Home Learning Policy

PURPOSE

To outline to our school community, the Department's and Auburn South Primary School's (ASPS) policy requirements relating to home learning.

SCOPE

This policy applies to students in all year levels and staff responsible for setting and monitoring home learning at ASPS.

RATIONALE

ASPS has developed this Home Learning Policy in consultation with the school council to support student learning and wellbeing by:

- instilling a positive approach and attitude to home learning;
- providing opportunities for students to review, revise and reinforce newly acquired skills in the classroom on a timely basis, and to prepare for future lessons;
- encouraging students to enrich or extend knowledge individually, collectively and imaginatively;
- encouraging real-life application of new knowledge and home learning through the involvement of family and every-day events;
- providing opportunities for students to develop life-long organisational and time management skills, self-discipline, personal responsibility for learning and skills in using resources accessible outside the school; and
- supporting learning partnerships with parents/carers.

DEFINITIONS

Home learning is tasks assigned to students by teachers that are meant to be carried out during non-school hours.

POLICY

At ASPS, all home learning set by the teachers will be curriculum-aligned and monitored by the teacher. Where appropriate, the home learning tasks set will provide opportunities for parents/carers to partner in their child's learning.

ASPS acknowledges that home learning should be tailored and adapted to suit the personal and developmental needs of students and designed to help students develop as independent learners.

Teachers at ASPS are encouraged to exercise their discretion in assigning tasks that are most appropriate and meaningful for their students. This may comprise daily maths, reading, practice or extension exercises and/or items from the Home Learning Grid.

Prep to Year 2

In the early years, the objective of home learning should be to practise and consolidate concepts on a timely basis that have been introduced during class time. It is also intended to introduce the concepts of self-discipline and responsibility and prepare them for the upper grades.

Students are generally not expected to complete more than a total of 20 minutes of home learning per day and no home learning tasks will be assigned over the weekends or during the holidays. Home learning will mainly consist of daily reading and number exercises with, or by parents/carer or older siblings.

Years 3 and 4

The Home Learning Grid will form the basis for home learning in Years 3 to 6. The year level teams will adapt the below grid in line with the expectations of the year level ensuring consistency amongst the team. In Years 3 and 4, students are to complete a minimum of one activity per week and 30 minutes of reading and maths per day.

ASPS Home Learning Grid Theory

READING Reading is an essential part of learning. The more a child reads, the more they learn and gather information about their environment. Reading invites children to explore fact, fantasy and imagination, as well as gain information and data through a variety of texts, e.g. books (fiction and non-fiction), newspapers, magazines.	**WORD STUDY** Word study is an alternative to traditional spelling instruction. It is based on learning word patterns and strategies rather than memorising unconnected words. The focus is having students hear the word, say the word, write the word then read the word.	**PERSONAL ORGANISATION** Contributing to the home in relation to housework is an important aspect of family life. Children need to accept responsibility for their own things as a member of the household. This will assist children to further develop skills in relation to organisation, responsibility, time management and appreciation.
REAL LIFE MATHEMATICS Maths is everywhere around us. Shopping for example is a valuable time to gain life skills such as: money handling, classifying, sorting, totalling, reading item labels and discovering costs and value for money.	**PHYSICAL ACTIVITY** Being active is crucial to keeping fit and to grow into happy, healthy individuals. Physical activity and sports training, when done regularly with parents and coaches, assists with building strong, lasting bodies.	**PERSONAL INQUIRY** Researching and exploring a topic of interest provides an opportunity to use a variety of sources, including internet, dictionaries, libraries and other experts including people and experts.
TEACH YOUR FAMILY Consolidation of what you have learnt is an important step in the learning process. It enables the learner to verbally explain and teach concepts or skills learnt at school. This further enhances the home and school partnership.	**THE ARTS** Art promotes creativity as children need to be inspired throughout their school years. Children need to find a balance between work and leisure activities and should be encouraged to explore their creative and artistic flair.	**USE COMPUTER FOR WORK** Computing skills are essential for children in their future schooling and working life. Researching information, communication with family and friends, word processing and using specific programs, are inevitable life skills.
GRATITUDE & MINDFULNESS Gratitude and mindfulness can be one of the most beneficial practices for children. A number of studies have shown that even a small dose of daily gratitude and mindfulness can increase optimism, decrease negative feelings, enhance school connectedness, and improve overall attitudes towards school and learning.	**ENVIRONMENT & NATURE** It is important for children to develop an appreciation for the beauty of nature and also to understand the need to care for the environment through conservation.	**INTERNATIONAL MINDEDNESS** International mindedness is an open, respectful attitude to others; whether that be the ideas they share, culture they come from, or their opinions. It is a crucial part to educating all students in today's society. We are more connected than we ever have been before. This means that almost any future career will have our students in situations where they are working and interacting with others from various cultures and backgrounds. Teaching them to be open to what others have to say as well as respect their ideas is central to creating successful, future citizens of the world.
PERSONAL GOALS Personal learning goals are about improving students' learning and achievement. They are about students becoming active participants in the learning process, empowering them to become independent learners, and motivating them to achieve their full potential. Personal learning goals are about building students' capacity to learn.	**LANGUAGES** In learning and exploring languages students develop communication skills and knowledge. They also come to understand social, historical, familial relationships and other aspects of different cultures.	**COOKING** Pleasurable food education teaches children positive food habits through fun, hands-on learning.

