



Home Learning Policy



Purpose :

- To instill a positive approach and attitude to home learning.
- To encourage 'real life' application of Home Learning through the involvement of family and every day events.
- To ensure that students are provided with consistent Home Learning.
- To assist student learning and the establishment of good Home Learning patterns from early primary school.
- To provide opportunities for students to develop organisational and time management skills, self discipline, personal responsibility for learning, and skills in using resources accessible outside the school.
- To increase parent awareness and opportunities for participation in their child's education.

Dr Ian Lillico's Home Learning Philosophy

Dr Ian Lillico is the author of 'Homework and Homework Grid' (2014) and has undertaken action research into gender education and homework.

"There is no doubt that children need to practice concepts learnt at school, within time constraints, but we need to broaden the definition of Home Learning. Any work that children do at home needs to be counted and parents and teachers should work together to ensure that children do some work at home, but not a lot of sedentary work. The Home Learning Grid is a solution to this old question of getting kids to do something at home and not opt out of family life. It will enable parents to get children to do their share of work in the home including housework, shopping, physical activity such as sport training and family outings such as walking, fishing and exploring the world – activities which enhance family life. It also covers areas such as reading, being read to, playing a game with parents, researching on the computer, music practice and many others."

Implementation:

- The Home Learning Grid will form the basis for Home Learning at Auburn South Primary School (ASPS) for Years 3 – 6. In Prep – Year 2 Home Learning will consist mainly of reading, at times, related to a unit of inquiry (see Appendix 2).
- Parents will be informed of the Year levels Home Learning program at the beginning of the school year. A copy of the school's Home Learning Policy will be provided on the school's website.
- Parents will be encouraged to show a positive attitude towards Home Learning and may be required to assist by discussing the task, suggesting ideas, assisting their child to gather and interpret information, encouraging their child to complete Home Learning by the due date and providing feedback to the teacher.
- Teachers will endeavour to ensure that Home Learning is:
 - documented with parent and student friendly language
 - appropriate to the student's skill level and age
 - balanced with a range of recreational, family and cultural activities
 - purposeful, meaningful and relevant to the curriculum and where appropriate, open ended
 - monitored by teachers with feedback and support provided where needed
 - inline with the school's Home Learning outline (Appendix 1).
- Teachers will discuss the content and requirements of Home Learning tasks with children and will give students enough time to complete Home Learning, taking into account home commitments and extracurricular activities.
- Students will be encouraged to take responsibility for planning and completing Home Learning by the due date. They will be given assistance in developing time management skills and managing outside school commitments.
- Students who have difficulties completing Home Learning requirements will be encouraged to discuss alternative arrangements with their teacher.
- The completion of tasks using a variety of mediums will be encouraged. It is not an expectation that a computer or Internet is accessible and therefore computer generated completion is not a requirement.
- Failure by students to complete Home Learning on a regular basis will be followed up by teachers with parents.

- There will be opportunities for consultation between parent and teacher if the child is requiring extension or is having difficulty with the content of the Home Learning.
- Additional Home Learning will not be given for family holidays during the school term (See Appendix 3).
- Home Learning activities and requirements will generally be based on the guidelines provided by the Department of Education and Training 2015 outlined below: Years Prep–2 and Years 3–6 guidelines below.

Year Level	Guidelines
Prep to Year 4	<ul style="list-style-type: none"> • Should not be seen as a chore • Enables the extension of class work by practising skills or gathering of extra information or materials • Will mainly consist of daily reading to, with, and by parents/carer or older siblings • Will generally not exceed 30 minutes a day or be set on weekends or during vacations.
Years 5 & 6	<ul style="list-style-type: none"> • Should include daily independent reading • May extend class work, projects and research • Will generally range from 30 to 45 minutes a day

Evaluation:

This policy will be reviewed as part of the school's review cycle or before as appropriate.

Status:

Ratified 2016

Appendix 1 ~ Home Learning Outline

<p>Prep</p>	<p>Reading: Up to 15mins to, with, and by adults consisting of take home books and independently selected books.</p> <p>At various times throughout the year students may have Home Learning related to units of inquiry.</p> <p>Teachers may provide supplementary Home Learning tasks that are developmentally appropriate for students to review a particular skill or concept.</p>
<p>Yr1</p>	<p>Reading: Up to 15mins of reading to, with, and by adults consisting of take home books and independently selected books.</p> <p>At various times throughout the year students may have Home Learning related to units of inquiry.</p> <p>Teachers may provide supplementary Home Learning tasks that are developmentally appropriate for students to review a particular skill or concept.</p>
<p>Yr2</p>	<p>Reading: Up to 20mins of reading to, with, and by adults consisting of take home books and independently selected books focus on discussion with students.</p> <p>At various times throughout the year students may have Home Learning related to units of inquiry.</p> <p>Teachers may provide supplementary Home Learning tasks that are developmentally appropriate for students to review a particular skill or concept.</p>
<p>Yrs 3 & 4</p>	<p>Reading: Up to 20mins of reading to, with, and by adults consisting of take home books and independently selected books focus on discussion with students.</p> <p>Up to 30mins of Home Learning a night (including reading).</p> <p>Home Learning Grid: Depending on a child's week families are to ensure they select a balance of activities that fit into their schedules. Students are to complete a minimum of 2 activities from the grid each week.</p>
<p>Yrs 5 & 6*</p>	<p>Reading: Up to 20mins of independent reading</p> <p>30 to 45minutes of Home Learning a night (including reading)</p> <p>Home Learning Grid: Depending on a child's week families are to ensure they select a balance of activities that fit into their schedules. Students are to complete a minimum of 3 activities from the grid each week.</p>

*Students in Year 6 will have alternative Home Learning during the Exhibition unit of inquiry.

