Northern Territory Government

Rosebery PRIMARY SCHOOL

Homework Policy

Rationale

Homework is an expectation that many parents have of Primary Schools. Rosebery Primary School has committed to evidence based practices as a key component and foundation for all teaching and learning programs. This was a focus in determining how and if Rosebery Primary School should address the issue of homework as a contemporary Northern Territory Primary School. The Leadership Team has sought research and evidence as to the effectiveness and outcomes of various stances on homework across Australian and international schools.

Policy Statement

The Leadership Team of Rosebery Primary School makes the recommendation that formal homework should not be a component of the teaching and learning program at Rosebery Primary School. A synthesis of the research available strongly indicated that formal homework for Primary aged students has three significant negative impacts:

1. Devising and marking homework is a distraction for teachers from the core of the teaching and learning that should be a focus of in-class time. Further, homework reduces a teacher's tendency to differentiate the learning experience for each student.
2. Formal homework increases stress for students, particularly those already marginalised from formal learning or those experiencing learning difficulties.
3. Formal homework frustrates parents when homework is assigned that is deemed to not be at the learning or developmental level of their child, or when the homework requires additional and sometimes unavailable resources (eg, Internet).

However, the research did conclude that there are three activities that students can complete at home that have a positive impact on both learning and wellbeing. These include:

1. Home reading of high standard literature and for enjoyment.
2. Activities that promote automaticity in literacy skill development (eg, learning sight words).
3. Activities that promote automaticity in numeracy skill development (eg, learning times tables).

Aims

Through this evidence-based approach to homework, Rosebery Primary School believes that it can contribute positively to focussed classroom learning programs, family harmony and student wellbeing.

Implementation

The following steps are taken to inform all key stakeholders of the Rosebery Primary School Homework Policy:

- Staff are briefed on the policy and teachers are informed of what may and may not be assigned for students to be completed at home.
- Students are informed, via teachers, of the requirements and the rationale for learning tasks that may be assigned to be completed at home.
- The Principal will field questions and enquiries in regard to the policy in acknowledgement of the difference between this policy and that of many other local and interstate schools.
- Parents who are steadfast in their belief that their children should complete formal homework are encouraged that such resources and tasks are available for private purchasing through local suppliers, such as good book stores.

Resources

Implementation

- High quality Australian and award winning literature was a focus of the establishment of the Rosebery PS's bank of home reading and library borrowing resources.

Research and Policy Development

- The Homework Myth – Why Our Kids Get Too Much Of A Bad Thing, Author – Alfie Kohn. Da Capo Press, 2006
- Various white papers, research pieces and other research documents on the subject of homework for Primary aged students.
- Visible Learning – A synthesis of over 800 META ANALYSES RELATING TO ACHIEVEMENT, John Hattie. Routledge, 2009

Northern Territory Government

Rosebery PRIMARY SCHOOL

Evaluation

The Policy is to be evaluated bi-annually by the School Leadership Team in consultation with all key stakeholders and with deference to all available evidence as to student learning outcomes, student wellbeing evidence and school perception responses.

Effective Term 2, 2019
Date of Review Term 2, 2025
Developed by Leadership Team