There may be occasions when teachers assign specific home learning tasks as an extension or alternative to the Home Learning Grid and to suit the specific needs of a student; for example, extension assignments, as a follow up to specific class work activities or projects.

Years 5 and 6

The Home Learning Grid (see above) will also form the basis for home learning in Years 5 and 6. Students are required to complete 2 home learning tasks from the home learning grid per week; each task will take between 30-60 minutes. Students should also be reading for a minimum of 30 minutes per night. Each student should be reading aloud to a parent/guardian/sibling at least once a week and engaging in discussion around what they have learned from their reading.

There may be occasions when teachers assign specific home learning tasks, which may include projects and research, as an extension to classwork and/or alternative to the Home Learning Grid tasks.

SHARED EXPECTATIONS AND RESPONSIBILITIES

Home learning is a shared responsibility between the school, teachers, students and their parents/carers. In order to get the most out of home learning tasks, it is important that everyone understands their obligations and responsibilities.

Responsibilities and expectations of **leaders** at ASPS are to:

- advise teachers, students and parents/carers of home learning expectations at the beginning of the school year and provide them with access to the home learning policy.

Responsibilities and expectations of **teachers** at ASPS are to:

- set home learning that is curriculum-aligned and appropriate to the student's skill level and age;
- encourage real-life problem solving, logical thinking, creativity and imagination;
- set varied, challenging and meaningful tasks related to class work and designed to suit and support the students' learning needs;
- assess home learning and provide timely and practical feedback and support;
- help students develop organisational and time-management skills;
- ensure that the amount of home learning set supports a student to engage in a range of recreational, family and cultural activities outside of school hours; and
- offer a wide range of opportunities to families to engage their children's learning.

Responsibilities and expectations of **students** (Years 3 - 6) at ASPS are to:

- be aware of the school's home learning policy;
- discuss home learning expectations with their parents/carers;
- accept responsibility for the completion of home learning tasks within set time frames;
- follow up on comments made by teachers; and
- seek assistance when difficulties arise.

Responsibilities and expectations of **parents/carers** are to:

- develop a positive and productive approach to home learning;
- ensure there is a balance between the time spent on home learning and recreational activities;
- talk to teachers about any concerns they have about the assigned home learning tasks;
- attend school events, productions or displays their child is involved in;

- where English is not the main language spoken at home, discuss home learning with their child in their first language;
- in dialogue, link home learning and other learning activities to the families' culture, history, language and previous experiences;
- link home learning to relevant services, clubs, associations within the community
- ensure there is a quiet study area in the home for students to complete their home learning tasks.

SUPPORT FOR STUDENTS, PARENTS AND CARERS

ASPS understands that students have different learning strengths, preferences and interests and may approach learning activities and assigned home learning tasks differently. If parents/carers are concerned that their child may not understand the home learning tasks that have been set or is spending a long period of time completing their home learning, ASPS encourages parents/carers to speak to their child's classroom teacher.

FURTHER INFORMATION AND RESOURCES

- Homework – Department Policy

REVIEW CYCLE

This policy was ratified by the School Principal in October 2023 and is scheduled for review in October 2027.