

STATEMENT ON HOME LEARNING POLICY

This policy was prepared by the Policy and Planning Subcommittee and was adopted at the School Council meeting of 14 August, 2010.

PREAMBLE:

The term “Home Learning” rather than “Homework” has been used deliberately as this covers a wider range of activities. “Homework” is generally interpreted as referring only to written activities.

RATIONALE

The existence of a Home Learning Program gives three clear messages. Home Learning activities are expected throughout the whole school. Furthermore, it indicates that Learning is not limited to activities at school. It also endorses the principle that learning occurs most, when students, parents and teachers work together. Learning is a cooperative effort.

PURPOSES

- (a) As tasks will reflect the level of a student’s development it will assist him or her to grow in confidence and self-esteem.
- (b) It assists students to develop organisational and time management skills.
- (c) In fostering a partnership between parents, students and teachers it will encourage positive attitudes towards learning.
- (d) Provision of opportunities to either share, report, review, reinforce, or extend skills and concepts already taught at school. Throughout the term there should be a balanced mixture of these opportunities.
- (e) Assist in the development of self-responsibility for learning, self-discipline and study skills. The latter is particularly important for Grades 5 and 6.
- (f) It facilitates skills in using out of school resources.
- (g) Home Learning is meant to be an enjoyable activity, at times involving various family members.
- (h) Time allocated to Home Learning should not be excessive or encroach on students out-of-school activities and should vary according to the ability and age of the student.

IMPLEMENTATION

1. Annual Home Learning requirements are planned by each grade level team in consultation with section coordinators and school administration.
2. The key elements of each grade level’s Home Learning program will be outlined at the first Parent-Teacher interview. The information sheet distributed at this interview will feature a section specifically related to “Home Learning”. Subsequent term newsletters will also provide information.

The information sheet and newsletters will outline the details of the implementation of the Home Learning Program, that is:

- The purpose of any activities.

2. (Continued)
 - The expectations of students and parents. Students are to accept responsibility for the completion of tasks to the best of their ability and ask for help if necessary. Parents are to provide a suitable place for their child to work, encourage them and sign any completed activities.
 - Notification of the day(s) any relevant materials are to be distributed and returned.
 - The content of the Home Learning Program. In Grade P-2 it is expected to be primarily students sharing with parents, home reading and home maths for a suggested time of up to 20 minutes per night, Monday to Friday. It is important to understand that home reading may take the form of reading to, with and by parents/caregivers or older siblings. In Grades 3-6 as well as home reading and mathematics, it is expected to include tasks from other curriculum areas. Home Learning should provide parents with a knowledge of class learning activities/curriculum. It should involve common tasks as well optional individual tasks. For grades 3/ 4 the suggested time is up to 30 minutes and for 5/6 up to 40 minutes Monday to Friday. In grades 3-6 there will be times when this will vary. e.g. Projects. In grades 5/6 a diary will be used to record tasks and due dates. New skills will not be the basis of home learning. Parents will be asked to inform the teacher if a student is unable to complete the tasks within these time limits. The time allocation recognises that students have sporting and leisure commitments.
 - Teachers will provide positive feedback. This may take the form of being signed off, given a sticker or similar recognition.
 - If the learning tasks have been completed but not satisfactorily teachers will provide support.
 - It is to be made clear that parents have the final decision about students completing or not completing tasks. Parents will be asked to write a note stating that the tasks are not completed.
 - The approach is to be one of encouraging completion of any activities and of giving students positive recognitions.
 - Any consequences for not completing home learning will be decided in a discussion with the student, his/her parents and the teacher.
3. Parents need to be informed that they may provide alternative activities having similar aims and degree of effort (e.g.) reading books other than those supplied or using Mathematical skills on a home-devised problem. These can be submitted to class teachers.
4. The development of a “Literacy Partnership” between parents and teachers is crucial to the school’s Early Years Literacy Program. Kingsbury Primary emphasises three main areas:
 - Communication Strategies to facilitate this partnership.
 - Education Programs for Parents.
 - Opportunities for Parent Involvement in class programs.

All these aim to support parents in their important task of assisting their children in home learning. The school views this as a crucial role.
5. The school newsletter will, at least three times a term provide suggestions and hints for parents on Home Learning.

REVIEW

The policy will be reviewed every two years.