LAERSKOOL **EVERSDAL** PRIMARY SCHOOL

Verw. : Geen Huiswerk
Dept. : Kurrikulum
Kontak : C. Swart/ H. Koen
Datum : 15 Januarie 2020

09

Geagte Ouers

LAERSKOOL EVERSDAL – RIGLYNE TEN OPSIGTE VAN GEEN HUISWERK BY ONS SKOOL

Daar word baie geskryf oor die gee van huiswerk al dan nie. Die kwessie het ook al baie debatte en stryery tot gevolg gehad. Tydens my afgelope besoek aan Finland in (Maart 2019) het dit weer opgeval dat die leerders in die laerskool geen huiswerk kry nie. Ten spyte hiervan is hierdie land se leerders ongelooflik goed voorbereid wanneer hulle as jongmense die grootmenswêreld betree.

Laerskool Sun Valley in Kommetjie het ‘n geen-huiswerkbeleid in 2015 geïmplementeer. Hulle het nie die besluit ligtelik geneem nie. Hulle het hulle daaglikse akademiese program en aanbieding verander om dit moontlik te maak. Hierdie program is so gestruktureer dat dit nie meer vir leerders nodig is om ekstra huiswerk te doen nie. “Huiswerk” word gedurende skoolure gedoen onder die toesig van die klasonderwyser.

By Sun Valley word leermetodes geskoei op navorsing oor hoe die brein werk en dit is wat ons oor die afgelope vier jaar ook by Eversdal met ons eie onderwysers in opleiding mee besig was. Ons moes eers die grondwerk hiervoor gereed kry en ook ons klaskamers en klaskamerpraktyke verander, VOORDAT ons anders na huiswerk kon kyk.

“Die brein kan nie optimaal leer of funksioneer wanneer dit druk of angs ervaar nie” – Gavin Keller, Laerskool Sun Valley. Dit gebeur gereeld wanneer huiswerk in die middag of aand gedoen word. Ouers is moeg na ‘n lang dag se werk en moet dan nog stoei om huiswerk gedoen te kry of werk te probeer verduidelik wat die leerder nie verstaan nie.

Volgens Keller het intensiewe toetse gewys dat kinders akademies beter presteer as daar minder druk is. Hy meen dat daar ‘n persepsie is dat, as ‘n mens nie vir ‘n kind huiswerk gee nie, hy nie verantwoordelikheid gaan leer nie. “Daar is geen navorsing wat dit bewys nie,” sê hy.

“‘Huiswerk’ voeg waarde toe waar positiewe interaksie tussen leerders en ouers oor ‘n onderwerp, wat aansluit by dit wat in die skool plaasvind, gedoen word. In ons benadering sal daar ‘n paar voorbeelde gegee kan word.

My eerstehandse ondervinding met die Finse-model en die sukses van Laerskool Sun Valley met hulle geen huiswerkbeleid nie, het van ‘n geen huiswerkbeleid in 2020 oortuig.

Ons is vol vertroue dat ons ons klaskamerstrukture en onderrigmetodes so aangepas het dat daar meer tyd tydens die skooldag geskep is om aandag te gee aan dit wat gewoonlik as huiswerk gegee sou word.

Kosbare tyd het verlore gegaan in die klaskamer wanneer onderwysers eers kinders moes aanspreek oor huiswerk wat nie gedoen is nie, dié tyd word nou spandeer om die leerders op ‘n kreatiewe en innoverende manier te onderrig. Smiddae kan die leerders dit wat hulle geleer het, weer nagaan, leer vir speltoetse, somme oefen, ens, sonder die druk van onnodige take en werksopdragte wat geen sinvolle bydrae tot die leerervaring het nie. Terloopse aanleer en leef van verantwoordelikheid vind plaas.

LAERSKOOL EVERSDAL GEEN HUISWERKBELEID – 'N HIBRIEDE WEERGAWE
(Hierdie praktyk sal gemonitor word)

GRONDSLAGFASE:

In die Grondslagfase vind werk en leer gedurende die skooldag in 'n omgewing wat spesifiek op hul leerbehoeftes fokus, plaas.

Die klaskamerervaring word versterk deur sekere lees-en rekenvaardighede tuis te hersien.
Dit versterk die leerders se selfvertroue wanneer gereken en gelees word. Dit bied leerders en ouers die geleentheid om meer te leer en saam navorsing te doen oor onderwerpe wat hulle interesseer. So word saam kreatief gedink. Hierdie versterking van die leerervaring moet betekenisvol wees vir ouer en leerder.

