

Clifton Hills Primary School Home Learning Policy

Rationale

At Clifton Hills Primary School educators understand the importance of **reinforcing** and **applying** the skills and concepts learned at school. This Policy provides a guide and framework appropriate to the needs of students and their phase of development.

Purpose

- ❖ Homework builds responsibility by encouraging students to work independently, to develop self-discipline in meeting deadlines along with fostering lifelong learning habits (Meador, 2018).
- ❖ Homework can also be a means of furthering school-home relationships and can assist in keeping parents informed about the students' learning program and progress (Department of Education, 2014).
- ❖ The expectation is that homework will be appropriate to student needs with a direct relationship to the learning and teaching programs (Department of Education, 2014). Therefore, homework should be meaningful and provide students with an opportunity to make real-life connections to the knowledge and understanding they are learning in the classroom (Meador, 2018).
- ❖ "It should also be noted that there are some learning programs and situations where it may be determined that homework is not useful or appropriate" (Department of Education, 2014, p. 1).

Guidelines

- ❖ It is highly recommended children engage in reading experiences on a daily basis. This may be independent reading or shared reading experiences. Research highlights the benefit of shared reading by facilitating enriched language experiences, enhancing the development of literacy skills (eg spelling, reading, comprehension and vocabulary), as well as, developing and fostering essential oral language skills (Merga, 2017). Shared reading between child and parent is also a valuable social opportunity developing a positive attitude towards reading (Merga, 2017).
- ❖ Homework should always be reasonable and able to be completed within 15 to 20 minutes.
- ❖ Work will be appropriate to the child's developmental level.
- ❖ Homework is provided to consolidate and support learning and not to be used for assessment purposes. Therefore, homework will be checked by the class teacher for monitoring purposes to ensure the work is appropriate to the child's needs.
- ❖ Homework should not require unreasonable levels of parental help or resources.
- ❖ Projects/ Home Research tasks may be allocated (at the Class Teachers discretion), particularly in Years Five and Six, in order to assist with self-monitoring and time management skills.

Students' support their home learning by:

- ❖ working to the best of their ability.
- ❖ taking more responsibility for managing their time and learning to use homework diaries as they move to the senior school.

Teachers support students' home learning by:

- ❖ providing homework which is appropriate to students' developmental needs.
- ❖ checking and monitoring the work provided.
- ❖ outlining homework procedures to parents as part of their class policies.
- ❖ liaising with parents on the completion of homework.

Parents support students' home learning by:

- ❖ encouraging their children to develop independence by taking responsibility in managing and organising time for home learning. This will develop as children move through the year levels into the senior school.
- ❖ encouraging their children to read independently, as well as, opportunities for parents and children to engage in shared reading experiences.
- ❖ providing a conducive and supportive environment at home for children in order to promote and nurture 'happy learners'.

An Outline of Clifton Hills' Home Learning programs

Kindergarten and Pre-primary

Oral Language Reading Program (Diana Rigg) involves parents sharing reading experiences with their child. This program is easy to implement and is intended to improve a child's oral language skills, in particular story telling skills (oral retell) and comprehension abilities. During the program parents will observe their child's oral retell and comprehension skills improve as they provide more information about the story, use more complex sentences and vocabulary, and retell stories with more confidence and ease. It is important to note that this program is focused on extending children's oral language skills **not** reading abilities.

Year 1/2

Read to an adult in the family each weeknight. At least once, this should include reading their decodable home reading book.

Students are asked to complete a Maths and Literacy activity of their choice from the grid provided by staff.

Year 3

Students are asked to read daily, complete a Maths activity sheet (it reinforces their classroom learning program) and learn sight and spelling words.

Year 4

Students are asked to read daily and practice multiplication facts. Students may also complete an activity based on the current learning within the classroom (i.e. Maths, grammar, spelling) and/or work they have not completed in class.

Year 5/6

Students are expected to read for a minimum of 20 minutes daily and to learn basic number facts (including but not limited to, multiplication and division facts to 12x12). There is also the expectation that students will complete unfinished classwork when they have been given sufficient time in class but have failed to complete the work.