

# Blackbutt State School 2017

## HOMWORK POLICY

It is a requirement for all Queensland State Schools to develop a school homework policy in consultation with the school community — as specified in [Policy statement: Homework](#).

At Blackbutt State School we believe that homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members in their learning.

The setting of homework takes into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation and community and cultural pursuits.

At Blackbutt State School, teachers will ask parents/caregivers if they would like homework provided for their child/ren. Teachers will provide homework to those students whose parents/carers request it and will mark/provide regular feedback to children who consistently complete their homework.

At Blackbutt State School, there will be no negative consequences assigned by school staff at school for students who fail to complete or return their homework. Students will not miss out on Fun Friday, or play time at school to complete homework. After all, it's homework – work completed at home.

At Blackbutt State School, we believe that homework is effective in supporting learning when it has a clear purpose.

Homework that enhances learning:

- is clearly related to class work
- is purposeful and relevant to students needs
- is appropriate to the phase of learning (early, middle, senior)
- is varied and differentiated to individual learning needs
- develops students' independence as a learner

The purpose of homework is to engage students in independent learning to complement work undertaken in class through:

- revision and reflection to consolidate learning (practise for mastery)
- applying knowledge and skills in new contexts (a topic of interest, an authentic local issue)
- pursuing knowledge individually and imaginatively (investigating, researching, writing, designing, making)
- preparing for forthcoming classroom learning (collecting relevant materials and information)

Homework may be completed daily or over a weekly or fortnightly period and can take many forms including but not limited to:

- grids and handouts/textbook/computer based activities
- assignment drafting
- reading
- note taking, revising and studying
- completion and extension of class work, projects and research.

## HOMWORK GUIDELINES – EDUCATION QUEENSLAND

The Queensland Government has set out guidelines for homework, including the amount of time students should spend on homework each week. Briefly the policy recommends the following maximum homework hours over a week:

|                         |   |
|-------------------------|---|
| <b>Prep</b>             | - generally students will not be set homework other than daily reading. |
| <b>Years 1, 2 and 3</b> | - up to but generally not more than 15-20 minutes per night.            |
| <b>Years 4 to 5</b>     | - up to but generally not more than 2-3 hours per week                  |
| <b>Year 6</b>           | - up to but generally not more than 3-4 hours per week                  |

## RESPONSIBILITIES

### Teachers

Teachers can help students establish a routine of regular, independent home-learning by:

- ensuring the school Homework Policy is implemented consistently across all year levels
- setting home-learning tasks on a regular basis but within a flexible time-frame
- clearly communicating the purpose, expectations and benefits of all home-learning tasks
- checking homework regularly and providing positive recognition of the efforts of students
- providing timely and appropriate feedback about home-learning tasks
- selecting tasks that are varied, challenging and directly related to class work
- selecting tasks that are purposeful and appropriate to students' learning needs
- explicitly teaching strategies to develop organisational and time-management skills and providing opportunities for practice through home-learning activities
- discussing with parents and caregivers any issues concerning their child's home learning tasks and suggesting strategies to assist with home learning requirements
- providing assistance when difficulties arise
- supporting students to access technology during school if required for homework tasks

## Students

Students can take responsibility for their own learning by:

- being aware of the school's expectations and guidelines for home learning
- discussing with their parents/carers expectations around home learning tasks
- accepting responsibility for the completion of tasks within set time frames
- following up on feedback provided by teachers
- seeking assistance when difficulties arise
- organising their time to manage the various activities they engage in.

## Parents & Caregivers

Parents and caregivers can help their children by:

- giving them assistance where required to complete tasks
- encouraging them to organise their time
- encouraging them to take responsibility for their learning
- helping them to balance the amount of time spent completing home learning tasks, watching television, playing computer games, playing sport and engaging in other recreational activities
- communicating with their child's teacher to discuss any concerns about the nature of home learning tasks or their child's approach to the learning

## Prep to Year 6

Homework reflects our belief that students need to have the opportunity to consolidate their classroom learning as well as engage in a balanced lifestyle. All teachers set up their homework differently, but some may use 'The Homework Grid' (Ian Lillico 2004).


Homework is set out in a grid format. Each cell includes an activity that either consolidates learning at school or involves participating in a specific activity eg. a job around the house, physical activity, reading to a family member, being read to, playing a game or a cultural activity.

The activities included in the grid will vary between year levels, however daily reading is essential to all year levels Prep to Year 6.

