



LAERSKOOL BOSVELD PRIMARY PRIMARY HOMEWORK POLICY

INTRODUCTION

Homework is an integral part of teaching and learning activities and requires effective management by teachers, the principal and students. Learning at home is an essential part of good education. A well-managed homework programme, based on careful, coordinated planning, guidance and control, help students to develop the knowledge, skills and values they need for successful lifelong learning, developing. Homework also supports the development of independent learning skills and provides parents the opportunity to be part of their children's education and training.

DEFINITION

Homework is an out-of-class task which learners, by instruction of educators, as an extension of the work done in the classroom and consequently contributes to their learning.

OBJECTIVES

Homework tasks

- Help to supplement and strengthen; work done in the classroom
- cultivate good lifelong learning and study habits;
- provides an opportunity for students to do their work independently and in their own environment to increase their personal responsibility and individual accountability;
- provide an opportunity for the independent gathering of knowledge and skills to master;
- strengthen the relationship between home and school in a meaningful way and for parents to be involved in their children's education;
- provide educators with the opportunity to assess whether the learners can put into practise what they have learned in other examples, exercises and tasks. The learners' progress can be monitored and learning problems can be identified;
- contribute to the students and parents understanding that the school has high expectations from them.

Age and developmental homework, along with parental interest and support, contributes to the advance of the learning.

Homework should not result in no participation in extracurricular activities. Their skills, interests and talents have to improve. Homework should be relevant and meaningful, and learners should consider it in such light.

TYPES OF HOMEWORK

1. **Practical tasks** reinforce newly learned skills.
2. **Preparatory tasks** help learners to prepare for activities that will take place in class.
3. **Extended Tasks** provide opportunities for the development and refinement of research skills and the ability to work independently, while prior learning is implemented.

ROLES AND RESPONSIBILITIES OF VARIOUS STAKEHOLDERS:

GUIDELINES FOR TEACHERS

- The purpose of homework is to get work done in the classroom, captured.
Furthermore, basic knowledge and skills consolidated and expanded so that a routine can be captured for independent home study.
- Meaningful learning takes place when students practise the learning material repeatedly from various points. Homework should practise work, taught in class and provides an opportunity for extensive insight into the concepts taught in class. Assignments should be planned that it will challenge the students to think critically and integrate previous knowledge and skills.
- Homework should be designed so that it will accommodate the needs of different learning styles.

- The purpose of the homework assignment will depend on the subject and the ability of the learner.
 - Teachers ensure reasonable, appropriate tasks to be performed by students at home according to their age and mentally development.
 - Homework should be a variety of physical, creative and verbal tasks. Not only reading and writing tasks should be done at home.
 - Homework should always be stimulating, but not too complex. Homework should have clear objectives. Assignments should be clearly explained to learners, so that they understand what the job entails. Educators must ensure that purpose and relevance of tasks is understood by students and parents. It should not encourage a negative attitude.
 - The positive effect of homework, for children with special educational needs, should be the same as for other students. However, it is important that homework differentiates, where possible, in order to meet the needs of learners with barriers. The emphasis in such cases is rather on capturing knowledge and skills, instead of integration and enrichment.
 - Homework should be assessed regularly and feedback should be given to students and parents.
 - Preparation for tests and special tasks will take extra time than the required daily homework.
- **Normally no homework assignments are given on the day before a test, because it is expected of the students to do revision on that day.**
 - Teachers should give sufficient time for completion of projects. Learners should be informed at least one week prior to the writing of a test.
 - Teachers should keep in mind that homework assignments are also given by other educators in order to prevent an overloaded homework programme.
 - All assignments are indicated on the board. Sufficient time should also be given so that students can write down the homework.
 - Homework is also available on the school's website.
 - Completion of work which was started in class is not considered homework.
 - Teachers need to keep the home circumstances of the learners in mind when planning homework tasks.
 - Teachers also need to keep extracurricular activities in mind when planning and giving homework tasks.
 - No homework should be given over holiday periods.
 - Teachers must notify parents of any problem regarding a student's homework. The teacher will propose strategies to improve the situation.