Die Grondslagfase onderneem dat die versterking familietyd sal respekteer, ruimte sal laat vir buitemuurse aktiwiteite, sensitief sal wees sodat leerders nie angstig of gespanne hoef te reageer nie en dit so aan te bied dat konflik tussen ouer en kind uitgeskakel word. Onderwysers sal daarna streef om gemotiveerde leerders huis toe te stuur.

Die volgende aspekte sal gedek word:
(Daar word gepoog om geen skriftelike eise aan leerders te stel nie.)

- Huistaal: Dit bring mee dat hardop lees van leesstukke en leesboekies, asook herkenning van sigwoorde, aandag sal geniet.
  Per kwartaal kan 'n mondelinge onderwerp gegee word waarmee u as ouer die leerder kan help om 'n aanbieding vir die klas voor te berei.
- Wiskunde: Telwerk en patrone kan konkreet en abstrak hersien word.
  Werk met getalle waarby wiskundige woordeskat betrokke is, wakker probleemoplossing en insig aan.
  Inoefen van getalkombinasies(+ en -) asook tafels, bevorder rekenwerk wanneer wiskundige metodes in die klas aangeleer en skriftelik weergegee word.

Ouers sal deur middel van die werkboek bewus wees van watter aspekte en vaardighede op 'n gegewe stadium in Huistaal en Wiskunde onderrig word.

Hersiening en toepassing van klaswerk bly egter die ouer se voorreg en voorkeur.

INTERMEDIÊRE- EN SENIORFASE

Vaslegging van begrippe is deel van die onderrig- en leeraktiwiteite van skoolopleiding en vereis effektiewe bestuur. Met die herskryf van die assesseringskomponent van die KABV word baie meer onderrigtyd bewerkstellig en minder assessering vind plaas.

By Laerskool Eversdal streef ons na 'n meer omvattende manier van onderrig wat die volgende doelwitte insluit:

1. Nuwe en bestaande begrippe/konsepte word in die klas aangeleer. Onder toesig van die onderwyser word dan vaslegging gedoen. Vasleggingsaktiwiteite word nie huis toe gestuur om tuis te doen nie. Geen werk in die handboek mag vooruit gegee word as huiswerk of selfstudie nie.

2. Lees vervang huiswerk. Leerders word aangemoedig om daagliks 20 minute te lees, enige leesstof wat vir hulle interessant is.

3. Ouergesprekke word gehou die oomblik wanneer leerder nie kan byhou met klaswerk nie, sodat dit nie oorloop in huiswerk nie.

4. Departementele werkboeke is vir vaslegging/verryking in die klas en mag nie huis toe gestuur word nie.

5. Differensieer die opdragte slimmer in klastyd. Vinniger leerders kry meer en moeiliker werk soos hul vorder sodat die tyd in die klas optimaal benut word.

6. Huiswerk word nie gegee as strafmaatreël nie.

7. Tuiswerk moet gesien word as deel van die vennootskap tussen huis en skool waar die leerder se leer en ontwikkeling ondersteun word deur aktiwiteite te doen wat die verhoudings tussen ouer en kind versterk en nie stremming plaas nie.

8. Vaslegging van leerwerk en opsommings word deur die kind tuis gedoen teen sy/haar eie tempo en program. Dit help om leer in die klaskamer te komplementeer en in te skerp, om goeie lewenslange leer- en studiegewoontes te vestig, en verskaf 'n geleentheid vir leerders om vir hulle eie leer verantwoordelik te wees.

9. Tuiswerktake behoort leerders nie te verhoed om deel te neem aan naskoolse aktiwiteite wat hulle vaardighede, belangstelling en talente verbeter, soos atletiek, musiek en dans nie.

10. Ouers word betrek by die voorbereiding vir praktiese opdragte soos bv. mondelinge en voorleggings.

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LAERSKOOL **EVERSDAL** PRIMARY SCHOOL

Ref. : No Homework
Dept. : Curriculum
Contact: C. Swart/ H. Koen
Date : 15 January 2020

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Dear Parents

EVERSDAL PRIMARY SCHOOL – GUIDELINES WITH REGARD TO NO HOMEWORK AT OUR SCHOOL

Much is written about the giving, or not giving of homework. This topic has resulted in many debates and arguments. Whilst visiting Finland, in March 2019, I noted that their primary school learners are not assigned homework. Despite this approach, this country's learners are extremely well equipped when they, as youngsters, enter the adult world.

In 2015, Sun Valley Primary School, in Kommetjie, implemented a No Homework Policy. This decision was not made lightly. In order to make this feasible, the school adapted the daily academic program and presentation. This program was structured in such a manner that it was no longer necessary to give homework. "Homework" is completed at school, under the supervision of the class teacher.

