

## Home Learning Guidelines

This procedure is applicable to: all Department for Education employees at Paringa Park Primary School.

### Document control

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**Revision Record**

Date	Version	Revision description

## 1. Title

Paringa Park Primary School Home Learning Guidelines.

## 2. Purpose

To set clear guidelines for children, staff and parents on the purpose, place and type of home learning (or homework) that is expected at Paringa Park Primary School.

## 3. Scope

These guidelines explain the basic rationale and expectations for home learning from reception to year 7.

## 4. Objectives

To make clear to children and families, the processes of communication about the types and extent of homework or home learning that they can expect at each level of school.

## 5. Procedure detail

**Rationale:** Learning is developmental and ongoing and can occur in many different ways and places. Children learn by doing, seeing, trying and practising at home, at school, in the playground, in the community and with friends. Learning at school is one part of the learning continuum. After learning at school it is essential for children of all ages to play, relax and join in other activities such as sport, visiting friends and experiences and activities that children can undertake at home that support, reinforce and add value to the specific learning they do at school.

### Home learning should be:

- appropriate to the child's skill level and age
- purposeful, meaningful and relevant to the curriculum
- interesting, challenging and when appropriate open ended
- may be assessed by teachers with feedback and support provided
- balanced with a range of recreational, family and cultural activities
- we encourage children to take increasing responsibility for their home learning as they progress through the year levels.

### Types of home learning that may be expected at Paringa Park Primary School:

**For children in reception, year 1 and year 2:** home learning will concentrate on building literacy skills (e.g. reading, practice of frequently used words). Reading at home for (up to 15-20 minutes) every week night is the ideal for children at these levels.

**For children in years 3, 4 and 5:** home learning will focus on practising and developing skills in time management, organisation, self-discipline and self-direction. It also supports developing sound study habits and some may include consolidation of class learning or some preparatory work for the class learning program. It can be expected to take up to 2 hours over the week.

**For children in year 6 and 7:** home learning consists of longer term pieces of learning linked to the class program and requiring children to practise and develop skills in time management, organisation, self-discipline and self-direction. There may also be completion of class work for some children. It can be

expected to take up to 2 hours per week. However, at times there may need to be additional time allocated in order to complete tasks.

### **More information about possible home learning types.**

Developing and consolidating specific skills and knowledge might include:

- reading for pleasure
- practising sight words, spelling words
- recognising and practising phonics
- practising Performing Arts/French
- practising physical education skills
- practising of number facts
- writing essays and other creative tasks
- practising and playing musical instruments
- completing consolidation exercises for learning areas.

Developing sound study habits and involving children in seeking out their own information might include:

- time management in completing assignments, contracts
- organisational skills in regard to a sequence of tasks, etc
- responsibility for own progress and learning
- revising information about a current topic
- involve children in seeking out their own information
- developing research skills
- taking control of their learning.

Continuing their enjoyment of a learning experience might include:

- additional self-directed research
- adding extra detail to a piece of work

As required, completing work which they have not managed to finish during the allocated time in class, for example:

- some children require time spent due to missing time in class
- some activities are introduced in class time and a reinforcing activity is provided as a follow up.

Providing opportunities for parents to work with their child on a learning task and become actively involved in their child's education. They might be preparing for learning by:

- undertaking research
- thinking or asking questions at home to gain background information
- collecting newspaper articles
- researching topics for class work
- reading background material for History
- reading English texts for class discussion.

