



HOMEWORK

POLICY STATEMENT R – 7

2018

Review Date: 2021

Ratified by School Board: _____

20th November 2018

Vision Statement

To provide all members of the school community the opportunity to achieve their potential in an environment where words teach and actions speak.

Developed by: Staff and School Board All references to 'Staff members' include Administration Staff, Support Teachers, Teachers and Temporary Relief Teachers.

INTRODUCTION

St Anthony's Catholic Primary School community will continue to provide the opportunity for learning at home. We believe that all tasks are to be a purposeful and affirming experience for both students and parents.

Our philosophy, is aligned to the CESA Re-Imagining Childhood strategy, where we acknowledge that all children are competent and, whose learning journey will lead us to 'look at him or her with different eyes in order to empower their right to learn and to know, to find the meaning of life and of their own lives, alone and with others.' [Carla Rinaldi – Reggio Emilia]

Following a review during Term 4, 2018, the staff considered evidence based research in formulating this current document.

RATIONALE

We believe Homework should:

- Be a positive experience for students and parents
- Provide the opportunity to reinforce and consolidate classroom learning, develop basic skills and inform parents/caregivers of what is happening inside the classroom
- Be differentiated to suit the needs of students

PRINCIPLES

- We acknowledge that students will engage in a variety of activities and have various experiences outside of school hours that will enhance their learning. Whilst these activities are to be encouraged, they are not defined as homework unless they are set by the teacher.
- Skills require practice – students first need to learn skills in class so the teacher can ensure that they are practising and internalising those skills correctly, before working independently at home.
- Children differ in learning styles – Children have a profile for the way they learn best. (Dunn and Dunn, 1978) (Keefe and Jenkins, 2002) By providing choices and flexibility in homework tasks, teachers are able to accommodate differences in learners and therefore increase the effectiveness of homework.
- Reading will be an expectation for children from R-7
- Optional learning tasks may be provided for students as per examples attached at the end of this document.

Teachers will encourage a positive growth mindset to all tasks completed at home.

HOMEWORK POSITION STATEMENT

Activities may include either/or of the following. Asterisk = expected

YEAR LEVEL	LITERACY	NUMERACY	DIFFERENTIATION
RECEPTION	*Reading: being read to and having a try Sight Words	Basic Number skills	As discussed with families; e.g. Sight words
YEAR ONE	*Reading: May include being read to as well as alone Sight Words	Basic Number skills	As discussed with families e.g. Sight words
YEAR TWO	*Reading May be shared reading with parents/ caregiver Sight Words	Basic Number skills	As discussed with families e.g. Sentences
YEAR THREE	*Reading: from both readers and books borrowed from Resource Centre	Consolidation of number facts as negotiated	Individually negotiated and communicated with families Using grid when relevant
YEAR FOUR	*Independent Reading of novel – or as suggested by teacher	Consolidation of number facts as negotiated	Individually negotiated and communicated with families Using grid when relevant
YEAR FIVE	*Independent Reading of novel – or as suggested by teacher	Consolidation of number facts as negotiated	Individually negotiated and communicated with families Using grid when relevant
YEAR SIX	*Independent Reading of novel – or as suggested by teacher	Consolidation of number facts as negotiated	Individually negotiated and communicated with families Using grid when relevant
YEAR SEVEN	*Independent Reading of novel – or as suggested by teacher	Consolidation of number facts as negotiated	Individually negotiated and communicated with families Using grid when relevant

OPTIONAL LEARNING GRID: MULTIPLE INTELLIGENCES

These may be adapted to individual learning needs

	<i>Finding Out – remembering & understanding</i>		<i>Sorting Out – Analysing and Applying</i>		<i>Speaking Out – Creating & Evaluating</i>	
Language	Construct an A-Z on a class topic	Write a short paragraph on an aspect of your topic	Create a What Am I from a class topic	Write a biography about a person whose life has been mentioned in class	Write three poems – any type on any topic	Think of an topic and write an exposition
Logical/Maths	Draw a PMI on a class topic	Survey family/friends on an aspect of a topic and record results	Do a Venn Diagram on aspects of a classroom topic	Make up a Cross Word Puzzle on any aspect of learning [puzzlemaker.com]	Rank in order, any learning problems you have in this topic	Evaluate any topic we have covered using e.g. The Thinking Hats
Visual/Spatial	Illustrate something important from your learning and write a sentence as to why it is important	Cut magazine pictures or find pictures on line and make a visual presentation of a learning topic. Classify into groups	Design a poster on an aspect of your learning	Draw four contrasting images on any topic this term	Design a comic strip around a topic we have covered	Design a Power Point with images about one of the topics that you enjoyed
Kinaesthetic	Make up 10 mimes of a topic and record one of them on a device		Compose a TV or Radio Ad for something you have learned at school		Create a dance and steps to music that reflect something you have learned	
Musical	Write a rap or song about an aspect of a class topic or a basic skill		Try to find song lyrics that match a learning task and explain how it matches		Write two verses for a song and try to find a tune that will match	
Interpersonal	Make up five questions about a topic for a classmate to answer		Write up three jokes about learning in class		Create an interview or news bulletin on your learning	
Intrapersonal	Make up a Wonder Word on a class topic using puzzlemaker.com	Develop a vocabulary word list for an aspect of a topic and display them with their meanings.	Imagine you are an animal or person involved in a learning topic and explain how you feel	Design a fishbone diagram to demonstrate your learning of a topic	Find a newspaper or online article that relates to your topic and write a short comment	Create a MindMap for any issues related to a learning topic