



### **Rationale:**

Home Learning tasks support and enhance learning. Home Learning provides opportunities for teachers, parents and students to develop positive communication on the importance of learning and to exchange information, facts, attitudes and expectations about school. Home Learning provides opportunities for students to develop independent learning skills and encourages them take responsibility for their own learning. Our school recognises that children have many out of school commitments and Home Learning should be balanced with a range of recreational, family and cultural activities and should not cause disruption to family life.

### **Purpose:**

The purpose of this policy is to define Home Learning, outline the school's approach and provide teachers, parents and students with clear guidelines to support learning outside of school. This learning is intended to develop active, curious, literate and numerate students.

### **Definition:**

For this policy Home Learning is defined as the time students spend beyond the classroom in activities to practise, reinforce or apply skills and knowledge and personal learning. Home learning will consist of tasks that support and enhance the learning and provide opportunities for parents to continue to be involved in their child's development.

### **Description:**

1. Home reading will be the major focus of Home Learning for all students Prep-Year 6
2. Home Learning should be purposeful, meaningful and relevant
3. Home Learning is a shared responsibility of teachers, parents/carers and students
4. Home Learning should be a balance of active, academic and personal learning
5. Prep to Year 6 will participate in Home Learning
6. Home Learning expectations will be communicated to parents/carers at the beginning of the school year

### **Implementation**

- 1. Home reading will be the major focus of Home Learning for all students Prep-Year 6**
  - 1.1. Home reading will support the classroom Literacy Program focusing on easy texts for students to read for enjoyment, and developing fluency
  - 1.2. Parents should play an active role in home reading
  - 1.3. Parents should record positive feedback in their child's reading log daily
  - 1.4. Students should read aloud to a competent reader every day as part of Home Learning
  - 1.5. Parents will be provided with support for home reading through tips and ideas published on a regular basis through the school newsletter, website or parent education courses
  - 1.6. Parents are encouraged to talk with their child about the text being read to build understanding and comprehension skills
  - 1.7. The school will provide appropriately levelled resources matched to student ability
  - 1.8. Students are encouraged to borrow from the school library resources
  - 1.9. Teachers will monitor students' home reading progress through the student reading log and will provide regular feedback
- 2. Home Learning should be purposeful, meaningful and relevant**
  - 2.1. Home Learning will include daily reading or viewing of suitable texts, stories either in print or digital format
  - 2.2. Home Learning tasks should be engaging, challenging and when appropriate open ended
  - 2.3. Value is placed on out of school recreational activities such as sport, dance, drama, scouting and music, as these are viewed as beneficial to learning
- 3. Home Learning is a shared responsibility of teachers, parents/carers and students**
  - 3.1. Teachers will check, sign and date home reading diaries at least once per week
  - 3.2. Teachers will provide written feedback to students related to the learning intention of the task
  - 3.3. Parents/carers are encouraged to view, share and discuss their children's Home Learning tasks and discuss tasks with them
  - 3.4. Parents/carers are strongly encouraged to discuss any concerns they have about their child's Home Learning tasks with the classroom teacher
  - 3.5. Parental/carer guidance in research and presentation is desirable in children's learning, but it is important too that the student's own skills and knowledge are evident in the learning tasks
  - 3.6. Students will complete Home Learning within the set timeframe and seek assistance when required from parents/carers or to clarify requirements with teachers
- 4. Home Learning should be a balance of active, academic and personal learning**

- 4.1. A range of literacy, numeracy and/or problem-solving tasks may be provided
  - 4.2. A range of recreational, family and cultural activities is encouraged
  - 4.3. Normal play activities and development of social skills are highly valued
5. **All students Prep to Year 6 will participate in Home Learning**
- 5.1. Home Learning tasks will be appropriate to the student's skill level and age
  - 5.2. Home Learning may be set for the whole class or for individual children according to needs
  - 5.3. Teaching teams will come to an agreement regarding Home Learning tasks and will be consistent in their practices
    - 5.3.1. Home Learning Tasks will be distributed at a consistent time to be decided and implemented by teams

**6. Home Learning expectations will be communicated to parents/carers**

- 6.1. The Home Learning Policy will be distributed to each family
- 6.2. Teachers will advise parents of Home Learning expectations in the Learning Newsletter distributed each term
- 6.3. Teachers will communicate Home Learning expectations clearly to students
  - 6.3.1. Teachers will follow up with parents if a student regularly fails to complete Home Learning
  - 6.3.2. Home Learning is not expected to be completed on weekends and will not be set during vacations
  - 6.3.3. In Year Prep to Year 2 Home Learning will generally **not** exceed 15 minutes a day (See Appendix 2)
  - 6.3.4. In Year 3&4 Home Learning will generally **not** exceed 30 minutes a day (See Appendix 2)
  - 6.3.5. In Year 5-6 Home Learning will generally **not** exceed 45 minutes a day (See Appendix 2)

Ratified: Minor review: annually Major review: 2016
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**Evaluation**

## APPENDIX 1

Students should be free from the distraction of television, computers and radio while occupied with their Home Learning

Parents and carers can help their child to complete Home Learning Tasks by:

- encouraging a regular daily session to complete Home Learning
- discussing key questions or suggesting resources to help with Home Learning
- helping to balance the time spent between Home Learning and recreational activities
- asking how Home Learning and class work is progressing, and acknowledging success
- attending the school events, productions or displays their child is involved in
- talking to teachers about any Home Learning problems
- checking if Home Learning has been set
- ensuring upper primary students keep a Home Learning diary
- reading texts set by teachers
- discussing their child's responses to set texts and asking to see their completed task
- 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.

Teachers can help students with Home Learning Tasks by:

- setting varied, challenging and meaningful tasks related to class work to suit the students' learning needs
- helping students establish a home study routine
- giving students enough time to complete Home Learning, considering home obligations and extracurricular activities
- assessing Home Learning and providing timely and practical feedback and support
- making effective use of Home Learning diaries for upper primary students
- helping students develop organisational and time-management skills
- ensuring parents and carers are aware of the school's Home Learning Policy and year level expectations
- developing strategies within the school to support parents and carers becoming active partners in Home Learning.

## APPENDIX 2

Samples of regular routines applicable at each level are set out below:

PREP GRADE 1 & 2	No more than 15 minutes per day	<ul style="list-style-type: none"><li>• Shared reading with parents or older family member</li><li>• Quiet own choice reading</li><li>• Basic counting and number facts</li><li>• Creative tasks which may include practising a musical instrument</li><li>• Practising physical education skills</li></ul>
GRADE 3 & 4	To a maximum of 30 minutes per day	<ul style="list-style-type: none"><li>• Shared reading with parents or older family member</li><li>• Quiet own choice reading</li><li>• Written work relating to gaining reading and number skills</li><li>• Tables and basic number facts</li><li>• Creative tasks which may include practising a musical instrument</li><li>• Practising physical education skills</li></ul>
GRADE 5 & 6	A maximum of 30 – 45 minutes per day	<ul style="list-style-type: none"><li>• Shared reading with parents or older family member or quiet own choice reading</li><li>• Written work relating to gaining reading and number skills</li><li>• Tables and basic number facts</li><li>• Extension of class work</li><li>• Projects, assignments and research</li><li>• Creative tasks which may include practising a musical instrument</li><li>• Practising physical education skills</li></ul>