

FCPS Home Learning Policy



Rationale:

In conjunction with published DET Guidelines FCPS supports the ideal that school related activities completed at home may benefit students, families and school – community relationships.

Goals:

1. To provide opportunities for families to work together in a non competitive manner to ensure that activities completed at home may supplement the goals and expectations of Ferny Creek Primary School.
2. To provide further opportunities for parents to remain informed and to participate in their child's formal education.
3. To provide opportunities for students to engage in resources available to learners in the wider community.

Implementation:

1. Ferny Creek Primary prefers the term **Home Learning** be used when discussing tasks that can be completed at home.
2. Ferny Creek's Home Learning Policy will be administered in line with DET Policy and Guidelines. *(see following attachment)*
3. The design of any educational activity should ensure that students can complete tasks in a **stress free** environment and provide every opportunity for the student to **succeed**. *(see attachment, section F)*
4. In setting **Home Learning** tasks, consideration will be given to important demands of students in their after school time, the needs of the family and the well being of the student. After school activities such as musical tuition, sport or hobbies are in themselves extremely valuable educational opportunities. *(see attachment, Section B)*
5. The design of **Home Learning** tasks should take into account factors of: interest, challenge and open endedness. They should be purposeful, meaningful and be relevant to the school curriculum and the abilities of the students. *(see attachment, section F and G)*
6. The school will provide ideas and suggestions for **Home Learning** from time to time.
7. Ferny Creek Primary School, its teachers, parents and students all have an important role in supporting and taking responsibility for home learning. *(see attachment C)*

Home Learning Guidelines:

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

Home Learning Expectations:

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

Evaluation and Review:

This process should be reviewed in line with the regular four year review schedule.

Author/ Responsibility/ Date

EPP/M. Coyle/2016

Home Learning Guidelines

A. Background

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.

These guidelines provide 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 in schools

B. Requirements

Schools must have a documented approach to home learning, which takes into account the personal and developmental needs of students.

The setting of home learning needs to take 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 good home learning policy involves:

- Communicating between teachers; between teachers and students and parents/carers
- Relating home learning activities to what is taught in the classroom
- Setting up an element of challenge in the home learning to be set. Individualised home learning activities links the home learning activities with prompt, appropriate assessment and feedback.

The school home learning approach should be informed by a shared understanding and be regularly monitored through feedback from teachers, students, parents/carers and the school council as appropriate.

C. Roles and responsibilities

Schools can support students by:

- Fostering lifelong learning and connecting families with the learning of their children, as part of a comprehensive and balanced curriculum within Victorian schools
- 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 there is regular communication between parents and the school.

Teachers can 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
- 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 their children, listening to them read, 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 home learning
- Ensuring lines of communication remain open and honest.
- 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 experience
- 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, and 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.

D. Value of home learning

The current evidence and research shows that the quality of home learning assigned is likely to be more important than the quantity. Research has established that home learning has a positive effect on learning, particularly at the middle and secondary school levels (Xu, 2010; Zimmerman & Kitsantas, 2005). Although home learning's effectiveness has been challenged by educators, parents, and students (Kohn, 2006), it continues to be an important educational supplement used by most teachers to enhance the learning experience of their students (Patall, Cooper, & Wynn, 2010). Overall, the effectiveness of home learning is enhanced by providing students with choices among home learning tasks, which will result in higher motivational and performance outcomes, students' autonomy, and intrinsic motivation (Patall et al., 2010).

Home learning helps students by:

- Complementing and reinforcing classroom learning
- Fostering good lifelong learning and study habits
- Providing an opportunity for students to become responsible for their own learning
- Developing self-regulation processes such as goal-setting, self-efficacy, self-reflection and time management
- Supporting partnerships with parents by connecting families with the learning of their children

E. Quality practice

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

The table below describes quality home learning practice for the different year levels.

Years	Home learning
Prep to 4	<ul style="list-style-type: none"> • Can foster a sense of self-discipline and responsibility and prepare students for upper grades. • Should include any school supported online programs on a regular basis. • Enables the extension of class work by practising skills or gathering of extra information or materials. • Will mainly consist of daily reading to, with, and by parents/carer or older siblings.
5 and 6	<ul style="list-style-type: none"> • Can foster a sense of self-discipline and responsibility and prepare students for secondary education. • Should include daily independent reading. • Should include any school supported online programs on a regular basis. • May extend class work, or consolidate, projects and assignments, and research.

F. Expectations

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.