

	<p>Carlton Gardens Primary School</p> <p><b>HOME LEARNING POLICY</b></p>	<p><b>Authorisation</b> 2021 <b>Review</b> 2024</p>
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### **Purpose:**

School related experiences undertaken at home benefit students by making connections and complementing classroom learning, fostering good study habits and providing an opportunity for students to be responsible for their own learning. Home learning provides opportunities for parents to collaborate in their child's education. Learning at home should be enjoyable, challenging and strengthen student's interest in learning. It should assist the student to develop a love of learning throughout their life. This policy ensures that the CGPS home learning expectations are in line with the Department of Education and Early Childhood Development guidelines.

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

### **Scope:**

1. To provide opportunities for students to revise, consolidate, extend and apply their learning.
2. To encourage parents/carers to share learning experiences with their child, to help them develop a sense of wonder.
3. To assist in the development of organisational and time management skills.
4. To provide students with opportunities to develop a sense of responsibility towards their own learning.

### **Policy:**

Teachers will develop homework that is:

- appropriate to the student's skill level and age
- purposeful, meaningful and relevant to the curriculum
- interesting, challenging and when appropriate open ended
- assessed by teachers with feedback and will offer support, and
- balanced with a range of recreational, family and cultural activities.

Home Learning may take various forms such as:

- practise exercises – apply new knowledge or to review, rewrite and reinforce newly acquired skills
- preparatory tasks – access background information in preparation for future lessons.
- extension activities – individual exploration and expansion.
- tasks that will sometimes require the use of computers in Prep – Grade Two, and
- tasks that will primarily be digitally based from Grade Three – Six

\*NB: Parents to inform teachers if they do not have access to a device.

### **Prep to Year 4**

In the early years, the objective of homework should be to practise and consolidate the concepts that have been introduced during class time. It is also intended to introduce the concepts of self-discipline and responsibility and prepare them for the upper grades.

Assigned homework tasks will build on concepts explored in the classroom and encourage students to use their initiative by gathering additional information or materials.

Homework will mainly consist of daily reading to, with, or by parents/carer or older siblings.

Students are generally not expected to complete more than 30 minutes of homework per day and no homework tasks will be assigned over the weekends or during the holidays.

### **Year 5 to Year 6**

In the upper year levels, the objective of homework is to build on the concepts of self-discipline, responsibility and initiative to prepare students for secondary school.

Assigned homework tasks will include daily independent reading and may include extension assignments, class work, essays and research.

Students are generally not expected to spend more than 45 minutes per day on homework and no homework tasks will be assigned over the weekends or during the holidays.

Class teachers will coordinate home learning allocation however it must be within the following recommended times:

Prep – 15 minutes per day

Grade 1/2 - 20 minutes per day

Grade 3/4 - 30 minutes per day

Grade 5/6 - 45 minutes per day

- Tasks will not be set on weekends or during holidays.
- If students attend an extended family holiday, they are expected to continue reading daily and to keep a journal. Due to the large number of students who travel within our school community, and the ever-changing curriculum, teacher will not provide extra tasks for students on extended holiday.
- Reading will be a daily component of homework at all year levels and may include reading material provided by the school or interest material available at home.
- Teachers will ensure that students are aware and informed of requirements and methods related to tasks.
- Teachers will provide feedback to the students on set tasks.
- Teachers will contact parents if concerned about a child's home learning.
- Parents will be advised of homework expectations at the beginning of the school year and will be provided with a copy of the school's homework policy.
- Parents will be informed of home learning expectations at the commencement of the year and will be provided with a copy of the school's home learning policy.
- Parents will be encouraged to support their children with their home learning tasks and help them to balance their time with a range of recreational, family and cultural activities.
- Parents are encouraged to contact class teachers to discuss any concerns they may have regarding home learning

### **The Role of the Teacher**

- equip students with the skills to solve problems
- set varied, challenging and meaningful tasks related to class work to suit the students' learning needs
- give students enough time to complete homework, considering home obligations and extracurricular activities
- assess homework and provide timely and practical feedback and support
- help students develop organisational and time-management skills
- ensure parents/carers are aware of the school's homework policy
- offer a wide range of opportunities for families to engage in their children.

### **The Role of the Student**

- discussing with their parents/carers homework expectations
- accepting responsibility for the completion of homework tasks within set time frames
- seeking assistance when difficulties arise
- organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part-time employment.

### **The Role of the Parents/Guardians**

- developing a positive and productive approach to homework
- ensuring there is a balance between the time spent on homework and recreational activities
- reading to them, talking with them and involving them in learning opportunities during everyday household routines and physical activity
- talking to teachers about any concerns they have about the homework
- attending the school events, productions or displays their child is involved in
- discussing homework with their child in their first language, if English is not the main language spoken at home, and linking it to previous experiences
- linking homework and other learning activities to the families' culture, history and language, linking with relevant services, clubs, associations and community
- ensuring there is a quiet study area for students to complete their homework tasks.

#### **Further Information and Resources:**

- School Policy and Advisory Guide:
- [Homework Guidelines](#)
- [Homework Expectations](#)

#### **Review Cycle and Evaluation**

This policy will be reviewed as part of the school's three year review cycle.