## 6. Roles and responsibilities

Party / parties	Roles and responsibilities
Children	<p>Children can support their own learning at home by:</p> <ul style="list-style-type: none"> <li>• taking responsibility to complete learning tasks</li> <li>• taking the required materials home</li> <li>• recording their home learning requirements in the communication book</li> <li>• talking with their parents about the home learning expectations</li> <li>• letting their teacher know if they are unable to complete home learning for any reason and negotiating catch up</li> <li>• handing in their home learning when expected</li> <li>• put effort into their home learning and set a high standard for work done at home.</li> </ul>
Parents/Caregivers	<p>Home learning time can be enjoyable for parents and help build an understanding of your child’s learning. For some children though home learning can at times be stressful, creating stress for parents as well. Parents and caregivers can help children with their home learning by:</p> <ul style="list-style-type: none"> <li>• ensuring children check home learning requirements (eg. communication book, Seesaw, Google Classroom)</li> <li>• setting aside a regular time and a designated home learning area and turn off distractions like the television</li> <li>• checking if any home learning has been set and encouraging completion</li> <li>• helping to balance the time spent between home learning, recreational activities and home responsibilities</li> <li>• asking how home learning and class work is progressing and acknowledging success</li> <li>• encouraging children to have a try and put effort into their home learning, letting the teacher know if the child genuinely seems unable to understand the work</li> <li>• using home learning to help develop their child’s organisational and time management skills and sense of responsibility</li> <li>• refraining from completing home learning for the child.</li> </ul> <p>Parents are asked to draw the teachers’ attention to:</p> <ul style="list-style-type: none"> <li>• any circumstance which has led to home learning not being completed. Teachers will negotiate with individual children, if and how the home learning activity is to be completed.</li> <li>• long or short term events which may make it difficult for a child to complete home learning. In such cases, teachers and parents will negotiate home learning requirements.</li> <li>• situations where a child appears to be spending excessive amounts of time or minimal time on home learning</li> <li>• if the child is regularly distressed/anxious when doing home learning.</li> </ul> <p>In each of the above situations, and in regard to any concern you may have, as a first step, parents are encouraged to either email the teacher or write a note in the child’s communication book. If the problems are continuous or causing high levels of anxiety to the child or the parent, make a time to meet with the teacher.</p>

	<p>On occasions, children will be required to complete work at home due to off task behaviour during the day. If this becomes a regular occurrence parents will be invited in for an interview.</p>
Teachers	<p>Teachers can help children with their home learning by:</p> <ul style="list-style-type: none"> <li>• setting varied, challenging and meaningful tasks related to class work to suit the child’s learning needs</li> <li>• helping children establish a home learning routine to support organisation and time management</li> <li>• giving children enough time to complete home learning, considering home obligations and extracurricular activities</li> <li>• assessing home learning and providing timely and practical feedback and support</li> <li>• making effective use of communication strategies (eg. Seesaw, Google Classroom, communication books, email)</li> <li>• ensuring parents and caregivers are aware of the school’s home learning policy</li> </ul> <p>In planning home learning activities teachers should consider:</p> <ul style="list-style-type: none"> <li>• individual and group needs</li> <li>• class and school themes and priorities</li> <li>• local events</li> <li>• weather – e.g. extreme heat</li> <li>• the capacities of families to support where English is not spoken as the main language at home</li> <li>• situations where the child is part of shared custody arrangements and may change the household in which they are doing the home learning regularly.</li> </ul>
School leadership	<ul style="list-style-type: none"> <li>• advise parents of home learning expectations at the beginning of the school year and provide them with a copy of the home learning policy via the school website</li> <li>• ensure that teachers working at the same year levels develop combined approaches to home learning to ensure similar expectations</li> <li>• support staff to follow up with parents if a child regularly fails to complete home learning</li> <li>• encourage the staff to work with parents/guardians to establish good home learning patterns from early primary school</li> <li>• ensure that children have communication books, electronic platforms (e.g. Seesaw or Google Classroom) or other formats to provide a regular communication between parents and the school.</li> </ul>

## 7. Monitoring, evaluation and review

The home learning guidelines will be shared and explained to all staff as part of the initial induction at the beginning of each year.

Governing council and staff will review the guidelines on a regular basis or as questions and concerns are raised by significant numbers of parents, children or staff.

## 8. Definitions and abbreviations

Term	Meaning

## 9. Associated documents

[www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)

[Curriculum, Pedagogy, Assessment and Reporting Policy for Reception - Year 10](#)

[Wellbeing for Learning and Life framework](#)

## 10. References