



HOMework

EWPS is to have a documented approach to homework that takes into account the needs of the students and the phase of their development, and reflects the context of the school.

The Principles for providing homework are to-

- Support higher levels of student achievement.
- Extend the time available for students to consolidate skills and concepts learned at school
- Extends the time available for the exploration of new ideas and new situations.
- Also extend the time available to the teacher for the monitoring of student progress.
- Promote the school for community members to see homework as tangible evidence that the school cares about the educational progress of students.
- Further school-home relationships and assist in keeping parents informed about the student's learning program and progress.

Consideration is to be given to such matters as home reading programs, voluntary projects or activities which might become appropriate in the early childhood phase of development.

It is expected that homework will relate directly to the learning and teaching programs appropriate to the needs of students.

Preparation of students for the time commitment of homework anticipated in years to come is not a reasonable basis for setting homework.

For some learning programs and situations it may be determined that homework is not useful or appropriate.

Homework must:

- only be used to facilitate the achievement of learning outcomes;
- form part of a developmental learning program that is responsive to individual needs, clearly relevant, supported by classroom practice and, where appropriate, developed in collaboration with students; and
- be disassociated from any form of punishing students or means of securing discipline.

Homework should:

- support the development of the student's independence as a learner;
- further the partnership between school and home;
- 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, development and educational aspirations;
- be balanced across learning areas so as to avoid stress and overload;
- be phased in gradually and consistently as students move through the upper years and ;
- be consistently applied, monitored and assessed in a whole-school approach that is responsive to individual needs and learning area requirements.