Ironside State School

Homework Policy

Creating life-long learners and fostering a love for learning are two of the core beliefs here at Ironside State School. We believe that homework, when connected to the Australian Curriculum and the classroom, provides an opportunity to consolidate learning and develop a pattern of behaviour for learning that extends beyond the classroom context.

HOMEWORK GUIDELINES – Department of Education and Training

The Queensland Government has set out guidelines for homework, including the amount of time students should spend on homework each week. The policy recommends the following maximum homework minutes per week:

Year Level	Hours per week / Monday to Friday
Prep	Generally students will not be set homework other than daily reading / 15mins per day
Years 1, 2 and 3	Up to but generally not more than 1 and a half hours per week / 20mins per day
Years 4 to 5	Up to but generally not more than 2-3 hours per week / 25mins to 35mins per day
Year 6	Up to but generally not more than 3-4 hours per week / 35mins to 45mins per day

Homework is most effective when it:

- is clearly related to class work

- is appropriate to particular years of schooling

- is varied and differentiated to individual learning needs

- consolidates, revises and/or applies students' classroom learning

- develops students' independence as learners through extension activities such as investigating, researching, writing, designing and making

- assists students to prepare for upcoming classroom learning, such as collecting relevant materials and information, completing surveys and audits

Our homework policy ensures that:

- the amount of homework is balanced across all learning areas to allow sufficient time for family, recreation, and community and cultural activities

- students are not disadvantaged by the lack of access to resources such as computers and the internet outside school

- homework is effective in supporting learning.

www.education.qld.gov.au/curriculum/framework/p-12/docs/policy-homework.doc

Homework may be completed daily or over a weekly or fortnightly period and can take many forms including but not limited to:

- reading
- handouts/computer-based activities
- revising and studying
- completion and extension of class work, projects and research
- music
- sport
- extra-curricular activities eg. debating

Ironside State School provides access to the following educational websites:

- Maths Online
- Spelling City
- Reading Eggs

Classroom teachers assign tasks which align to the Australian Curriculum and classroom activities. Usernames and passwords will be provided by the classroom teacher at the beginning of the year. Students who arrive during the year will receive these details once EQ MIS Id profiles have been created.

Responsibilities

Teachers will:

- set home-learning tasks on a regular basis but within a flexible time-frame
- select tasks that are varied, challenging and directly related to class work
- clearly communicate the purpose, expectations and benefits of all home-learning tasks
- check homework regularly and provide positive recognition of the efforts of students
- explicitly teach strategies to develop organisational and time-management skills and provide opportunities for practice through home-learning activities
- discuss with parents and caregivers any issues concerning their child's home learning tasks and suggest strategies to assist with home learning requirements
- provide assistance when difficulties arise support students to access technology during school if required for homework tasks

Students will:

- accept responsibility for the completion of tasks within set time frames
- organise their time to manage the various activities they engage in
- seek assistance when difficulties arise
- discuss with their parents or caregivers expectations around home learning tasks
- follow up on feedback provided by teachers

Parents will:

- encourage children to take responsibility for their learning
- encourage children to organise their time
- help them to balance the amount of time spent completing home learning tasks, watching television, playing computer games, playing sport and engaging in other recreational activities
- give assistance where required to complete tasks
- communicate with their child's teacher to discuss any concerns about the nature of home learning tasks or their child's approach to the learning

How can parents further assist their children with their homework?

An environment clear of distractions and routine are essential factors in building your child's capacity in becoming an independent learner.
- Where possible, try to establish a predictable routine to complete homework.
- Encourage children to work reasonably quickly and efficiently. Do not let children work beyond the maximum time limits.
- When helping, keep your explanations simple and practical. If possible, express approval and satisfaction.
- If a task cannot be satisfactorily completed in the set time, stop your child working, sign the homework book and make contact with your child's teacher.
- Monitor projects so that they are not left until the due date.

https://www.qld.gov.au/education/schools/student/pages/homework

At Ironside State School, we believe that reading is fundamental to the lifelong learning of our students.

Evidence-based research underpins the homework that is provided by the teachers at Ironside State School.

Significant gains in reading abilities occurred for primary age students, with the greatest gains evident for average and below-average students when they read for 15 minutes a day in school (Collins, 1980).

When 3rd and 5th grade students read for an additional 15 or 40 minutes each day, the students who read for 40 minutes had significantly better results in comprehension (Wu & Samuel, 2004).

A critical minimum amount of 30mins reading time every day is needed to develop automaticity (Manning et al., 2010).

Reading volume

Percentile	Minutes per day	Words read per year
98	65	4 358 000
90	21.1	1 823 000
80	14.2	1 146 000
70	9.6	622 000
60	6.5	432 000
50	4.6	282 000
40	3.2	200 000
30	1.3	106 000
20	0.7	21 000
10	0.1	8 000

(Anderson, Wilson, & Fielding, 1988)

When teaching students are learning to read or reading to learn, teachers use The Question-Answer Relationship to assist children with the development of their reading skills and understanding of texts.

http://www.readingrockets.org/strategies/question_answer_relationship

At the end of this document are question prompts that parents can use to help children unpack texts being read at home. These documents will help to ensure that the same language is being used at both home and school when reading texts.

