

Mount Waverley Primary School

Home Learning Policy



'Achieving Excellence Together'

2018

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MOUNT WAVERLEY PRIMARY SCHOOL

Home Learning Policy

RATIONALE

This policy sets out the school's home learning expectations for different year levels. MWPS recognises students have many learning experiences outside of school hours. However, it is also considered important that time should be set aside at home for school initiated home learning. Home Learning helps students by complementing and reinforcing classroom learning, fostering good lifelong learning and study habits, and providing an opportunity for students to be responsible for their own learning.

PURPOSE

- Home Learning should be:
- appropriate to the student's skill level and age
- purposeful, meaningful and relevant to the curriculum
- interesting, challenging and when appropriate open ended
- developing student's self-discipline and time-management skills
- encouraging student's responsibility for their own learning
- providing opportunities for reinforcement and extension of the classroom program
- challenging and expand student's thinking and encourage them to use a range of resources and strategies
- providing opportunities for parents to share in their child's learning
- balanced with a range of recreational, family and cultural activities.

QUALITY PRACTISE

It is not necessary to assign large amounts or time consuming home learning tasks; it is important Home Learning provides students with opportunities to practise skills, review content and deepen understanding of concepts learned. Home Learning and practise can also help students to develop self-regulation processes, such as time management and study skills.

POLICY GUIDELINES

Schools can support students by:

- fostering lifelong learning and connecting families with the learning of their children, as part of a comprehensive and balanced curriculum within Victorian schools
- ensuring the school's Home Learning policy is relevant to the needs of students
- advising parents/carers of Home Learning expectations at the beginning of the school year and provide them with a copy of the Home Learning policy
- encouraging parents/carers of early primary school aged children to read to and with their children for enjoyment

- ensuring upper primary students use Home Learning diaries to provide a regular communication between parents and the school. Diaries may be electronic.

Teachers can support students by:

- equipping students with the skills to solve problems
- encouraging real-life problem solving, logical thinking, creativity and imagination
- setting varied, challenging and meaningful tasks related to class work to suit the students' learning needs
- focus on keeping the home learning experience to be enjoyable and participative, not to be seen as a chore for students, parents or teachers
- giving students enough time to complete Home Learning, considering home obligations and extracurricular activities
- reviewing Home Learning and providing timely and practical feedback and support
- helping students develop organisational and time-management skills
- ensuring parents/carers are aware of the school's Home Learning policy
- developing strategies within the school to support parents/carers becoming active partners in Home Learning
- offering a wide range of opportunities for families to engage in their children's learning.

Parents can support students by:

- developing a positive and productive approach to Home Learning
- ensuring there is a balance between the time spent on Home Learning and recreational activities
- reading to them, talking with them and involving them in learning opportunities during everyday household routines and physical activity
- talking to teachers about any concerns they have about the Home Learning
- attending the school events, productions or displays their child is involved in
- ensuring upper primary students keep a home learning diary
- discussing home learning with their child in their first language, if English is not the main language spoken at home, and linking it to previous experiences
- linking home learning and other learning activities to the families' culture, history and language, linking with relevant services, clubs, associations and community groups.

Students can take responsibility for their own learning by:

- being aware of the school's Home Learning policy
- discussing with their parents or caregivers Home Learning expectations
- accepting responsibility for the completion of Home Learning tasks within expected time frames
- following up on comments and suggestions made by their teacher
- seeking assistance when difficulties arise
- organising their time to manage Home Learning, participation in physical activity and sports, recreational and cultural activities.

DOCUMENTS RELATING TO THIS POLICY

DET Home learning guidelines:

<http://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/guidelines.aspx>

DET Home learning expectations:

<http://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/expectations.aspx>

[http://www.scirp.org/\(S\(i43dyn45teexjx455qlt3d2q\)\)/reference/ReferencesPapers.aspx?ReferenceID=1153694](http://www.scirp.org/(S(i43dyn45teexjx455qlt3d2q))/reference/ReferencesPapers.aspx?ReferenceID=1153694) Zimmerman 2005

<https://www.alfiekohn.org/article/rethinking-home-learning/> Kohn 2006

<https://www.alfiekohn.org/home-learning-improve-learning/> Kohn 2006

<https://www.immagic.com/eLibrary/ARCHIVES/GENERAL/JOURNALS/E101100P.pdf> patell, cooper, wynn

POLICY IMPLEMENTATION

Value of home learning

Although home learnings effectiveness has been challenged by educators, parents, and students (Kohn, 2006), the current evidence and research shows:

- it continues to be an important educational supplement used by most teachers to enhance the learning experience of their students (Patall, Cooper, & Wynn, 2010)
- the quality of home learning assigned is likely to be more impactful than the quantity
- home learning has a positive effect on learning (Xu, 2010; Zimmerman & Kitsantas, 2005)
- the effectiveness of home learning is enhanced by providing students with choices among home learning tasks, which will result in higher motivational and performance outcomes, students' autonomy, and intrinsic motivation (Patall et al., 2010).

Year Level	Homework Type	Time Expectations
Prep	<ul style="list-style-type: none"> • 'Take Home' reader 	<ul style="list-style-type: none"> • Read and discuss 'Take Home' reader
Year 1 to 2	<ul style="list-style-type: none"> • Consist of daily reading to, with, and by parents/carer/older siblings or student. • May involve simple extension tasks associated with classroom activities and gathering information and materials. 	<ul style="list-style-type: none"> • Will generally not exceed 15 minutes per week • Independent Reading
Year 3 to 4	<ul style="list-style-type: none"> • Should include daily Independent Reading • May extend class work, projects and assignments, essays and research. 	<ul style="list-style-type: none"> • Will generally not exceed 30 minutes per week • Independent Reading
Year 5 and 6	<ul style="list-style-type: none"> • Should include daily Independent Reading • May extend class work, projects and assignments, essays and research. 	<ul style="list-style-type: none"> • Will generally not exceed 1 hour per week • Independent Reading

- Home Learning will be set weekly by teachers during school terms. No homework will be set by teachers to be completed during school holidays.

- Students will not be made to complete homework tasks during school hours. Completing Home Learning tasks set by teachers is encouraged but optional.

EVALUATION

This Policy will be reviewed by the Education Committee as part of the four year cycle of review.

Policy Area: Teaching and Learning	Ratified by School Council: July 2018	Next Review: 2022
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