



Bletchley Park Primary School Statement on Homework

The staff at Bletchley Park Primary School, have the option to provide students with formal homework. Staff in the same year level need to come to a consensus on the homework process. There may be times, when students are required to complete an activity at home to contribute to a classroom task (such as read, collect data for a graph, complete unfinished work, learn spelling words or ask questions to complete a survey).

The students at this school are required to read each night (approx. 15 – 20 min per night or approx. one hour over a week). The amount and type of reading students undertaken will be determined by their phase of learning and the students' individual needs. Teachers will outline the requirements of home reading and homework expectations at class meetings undertaken at the beginning of each school year.

* In addition to nightly reading teachers may also allocate other homework tasks.

Rationale

The staff at Bletchley Park Primary School strongly believes that the benefits of positive family interaction and constructive family time are vital, and will result in improved student achievement.

Homework, if given, should:

- support the development of the student's independence as a learner;
- be developmentally appropriate;
- avoid dependence on unreasonable levels of parental assistance or resources that are not readily available to the student;
- be set without impinging on reasonable time for family, recreational, cultural and employment pursuits relevant to the student's age, development and educational aspirations.

Guidelines for Teachers when Setting Home Tasks

Homework may include (but not be limited to):

- Spelling list words
- Reading lists
- Home reading
- Number facts
- Project work
- Work to support Individual Education Plans (IEP's)
- Completing unfinished work

1. Teachers in each year level (Teams) must have the same approach to homework.
2. Homework expectations are to be communicated to parents at the Parent Information sessions in term one.
3. Set tasks which have a clear purpose and links with the classroom teaching programme. It is important students understand *why* they are being asked to do something.
4. Homework should lead to students having an improved understanding, increased speed or accuracy, students indicate homework has helped them to learn.
5. Set clear deadlines and expectations for your students.
6. Encourage students to see the benefit of completing the tasks but do not penalise students who cannot or do not do this.

7. Further the partnership between school and home.
8. Ensure parents are made fully aware of all tasks, their requirements, expectations and completion dates.

Year Six Teachers / Parents / Students

To support the transition of students from a primary school environment to a secondary school environment, the following guidelines will be put into place to support students to develop the appropriate organisation and time management skills.

Organisation & Time Management Skills Year 6

Skills we need to teach our students:

- How to use a diary effectively
- How to prioritise tasks (eg if Maths is due first, complete that or smallest task first etc)
- How to manage time effectively (eg using a timer, clock, chart etc)
- How to self-monitor (eg am I on track to complete this on time?)
- To recognise when it is time to ask for help

As upper primary teachers, we share the responsibility with parents for teaching these skills.

Term	Time	Example Tasks
One	10 minutes/night	Home reading, spelling (segmenting as per Sound Waves), Mental Maths, small tasks to prepare for in class learning eg locating a resource, reading a chapter etc
Two	15 minutes/night	Home reading, spelling (segmenting as per Sound Waves), Mental Maths, small tasks to prepare for in class learning eg locating a resource, reading a chapter etc
Three	20 minutes/night	Home reading, spelling (segmenting as per Sound Waves), Mental Maths, small tasks to prepare for in class learning eg locating a resource, reading a chapter etc <i>and</i> Introduction of more structured, longer (ie weekly/fortnightly) tasks with checkpoints along the way to assist students to manage their time
Four	20-30 minutes/night	Home reading, spelling (segmenting as per Sound Waves), Mental Maths, small tasks to prepare for in class learning eg locating a resource, reading a chapter etc <i>and</i> Detailed task set over 4-5 weeks, with weekly checkpoints and clear assessment criteria, linked to classroom programme eg research based project for HaSS inquiry or English text to read and respond to etc