Children's motivation and achievements improve when their parents are involved in their education. You can help develop your child's literacy by:

- talking to them and engaging in conversations with them
- encouraging reading and writing in as many different ways as possible
- talking about TV shows, advertising material, signs and other everyday language events
- discussing the meaning of books, stories, movies and how they differ according to who they are written for
- talk about magazine and newspaper articles
- comparing favourite authors, books and movies
- discussing new and unusual words or phrases
- playing games that involve enjoyment of words such as Scrabble or 'I spy'
- showing that you value books and reading by visiting local libraries or swapping books with friends.

https://www.qld.gov.au/education/schools/student/pages/literacy

Further information regarding the importance of reading and literacy development can be found at:

https://www.better-beginnings.com.au/research/research-about-literacy-and-reading

http://www.readingdoctor.com.au/research-on-reading/

http://theconversation.com/knowing-your-childs-reading-stage-and-how-to-help-them-37215

Ironside State School

Homework Reading Guide

Year Level	Learning to Read	Suggested time allocation
	Skills:	
	• Activating prior knowledge / Predicting	
Prep	• Picture Clues	**15 mins +**
	• Decoding	**QAR**
	• Reading on / Reading back	
Year 1	• Fluency	
	• Vocabulary building	
	Question-Answer Relationship:	
	• In the book — *Right there*	
Year 2	• In the book — *Think and Search*	**20 mins +**
	• In my head — Author and Me	**QAR**
	• In my head — On my own	

Reading to Learn

	Skills:	
Year 3	• Activating prior knowledge / Predicting	**20 mins +**
	• Picture clues / Decoding / Read On & Back	**QAR**
	• Fluency	
	• Vocabulary building	
	Moving towards:	
Year 4	• Comparing authors / authors style	**25 to 30**
	• Identifying big Ideas or themes	**mins +**
	• Making real world connections / Identifying possible solutions	**QAR**
Year 5	**Question-Answer Relationship:**	
	• In the book — *Right there*	
	• In the book — *Think and Search*	**40 mins +**
	• In my head — Author and Me	**QAR**
Year 6	• In my head — On my own	

FICTION

QAR

Four levels of questioning

In the Text

Right there

The answer is in one place in the text

- Tell me about the story...
- When did..?
- What is..?
- Who is..?
- What did...?
- How many...?
- Show me the..?

Think and Search

Find the clues and link them

- What text type is this?
- What's happening...?
- Predict what will...
- Who did...?
- Why did...?
- Why else could...?
- True or false?

In your Head

Author and You

Find 1 clue and link to your own knowledge of the world

- Fact or opinion?
- How did he feel?
- How did ...?
- How else could...?
- Why did...?
- What is your favourite... why?
- In this story, what does the word/phrase _____ mean?

On your Own

There are no clues in the text

- What else could..?
- What will happen if..?
- Why does the author..?
- What would you do ..?
- If you were _____, what would you do/say?
- How can we tell...?
- How would you...?
- Do you think...? Explain why/why not
- Does this text remind you..?

NON-FICTION

QAR

Four levels of questioning

In the Text

Right there

The answer is in one place in the text

- Show me a ...
- Describe the ...
- Tell me the key words in the introduction...
- Summarise the information in the first paragraph...
- What is a..?
- What does/do...?
- What words did the author use to describe...?

Think and Search

Find the clues and link them

- What text type is this?
- Predict what the text will be about using the title / photos/ illustrations /diagrams /maps...
- Which of these sentences is a better summary of the main idea...
- What information does the diagram / map/ chart give you?
- True or false?

In your Head

Author and You

Find 1 clue and link to your own knowledge of the world

- Fact or opinion?
- Who did the author think would read this text?
- What does the word _____ mean in this text?
- What did you like / dislike about the text?
- What could you use this text for?

On your Own

There are no clues in the text

- Does this text remind you of any experiences / places etc..
- What might happen if...?
- What would you do if...?
- Why can't...?
- How can we tell that...?
- Tell me about the meaning of this scientific word...
- Why do you think...?

What Makes Frequent Readers: The Most Powerful Predictors

For each age group shown, **frequent readers are more likely** than infrequent readers to:

Kids Aged 12–17

- Have **parents** who are frequent readers
- Strongly believe reading books for fun is important
- Have **teachers** who give opportunities to **talk with classmates** about books read for fun
- Use a school book fair or book club catalogue to find books
- Have the opportunity to **read independently** during the school day
- Want books that "teach me something new"

These kids read an average of **25.8 BOOKS** per year vs. **4** by infrequent readers

Kids Aged 6–17

- Have parents who **read them books aloud 5–7 days a week**
- Say they **love reading books for fun** or like it a lot
- Have been told their reading level

- **Read mostly out of school**
- Have parents who **encourage reading books for fun in specific ways** (learn how on page 20)
- Have been **read aloud to** before age one
- Frequently use their **reading level** to pick out books
- Want books that "have characters that look like me"

These kids read an average of **45.6 BOOKS** per year vs. **17** by infrequent readers

Kids Aged 6–11

To determine what predicts kids' reading frequency, more than 130 measures were included in a regression analysis.