



FOR RUDOLF STEINER EDUCATION LTD.

HOMEWORK POLICY

Drafted by:	Education Manager in consultation with College of Teachers	Status:	Current
Responsibility:	Management Team	Scheduled Review Date:	1/05/2017

1.0 INTRODUCTION

All aspects of learning at Mumbulla School are considered in relation to the child's stage of development, including homework.

Homework, or work done at home, is considered to be an important part of a student's education and should always, balance and extend the nature of the learning at school.

Homework demands will vary according to curriculum requirements and the needs of the class over the year.

2.0 PURPOSE

The purpose of this policy is to provide information for parents and teachers about Mumbulla's approach to Homework.

3.0 POLICY

3.1 KINDERGARTEN TO CLASS 2

The early childhood world is one of unity and active exploration of the world. Learning is through imagination and the intellectual faculties mature below the surface of feeling and will development.

For Kindergarten children creative play in unstructured settings provides a rich foundation for all later imaginative, cognitive and emotional development. In addition, guided and simple handwork tasks, and participation in the domestic life of the home, are all that is needed to support the child at this stage in development.

Formal learning begins in Class 1 and over the school Years 1 and 2, the child's academic needs are fully met in the classroom. Creative play, looking at quality illustrated books, completing crafts such as knitting, and simple home tasks such as bushwalking all complement the child's learning at school.

Children in Class 2 begin the home reading program and are expected to read a small beginning reader 3-5 times a week.

3.2 ELEMENTS OF HOMEWORK: CLASSES 3 TO 6

From around the age of 9, separation from the early world of childhood tends to be complete and formal learning can now be extended to homework. Gradually increasing from Year 3 onwards, students should spend from 20 to 45 minutes per day on activities drawn from the following:

- 1. Main Lesson completion and extension:** Mumbulla's main lessons are enriched, interdisciplinary blocks of learning delivered over several weeks. The Main Lesson task, usually completion of a book of the student's own work, requires a combination of academic, artistic and design elements all devoted to a core topic that is appropriate to the students' year level and stage of development. In the early years, the completion of this main lesson book is undertaken during school lesson time. As the volume and sophistication of work increases there is an expectation that main lesson work will be completed at home, to a level appropriate for the year. Particular Main Lessons will include projects which creatively extend the learning around the topic eg Building project in Class 3, Animal project in Class 4, Ancient Epoch project in Class 5, Ancient Rome project in Class 6.
- 2. Basic Skills in core subjects:** English and Mathematics practice may be incorporated into homework from Class 4 onwards. Some weeks there will be practice exercises that revise and consolidate skills in English and Maths which have been laid down in Main Lessons. In the practice homework students will not encounter new material, but will deepen their understanding and skills in these core subjects.
- 3. Reading program:** Literacy develops through a wide reading program which nourishes the imagination and builds vocabulary and comprehension. Students should read quality literature regularly, ideally on a daily basis for an increasing longer period between Classes 3-6.
- 4. Music Practice:** Proficiency on an instrument is dependent on regular practice, and the more regular, the more the proficiency. There is now a wealth of evidence showing the cognitive, emotional and physical benefits of learning a musical instrument on the growing human being, as well of course as the simple human joy of making music.
- 5. "Homework":** Contribution to the household by regularly completing a household chore for the family. Children and young people learn to be productive and useful members of a community by regularly undertaking tasks that help the household: walking the dog, watering the garden, washing the car. If undertaken on a daily basis, these tasks build responsibility and a work ethic that will last through life.

3.3 HELPING HOMEWORK HAPPEN:

While homework is undertaken by individual students, the potential for homework to enrich a student's learning is best achieved when it is a cooperative venture:

Parents and caregivers can help by:

- taking an active interest in homework
- ensuring that there is time set aside in the family routine for homework
- encouraging and supporting students to complete homework
- providing, where possible, a dedicated place and desk for homework and study
- encouraging their children to read quality literature
- assisting teachers to monitor homework by signing completed work if requested and being aware of the amount of homework set
- communicating with teachers any concerns about the nature of homework and their children's approach to the homework
- alerting the school to any domestic or extracurricular activities which may need to be taken into consideration when homework is being set or corrected.

Teachers can help by:

- explaining to students and their parents or caregivers the purpose and benefits of homework
- ensuring students and parents or caregivers are aware of the school's homework policy
- providing quality homework activities related to classwork
- setting a suitable amount of relevant homework which is appropriate to the ability of each student
- ensuring that students are aware of what is expected of them, and how their work will be assessed
- giving students sufficient time to complete their homework, taking into account, as far as possible, competing home obligations and extracurricular activities and homework set by other teachers (e.g. music and reading homework)
- marking homework promptly and appropriately, maintaining homework records and providing feedback to students and parents or caregivers
- alerting parents or caregivers of any developing problems concerning their children's homework and suggesting strategies that they can use to assist their children with their homework.

Students can help by:

- being aware of the importance of homework
- being aware of their school's homework policy
- completing homework within the given time frame
- alerting parents or caregivers to homework expectations
- seeking assistance from teachers and parents or caregivers when difficulties arise
- striving to ensure homework is of a high standard
- organising their personal time to ensure that sufficient time is given to completing quality homework within the set time.

4.0 RESPONSIBILITIES

- The College of Teachers and Class Teachers are responsible for following through with this policy throughout the school.
- Teachers are responsible for being aware of this policy in setting homework tasks.

5.0 RELATED DOCUMENTS

6.0 AUTHORISATION

On behalf of The Management Team

Name _____ Signature _____ Date _____