ST KILDA PARK PRIMARY SCHOOL

HOME LEARNING POLICY

PURPOSE

The purpose of this policy is to provide a framework to students, parents and carers and staff at St. Kilda Park Primary the expectations and management of home learning. There are many potential benefits of home learning in a primary school setting. This policy seeks to promote these benefits within a flexible, but consistent and clear framework. The policy is informed by the work of John Hattie, whose metanalyses of 'what works' in education has found that homework in primary school has an effect on learning of around zero. Importantly, Hattie also claims that five to ten minutes has the same effect of one hour to two hours assigned. (Hattie, 2014)

SCOPE

This policy applies to students in all year levels and staff responsible for setting home learning.

POLICY

St. Kilda Park Primary acknowledges that learning is a continuous process that doesn't begin or end at the school gate. Children are constantly learning through a wide range of situations and activities. This means 'home learning' includes a wide range of learning opportunities available to students outside of school. These opportunities allow children to develop the critical skills required to become independent organised learners. Opportunities outside of school may include organised sports, learning of languages, task around the house and instrumental lessons. We know that students at SKiPPS engage in this type of learning regularly. Teachers at St. Kilda Park Primary are encouraged to exercise their discretion in assigning meaningful tasks that are appropriate for their students.

Shared expectations and responsibilities

Home learning is a shared responsibility between the school, teachers, students and their parents/carers. In order to get the most out of home learning tasks, it is important that everyone understands their obligations and responsibilities.

The schools job is to:

1. To use professional judgement to provide guidelines and clear expectations to parents/carers and students
2. Inform parents what is being taught and expected at school, both as an overview and in more detail. Forums include newsletters, twice termly curriculum updates, assemblies, Seesaw, Konnective, website, DET website, rubrics, display boards in Learning Areas, etc.
3. Understand, acknowledge and respect diversity in family situations, abilities, learning styles and availability of resources
4. Exchange ideas, information and insights about individual children with their parents, using different tools and strategies that work for different families

5. Provide feedback and acknowledge effort and commitment within a reasonable time limit
6. Encourage students to work towards independence and to assume responsibility for their own learning
7. Suggest purposeful holiday ideas for students who will be absent from school due to an extended holiday. We will not provide missing curriculum tasks or specific worksheets during this period
8. Where necessary and in accordance with the teacher, additional tasks such as handwriting or MAGIC 100 Words will be provided to practise and consolidate specific skills
9. Provide a copy of an Individual Education Plan/Intervention Learning Log where necessary

The Parent/Carer's job is to:

1. Understand and support the home learning program
2. Support and encourage students to develop an understanding of learning as part of life
3. Exchange ideas, information and insights with the child's teacher/s
4. Follow the suggestions communicated via school reports and teacher feedback
5. Recognise that unstructured activities have value for children's development
6. Be familiar with students Individual Learning Plans where applicable

The Student's job is to:

1. Know and understand what they are expected to do for school initiated home learning tasks
2. Be responsible for the completion of school-initiated home learning activities
3. Ask questions of parents/carers and teachers to support their learning
4. Reflect on feedback from parents and teachers and make changes needed to be more successful in the future
5. Identify particular areas of interest that they may spend more time on
6. Use a variety of learning tools that support a growth mindset

The purpose of home learning at SKiPPS;
The purpose of home learning is to consolidate skills already taught at school and be achievable for students and parents. The purpose aims to promote balance and school values of curiosity in the lives of our students and to foster lifelong learning and positive learning habits, and to support the connection between home and school.

Implementation			
Foundation	Year 1/2	Year 3/4	Year 5/6
• Daily reading of familiar and known texts provided by the school (10 -20 minutes per night) • Learning assigned individual sight words • Mathletics – assigned tasks linked to current classroom learning. • Where necessary and in accordance with the teacher, additional tasks such as handwriting or Maths learning will be provided to individual students to practice specific skills.	• Daily reading of familiar and known texts provided by the school (10 -20 minutes per night) • Mathletics – assigned tasks linked to current classroom learning. • Open ended home learning task that supports the current learning in class- at least once per year • Where necessary and in accordance with the teacher, additional tasks such as handwriting or Maths learning will be provided to individual students to practice specific skills.	• Daily Reading – 20 to 30 minutes per night of a student selected book • Open ended home learning task that supports the current learning in class- at least once per year • Mathletics – assigned tasks linked to current classroom learning. • Where necessary and in accordance with the teacher, additional tasks such as handwriting or Maths learning will be provided to individual students to practice specific skills.	• Daily Reading – 20 to 30 minutes per night of a student selected book • Open ended home learning task that supports the current learning in class- at least once per year • Mathletics – assigned tasks linked to current classroom learning. • Where necessary and in accordance with the teacher, additional tasks such as handwriting or Maths learning will be provided to individual students to practice specific skills.

Support for students, parents and carers

Teachers at St. Kilda Park Primary understand that students have different learning styles and interests, and may approach learning activities and homework differently. If you are concerned that your child may not understand the home learning tasks that have been set for him or her, or is spending a long period completing their home learning, we encourage you to speak to their classroom teacher.

FURTHER INFORMATION AND RESOURCES

- School Policy and Advisory Guide:
  - Homework Guidelines
  - John Hattie article link

POLICY REVIEW AND APPROVAL

Policy last reviewed	February 2022
Consultation	Education and Policy Sub Committee School Council Members 20/07/2022 Staff 4/05/2022 Discussed and unpacked at staff meeting
Approved by	School Council 27/07/2022
Next scheduled review date	February 2026.