

Home Learning Policy



Preamble:

This Learning at Home Policy takes into account a number of factors:

- *community expectations about homework are variable*
- *research regarding the value of homework is inconclusive*
- *schools are best placed to make decisions about homework in consultation with their communities.*

There is little consensus in the literature as to whether homework raises student achievement. Most researchers conclude that for primary students, there is no evidence that homework lifts academic performance. 9

Overall it seems that some homework is better than too much, or none at all, however the time allocated to homework needs to be appropriate for the student's age and development. The research indicates that a 'more homework the better' view is misleading and should not be the basis for policy and practice.

Excessive homework may impact negatively on student achievement and "can reduce the amount of time available to pursue other activities and interests which may have equal or greater long term benefit". 9

Our Learning at Home Policy is consistent with the school's Principles of Learning and Teaching, current research and findings of the Victorian Parliamentary Paper 2014.

Rationale:

At St Michael's we believe that there is strong evidence and general agreement that homework at the Primary School level has little impact on academic performance. 1

However, we recognise that it may play a transitional role in preparing students for secondary school and beyond. 2

Homework provides senior primary students with opportunities to reinforce and consolidate their classroom learning, develop skills and establish disciplined behaviours to develop as lifelong learners and, to some degree, involve family members in student learning. It also provides a means of communication between the school and parents about their child's learning and progress.

Purpose:

At St Michael's Primary School education is seen as a partnership between students, teachers and parents. Home learning complements and reinforces classroom learning while fostering sound study habits and time management skills. It also provides an opportunity for students to be responsible for their own learning. Home learning has different purposes for different year levels and needs to develop a student's positive attitude to learning, connect families with their child's learning and cater for individual learning.

Aims:

- To support and extend classroom learning
- To provide purposeful, meaningful and relevant tasks related to learning at school
- To develop positive study habits, concentration, discipline and organisational skills
- To develop responsibility for self-learning
- To support home-school partnerships

Year Level	Daily Reading Expectation	Home Learning Tasks (assigned to individual by teacher)	Home Learning Tasks Time Guide
Prep	10 minutes per day reading	<ul style="list-style-type: none">• Sound work and/or Word work• Number work• Matific• Sunshine Online• Personalised tasks at point of learning need	5 minutes
Year 1 - Year 2	10 minutes per day reading	<ul style="list-style-type: none">• Sound work and/or Word work• Number work• Matific• Sunshine Online• Personalised tasks at point of learning need	5-10 minutes
Year 3 - Year 4	20 minutes per day reading	<ul style="list-style-type: none">• Tables facts• Online tasks to support learning• Make, Know, Do research• Personalised tasks at point of learning need	10-15 minutes
Year 5 - Year 6	30 minutes per day reading	<ul style="list-style-type: none">• Tables Facts• Reading Response Journal• Online tasks to support learning• Make, Know, Do research• Personalised tasks at point of learning need	15-20 minutes

Responsibility: Student:

- Bring materials home that are required to complete home learning tasks
- Ask teacher for help to understand home learning task
- Read each night
- Return completed learning tasks to school on due date

Teacher:

- Assign and explain appropriate home learning tasks to individual students when required
- Ensure students have and take home the appropriate materials to complete home learning tasks
- Inform students of due date for home learning tasks
- Collect home learning tasks on set date
- Provide feedback to student in a timely manner
- Inform parent/carer when home learning tasks are not completed via the Home Learning Task Completion slip
- Contact parent/carer if Home Learning Task Completion Sheet has not been returned within 2 days

Parent/Carer:

- Read to, read with or listen to your child read
- Provide a quiet space for children to read and complete home learning tasks
- Inform teacher of any concerns regarding their child's home learning tasks
- Sign and return Home Learning Task Completion slip to acknowledge that your child did not complete a required task

Evaluation:

This policy will be evaluated using:

- Feedback from Annual Parent Opinion Survey
- Community Conversations with Parents/Carers.

This Policy will be evaluated in accordance with the School Improvement Plan under the sphere of Learning and Teaching.

References:

1 Professor John Hattie, Melbourne Graduate School of Education, Transcript of evidence – Inquiry into the approaches to homework in Victorian Schools, Melbourne, 29 April 2014

2 Professor Mike Horsley, Co-author of 'Reforming Homework', Central Queensland University, Transcript of evidence – Inquiry into the approaches to homework in Victorian Schools, Melbourne, 28 April 2014, 31.

3 Nicole Schrat Carr, 'Increasing the effectiveness of homework for all learners in the inclusive classroom' (2013) 1(23) School Community Journal 169, 176.

4 Parliament of Victoria, Education and Training Committee 2014, Inquiry into the approaches to homework in Victorian Schools, Parliamentary Paper, p 40-41.

5 Department of Education and Early Childhood Development (Victoria), School policy & advisory guide: Homework Expectations, viewed 7 November 2014.

6 Mr Chris Thompson, Director Priority Projects Branch, Department of Education and Early Childhood Development, Transcript of evidence - Inquiry into the approaches to homework in Victorian schools, Melbourne, 28 April 2014, 2

7 Reading to Young Children: A Head-Start in Life, Department of Education and Early Childhood Development,
<https://www.education.vic.gov.au/documents/about/research/readtoyoungchild.pdf>

8 Homework guidelines: Victorian State Government Education and Training
<https://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/guidelines.aspx>

9 Inquiry into Approaches to Homework in Victoria, Parliamentary Paper 2014 10 Reading for Pleasure: A research Overview, Clark, Rumbold, National Literacy Trust 2006
<https://literacytrust.org.uk/research-services/research-reports/reading-pleasure-research-overview/>

Child Safety at St Michael's - We are committed to ensuring the safety and wellbeing of our students, staff, and volunteers. As part of this commitment we have implemented the Victorian Child Safe Standards to help protect children and young people under the age of 18 from child abuse and neglect, including cultural safety for Indigenous children and those from culturally and linguistically diverse backgrounds, and children with a disability.

Home Learning Parent Slip



Date: _____

Dear Parent/Carer

Your child _____ did not complete his/her Home Learning task.

Due Date: _____

The task was: _____

Please remind your child to complete this task.

Parent Signature: _____