



HOME LEARNING POLICY

Next policy review: 2021.

ABSTRACT

At Queen of Peace Parish Primary School, we acknowledge school is not the only place where learning happens. The time children spend with their families and their involvement in out of hours activities are important components of the development of the whole child. Activities such as art lessons, sports practice, cultural activities, out of school hours care, the learning of a language or musical instrument etc. are all considered to be valuable learning activities that place additional demands on family time. We believe all children should be physically active after school and this may be in a variety of ways.

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Introduction

At Queen of Peace Parish Primary School, we acknowledge school is not the only place where learning happens. The time children spend with their families and their involvement in out of hours activities are important components of the development of the whole child. Activities such as art lessons, sports practice, cultural activities, out of school hours care, the learning of a language or musical instrument etc. are all considered to be valuable learning activities that place additional demands on family time. We believe all children should be physically active after school and this may be in a variety of ways.

This policy reflects the current Department of Education and Training Guidelines and expectations. These can be located at:

<http://www.education.vic.gov.au/school/principals/spag/curriculum/pages/guidelines.aspx>

Studies reveal that formal homework has minimal effect on the academic achievement of primary aged children (Hattie, 2012). The preparation of children for the time commitment of formal homework anticipated in secondary years of schooling is not a reasonable basis for setting formal homework in primary school.

Definition of Home Learning

We recognise that the activities that families already do, is Home Learning. For example, families cooking together, visiting museums, shopping, going on holidays, writing to family, going to the library, gardening etc. **Home Learning involves children being engaged in learning outside of school hours.** It provides opportunities for families to be involved in their children's learning and strengthens the partnership between the school and the family. It encourages responsibility for learning to be taken by all, including children, parents and the school.

Home Learning provides an opportunity for children to develop positive dispositions that will assist them as lifelong learners. Through Home Learning, children are able to consolidate capabilities and pursue areas of interest whilst informing their families of what they have been learning about at school.

Aims

- To develop the child's ownership of their learning
- To foster a sense of curiosity and creativity about learning
- To promote family / school partnerships in learning

Implementation

At Queen of Peace we believe a child's wellbeing together with competent literacy and numeracy skills and are essential for learning.

At Queen of Peace we believe that each child is unique and therefore learning cannot be viewed in the same way for every child. We also understand that each family and their situations are different. In recognition of this our teachers support learning at home that builds and enriches strong family relationships.

Research shows that for most primary school aged children, there is little benefit of lengthy, formal homework sessions. However, research also shows the value of being a proficient reader. Therefore, home reading is an expectation for each child at QoP. This expectation is established and reinforced in all year level teams. Daily home reading is the focus of Home Learning at Queen of Peace.

Each term the children engage in a Faith Life Inquiry unit that is communicated through Learning at QoP. From time to time classroom teachers may set Home Learning tasks that support this learning in the classroom. These tasks might include an interview with a parent about a specific issue or a survey related to the Faith Life Inquiry to provide opportunities for research and investigation.

Suggested Home Learning Guidelines

Prep – Year 2

- Reading to or listening to the child read and sharing stories with him/her
- Discussing the pictures, plot, characters and other interesting information
- Exploring what the children are learning as communicated through Seesaw with an emphasis on children sharing their school learning experiences with their family
- Engaging in a Home Learning task that specifically supports learning in the classroom

Year 3 – Year 4

- Listening to the child read
- Ensuring full understanding through discussion about text, illustrations, characters, plot and vocabulary
- Exploring what the children are learning as communicated through Seesaw with an emphasis on children sharing their school learning experiences with their family
- Engaging in a Home Learning task that specifically supports learning in the classroom

Year 5 – Year 6

- Listening to the child read

- Ensuring full understanding through discussion about text, illustrations, characters, plot, vocabulary, author, setting and style
- Encouraging the child to read more on a topic, or similar books by the same author
- Exploring what the children are learning as communicated through Seesaw with an emphasis on children sharing their school learning experiences with their family
- Engaging in a Home Learning task that specifically supports learning in the classroom

All Years

- Playing board games, card games, dice games
- Reading stories at bedtime
- Cooking
- Participating in outdoor games and activities
- Playing charades and other drama type activities
- Watching TV together and talk about the issues
- Doing crosswords, puzzles and jigsaws
- Use a computer to search for interesting educational Internet sites

Helping Students

Parents and carers can help children with their learning at home by:

- Encouraging a regular time to read and discuss books
- Discussing learning presented on the children's Seesaw page
- Asking how class learning is progressing and acknowledging success
- Attending the school events, productions or displays their child is involved in
- Talking to teachers about any learning questions they may have
- Linking learning activities to the families' culture, history and language.

It is important that as we work towards developing partnerships between home and school we communicate openly about our needs and expectations in promoting the best learning situation for the children. Discuss any concerns with your child's teacher so that together you can establish a plan for Home Learning that supports the learning needs of your child.

References:

Hattie, J (2012). Visible Learning for Teachers: Maximizing Impact on Learning. New York: Routledge.