

## Home Learning (Homework) Policy

*(Ratified by School Council: June 2020)*

### **PURPOSE:**

Home Learning is developed to complement and reinforce classroom content, while building positive study habits that will assist students to become lifelong learners.

Home Learning Tasks provide an opportunity for connections to be made between the home and the classroom. Parents and families can have input into their child's learning but it is ultimately the responsibility of the student to complete the assigned home learning tasks.

### **GUIDELINES:**

Glen Waverley Primary School will work with students and their parents/guardians to establish positive Home Learning patterns from the first year of school. Students from Years Prep-3 will use Home Learning diaries to facilitate regular communication between parents and the school; diaries will be electronic in Years 4, 5 and 6. Home Learning will be guided by the school's Guiding Statements and intercultural priorities and the Home Learning policy made available to all families. Teachers will follow up with parents if a student regularly does not complete Home Learning.

Home Learning should be appropriate to the student's skill level and age, while being purposeful, and relevant to the curriculum. Home Learning will include open ended tasks where appropriate to cater to a range of learning needs.

Home Learning is assessed by teachers with feedback and support provided.

### **IMPLEMENTATION:**

Home Learning:

- is based on a Whole School Approach, in a consistent format
- will complement classroom, curriculum and independent student learning goals
- includes daily reading for pleasure and purpose
- will be distributed each Friday (excluding the last day of term), and will be due for completion on the following Friday, allowing 7 days for completion
- will not be given during school holiday periods
- may include the completion of unfinished class work
- will reflect a range of curriculum learning areas

The volume and complexity of Home Learning and the time required to complete it will increase as the child progresses into higher year levels. – Refer to "Successful Practice" Page 2.

Home Learning will aim to strike a balance with a range of recreational, family and cultural activities.

Completion of Home Learning is the student's responsibility.

Additional Home learning tasks may be made available to individual students, at the teacher's discretion and in consultation with the family

## Setting students up for success with Home Learning

Families can help students with their Home Learning by:

- encouraging a regular daily session to examine and complete Home Learning
- discussing key questions or suggesting resources to help with Home Learning
- helping to balance the time spent between Home Learning and recreational activities
- asking how Home Learning and class work is progressing, and acknowledging success
- attending school events, productions or displays their child is involved in
- talking to teachers about Home Learning tasks and expectations
- checking if Home Learning has been set
- ensuring upper primary students keep a Home Learning diary
- listening to the child read aloud
- discussing their child's responses to set texts and asking to see their completed Home Learning
- 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 tasks to their family's culture, history, language and everyday life.

### RELATED LEGISLATION:

The following guidelines are provided by The Department of Education and Training (DET).  
<http://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/guidelines.aspx>

### *Successful practice*

This table describes successful Home Learning practice for the different year levels as set by the DET:

Years	Home Learning...
Prep to Year Four	<ul style="list-style-type: none"> <li>• should not be seen as a chore</li> <li>• enables the extension of class work by practising skills or gathering of extra information or materials</li> <li>• will mainly consist of daily reading to, with, and by parents/carer or older siblings</li> <li>• will generally <b>not</b> exceed 30 minutes a day or be set during vacations.</li> </ul>
Year Five to Year Nine	<ul style="list-style-type: none"> <li>• should include daily independent reading</li> <li>• should be coordinated across subjects in secondary schools to avoid unreasonable workloads for students</li> <li>• may extend class work, projects and assignments, essays and research</li> <li>• will generally range from:               <ol style="list-style-type: none"> <li>1. 30 to 45 minutes a day at Year 5 and 6</li> <li>2. 45 to 90 minutes a day in Year 9.</li> </ol> </li> </ul>

**RELATED POLICIES:**

Curriculum Policy  
Mathematics Policy  
English Policy

**POLICY EVALUATION:**

Evaluation will be conducted every two years by the Policy Review (Education) Sub Committee of the School Council.

**DUE DATE FOR REVIEW:**

Due for review in June 2022