These grids can be weekly fortnightly, monthly or for a whole term. Some examples are below:

Roll a homework task: Athletics Year 7 and 8

|   | 1   | 2  | 3   | 4   | 5  | 6   |
|---|---|--|---|---|--|---|
| 1 | Write a text message explaining your learning.  | If you were officiating today's event what skills do you need to perform this well?                          | Show what you have learnt today.  | Research what you have learnt using 100 characters. Find a tweet template and upload to padlet.       | Describe your learning in the form of a rap/song/poem.   | Create a storyboard/comic strip based on your learning.   |
| 2 | Explain what your strengths and areas for improvement were in today's lesson.                     | 5-5-5 write 3 sentences based on learning, then 4 words then 1 word.   | Write 3-5 questions for somebody to answer about the activity covered in today's lesson.  | Create a menu of what you have learnt today (starter, main, dessert).                                 | Just a minute - talk about what you have learnt today for 2 minutes. Upload this to the padlet wall.   | CREATE YOUR OWN WORKSHEET IDEA AND PLACE ON THE PADLET WALL. IT HAS TO BE ATHLETICS RELATED.  |
| 3 | On the padlet wall write a sentence of what you have learnt and a question for class.             | Pick three key words learnt and provide a dictionary definition for them and write these on the padlet wall. | Explain on the padlet wall what GOOD relay change over technique looks like.  | Peer assess somebody's work using success criteria/LO.  | Create a set of programs with ideas based on key words and discussions about relays.   | Tell me 3 things that you have learnt today.  |
| 4 | Create an athletics resource card based on the event you performed in today and upload to padlet. | Explain on the padlet wall what GOOD technique looks like in the 300m sprint.                                | Write three questions about today's lesson for someone to answer in the next lesson - place these on the padlet wall for Mia Tufford to answer. | Could Usain Bolt win the 100m Olympic final from a standing start? JUSTIFY YOUR ANSWER with evidence. | Show your brain and fill it with what you have learnt today. Post to the padlet wall.  | Find out what the difference between AEROBIC and ANAEROBIC respiration is - identify which is used in the event you performed in today. |
| 5 | Watch an athlete perform the event covered today. Highlight their strengths in performance.       | Create a main meal that an athlete performing in today's event would eat to help with their performance.     | CREATE YOUR OWN WORKSHEET IDEA AND PLACE ON THE PADLET WALL. IT HAS TO BE ATHLETICS RELATED.  | 3 stars and a wish 3 things you understood & 1 thing you need to improve.                             | Find a picture of an athlete performing the event you covered in today's lesson. Label the muscles being used and bones - upload to the padlet wall. | Design a poster advertising your learning from the lesson.  |
| 6 | Use the jigsaw connections to link and summarise your learning.                                   | Relate three things you have learnt to three sporting practical examples.                                    | 3-4-5 tell 3 people 4 things things that you have learnt today in 5 minutes.  | Summarise your learning by drawing/writing on the table.  | Create a paper plane and summarise learning on each part of the plane.   | Create a mind map to review your learning.  |

 **Homework Grid for Week Six**  
Name : \_\_\_\_\_

|  |  |   |   |
|--|--|---|---|
| <b>Spelling</b><br>If you have a spelling list dated in your book use that. If you don't have a spelling list make one up of words for yourself. Alanah was sick on Thursday and not able to write in new words. | <b>Maths-</b><br>Play one of the maths games from our blog if you have the internet.<br><a href="http://www.moturoa.blogspot.com">www.moturoa.blogspot.com</a> | <b>Home work</b><br>Share what you are learning at school in maths with someone at home.                              | <b>Reading</b><br>Read a part of the newspaper if you get one.                              |
| <b>Spelling</b><br>Write five of your spelling words in sentences.<br><b>eg coming</b><br>It is no use <b>coming</b> to school when you are sick.  | <b>Maths-</b><br>Revise your two times tables. If you already know them see how fast you can get.  | <b>Maths</b><br>Write down some maths problems for other people at school to solve.                                   | <b>Reading</b><br>Read a book you brought home from the Appleby School Library.             |
| <b>Spelling</b><br>Learn you spelling and have a parent test you on all of your spelling words. Bring it to school on Thursday.  | <b>Maths</b><br>Play a maths games with a family member like Ludo or Monopoly,   | <b>Maths</b><br>If you can find a calculator at home do some sums on it at home and write them down with the answers. | <b>Reading</b><br>Read and leave a comment on someone else's blog if you have the internet. |

### Examples

|  |   |                                    |
|--|---|------------------------------------|
| Daily Reading  | Spelling  | Number Facts                       |
| Physical activity / Sport Training                     | Housework   | Art                                |
| Teach your parents something you were taught at school | Use <b>computer</b> for work                          | Cultural / Music practice          |
| Assignments / project research                         | Opportunities to <b>write</b> for meaningful purposes | Preparation for oral presentations |

## The Importance of Regular Reading at Home

All students from Prep to Year 6 are expected to engage in daily reading to, with or by parents/carers. Words are essential in building the thought connections in the brain. The more interactive language a child experiences through books and conversation with others (not passively from digital devices), the more advantaged socially and educationally that child will be for the rest of his or her life. Development of language skills is linked positively to thinking skills and school results.