GUIDELINES FOR LEARNERS

- Learners must be able to organize their time effectively to ensure that they have enough time to complete their tasks. Educators have to give guidelines for effective time management.
- Students should learn to check their own work for unnecessary mistakes to ensure that tasks are of high quality.
- Students record all homework in their school diaries. Younger learners are assisted by their teacher in this regard. Grade 4-7 students are expected to assume full responsibility for the copying of homework in their school diaries.
- Students must submit completed homework assignments on the determined date as indicated by the teacher.
- Students should ask teachers for help and support when they experience any problem with homework assignments.

STEPS TAKEN WHEN CLASS WORK OR HOMEWORK IS NOT COMPLETED / NOT DONE / NOT SUBMITTED ON TIME:

- If a learner is not up to date with class work he /she, should complete this work as additional work at home.
- Students are not allowed to do unfinished homework during class time.
- If homework assignment is not completed, the incident must be recorded in the "Handy Book". After three warnings the learner will receive a yellow letter, which is expected to be signed by the parents.
- Projects / tasks submitted 3 days after the expected time will not be accepted. For each day late, 20% points will be deducted, unless a valid written excuse is submitted.
- No assessment tasks may be done at home. A learner's assessment task is done at home he / she will receive no points for it.

GUIDELINES FOR PARENTS

Parents should:

- become familiar with the school's Homework Policy;
 - understand the importance of homework as part of the learner's school career;
 - have a positive attitude towards school and homework assignments to encourage the child. Be supportive and positive about the school and the child's teachers.
 - to read with their child as much as possible and to set an example by reading books themselves at home; on a regular base.
 - to speak with their children regularly, or to engage them in reading and writing, eg. write a grocery list.
- Insist on the correct spelling.
- to support their children by establishing a homework routine, eg. A specific time when homework is done. No excuses for delay should be allowed;
 - encourage effective time management;
 - make an effort to get to know the teacher. Encourage the learner to complete their homework assignments, and to discuss problems with teachers;
 - often show a keen interest in the child's school career.
- Assistance to obtain the necessary reference material, or by providing the necessary transportation to get it;
 - show interest without pressure. Be firm but reasonable;
 - raise objections / concerns with respect to the child's progress at school;
 - provide guidance and support with instructional tasks but NEVER do / complete the child's homework / assignments. For example, if a learner do not understand a mathematical problem, do not solve the problem for the child, but rather explain a similar one. The student will never learn or develop if she / he did not do the homework her / himself;
 - to support the teacher to monitor the child's homework by signing completed work if requested by the teacher, and also be aware of the number of assignments given;
 - monitor learner to complete all homework assignments. Be supportive, but do not correct mistakes, because the teacher will not be able to determine if the student needs help, or not;
 - attending parent evenings regularly. **Remember**, both you and the child's teacher would like to see your child achieve.

HOMEWORK WITHIN THE CONTEXT OF CAPS

FOUNDATION PHASE

Initially, learners will need help from the parents, but they should gradually develop an independent approach as they progress from one grade to the next.

- Regular reading sessions with parents.
- Practicing skills learned in class.

Recommended time per day:

Grade 1: 10 minutes

Grade 2: 20 minutes

Grade 3: 30 minutes

INTERMEDIATE PHASE

• Combination of which focus on the practice of new skills, as well as interaction with new knowledge on an independent level.

Recommended time per day:

Grade 4: 40 minutes

Grade 5: 50 minutes

Grade 6: 1 hour

SENIOR PHASE (Grade 7)

- Tasks that include access to information,
- Oral and written assignments and independent study
- Preparation of skills, e.g. reference material or working on a project

Recommended time per day:

Grade 7: 1 hour 10 minutes

Please note that the above is only recommended times. Preparation for formal assessments, for example: examinations and tests may vary, depending on the child's ability.