



RATIONALE:

As part of a comprehensive and balanced curriculum within Victorian schools, home learning is seen as one way of supporting and fostering life-long learning and connecting families with the learning of their children.

PURPOSE:

At Mill Park Primary School education is seen as a partnership between students, teachers and parents. The development of an effective home learning routine is an integral part in the preparation of students for future learning.

The Home Learning Policy provides information about fostering good life-long learning and study habits, the importance of administering level-appropriate home learning to students, and the different types of home learning that may be undertaken by students.

GUIDELINES:

At Mill Park Primary School our approach to home learning takes into account the personal and developmental needs of students.

The setting of home learning takes into consideration the need for students to have a balanced lifestyle. This includes sufficient time for family, sport and recreation, cultural pursuits and employment where appropriate.

Implementation of a good home learning policy involves:

- Communication between teacher; between teachers and students and parent/carers
- Relating home learning activity to what is taught in the classroom
- Setting up an element of challenge in the home learning to be set
- Individualising home learning activities, aligned with individualised learning styles and abilities
- Linking home learning activities with prompt, appropriate assessment and feedback.

The school's home learning approach will be informed by a shared understanding and be regularly monitored through feedback from teachers, students, parents/carers and the School Council.

ROLES AND RESPONSIBILITIES

The school will support students by:

- Fostering lifelong learning and connecting families with the learning of their children, as part of a comprehensive and balanced curriculum.
- Ensuring the school's home learning policy is relevant to the needs of students.
- Advising parents/carers of home learning expectations at the beginning of the school year and provide them with a copy of the home learning policy.
- Encouraging parents/carers of early primary school aged children to read to and with their children for enjoyment.
- Ensuring that upper primary school students use home learning diaries (whether physical or electronic) to provide a regular communication between parents and the school.

Teachers will support students by:

- Equipping students with the skills to solve problems.

- Encouraging real-life problem solving, logical thinking, creativity and imagination.
- Setting varied, challenging and meaningful tasks related to class work to suit the students' learning needs.
- Giving students enough time to complete home learning, considering home obligations and extracurricular activities.
- Assessing home learning and providing timely and practical feedback and support.
- Helping students develop organisational and time-management skills.
- Ensuring parents/ carers are aware of the school's home learning policy.
- Developing strategies within the school to support parents/carers becoming active partners in home learning.
- Offering a wide range of opportunities for families to engage in their children's learning.

Parents can support students by:

- Developing a positive and productive approach to home learning.
- Ensuring there is a balance between the time spent on home learning 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 home learning.
- Attending the school events, productions or displays their child is involved in.
- Ensuring upper primary students keep a homework diary.
- Discussing home learning with their child in their first language, if English is not the main language spoken at home, and linking it to previous experiences.
- Linking home learning and other learning activities to the families' culture, history and language, linking with relevant services, clubs, associations and community groups.

Students can take responsibility for their own learning by:

- Being aware of the school's home learning policy.
- Discussing with their parents or caregivers home learning expectations.
- Accepting responsibility for the completion of home learning tasks within set time frames.
- Following up on comments made by teachers.
- Seeking assistance when difficulties arise.
- Organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities.

IMPLEMENTATION:

It is not necessary to assign large amounts of home learning; it is important that home learning provides students with opportunities to practise skills, review content and deepen understanding of concepts learned. Home learning and practise can also help students to develop self-regulation processes, such as time management and study skills.

Home learning should be:

- 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 support provided.
- Balanced with a range of recreational, family and cultural activities.

In the Early Years (Prep to Year 4) home learning should not be seen as a chore. Home learning:

- Can foster a sense of self-discipline and responsibility and prepare students for upper year levels.
- Enables the extension of class work by practising skills or gathering information or materials in an enjoyable way.
- Will mainly consist of daily reading to, with, and by parents/carers or older siblings.
- This will generally not exceed 30 minutes a day and is not set on weekends or during holidays.

In the Middle Years (Years 5 to 9) home learning:

- Should include daily independent reading.

- Should be coordinated across learning areas to avoid unreasonable workloads for students.
- May extend class work, projects, assignments, essays and research.
- This will generally range from 30-40 minutes a day at Year 5 and Year 6.

The table below describes types of home learning that meet these expectations.

Type	Description
Practice exercises	Provide opportunities to apply new knowledge or to review, revise and reinforce newly acquired skills, such as: <ul style="list-style-type: none"> - Reading for pleasure - Practising spelling words - Practising physical education skills - Writing essays and other creative tasks - Practising and playing musical instruments - Completing consolidation exercises for Mathematics - Practising words/phrases learnt in a Language Other Than English.
Extension assignments	Encourage students to pursue knowledge individually and imaginatively, such as: <ul style="list-style-type: none"> - Writing a book review - Researching local news - Finding material on the internet - Making or designing an art work - Monitoring advertising in a newspaper - Completing Science investigation exercises

EVALUATION:

A whole school policy review will occur in line with the school policy review process.