



HOMEWORK POLICY

Reading every day. Revising what we know. Building positive learning habits.



Policy Name: Homework Policy

Reviewed: August 2026

Next Review: August 2028

Our approach to homework

At Goollelal Primary School, the most important homework is daily reading. Homework should be positive, manageable and connected to learning that has already taken place in the classroom. It should encourage participation without placing unreasonable pressure on children or families.

This policy is designed to:

- place reading at the centre of homework expectations
- encourage families to create the time, routines and conditions needed for regular reading
- help students develop responsibility for homework folders, home readers and library books
- ensure homework is revision of work already taught in class
- promote encouragement and participation rather than compliance or punishment
- protect time for rest, play, family life and other commitments

The foundations of homework

Read every day Students should read, or be read to, as regularly as possible.	Keep it manageable Short, regular practice is more effective than lengthy or irregular homework sessions.
Encourage participation Students are encouraged to complete some reading or revision at home but are not punished if homework is incomplete.	Build responsibility Students are encouraged to bring their homework folder each day and regularly renew home readers and library books.

Homework expectations

Homework expectations are flexible and should reflect each student's age, individual needs and family circumstances. Suggested times include reading and are a guide only.

Phase of learning	Homework focus	Suggested time
Kindergarten and Pre-primary	Formal homework is not assigned but parents are notified of the week's focus in Literacy and Numeracy. Families are encouraged to read aloud each day, share nursery rhymes and songs, talk about pictures and stories, and practise counting through everyday activities. Children can begin developing responsibility for carrying and returning books and folders.	About 10 minutes
Years 1 and 2	The main expectation is reading aloud with an adult. Students should regularly read their home reader and library books, bring their homework folder to school and exchange books when needed. Occasional short revision may include spelling, handwriting or number facts already taught in class.	10–15 minutes
Years 3 and 4	The main expectation is regular reading, independently or aloud. Short revision may include spelling patterns, number facts or multiplication tables, handwriting, rehearsing a short oral presentation, or reviewing familiar classroom learning.	15–20 minutes
Years 5 and 6	Students should continue to read independently and take increasing responsibility for folders, readers, library books and revision. Homework may include familiar spelling, vocabulary, number facts, rehearsal or review of classroom learning. Projects and substantial research are completed at school.	20–30 minutes

What homework should look like

Reading first: Reading is the priority at every year level.

Familiar work: Any additional task should revise content already taught and practised at school.

Minimal adult teaching: Parents should not be expected to teach new concepts.

Positive and achievable: Students should experience success and be able to complete tasks with reasonable independence.

Shared responsibilities

A positive homework routine is built through encouragement, clear expectations and cooperation between school and home.

Teachers will

- promote daily reading as the central focus of homework
- provide home readers or help students select suitable reading material
- provide only short revision activities connected to learning already covered in class
- clearly communicate reasonable expectations to students and families
- encourage students to bring their homework folders each day and renew books regularly
- acknowledge effort and participation
- work constructively with families when homework is difficult
- ensure students are not punished or disadvantaged for incomplete homework

Parents and carers should support their children to:

- establish a regular time and suitable place for homework, which in the Early Years would be a shared task
- read with, read to or listen to their child read
- talk about books, stories, characters and information
- encourage their child to bring their homework folder to school each day
- help younger children return and renew home readers and library books
- provide encouragement while allowing children to work as independently as possible
- stop an activity and contact the teacher if it is unfamiliar, too difficult or causing distress

Students are expected to:

- read, or be read to, each day
- bring their homework folder to school each day
- return and renew home readers regularly
- return library books and borrow new books
- take care of books and school materials
- complete revision activities as independently as possible
- ask for help when needed and make a reasonable effort at home

Additional considerations

- Homework is encouraged but is not compulsory.
- No student will be punished, kept in during breaks, excluded from activities or otherwise disadvantaged for not completing homework.
- Teachers may acknowledge participation and effort but are not expected to individually mark every homework activity.
- When homework is not regularly completed, teachers may speak with the student and family to identify barriers and agree on a manageable approach.
- Homework should not require families to purchase additional resources.
- Homework will not be assigned during school holiday periods, including when families take holidays during the school term.

- Families may choose to provide additional learning activities at home. These are separate from school homework expectations.
- Reading material may include home readers, library books and suitable books from home.
- Homework expectations may be adjusted for individual students in consultation with their family and teacher.

When homework becomes difficult

Please contact the teacher when:

- the task is unfamiliar or appears to introduce new learning
- your child cannot complete most of the task independently
- homework is taking much longer than the suggested time
- the routine is causing ongoing stress or conflict
- family circumstances are making regular homework difficult

Our shared commitment

We want every child to experience reading and learning at home as positive, achievable and worthwhile.

By creating regular routines, keeping expectations manageable and encouraging participation, school and families can work together to build confidence, independence and a lasting enjoyment of reading.

Read regularly. Encourage effort. Celebrate progress.