At Sun Valley Primary School, learning methods are based on research on the functioning of the brain and over the past four years our own teachers have also been involved with this during training. We had to first prepare the initial groundwork and adapt our classrooms and classroom practice, BEFORE we could approach homework in a different light.

"The brain cannot learn or function optimally when it experiences stress or anxiety." – Gavin Keller, Sun Valley Primary School. This occurs on a regular basis when homework is performed in the afternoon or evening. Parents are exhausted after a long day at work and must then still struggle to get the homework done or try to explain work which the child does not understand.

According to Keller, intensive tests have proved that children achieve better when there is less stress. He claims that there is a perception that a child will not learn responsibility, unless assigned homework. "No research is available to prove this," he stated.

"'Homework" is valuable where positive interaction between a learner and a parent takes place, regarding a topic related to that which takes place at school. In our approach, a few examples will be given.

My first-hand experience with the Finnish model and the success of Sun Valley, regarding the No Homework Policy, convinced me of a No Homework Policy for 2020.

We are convinced that the structure of our classrooms and teaching methods have been adapted to such a degree, that it allows more time during the school day to give attention to that which would normally be given as homework

Valuable time would be lost in the classroom when teachers needed to address learners

regarding incomplete homework, this time can now be utilised to teach children in a creative and innovative manner. In the afternoon, learners can revise what they have learned, study for spelling tests, practise mathematics, etc., without the pressure of unnecessary tasks and work assignments which do not contribute to a meaningful learning experience. Incidental learning and the practicing of responsibility takes place.

EVERSDAL PRIMARY SCHOOL NO HOMEWORK POLICY – A HYBRID VERSION
(This practice will be monitored)

FOUNDATION PHASE:

In the Foundation Phase, throughout the school day, learning and working takes place in an environment which focuses specifically on their educational needs.

The classroom experience is supported by the revision of certain reading and mathematical skills at home. This builds the learner's self-confidence when reading and practising mathematical skills. This also allows both parent and child to gain knowledge and to do research on topics of interest to them both. They think creatively. The reinforcement of the learning experience must be meaningful for the parent and learner.

The Foundation Phase undertake that the reinforcement will respect family time, will allow room for extra mural activities, will be sensitive in that learners will not have to respond in an anxious or stressed manner and to present it in a manner that will avoid conflict between the parent and child. Teachers will endeavour to send learners home who are motivated, at the end of the school day.

The following aspects will be covered:
(An attempt will be made to not make written demands on learners.)

- Home Language: This will entail the reading aloud from passages and reading books, as well word recognition of sight words. A topic for an oral presentation may be given per term where you as the parent may assist the learner to prepare a presentation to be done for the class.
- Mathematics: Counting and patterns can be revised in both the concrete and abstract form.
  Working with numbers where mathematical vocabulary is used encourages problem solving and insight.
  The practising of number combinations (+ and -) as well as multiplication tables, promotes the calculating of numbers when mathematical methods are taught in class and when these are applied in the written format.

Parents will be aware of which aspects and skills are being taught at a specific time, in Home Language and Mathematics, via the workbook

However, revision and the application of classwork remains the privilege and prerogative of the parent.

INTERMEDIATE AND SENIOR PHASE

Consolidation of concepts is an intigral part of teaching and learning activities, of both school and education, and demands effective management. With the revising of the assessment component of CAPS the number of assessments has been reduced, allowing for more teaching time.

At Eversdal Primary School we strive toward a more comprehensive approach to teaching which includes the following goals:

11. New and existing concepts are learned in class. Consolidation takes place under the supervision of the teacher. Consolidation activities are not sent home, to be done there. No work in the textbook may be given in advance as homework or self-study.

12. Reading replaces homework. Learners are encouraged to read for 20 minutes daily; reading material of interest to them.

13. As soon as a learner is unable to keep abreast with classwork, this will be discussed with the parent, so that it does not culminate as being homework.

14. Departmental workbooks are for consolidation/enrichment in class and may not be sent home.

15. Differentiate the classwork tasks effectively; faster learners receive a larger quantity as well as more challenging work, as they progress, so that class time is utilized optimally.

16. Homework is not given as punishment.

17. Homework must be seen as a partnership between home and the school where the learner's learning and development are supported through partaking in activities which strengthen the relationship between the parent and child and do not induce stress.

18. Consolidation of learning material and summaries are done by the child at his/her own pace and according to his/her own programme. This compliments what was learned in the classroom and commits the work to memory, it also establishes good lifelong learning and study methods as well as affording the learner the opportunity to take responsibility for his/her own education.

19. Homework tasks should not prevent learners from participating in extra mural activities which improve their skills, expand their interests and improve their talents, such as: athletics, music and dance.

20. Parents are involved with the preparation for practical tasks, e.g. orals and presentations.

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