



HOME LEARNING POLICY

Clifton Hill Primary School April 2015

PURPOSE

This policy provides a framework to support students, parents and teachers with the implementation and management of home learning. There are many potential benefits of home learning in a primary school setting. This policy seeks to promote these benefits within a flexible, but consistent and clear framework. This policy aims to promote balance and curiosity in the lives of our students and to foster positive, lifelong learning and study habits.

RATIONALE

This policy has been informed by:

- Analysis of current academic research
- Reflection and input from all staff members about the effectiveness of previous home learning policies at our school

READING

Daily home reading is the cornerstone and focus of our approach to home learning.

Daily reading is an expectation of students in each year level. This expectation will be established and reinforced by year level teams. This expectation may range from five minutes (reading and/or being read to) for Preps and up to 45 minutes of independent reading for Grade Six students. Associated tasks will be provided at all year levels.

MATHEMATICS

All students will be provided with a subscription (username and password) to Mathletics as part of the school's annual levies. This site is our recommended tool for parents to assist their children to hone and practise their skills in all dimensions of mathematics.

LEARNING AT HOME

Parents are encouraged to assist their children with learning at home. A formal, prescriptive and assessed program is not required for home learning to be beneficial. Each year, teachers provide advice to parents regarding shared home activities that will enhance student learning. This may include spelling, reading material and an associated task, automatic number response (e.g. times tables) and making links between a range of real-life situations in the home and the concepts taught at school (e.g. maths games, cooking at home, games to play in the car, etc).

OCCASIONAL TASKS

No provision in this policy shall prevent classroom teachers from setting tasks for their whole class from time to time. Such tasks might include a speaking and listening activity, an interview with a parent about a specific issue, e.g. puberty, designing and building a project (such as a house with electricity) at home, etc. Teachers will communicate task requirements and timelines to parents. Parents and children are encouraged to discuss any issues such tasks may present with the classroom teacher.

INDIVIDUAL LEARNING PLANS

Many students in our school are provided with Individual Learning Plans (ILPs). These plans address the learning requirements of students with special needs (including extension) and those who require learning interventions in specific areas. Most Individual Learning Plans will contain the provision of regular, ongoing student learning at home. This will be negotiated with the student's classroom teacher and parents, and the student's parents taking responsibility for the ongoing administration of this learning at home.

OTHER HOME LEARNING

Aside from reading, Mathematics and occasional learning tasks already covered in this policy, no regular, formal, teacher-designed and assessed home learning program encompassing a whole grade or year level of students will be provided at Clifton Hill Primary School.

STUDENTS WITH PROLONGED ABSENCE THROUGH ILLNESS

Students suffering from prolonged absences through illness (more than five consecutive days) will be supported with additional home learning. This home learning will be discussed with the student's parents and will be individually targeted to address the student's specific learning needs during their absence.

STUDENTS WITH PROLONGED ABSENCE THROUGH TRAVEL (PARENTAL CHOICE)

Parents who choose to remove their children from school to travel provide them with rich opportunities for learning about geography, time, distance, and different cultures and nationalities. Our school acknowledges the difficulties parents face when choosing to remove their children from school for long periods of time. Prior to a student's absence teachers are able to meet with parents to provide detail of areas to be covered in the term (for example, "*In Mathematics we will be focusing on multiplication, division and fractions this term*"). Parents will then take responsibility for providing work for their children during their travels. It should not be expected that teachers prepare workbooks for students who are absent for prolonged periods due to parental travel arrangements.

PRINCIPLES AND PRACTICES

The home learning program at Clifton Hill Primary School requires the participation and support of students, parents and teachers. The following principles and practices outline the roles and responsibilities of all parties.

Students are expected to:

- Read every weeknight at home as outlined by their classroom teacher
- Use the Mathematics website to practise skills in mathematics if their parents have opted into this program
- Complete any occasional home learning tasks within given timeframes
- Submit any occasional home learning tasks to the high standard expected by their class teacher
- Discuss any problems with home learning tasks with the relevant teacher

Parents are expected to:

- Support their children to read at home every night, as outlined by the class teacher
- Support their children to use the Mathletics website (if they have opted into this program) and discuss any concerns about the level/difficulty of content with the class teacher
- Assist children when necessary to complete any occasional tasks set by the class teacher
- Provide an appropriate home learning environment to carry out assigned task (e.g. quiet space without distraction)
- Support the implementation of an Individual Learning Plan (where appropriate)
- Display an interest in their children's schooling and the progress they are making
- Contact the relevant teacher to discuss any problems their children are having with any learning tasks
- Contact the relevant teacher if choosing to opt out

Teachers are expected to:

- Establish and maintain high expectations for home reading within their class at their year level, set an associated task and provide direction by recommending suitable texts for students
- Support the administration of the Mathletics website by allocating students to the appropriate level of difficulty and responding to parent concerns in this area
- Set varied, challenging and meaningful learning goals that may include work at home for students requiring an Individual Learning Plan
- Set varied, challenging and meaningful occasional tasks (e.g. prepare a talk about the book you have been reading) for the whole class
- Develop tasks students would enjoy completing
- Pre-test and/or edit the task – is 30 minutes long enough for the task? Are the questions absolutely clear?
- Outline expectations of how the home learning is going to be used in class, reflected upon and/or assessed
- Discuss concerns about home learning with students and, when necessary, with parents
- Contact parents if children are experiencing learning difficulties in order to discuss the need for and plan modified work to be completed at home

ASSESSMENT AND EVALUATION

Evaluation of the Home learning Policy will be undertaken as part of our triennial policy review process.

REVIEW: September 2018

