



# Our Lady of Hope School Greenwith

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# POLICY DOCUMENT

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## HOME LEARNING PARTNERSHIP POLICY

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## RATIONALE

Formal education is one of many ways that children learn and develop. The learning trajectory begins well before children enter school, and once children are attending school, they continue to learn at home, and in the community. Parents play a critical role in providing learning opportunities at home and in linking what children learn at school with what happens elsewhere. By participating in and facilitating diverse learning experiences and activities outside the school, parents become an important factor in children's overall learning and education. *(Emerson, Fear, Fox & Sanders, 2012).*

At Our Lady Of Hope (OLOH) School we believe that successful schools see education as a collaborative process between the student, parent and the school, and consider parents to be 'partners' in their children's education. Schools that assist parents in providing support to their children tend to have better educational outcomes. *(Based on evidence presented to the Victorian Parliament by the Education and Training Committee, 2014).*

Well-designed home learning not only strengthens student learning, it also provides ways to create connections between a student's family and school. Families and children are all different with different needs. Families spending time together is valued and supported by the school, and therefore, the school must be mindful that set home learning does not unduly interrupt family life.

### **At OLOH, we believe that a successful home learning program:**

- Takes into account the need for students to have a balanced lifestyle including sufficient time for family commitments.
- Assists students in developing appropriate routines and structures.
- Fosters a positive learning partnership and communication between the home and school.
- Provides children with an opportunity to further develop, refine and practice core skills, knowledge and abilities.
- Acknowledges that learning can take many different forms.
- Is supported and valued by teachers.
- Takes into account children's age, individual needs and abilities.
- Requires appropriate parent participation, support and involvement in their child's learning.

## **PURPOSES OF HOME LEARNING**

Schools provide home learning opportunities for a range of purposes. These include:

- to encourage student self-discipline and time management skills.
- to reinforce studies carried out during the day and further assist students in developing key skills, knowledge and abilities in order to foster success with their learning.
- to involve parents in the learning program of their child.
- to encourage student initiative and creativity.
- to help prepare students for the demands of further studies at secondary level.

## Home Learning for Students in Reception to Year 2

We believe that the development of solid literacy and numeracy skills in the Early years is a key factor in children achieving positive educational outcomes throughout their schooling. We believe that home learning in the Early years should be aimed at assisting children to develop their basic literacy and numeracy skills by providing activities which are relevant, engaging and foster a love of learning.

Reading is a fundamental skill that needs to be experienced daily. Parents are expected to develop a reading routine at home whereby they read to, listen to, model reading and share stories with their children on a regular basis. In addition, to reading, teachers will provide sight words and relevant spelling words for children to practice at home. Parents will also be asked to support children in preparing for their speaking and listening activities as directed by the teacher.

Teachers will also provide parents and children with ideas, activities and tasks in order to help the development of children's numeracy skills.

In order to fit in around family life styles and commitments, parents are encouraged to use their discretion on what tasks their child completes each night. Therefore, home learning in the Early years will not be formally marked or require a set amount to be completed each night, however teachers will work in partnership with parents in order to encourage children to develop a regular home learning routine. This encouragement will take the form of positive reinforcement and other means as negotiated between the home and the school.

**The total amount of time should not exceed 15 minutes per night.**

**Teachers will support home learning by:**

- Providing students with appropriate readers as well as other relevant activity ideas and tasks which will develop children's literacy, numeracy and basic life skills.
- Encouraging and working with parents to support their child in completing their home learning tasks.
- Working in partnership with parents to encourage and motivate students to develop a regular home learning routine.
- Providing parents with various means of communication.

**Families are expected to support home learning by:**

- Listening to, reading with, talking to, and involving children in learning opportunities during everyday household routines and physical activity.
- Setting an environment and routine at home that fits their family and supports home learning.
- Communicating with the teacher about home learning tasks if required.
- Supporting children to engage in teacher provided home learning tasks.

**Students can support themselves by:**

- Applying themselves to their home learning, by staying on task and doing their best work.
- Making sure they take home everything they need to complete their home learning.
- Seeking assistance when difficulties arise.

## **Home Learning for Students in Year 3 – Year 5**

Home learning in Year 3-5 will comprise of a weekly home learning grid or contract with activities that reinforce and consolidate classroom learning. This will include literacy, numeracy and other curriculum tasks. Home learning tasks will be set over a one-week period in order to support families and children with juggling family and sporting commitments.

In Year 3-5, home learning will become more formalised, with an expectation that learning tasks set are completed and when necessary handed in and marked by the teacher.

