



Home Learning Policy

239 Pearcedale Road Cranbourne South VIC 3977 Tel: 9782 2999

Email: cranbourne.south.ps@edumail.vic.gov.au Website: <http://www.cranbournesouth.vic.edu.au/>

Policy Name	Home Learning Policy	Approved	Wednesday, 20 th June 201
Responsibility	Professional Learning Team leaders	Date last updated	Wednesday, 20 th June 2018.

Rationale:

At Cranbourne South Primary School we value and encourage the relationship between the home - and school learning environments partnership, and recognise the important role of parents in their child's education. Our Home Learning Policy reflects our beliefs and current research that indicating homework is most beneficial when it is flexible, relevant and responds to the reflective of students' needs of students.

As teachers, we recognise the vast array of extra-curricular and home activities that form part of student learning. We also recognise the crucial role the home plays in the learning to read success of our students' learning to read and to practise skills. For this reason, we expect that every child reads at home every day and that all children, regardless of age or reading ability, read aloud to an adult at least once a week. This is important in maintaining expression and fluency. As well, students in the primary years are expected to practise numeracy skills, once they are introduced at school.

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 across the school
- To support student learning and the establishment of good Home Learning study practice 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.

Implementation:

Home Learning activities and requirements will generally be based on the guidelines provided by the Department of Education and Training 2017 outlined below:

Year level	Guidelines
Prep to Year 4	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
Years 5 & 6	Should include daily independent reading May extend class work, projects and research Will generally range up to 30 to 45 minutes a day (inclusive of independent reading) Could include times tables, number facts practice

A Student Absence Plan will be compiled PRIOR to an approved family holiday (by the Principal class) for six or more school days (see Appendix 3).

Home Learning is a shared responsibility, with teachers, parents and students all having a role to play. Parents will be informed of the Year level's Home Learning program at the beginning of the school term. All expectations regarding Home Learning will be outlined by the teacher through a class notice and will be posted on the school website. A copy of the school's Home Learning Policy will be provided on the school's website.

The role of teachers:

- To set home learning tasks which are clear and appropriate to the year level
- To set home learning tasks which relate to the needs and abilities of the child as well as to the general classroom program
- To communicate expectations about home learning to parents as well as students
- To provide feedback to students and parents about their home learning tasks



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- To discuss the content and requirements of Home Learning tasks with students
- To allow enough time to complete Home Learning, taking into account home commitments and extracurricular activities
- To follow up with parents failure by students to complete Home Learning on a regular basis

The role of parents:

- 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
- To encourage their child to complete Home Learning by the due date
- To communicate with the teacher if the child is unable to complete the home learning tasks
- To contact the teacher if the child is experiencing trouble completing the home learning tasks in general, or if they believe the child is spending too much or too little time on their home learning tasks

The role of students

- To keep a record of the home learning tasks
- To ensure that necessary materials are taken home.
- To complete the home learning tasks to the best of their ability and request help from the teacher or family if needed

*The completion of tasks using a variety of mediums will be encouraged. It is not an expectation that students have access to a computer or the internet. Therefore, computer generated completion is not a requirement.

References:

- School Attendance Policy

Evaluation:

This policy will be reviewed as part of the school's three year review cycle.

Certification

This policy was adopted at the School Council Meeting held at Cranbourne South Primary School on Wednesday, 20th June 2018.

Signed

A blue ink signature of the School Council President, written in a cursive style.

School Council President

Signed

A blue ink signature of the Principal, written in a cursive style.

Principal

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APPENDIX 1: Examples of Home Learning tasks

At Cranbourne South Primary School we use a Home Learning Grid to “recognise the wide range of after school activities, encourage positive family interactions and allow relaxed time for children to pursue their own learning.” (Lillico, 2004)

Foundation - Year 1

- Learning sight words and practising letter sounds
- Practising the structured readers sent home by the teacher
- Learning spelling words
- Numeracy Skills, such as counting, simple addition and subtraction
- The role the home plays in the success of beginning readers and mathematicians is crucial.
- Other activities which may be included in the “Home Learning Grid” acknowledge that all activities at home or in play can assist children to develop a wide range of knowledge and skills including literacy, numeracy and problem solving. Language and number concepts can be introduced and consolidated in many family activities, including:
- Sharing of books and stories
- Shopping
- Preparation of food
- Board and card games
- Listening to stories, learning songs and nursery rhymes
- Conversations about what is happening at school
- Interactive video and computer programs
- Library borrowing
- Family outings
- Collecting items

Years 2 – 6

- In these years we aim to develop a more regular routine of Home Learning to foster the development of effective learning habits. Students are encouraged to take ownership of their own learning and sharing their learning with families and carers.

