



HOME LEARNING POLICY

Purpose

Learning is a part of every child's natural development. From birth, children learn from and with their parents and other significant adults.

Good Shepherd values home learning where parents and children explore together. Our home learning program guides parents by giving them ideas, strategies and resources that compliment learning occurring at school.

Through home learning we aim to:

- complement and reinforce classroom learning;
- foster lifelong learning;
- provide the opportunity to make connections between the family and the classroom; and
- allow families to have input into their child's learning.

Scope

This policy provides guidance and direction for teachers, parents and students. This policy replaces the Homework Policy.

Definitions

Learning Principles – statements about learning at Good Shepherd

We are effective and successful learners when:

1. The learning environment is a safe and supportive place to build self, social, emotional and spiritual capacity.
2. Learning is attuned to be engaging, developmental, personalised and differentiated to meet individual need.
3. Learners are enabled to be resourceful, innovative and persistent and to use initiative.
4. Learners are active and informed citizens, connecting strongly with communities and practice beyond the classroom.
5. Learning capacity to think deeply, critically and creatively is enhanced through active and purposeful inquiry, question posing and problem solving.
6. Learners master the essential skills in literacy and numeracy and are creative and productive users of information communication technologies.
7. Learners reflect and receive regular, timely and targeted feedback in order to understand, monitor and adjust learning goals for rigorous learning and to meet high standards.
8. Quality assessment practices are an integral part of teaching and learning.

Policy Statement

Home learning tasks will be purposeful and relevant to the curriculum. Home learning should be appropriate to the student's skill level and age.

Procedures

- Home learning will be set and monitored by teachers.
- Home learning will be set up to four nights per week.
- With any home learning it is important the students clearly understand the purpose of the task and what is expected of them.

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- Teachers will inform parents of their expectations in the area of home learning at the Parent Information Night held at the beginning of the year.

The following suggested time guidelines are inclusive of daily reading:

- Reception - up to 15 minutes
- Year 1 & 2 - up to 20 minutes
- Years 3 & 4 - up to 25 minutes
- Years 5 & 6 - up to 40 minutes

Home learning activities will include:

- Reading

Home learning activities may be linked to concepts and skills taught during a particular week/fortnight/term and may include:

- practice and revision of existing knowledge and skills (e.g. word games, number facts and games);
- viewing tasks;
- physical activities;
- social and emotional learning;
- research work - questioning / interviewing / investigating / creating / surveying tasks;
- creative thinking activities;
- preparation/practice for presentations;
- outdoor – nature based activities;
- focused family time activities; and
- service activities.

Parents can help students by:

- making thinking visible (adapted from *9 apps for parents* by Ron Richart, 2013)
 - Name and notice thinking
Use the language of thinking to name and notice the thinking your child is using and thus make it more visible. *I like how you have used what you already know to make connections. That's a perspective I hadn't thought about.*
 - Develop a growth mindset
Develop a growth mindset in your child by focusing your praise on process, learning and effort. *(You worked really hard on this and have learned a lot. You've really developed as a musician.),* as opposed to ability *(You're so good clever, you're good at maths.)*
 - Challenge but don't rescue
When your child encounters difficulties, don't jump in to solve the problem or rescue him/her. Instead, ask a question that will help him/her to think through the problem, identify, and choose a course of action moving forward.
 - What question did you ask today?
Our questions drive us as learners. Instead of asking your child, "Did you learn anything today?" you could say, "Did you ask a good question today?" This will encourage your child to be more invested in the types of questions they ask at school.
 - Focus on the learning over the work
Learning is the goal of a task. Take a moment to ask your child what the purpose of each task is, what do they think the teacher wants them to learn or get better at as a result. Then monitor the learning, not the work.
 - Support your child in arguing effectively and persuasively
Research has shown that teenagers who argued constructively with their parents by building a case and providing evidence for their position were more enabled to speak up, voice an opinion, and use evidence in other facets of life.
 - Provide time to pursue passions
Students need time and space to pursue their passions and interests. Pay attention to your child's learning and passions outside of school and make time for them.
 - Make your own thinking visible
You are a model for your child of what it means to be a thinker and a learner. Model your own interests, passions, curiosity, reflection, learning, and thinking for your child.
 - What makes you say that
By simply asking, "What makes you say that?", in a curious and non-judgmental tone after someone has given a response, we are able to get a window into the thinking behind that person's initial response.
- establishing home learning as part of family routines;
- developing safe routines around the use of digital devices;
- expecting independent effort;

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- informing the teacher as soon as possible, if a student has difficulties and requires significant assistance from the parent to complete independent tasks; and
- linking home learning to the family's culture, history and language.

Parents may consider:

Where is best suited to this learning activity?

When is best for my child to engage with this task?

Who is the best person to support my child in this task (e.g. parent, grandparent, friend, independent learning)

Why is my child doing this task? – What is the focus? (e.g. if it is an idea generating activity, don't focus on correct spelling, think about the purpose)

How will I/ my child know when the task is complete?

- Set a time limit e.g. read for 5 mins
- Set a work amount e.g. complete 10 addition sums
- Set a goal e.g. today we will build the walls of the house model

References/Related Policies

NSW Department of Education and training *Homework Policy* [Accessed April 2016]
<https://www.det.nsw.edu.au/policies/curriculum/schools/homework/PD20020003.shtml>

Glen Waverley Primary School Primary School Home Learning policy [Accessed June 2016]
http://glenps.vic.edu.au/uploaded_files/media/ratified_2015_may_home_learning_policy.pdf

Visible Learning Project 0 by Ron Ritchart *9 apps for parents* [Accessed June 2016]
<http://www.pz.harvard.edu/sites/default/files/9%20Apps%20for%20Parents%20.pdf>

Forms

None

Development/Review Team:	Curriculum Team/Teachers
Policy Approved:	Date: June 2016 School Council Signature: _____ Management Signature: _____
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