



Glengarry Primary School

HOME LEARNING POLICY

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PURPOSE

The purpose of this policy is to outline to students, parents/carers and school staff Glengarry Primary School's expectations for homework and at-home learning.

SCOPE

This policy applies to students in all year levels and staff responsible for setting homework.

POLICY

Glengarry Primary School acknowledges that at home learning should be tailored and adapted to suit the personal and developmental needs of students. We also acknowledge that at home learning is a valuable part of schooling and that home learning is most beneficial and effective when it is relevant, meaningful, engaging and directly related to what is occurring in classrooms.



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Prep to Year 4

In the early years, the objective of at home learning 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.

At Glengarry Primary School, at home learning in Grades Prep – 4, will consist of daily reading to, with or by parents / carers or older siblings for a minimum of 20 minutes per night, for a minimum of 5 nights a week. This daily reading should be accompanied by conversations with children around the texts they have read and be recorded in the reading diary with an adult signature.

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

Year 5 to Year 6

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

At Glengarry Primary School, at home learning in Grades 5/6, will consist of daily independent reading to, with or by parents / carers or older siblings for a minimum of 20 minutes per night, for a minimum of 5 nights a week. This daily reading should be accompanied by conversations with children around the texts they have read and be recorded in the reading diary with an adult signature.

Previewing Learning – Year Prep - 6

Families will receive through Compass a weekly 'Learning Preview.' The purpose of the Learning Preview is to communicate with families important information, news, events and most importantly prepare students for learning at school. The learning preview is designed for students and families to prepare for future learning by exploring topics, key understandings, knowledge, skills and attitudes. This may take the form of a family discussion or briefly researching the topic. Tasks assigned in the weekly learning preview will build on concepts explored in the classroom and encourage students to use their initiative by gathering additional information or materials. It allows parents to support learning effectively and motivates students by involving them in researching at home, allowing students to get a head start in their learning.

Research shows that previewing learning can advance learners' achievement by more than 9 months and improves the rate of learning by more than 50% as opposed to traditional homework which generally takes the form of worksheets and skill and drill practice.



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Shared expectations and responsibilities

At home learning is a shared responsibility between the school, teachers, students and their parents/carers. In order to get the most out of at home learning and learning previews, it is important that everyone understands their obligations and responsibilities.

Glengarry Primary School will support students by:

- providing weekly learning previews to families through Compass providing parents/carers with the opportunity to interact, engage and participate in their child's education
- fostering lifelong learning and connecting families with the learning of their children, as part of a comprehensive and balanced curriculum within Victorian schools
- ensuring the school's at home learning policy is relevant to the needs of students and the school community
- advising parents/carers of at home learning expectations at the beginning of the school year and providing them with a copy of the at home learning policy
- encouraging parents/carers of primary school aged children to read to and with their children for enjoyment and provide parents/carers with evidence relating to the impact of at home reading on student achievement
- ensuring that all primary students use home reading diaries to record daily reading and provide take home reading materials for students to use. The reading diary will also provide a regular communication between parents and the school
- Provide parents/carers with feedback on how their child is meeting their shared expectations under the Home Learning Policy through our GPA (General Performance Assessment) Progress Reports.

Teachers at Glengarry Primary School will:

- provide weekly learning previews to families through Compass providing parents/carers with the opportunity to interact, engage and participate in their child's education
- record students daily reading nights using consistent practices across the school and acknowledge student achievement through reading certificates and or our GPA Progress Reports
- equip students with the skills to solve problems
- encourage real-life problem solving, logical thinking, creativity and imagination
- set varied, challenging, purposeful, open-ended and differentiated tasks as part of the learning preview and ensure that these are followed up in class
- ensure at home learning and learning previews allow for student voice and agency in their learning
- ensure that at home learning will not consist of generic work sheets



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- give students and parents/carers enough time to complete at home learning, considering home obligations and extracurricular activities
- provide parents/carers with clarity about the purpose of at previewing learning at home and their role in supporting their child
- explain the home learning expectations to students and parents/carers in Term 1 and revisit these throughout the year
- help students develop organisational and time-management skills
- ensure parents/carers are aware of the school's homework policy
- follow up with students who are absent from school so that they can catch up on their learning
- offer a wide range of opportunities for families to engage in their children's learning through the published learning preview

It is expected that students will take responsibility for their own learning by:

- being aware of the school's home learning policy and their expectations
- discussing with their parents/carers home learning expectations
- accepting responsibility for the completion of home learning tasks within set time frames
- following up with teachers when they are absent from school to catch up on any learning they may have missed
- 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.

It is expected that parents/carers will support their children by:

- reading and engaging in the weekly learning preview published by their child's classroom and or specialist teacher
- recording and or signing daily reading in their child's reading diary and having regular and ongoing conversations about the texts their child/ren are reading
- reflecting on their child's achievement with daily reading expectations (home learning) when GPA Progress Reports are published
- developing a positive and productive approach to home learning
- encouraging their child to catch up on any learning missed as a result of an unavoidable absence
- attending the school events, productions or displays their child is involved in
- 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



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- 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
- ensuring students establish positive daily routines and have appropriate spaces or areas to complete their daily reading and home learning tasks.

Support for students, parents and carers

Teachers at Glengarry Primary School understand that students have different learning styles and interests, and may approach learning activities and home learning differently. If you are concerned that your child may not understand the home learning (learning preview) tasks that have been set for him or her, or is spending a long period of time completing their home learning tasks, we encourage you to speak to your child's classroom teacher.

We also encourage students and families to make contact with teachers if additional home learning is required. Additional home learning can be provide to students at the student or families' request.

Glengarry Primary School has in place a number of learning programs and lunchtime clubs that students may attend during lunchtimes to assist with particular areas of interest. These programs and clubs changed based on student needs and school priorities. Students may be referred to programs by their teacher in consultation with their parents/carers. For more information about these programs, please contact your child's teacher.

FURTHER INFORMATION AND RESOURCES

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

REVIEW CYCLE

This policy was last updated on November 13th 2019 and is scheduled for review as part of our school's four year review cycle.



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EVIDENCE OF IMPACT OF DAILY HOME READING ON STUDENT ACHIEVEMENT

The following graphic has been included as evidence of the impact of daily home reading has on student achievement. Research shows us that the benefits of reading more improve performance in: general knowledge, vocabulary, reading comprehension, verbal fluency and spelling (Cunningham & Stanovich, 1998).

