



CHRIST THE KING SCHOOL

York Street, Beaconsfield 6162, Western Australia
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Christ the King School Homework Policy

'How Effective is Homework in the Primary Years?'

Homework continues to be extensively researched both in primary and secondary schooling. Since 2012, evidence reviews on homework in schools have been published in New South Wales and Victoria. Both reviews stated that the evidence for the positive impact of homework on learning was stronger at secondary level than at primary level.

The benefits of homework highlight, the importance of study skills, and an opportunity to consolidate classroom learning. We also know that homework can cause unnecessary stress, takes away from leisure time and it is not always effective. Research by John Hattie, Professor of Education at the University of Melbourne, has found that homework in primary school has an effect of around zero, as students are completing separate and unrelated projects rather than reinforcing learnt knowledge. Hattie's work has suggested that homework only becomes effective at the primary and secondary levels when students are assigned learning tasks that ask them to revise taught information.

Further Research Papers:

<http://www.familyschool.org.au/files/1913/7955/4766/homework090710.pdf>

Parental involvement in homework

Parents of younger children are more likely to be actively involved with their children's homework (Queensland Government Department of Education and the Arts, 2004). Parental involvement in homework can improve students' homework completion rates and parents' attitudes toward their children's schools. (Queensland Government Department of Education and the Arts, 2004). One Australian study found that positive parental involvement in homework correlates with higher levels of student achievement (Horsley & Walker, 2008). Another, that any impact of parents' involvement on student achievement is not substantial (Blazer, 2009), except among the youngest students, it is negligible to nonexistent (Patall, Cooper, & Robinson, 2008).

There are risks in encouraging parents to assist with homework. Parents can confuse children by using different instructional techniques to the teacher or can even undermine their child's sense of academic autonomy (Cooper & Valentine, 2001). The research suggests that parents should be somewhat, but not too greatly, involved in their children's homework (Blazer, 2009).

Rationale

Christ the King School sees homework as an instructional technique that provides students with opportunities to deepen and practice their understanding and skills. Homework will



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give children the opportunity to review class work, accept responsibility for their learning and adopt routines to support good study habits. The goal is for children to be able to transfer skills learnt at school to other activities and situations. Teachers will set homework that they believe is appropriate to the individual needs of the child.

The school values and understands that family and special occasions may mean that homework is not always completed. Extracurricular and family commitments are also considered as important learning experiences. Children need to take responsibility for the completion of set homework.

In Term 4, homework will be reduced to support the demands of the end of the school year. It is still expected that the children will read each day.

General Information

- Homework will be assigned Monday-Thursday and distributed on a weekly basis, giving children flexibility in when they complete the tasks
- In Upper Primary homework is also assigned to prepare the children for High School expectations and to consolidate what is learnt in class
- Children from Years 4-6 will have a Homework Diary
- Parents and teachers will check and sign diaries

Year Level Homework Outline

The following is an outline of the homework expectation for each year level.

This is a guide only and may be subject to change.

Pre-Primary – Up to 10 minutes

Home Reading (Beginning Term 3)

Year 1 – Up to 20 minutes

Home Reading
Spelling

Year 2 – Up to 20 minutes

Home Reading
Spelling
Mathematics Revision

Year 3 – Up to 30 minutes

Home Reading
Spelling
Mathematics Revision and Times Table Fluency



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Year 4 – Up to 30 minutes

Home Reading – 15 minutes
Spelling – 10 minutes
Mathematics Revision and Times Table Fluency

Year 5 – Up to 40 minutes

Home Reading
Spelling
Mathematics Revision and Times Table Fluency
Curriculum Revision
(Note-Taking skills are taught in class)

Year 6 – Up to 40 minutes

Home Reading
Spelling
Mathematics Revision and Times Table Fluency
Curriculum Revision
(Note – taking skills are taught in class)

References

Alanne, N., & Macgregor, R. (2007). Homework: The upsides and downsides – towards an effective policy and practice in Australian schools. Retrieved December 23, 2011, from <http://www.acsso.org.au/homework.pdf>

Blazer, C. (2009). Literature Review: Homework. Miami: Miami Dade County Public Schools. Retrieved January 12, 2012, from <http://drs.dadeschools.net/LiteratureReviews/Homework.pdf>

Hattie, J. (2009). Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. London & New York: Routledge, Taylor & Francis Group.

Patall, E., Cooper, H., & Robinson, J. (2008). Parent Involvement in Homework: A Research Synthesis. *Review of Educational Research*, 78(4), 1039-1101.

Queensland Government Department of Education and the Arts. (2004). Homework Literature Review. Summary of Key Research Findings. Brisbane: Queensland Government Department of Education and the Arts.