

POLICY

HOME LEARNING

Leader: **Trudy Smith**

1. RATIONALE

THPS values home learning and recognises that the learning occurring within the home environment with parents/guardians through a range of activities and conversations complements and extends a student's overall learning. It strengthens and supports the home-school partnership, connecting families with the learning of their children.

Students benefit from completing home learning regularly. Home learning helps them by fostering good lifelong learning and study habits, encouraging organisational and time-management skills, self-discipline, skills in using out-of-school resources, personal responsibility for their own learning and supporting student mental health and wellbeing through establishing a good life balance.

2. BROAD GUIDELINES

2.1 Home learning is another opportunity for parents to participate in their child's education. Parents, in partnership with the school, should encourage their children to establish good home learning patterns from early primary school.

2.2 Parents and students will be advised of home learning expectations at the beginning of each school term (through class newsletters) and be provided with a copy of the school's Home Learning policy upon request.

2.3 Home learning will mainly consist of daily reading and will also provide students with opportunities to practice skills, review content, prepare for future tasks and deepen understanding of concepts learned.

2.4 The setting of home learning will take into consideration the need for students to have a balanced lifestyle. This includes sufficient time for family, sport, recreation and cultural pursuits.

2.5 Diaries provide a means of regular communication between parents and the school. All students will use Student Diaries to record reading and home learning.

2.6 Failure by students to complete home learning on a regular basis will be followed up with parents.

3. IMPLEMENTATION

3.1 Home learning will be:

- appropriate to the student's skill level and age
- interesting, challenging, and when appropriate, open ended
- purposeful, meaningful and relevant to the curriculum
- assessed by teachers with feedback and support provided
- balanced with a range of recreational, family and cultural activities.

3.2 Tasks will include practice exercises, preparatory tasks and extension activities that are appropriate to student's abilities.

3.3 Types of home learning that meet these requirements include:

Early Years (Prep – Year 4)

- Daily reading to, with and by parents/carers/older siblings.
- Simple consolidating/extension tasks associated with classroom activities, practicing spelling words, completing mathematics exercises and physical education skills.
- Gathering of additional information or materials.

Grades Prep - 4 home learning will generally not exceed 30 minutes per day and will not be set on weekends or during vacation periods.

Middle Years (Years 5 – 6)

- Independent reading on a daily basis.
- Tasks that are a consolidation/extension of classroom learning, projects and assignments, essays and research.

Grades 5 and 6 home learning will generally not exceed 45 minutes per day over the school term.

3.4 Teachers may assign unfinished classroom activities as additional home learning tasks.

3.5 Teachers will acknowledge completed home learning through feedback and support to students.

4. EXPECTATIONS

4.1 Parents and Caregivers

Parents and caregivers can help their children 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 and with them, talking with them and involving them in learning opportunities during everyday household routines and physical activity
- continuing a positive partnership to learning by contacting the teacher to discuss any concerns
- attending school events, displays or productions in which their children are involved
- encouraging them to take increasing responsibility for their learning and organisation, including the use of the school diary
- discussing home learning and making links to previous experiences, other learning activities in the families' culture, history and language
- observing and acknowledging their success and asking how their home and class work is progressing
- helping them to complete home learning by discussing key questions or directing them to resources.

4.2 Teachers

Teachers will help their 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 that are appropriate to the students' learning needs
- giving students enough time to complete home learning, taking into account home obligations and extracurricular activities
- assessing home learning and providing timely and practical feedback and support

- making effective use of Student Diaries
- helping students develop the organisational and time-management skills
- ensuring that parents and caregivers 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.

4.3 Students

Students can take responsibility for their own learning by:

- being aware of the school's home learning expectations
- discussing with their parents/carers home learning expectations
- accepting responsibility for the completion of home learning tasks within the set timeframes
- following up on comments made by teachers
- seeking assistance when difficulties arise
- organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities.

5. EVALUATION

This policy was last updated in March 2022 and is scheduled for review in March 2025.