



RLCB PRIMARY SCHOOL HOMEWORK PROCEDURE PRACS; PRACTICE, REVISION AND CONSOLIDATING SKILLS

Considering research by John Hattie on the impact of homework practices on student outcomes, the college has undertaken a thorough examination of its existing practices regarding homework in the primary school. Hattie's (2023) findings suggest that the traditional approach to homework has a relatively modest effect size of 0.29 (0.15 in primary schools). Given that the best teaching practices typically have an effect size greater than 0.4, it is imperative that we reconsider and innovate our homework strategies.

According to John Hattie, it is crucial for schools to assess the effectiveness of their primary homework practices. He emphasises the need for exploring alternative methods and evaluating their impact on learning, involvement in learning, and enhancing both students' and parents' understanding of the language of learning. This insight serves as the foundation for the college's decision to refine our approach to homework in the Primary school.

The college will be implementing PRaCS (Practicing, Revision, and Consolidating Skills) as the primary homework methodology. PRaCS is designed to be heavily 'reading focused', aligning with strong teaching practices identified by Hattie.

The required components of PRaCS and their respective effect sizes include:

- Exposure to Reading (0.43 effect)
- Re-reading (0.53 effect)
- Reading Comprehension (0.54 effect)
- Phonics (0.57 effect)

RLCB PRIMARY HOMEWORK RECOMMENDATIONS:

Yr Level	Time Allocation	Required Elements	Additional
Prep - 2	10 - 15 minutes	Reading every night for a minimum 10-15 minutes each day. Reading can consist of reading to your child or having your child read to an adult.	Additional elements could include spelling activities or preparation of a show-and-tell classroom discussion. These elements are at the discretion of the classroom teacher.
Year 3 - 6	15 - 20 minutes	Reading every night for a minimum 15-20 minutes each day. Reading can consist of reading to your child or having your child read to an adult.	Additional elements could include spelling activities, math revision, occasional project work and number facts. These elements are at the discretion of the classroom teacher.

These elements have demonstrated a substantial impact on student outcomes, making them foundational to the PRaCS approach. In embracing this approach to homework, the college aims to align its practices with evidence-based research and foster an environment where parents have a shared responsibility to invest and engage in their child/ren's education. This procedure of reading revision reflects our dedication to continuous improvement and responsiveness to the evolving landscape of educational best practices.

We look forward to seeing the positive impact PRaCS will have on the learning outcomes of our students.