

ARMADALE PRIMARY SCHOOL POLICY

SCHOOL No. 2634

| Home Learning Policy | |
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| <p>Authorisation: By the Armadale Primary School Council on the 6th March 2017</p> <p>Recommended: By the Education & Policy Sub Committee.</p> | <p>Review Date: It is recommended that this policy is reviewed by the Education & Policy Sub Committee by March 2019</p> |

1. PURPOSE

As part of a comprehensive and balanced curriculum in Victorian schools, learning at home is seen as one way of supporting and fostering lifelong learning and connecting families with the learning of their children at school.

This policy has been developed for Armadale Primary School based on the *Revised Homework Policy Guidelines for Schools*, which were released in March 2016 in response to the Parliamentary Inquiry into the approaches to homework in Victorian schools and the impact on student learning outcomes. The policy has also been developed in consultation with the APS school community (including the principal, school council, parents and students) and takes into account the results from APS Homework Survey completed in 2015.

In the context of this policy, home learning :

- is defined as experiences, activities or tasks assigned by the teacher to be had or carried out in non-school hours.
- takes into account the personal and developmental needs of students

2. OBJECTIVES

Through home learning , the school seeks to support students by:

- 2.1. Complementing, reinforcing and extending school learning
- 2.2. fostering lifelong learning
- 2.3. providing an opportunity for students to become responsible for their own learning
- 2.4. supporting partnerships with parents by connecting families with the learning of children

3. IMPLEMENTATION

3.1. Home learning experiences will:

- 3.1.1. be suggested to provide students with opportunities to practice skills, review content and deepen understanding of concepts learned
- 3.1.2. be consistent with Homework Expectations set by the Department of Education and Training
- 3.1.3.

| Year Level | Home Learning |
|-----------------|--|
| Prep to Grade 4 | <ul style="list-style-type: none"> • Will mainly consist of daily reading "to", "with" and "by" parents/carer or older siblings • Can foster a sense of self discipline and responsibility and prepare students for upper grades • can enable the extension of class work by practising skills or gathering of extra information or materials |
| Grades 5 to 6 | <ul style="list-style-type: none"> • should include daily independent reading • May extend class work, projects and assignments, essays and research |

3.2. The School will:

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- 3.2.1. foster lifelong learning and connecting families with the learning of their children, as part of the comprehensive and balanced curriculum
- 3.2.2. ensure the home learning policy is relevant to the needs of the students
- 3.2.3. advise parents/carers of home learning expectations at the beginning of the school year and provide them with a copy of the home learning policy
- 3.2.4. assist parents in providing support to their children as 'partners' in their children's education
- 3.2.5. ensure parents/carers are aware of the APS home learning policy

3.3. Teachers may :

- 3.3.1. set varied, challenging and meaningful home learning experiences related to the curriculum and class work to suit the individual learning needs of the student
- 3.3.2. link home learning to school and provide students with opportunities to make connections in order to deepen understandings
- 3.3.3. help students develop organisation and time management skills
- 3.3.4. ensure that upper primary students (i.e. Grade 5 & 6) use homework diaries (paper or electronic) to provide regular communication between parents and the school
- 3.3.5. equip students with the skills to solve problems, and encourage real-life problem solving, logical thinking, creativity and imagination
- 3.3.6. develop strategies within the school to support parents/carers becoming active partners in the home learning
- 3.3.7. offer a wide range of opportunities for families to engage in their children's learning

3.4. Parents can:

- 3.4.1. develop a positive and productive approach to home learning
- 3.4.2. read, talk and involve their children in learning opportunities during everyday household routines and physical activity
- 3.4.3. talk to teachers about any concerns they have about home learning experiences
- 3.4.4. attend the school events, productions or displays their child is involved in
- 3.4.5. ensure grade 5 and 6 students keep a home learning diary
- 3.4.6. discuss home learning with their child and link it to previous experience
- 3.4.7. link home learning and other learning activities to the families' culture, history and language, linking with relevant services, clubs, associations and community groups

3.5. Students can:

- 3.5.1. accept responsibility for the completion of home learning tasks within set time frames
- 3.5.2. discuss home learning expectations with their parents or caregivers
- 3.5.3. follow up on feedback and comments made by teachers
- 3.5.4. seek assistance when difficulties arise
- 3.5.5. organise their time to manage home obligations and extracurricular activities
- 3.5.6. maintain a home learning diary (Grades 5&6 only)

4. EVALUATION

The Policy will be evaluated by teachers and parents by observing whether the objectives of the policy are being met through the school program.

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Guidelines for Parents to make Reading a Deeper Learning Experience

Research now indicates that children who are read to regularly are almost six months ahead of their peers in reading and cognitive skills (activities of thinking, understanding, learning & remembering)

(University of Melbourne study, 2013)

Reading offers children the following:

Literature

- Appreciation of and responding to texts

Literacy

- Recognising and understanding different texts

Language

- Sound and letter knowledge
- Text structure
- The **love of literature** is developed through reading stories **to** your child. There are so many fabulous picture story books available, childhood classics etc that you can enjoy **with** your child.
- Listening to more complex language structures, sophisticated vocabulary, discussions that evolve through character portrayals or plot developments all help to develop a child's growing literacy knowledge.

That's why it is important to:

- Read **to** your child
- Read **with** your child
- **Listen to** your child read

Effective reading strategies include

- Knowledge about how language is spoken (structure)
- Previous experience and understanding of the topic (meaning)
- Knowledge of letters and associated sounds and how they are represented in print (visual information)

Home reading:

- Provides children with the opportunity to read books
- Allows children time to practise their skills in a supportive environment
- Facilitates discussions about books

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- Encourages a love of literature
- Fosters and supports their interests

Strategies that work at home

1. Schedule a suitable time and space every day.
2. Prior to reading
 - Record the title and date in your child's reading log
 - Engage the child - talk about the book , look at the pictures, highlight key words
 - Allow the child to become familiar with the book about to be read
3. During reading
 - Pause
 - Prompt
 - Praise
 - Finger point when re-reading
 - Encourage child to hold the book
4. Reflection about the book
 - Ask predictive questions
 - Ask I wonder questions
 - Ask what the your child liked about the story you just read

Additional resource

<http://lisaburman.com.au/wp-content/uploads/2015/10/reading-parent-brochure.pdf>