

# Homework Policy

What does the Department of Education say?

Every school should have a well-documented homework approach tailored to students' needs and developmental phases, reflecting the school's context. Homework, when appropriately structured, can enhance student achievement by reinforcing skills and exploring new concepts, as well as fostering school-home relationships. Considerations for home reading programs, voluntary projects, and individual study plans evolve with students' developmental stages. Homework must align directly with learning programs, with a focus on relevance rather than merely preparing students for future workload expectations. However, some learning contexts may render homework ineffective or inappropriate.

Department of Education (2014)

Guidelines for setting homework:

When setting homework, the following principles should be considered. Homework should:

- Be family friendly, including family involvement and discussion.
- Not impinge on reasonable time for family, recreational and cultural pursuits relevant to the students' age and development.
- Revise and practise concepts covered in class.
- Foster independence as a learner and not expect unreasonable levels of parental assistance or resources that are not readily available to the student.
- Cater to the individual needs of the child.
- Homework is not used as a form of punishment.

Department of Education (2014)

What does the research say?

Homework has an effect size of 0.29, and with the average effect size of all the interventions being 0.40, or the 'hinge point', with anything above 0.4 would have a greater positive effect on student learning. Therefore, with a relatively small effect size of 0.29, this indicates homework may not significantly enhance student learning outcomes.

Hattie (2018)

The MPS approach:

Following consultation with MPS staff and the School Board, the MPS approach to homework will ensure that homework is consistent across classes, with teachers offering differentiation where feasible and consolidatory in nature, with PP to Year 1 students concentrating on reading, Year 2 to Year 4 students focusing on reading practice and fundamental maths skills, and Year 5/6 students concentrating on reading practice, basic maths skills, timekeeping, and organisational abilities. Homework will not be incentivised for completion, penalised for non-completion, or marked.

Parent requests:

Requests for additional or reduced homework should be addressed with the class teacher. The teacher is not obligated to assign extra homework, though guidance may be offered to concerned parents. Utilisation of online platforms like Study Ladder may serve as a homework-setting tool. Requests for student work during holidays or absences due to family commitments will not be accommodated. However, students will be encouraged to maintain a journal, continue reading books, etc.