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 with an emphasis on quality parent/child interactions. We understand that students frequently have after school commitments, families are complex and often busy therefore our home learning program guides parents by giving them ideas, strategies and resources (Appendix 1) that can complement learning occurring at school.

Through learning at home, we aim to:

- ‣ support and promote rest, play and balance;
- ‣ foster lifelong learning;
- ‣ 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

Nil

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 needs.
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 ideas, strategies and resources provided by teachers will be options for parents to implement at home. Home learning ideas will be appropriate to the student's skill level and age.

Procedures

‣ Home Learning suggestions will be provided to parents at the <u>beginning of each term</u> by teachers in each stage with a variety of suggested activities, resources, and websites for families to explore at home connected to the classroom learning. These may include but are not limited to:

- play – *when children play, they learn their most important skills – creativity, imagination and social bonds.*
- relaxation – *promote being still and having a break.*
- passion projects –*students having freedom to figure out what excites them and direct their own investigations.*
- playing board games – *students build their creative and critical thinking, social interactions and learn to take turns.*
- exercise – *exercise causes changes that make the brain grow more and become more efficient.*
- cooking – *life skills*
- doing chores – *as part of ownership and responsibility within the household.*
- online games that support academic learning – *interacting responsibly with technology to reinforce learning occurring at school.*

‣ Reading every night is <u>highly encouraged</u> as the main focus on home learning. Students can read Lexile books, picture books, books from the public library, take home readers, and online articles. It is encouraged that students regularly read aloud to an adult and have books read to them, regardless of their age.

‣ If students wish to share their home learning with their teacher, this can be done through the Seesaw platform. Students are encouraged to upload their home learning tasks into the Home Learning Folder within Seesaw. Teachers will periodically approve these posts.

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 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.
  – 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 a home learning routine that suits your family and child's commitments throughout the week allowing downtime for students.

‣ developing safe routines around the use of digital devices.

‣ linking home learning to the family's culture, history and language.

Parents may consider when selecting from the home learning suggestions provided:

- 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)

References/Related Policies

Homework and the Homework Grid. Dr.Ian Lillico (2020)

Visible Learning Project 0 by Ron Ritchart *9 apps for parents* [Accessed Sept 2023]

http://www.pz.harvard.edu/sites/default/files/9%20Apps%20for%20Parents%20.pdf

Forms

None

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Appendix 1

Suggested Template for Stages to edit

Reading	Passion Projects
Read aloud with a parent Read to a sibling Read alone Have a book read aloud to the student Read books from the local library Read information that relates to the current topic of learning in the classroom	Extending an area of current learning in the classroom Researching topics of interest
Exercise	Play
Walk Play outside with a pet Play for a sporting team Bike ride	Outside or inside Build things with craft materials Make forts or cubby houses Play with toys Create new games
Online games	Family connections
Links to games that support the topic of learning in the classroom Coding Apps	Play board games Cook together Connect with extended family Facetime relatives