Home Learning Grids will be given out each term and tasks generated by the class teacher will include:

- Reading and Literacy Skills
- Numeracy Skills
- Other activities may include and can be generated by teachers, students and families:
- Well-Being Activities
- Spelling Activities
- Research
- Interviewing
- Discussing topics
- Oral presentation preparation
- Journal reflection writing
- ICT skills
- Watching online videos/ reading online articles/presentations
- Completion of school learning
- Practising and reinforcing skills, such as times tables.
- Musical studies
- Participation in organised activities and sports
- Drawing, creating and making
- Playing games
- Spending more time on a task and exploring it in more depth.
- Asking or discussing learning with parents
- Communication

Additional Home Learning ideas:

A Mathletics subscription is part of the CSPS school fees. Your child will have a password for this site. www.mathletics.com

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APPENDIX 2: HOME LEARNING GRID EXAMPLE

Senior School

Year 5 and 6

Handed out: Friday

Due back to school: Every Thursday

Regular/daily home learning is strongly encouraged:

- reading a variety of text types eg. fiction, non-fiction, newspapers
- extending mathematical understanding using Mathletics

The following Home Learning grid provides nine tasks. Students are required to complete one activity per week and at least two English, two Mathematics and two 'other' (from anywhere in the grid). Submit every Thursday.

If you have questions, please contact one of the senior school teachers.

English	Write a letter to a character in your story. Include questions you would like to ask them, things you have in common, things the character has done that you admire or found humorous and add any of your own ideas to the letter. Roughly 1 page in a workbook.	Choose some pages from a story that you would like to read to a family member. Before you read it, make up some questions to test your family member's comprehension about the things you read to them. Could they retell the story? You might ask them the main character's name, something important things that happened in the story or ask them about their opinion of the story so far. Get them to sign your diary to indicate you have completed this task. Get them to rate your 'read to someone' ability out of 10.	Find an enjoyable Ipick book and read for 15 mins. Collect as many Wow Words you can find, making a list of interesting words to share with the class.
Mathematics	Jim bought 3 bags of chips and 2 burgers for \$14. The burger cost twice as much as one bag of chips. (a) How much would Jim need to pay for one bag of chips? (b) How much would Jim need to pay for 4 bags of chips and 5 burgers?	How many different combinations of coins are there to make \$4.86? Make a table with all the combinations you can think of. Include at least 10 different combinations.	Memorise the 3, 6 and 7 times tables. Test yourself on a family member, one set of times tables at a time. For those of you who know up to 12, learn your 13, 14 and 15 tables.
General	The answer is, 'A chocolate bar.' Come up with 6 possible questions.	Do an act of kindness towards a family member. Plan it first and think about what might make this family member happy. Record your observations and report back in a minimum of 100 words.	Create an artwork that shows something important at your home. It could be your family, a pet, a special item, your room. Be creative with your artwork, try to use a mixture of medium; eg. pencils, textas, paper, foil, string etc.



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Checking Your Home Learning

Score yourself 1, 3 or 5 points for Presentation, Information and Effort based on the descriptions in the boxes.

	1 Point	3 Points	5 Points
Presentation	Careless handwriting, messy or missing decoration.	Reasonably neat handwriting and some decoration.	Very neat handwriting with borders, headings and pictures.
Information	Writing that completes the task but with little detail.	Enough information to complete the task with some detail.	Very detailed and informative. Providing extra information or ideas than the activity asks for.
Effort	The task was rushed and little effort has been made to make it interesting.	A good amount of time was spent completing the task.	A lot of time was spent to make the task the best it could be.

When you finish a task, give yourself a score from the rubric and write it in the box

	Rubric Score			
English				
Mathematics				
Free Choice (any from the list)				
Total Score for the Term				



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APPENDIX 3: STUDENT ABSENCE PLAN

Students who are taking extended absences from school must have a Student Absence Learning Plan to support the education of students who are absent from school for an extended period. It may also be useful to develop a Return to School Plan for students who have been absent for an extended period.

Student name	
Year level	Date
Reason for absence:	
Date of last day of school:	Date of return to school:
Description of the educational program: Teachers/year-level coordinators should include elements of the learning program the student will be missing while away. The learning program should enable the student to more easily re-engage in class activities when they return.	
Activities for the student to undertake while away from school: For example, if a student is travelling, what research can they undertake, or what presentations can be prepared?	
Outcomes for the student to achieve:	
Resources that the student may find useful:	
Agreed role of parents/carers in supporting the absence learning program:	
Contact details for the student to stay in touch:	School phone number:
School contact person:	
Signature of parent/carer:	Signature of principal: