

HOME LEARNING (HOMEWORK) POLICY

RATIONALE:

Home Learning helps students by complementing and reinforcing classroom learning and independence. It fosters lifelong learning and provides an opportunity for students to be responsible for their own learning.

Home Learning provides children with the opportunity to:

- reinforce skills and knowledge
- develop regular study habits
- take responsibility for their learning
- work independently in a self-motivated way
- complete unfinished class work
- be extended and challenged

Home Learning is another opportunity for parents to participate in their child's education. Parents, in partnership with the school, should encourage their children to establish good Home Learning patterns from early primary school.

Home Learning should be kept in perspective. Home Learning is not designed for instruction or evaluation of the students' achievements. Care should be taken to ensure that undue pressure is not placed on students and that a balance is maintained between Home Learning, recreational, family and cultural pastimes. Hence the time spent on Home Learning is minimal compared to the amount of time the students spend on their learning at school.

Home Learning should provide opportunities for students to link into the wider community in areas such as research and taking part in surveys. It should reflect and extend the classroom program based on skills already introduced. The school will encourage parents to support the policy and promote involvement through written/verbal communication.

This Home Learning policy is consistent with the DET Home Work (Learning) Habits guidelines.

AIMS:

We provide Home Learning to: -

1. Enable parents to be **involved and share** with the teacher the task of educating children.
2. To foster **closer links** between family and school in the learning process.
3. To assist children to assume an increasingly greater **responsibility for their own learning**.
4. Encourage children to develop **work and study** habits including **time management and routines**.
5. Provide an opportunity to **consolidate and practise** learning that has taken place at school

ROLES AND RESPONSIBILITIES:

Schools can support students by:

- fostering lifelong learning and connecting families with the learning of their children, as part of a comprehensive and balanced curriculum within Victorian schools
- ensuring the school's Home Learning policy is relevant to the needs of students
- advising parents/carers of Home Learning expectations at the beginning of the school year and provide them with a copy of the Home Learning policy
- encouraging parents/carers of early primary school aged children to read to and with their children for enjoyment
- ensuring that upper primary students use Home Learning diaries to provide regular communication between parents and the school (Diaries may be electronic)

Teachers can support students by:

- equipping students with the skills to solve problems
- encouraging real-life problem solving, logical thinking, creativity and imagination
- setting varied, challenging and meaningful tasks related to class work to suit the students' learning needs
- giving students enough time to complete Home Learning, considering home obligations and extracurricular activities
- checking that Home Learning is being completed through individual/class organisation and contacting parents if Home Learning is not being completed
- assessing Home Learning and providing timely and practical feedback and support
- helping students develop organisational and time-management skills
- ensuring parents/carers are aware of the school's Home Learning policy
- developing strategies within the school to support parents/carers to become active partners in Home Learning
- offering a wide range of opportunities for families to engage in their children's learning
- providing students with opportunities during the week to discuss or seek clarification of Home Learning tasks
- advising parents carers of Home Learning expectations including the aims of the Home Learning policy, at the beginning of the school year at Information Evenings and through the Term One Team newsletters
- informing parents/carers that a copy of the complete policy will be made available from the office on request

Parents can support students by:

- developing a positive and productive approach to Home Learning
- ensuring there is a balance between the time spent on Home Learning and recreational activities
- reading to them, talking with them and involving them in learning opportunities during everyday household routines and physical activity
- talking to teachers about any concerns they have about the Home Learning
- attending the school events, productions or displays their child is involved in
- ensuring upper primary keep a Home Learning diary
- discussing Home Learning with their child in their first language, if English is not the main language spoken at home, and linking it to previous experiences
- linking Home Learning and other learning activities to the families' culture, history and language, linking with relevant services, clubs, associations and community groups
- encouraging students to explain what they are doing, and why they are doing it (Parents are encouraged to ask questions about the tasks and how they link to current class work. This not only keeps the parents informed but also reinforces to the child the purpose of the task and the associated understandings)
- praising your child (It is easy to criticise your child when Home Learning is not done, it is a lot harder to give applause for Home Learning completed. It is important to remember that your words of praise, more than anything else, will motivate your child to do his/her best and to take pride in their work.)
- encouraging your child to take responsibility for remembering to pack their Home Learning in their bag the night before

“A parent’s role is not the teacher; it is coach and cheer squad.”

Students can take responsibility for their own learning by:

- being aware of the school’s Home Learning policy
- students in grades 3-6 are expected to use Home Learning diaries to record all their Home Learning and upcoming events.
- students in grades Foundation-2 are expected to use reading diaries to record their home reading (Diaries provide a means of regular communication between parents and the school)
- discussing with their parents or caregivers Home Learning expectations
- accepting responsibility for the completion of Home Learning tasks within set time frames
- following up on comments made by teachers
- seeking assistance when difficulties arise
- organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities
- attending MSPS Home Learning Club if they are unable to complete their Home Learning by the due date
- The MSPS Student Engagement, Wellbeing & Inclusion policy’s processes will be followed for those students who regularly do not complete their Home Learning
- Parents will be notified once a student has attended Home Learning Club twice within a term

IMPLEMENTATION:

Home Learning activities **may** include: -

VOLUNTARY HOME LEARNING - in which children are encouraged to pursue current class programs and interests through: reading, researching information, preparing a talk, discussing class activities with family members

PRESCRIBED HOME LEARNING - in which children complete a task set by the teacher. This will have a consistent return to school date. This could include: reading, mathematics, Integrated Studies projects, language (writing / spelling) and completing unfinished school work.

The range of Home Learning activities will **vary according to the grade level** of each child. For example activities in the early grades will be designed so that parents and children can **share** experiences and are more **informal**. However some work at the senior school level will be formally set and will require some **independent** work by the children.

Foundation: Home Learning will generally not exceed 15 minutes per day, or up to 1 hour per week. Home Learning will consist mainly of:

- reading take-home books, with, to and by parents/carers
- practising reading the Write to Read phonograms
- practising reading and writing high frequency words
- playing dice, card or board games that reinforce basic number and reading skills
- encouraging the use of Mathletics and Reading Eggs online

Grades One and Two: Home Learning will generally not exceed 15 minutes per day, or up to 1 hour per week. Home Learning will consist mainly of:

- reading activities to, with and by parents/carers
- practising of Write to Read codes and rules
- spelling tasks related to the Write to Read codes and rules
- simple extension tasks associated with classroom activities or specialist classes
- encouraging the use of Mathletics and Reading Eggs online
- playing dice, card or board games that reinforce basic number and reading skills

Grades Three and Four: Home Learning will generally not exceed 20 minutes per day, or up to 2 hours per week. Home Learning will consist mainly of:

- independent reading on a daily basis
- spelling tasks related to the Write to Read codes and rules
- gathering of additional information or materials
- occasional project/ research work related to the units of work being studied within the class/school
- regular Mathematics and ICT Home Learning tasks

Grades Five and Six: Home Learning will generally not exceed 30 minutes per day, or up to 3 hours per week. Home Learning will consist mainly of:

- independent reading on a daily basis
- spelling revision related to the Write to Read codes and rules
- tasks such as continuation of classroom/specialist work, assignments and research
- gathering of additional information or materials
- unfinished classroom work may also be sent home during the week
- regular set learning tasks related to the curriculum
- set tasks on Mathematics

Other Home Learning tasks

Projects

Projects set as part of Home Learning need to include the following:

- an explanation of the link between work in class and the project
- an emphasis on the fact that the project is directed at students, not parents
- an explanation of how and when parents can provide assistance

Games

§ board games, card games and dice games (these promote conversation, use of strategies and reinforce are in a game setting, basic number facts, counting, reading and spelling skills)

§ locating and writing instructions for games

Keeping journals/ diaries

§ particularly related to holidays

§ personal experiences and thoughts

Helping around the home

§ reading and following instructions

§ cooking- reading recipes, measuring and timing (putting into a real situation the skills that are presented at school)

§ planning meals for the week

§ setting personal routines using timetables, calendars

§ writing shopping lists

§ calculating the cost of items- for example at the supermarket (and other shops) and using catalogues

§ using road maps to plan journeys

§ writing lists for parties etc

§ taking the dog for a walk

EVALUATION:

1. Observing the results of the participation of children in Home Learning activities.
2. Discussion with, and comments from parents.

This policy will be reviewed by School Council as part of our 4 year cycle.

Date Implemented	2016
Author	Assistant Principal (DET Template)
Approved By SC	2016
Date Reviewed	
Responsible for Review	Assistant Principal
Review Date	Feb, 2020
Companion Policies	
References	Victorian Government Schools Policy Advisory Guide

*This policy was created and reviewed in consultation with School Council, the Parents and Friends Association, the general parent community, the Student Voice, leadership team and school staff.