to individual needs and learning area requirements.
- only be used to facilitate the achievement of learning outcomes.
- form part of a developmental learning program that is responsive to individual needs, clearly relevant, supported by classroom practice and, where appropriate, developed in collaboration with students; and
- be disassociated from any form of punishing students or means of securing discipline.

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