

Caulfield South Primary School

C.S.P.S.

Homework Policy

RATIONALE

Homework benefits students by complementing classroom learning, fostering good study habits and providing an opportunity for students to be responsible for their own learning.

AIMS

- To support and extend classroom learning.
- To develop positive study habits.
- To develop a responsibility for self-learning.
- To encourage the development of skills in using a variety of resources.

IMPLEMENTATION

1. Homework should be appropriate to the skill level and age of the children
2. Homework should:
 - Reinforce skills taught at school
 - Provide opportunities for enrichment
 - Allow for completion of unfinished work
3. Teachers will provide:
 - Clear instructions
 - Feedback and support
 - It is acceptable for teachers to assign unfinished classroom activities as homework tasks.
4. Parents, in partnership with the school, should encourage their children to establish good homework patterns from early primary school.

Early Years (Prep-Year 4)

Homework will consist mainly of:

- Reading activities to, with and by parents
- Simple extension tasks associated with classroom activities
- Gathering additional information or materials

Middle Years (Years 5-6)

Homework will consist mainly of:

- independent reading
- tasks such as continuation of classroom work, projects and research
- gathering additional information or materials
- appropriate use of organisational diary

Appendix 1- Holiday Homework

Evaluation:

- This policy will be reviewed annually as part of the school's three-year review cycle.



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Holiday 'Homework' Requests by Parents

During family holidays, when parents make a decision to take children out of school, we urge parents to take the opportunity to encourage some purposeful and engaging learning during this time. At CSPA we value the education that a child gains both in the classroom and from the world around them. We ask parents to point out the various PYP attitudes and learner profile attributes that may be developed by engaging with the wider world and fully immersing children in the cultural experience of travel. Please discuss PYP concepts when examples and opportunities arise.

Reading, Writing & Critical Thinking

Children should maintain the habit of regular reading including the usual nightly reading. Depending on the nature of the holiday, reading would ideally include that which is relevant to the holiday destination; information brochures, travel books, history etc. After reading brochures, children may be asked for input and opinions when making decisions about where and what you are visiting. Encourage them to justify their reasons, prioritise activities etc. Encourage children to write a Journal - include different foods, time differences, language, sights and currency. Children may wish just to make notes about highlights relating to the holiday destination, activities and observations. They may also wish to write postcards to friends, family and their class (Australia Post postcodes app). Encourage children to make comparisons, observe and discuss similarities and differences or connections with the home environment/culture/architecture flora and fauna, information or road signs and local food. Eg: List 5 similarities and differences between the country and Australia or the town and Melbourne or Caulfield South.

Languages

Overseas holidays may give children the opportunity to become immersed in another language and involve some learning and use of words or phrases in that language. Eg: Learn 5 words in that language to share with the class upon return. Children may also be mindful of the differences in colloquial language within Australia.

Maths

Activities which include problem solving about travel time, time differences, spending money, estimating or other real-life maths would be of great benefit and purposeful for all children, which is what we encourage in all our learning at school. Count and compare money when different currencies are involved, engage children in planning trips on maps, calculating the time the trip will take, reading timetables for flights or transport involved, map out the best route and timetable for activities, calculate total cost spent per day, calculate daily distance travelled (use scales on maps).

Links to class learning

You may wish to speak to the class teacher about the current unit of inquiry, maths or literacy focus areas, as you may be able to make purposeful links to those areas. Parents should be aware that most class work is hands-on, active learning and not reproducible for holiday 'homework'.

We trust parents will ensure holiday time taken during the school term is not just fun but an enriching learning experience for children. Parents should help children to think about and collect items of interest and stories to include in an engaging formal or informal, oral or visual recount/presentation to share with others when they return. This may include sharing with relatives or friends and does not need to be an onerous formal presentation. The ability to tell a good interest story is an invaluable life-long asset.

Revision and Worksheets

If parents wish to provide other school-related learning, you may consider revision of work already covered at school. Some parents may wish to purchase a 'worksheet' book available in newsagencies, variety or book stores, although we do not advocate that this

should replace the wonderful real-life learning opportunities that travel provides for our children.