***The total amount of time is not to exceed the following maximum limits per week:***

**Year 3:** One hour per week (this equates to 15 minutes per night Mon - Thurs).

**Year 4:** A maximum of 90 minutes per week (this equates to 20-25 minutes per night Mon - Thurs).

**Year 5:** A maximum of 120 minutes per week (this equates to 30 minutes per night Mon - Thurs).

***No home learning should be set for weekends;*** however, children may choose to organise their time to include weekend work. Home learning should be flexible to accommodate family commitments. ***At all year levels, students are encouraged to read widely and regularly and as such reading may not be included as part of the time allocations listed above.***

### **Teachers will support home learning by:**

- Setting challenging and meaningful weekly tasks that:
  - are clear and relevant to students' learning,
  - are appropriate to students' needs and abilities,
  - can be completed independently or with minimal assistance.
- Being flexible in their expectations to complete home learning, with consideration given to family and sporting commitments.
- Assessing homework and providing timely and practical feedback.
- Taking appropriate action in an attempt to ensure that home learning is completed and that children develop solid home study habits.
- Taking steps to ensure home learning tasks and expectations are communicated clearly to parents and students.

### **Families are expected to support home learning by:**

- Providing an appropriate place in the home for the student to complete home learning.
- Developing a positive and productive attitude to home learning.
- Encouraging their child to independently complete the set home learning.
- Using the communication book, diary or email for effective 3-way communication between student/parent/teacher. For example, to inform the teacher of legitimate reasons why home learning tasks have not been completed.
- Informing the teacher if home learning tasks are too difficult for their child or if they believe their child is spending excessive amounts of time on home learning tasks.

### **Students are expected to support themselves by:**

- Understanding the home learning task before leaving school and using online communication portals for support.
- Ensuring the home learning contract or grid has been collected.
- Organising all materials and equipment that are needed to complete the home learning tasks.
- Asking a parent or caregiver to write a note in their communication book, diary or via email if the set work cannot be completed within a reasonable time frame.
- Finding an appropriate place to do their home learning at home.
- Managing and organising their time effectively.
- Seeking assistance when difficulties arise.
- Accepting responsibility for the completion of set home learning tasks.

## **Home Learning for Students in Year 6 and Year 7**

The home learning program in Year 6 & 7 is designed to assist children to develop independent study habits in preparation for Secondary Schooling.

Home learning may take a variety of forms and will include literacy, numeracy and other curriculum tasks. The total amount of time is not to exceed the following maximum limits per week, unless students have legitimately not used class time effectively. Staff will contact parents as required.

**Year 6/7**      Three hours per week (this equates to approximately 45 minutes per night) plus reading time each night.

- No home learning should be set for weekends; however, children may choose to organise their time to include weekend work.
- Children may be asked to complete unfinished home tasks during their own time at school. Consistent refusal to complete set home tasks may result in the loss of privilege.
- There may be extra curricula activities where students have missed class time and as a result need to complete work they have missed at home.

### **Teachers will support students by:**

- Setting clear weekly tasks, where necessary in written form which may include due dates of the task, a short outline of the learning objective of the task and a description of the expected output of the task.
- Setting work which is appropriate to the student's ability and which does not require an excessive amount of assistance.
- Being flexible in their expectations i.e. take into account the cultural and social differences of their families and also their sporting and recreational commitments.
- Following-up home learning by marking and appraising work.
- Taking appropriate action in an attempt to ensure that home learning is completed.
- Providing encouragement and incentives for children to complete their home learning tasks.
- Communicating effectively with parents through the use of an online platform.
- Providing structures and supports that assist children with Home Learning.

**Families are expected to support home learning by:**


- Providing an appropriate place in the home for the student to complete home learning.
- Checking the diary or monitoring the amount of home learning completed each night.
- Encouraging and assisting their child to complete the home learning set, but **not** to do the tasks for their child.
- Using the diary or email for effective 3-way communication i.e. student/parent/teacher, e.g. to inform the teacher of legitimate reasons why homework has not been completed.
- Informing the teacher if home learning tasks are too difficult for their child or if they believe their child is spending excessive amounts of time on home learning tasks.

**Students are expected to support themselves by:**

- Understanding the home learning task before leaving school and use online communication platform.
- Recording the task in the diary correctly, with sufficient detail so that they know what they need to do.
- Organising all materials and equipment that are needed to complete the home learning tasks.
- Asking a parent or caregiver to inform us by note in their diary or email if the set work cannot be completed within a reasonable time frame.
- Finding an appropriate place to do their home learning at home.
- Managing their time effectively through the use of their diary.
- Applying themselves effectively to their home learning by staying on task and doing their best work.


**Remember**

Home learning extends into the realities of life. Children can also learn through board games, play, listening and sharing with family, writing, drawing, creating and constructing.




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**Chairperson**




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**Date**



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**Principal**



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**Date**