Students on an ILIP will have an alternative Home Learning schedule negotiated with the teacher and parent.

Appendix 2 ~ Lillico's Home Learning Grid Theory

<p align="center">READING</p> <p>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.</p>	<p align="center">WORD STUDY</p> <p>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.</p>	<p align="center">PERSONAL ORGANISATION</p> <p>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.</p>
<p align="center">REAL LIFE MATHEMATICS</p> <p>Maths is everywhere around us. Shopping for example is a valuable time to gain life skills such as: money handling, classifying, sorting, totaling, reading item labels and discovering costs and value for money.</p>	<p align="center">PHYSICAL ACTIVITY</p> <p>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.</p>	<p align="center">PERSONAL INQUIRY</p> <p>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.</p>
<p align="center">TEACH YOUR FAMILY</p> <p>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.</p>	<p align="center">THE ARTS</p> <p>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.</p>	<p align="center">USE COMPUTER FOR WORK</p> <p>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.</p>
<p align="center">GRATITUDE & MINDFULNESS</p> <p>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.</p>	<p align="center">ENVIRONMENT AND NATURE</p> <p>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.</p>	<p align="center">INTERNATIONAL MINDEDNESS</p> <p>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.</p>
<p align="center">PERSONAL GOALS</p> <p>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.</p>	<p align="center">LANGUAGES</p> <p>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.</p>	<p align="center">COOKING</p> <p>Pleasurable food education teaches children positive food habits through fun, hands-on learning.</p>

Year level teams will adapt the above grid inline with the expectations of the year level ensuring consistency amongst the team.

Appendix 3 ~ Holiday Home Learning

Parents and Carers sometimes ask teachers for Home Learning or school activities for their children to do during holiday breaks taken during the school term. The teachers have put together this list of ideas which should not only provide useful learning experiences but also be fun!

The best learning occurs when the activity has a purpose and is relevant. For this reason, the suggestions listed here, which relate closely to the holiday experience, will be far more meaningful to your child than trying to complete school-related activities provided by the teacher.

- Make up stories (eg each family member invents a story about how a town or bridge got its name)
- Memory game – ‘I went to the shop and I bought a’ Each person keeps adding an item; the person able to recall all the items as the game progresses is the winner.
- Lots of purposeful talk about the holiday and points of interest to be enjoyed.
- Making up words using the three letters of number plates, or making up a phrase using the three letters as initials
- Keep a daily diary or journal during the holiday. If children need guidance with this, they can write under simple headings like “What I did” and “How I Felt”. Depending on the child’s age, drawing and labelling diagrams may be appropriate.
- Take photographs and/or collect postcards and add them to a journal or scrapbook – with captions.
- Use every opportunity along the way to read holiday related literature, eg. road signs, timetables, maps and travel brochures.
- Use directories/maps and discuss how to find streets/suburbs, etc.
- Work out together the best way to get from one town to another
- Estimate how long it will take to travel one kilometre
- Play ‘I Spy’
- Make tallies of interesting things you see while travelling (How many red cars/petrol stations etc).
- Add the numbers on the number plates of cars.
- Collect and sort brochures, tickets and pictures to help you plan your trip
- Discuss and learn to read timetables. Try to work out the number of flying hours
- Find out the distance of your trip – how long the trip will take and calculate the average speed of the plane
- Estimate luggage weight
- How many handfuls of sand will fill a bucket? Estimate, then check if you are right!
- Collect and sort shells according to colour/size/shape
- Let the children buy the movie tickets/pop corn – work out change. Compare the difference between adult/child prices.
- All sorts of games to encourage problem solving and mathematical skills (Connect 4, Snakes & Ladders, Chess, Chinese Checkers, Monopoly, etc.).
- Learning about new places and reading information about the history/culture etc. of the holiday destination.
- Children could make a holiday brochure to tell others about the area visited. (How much have they remembered?)
- Many places have historical sites/houses/museums worth visiting. After the visit have the children draw or write all the things they have learnt.
- Learning how to use a camera
- Opportunities to cook with discussion about temperature etc.
- Visiting animal sanctuaries/zoos etc. and hearing more about various animals.
- Write an information report about your favourite animal
- Looking at rock pools. How are they formed? What animals live in them?, etc.
- Talking about weather
- Visiting Art Galleries and learning about different art forms and artists
- Going to the Theatre/Movies and discussing the performance
- Using paints/crayons etc. to record holiday experiences