

WILLANDRA PRIMARY SCHOOL HOME LEARNING POLICY

Rationale

At Willandra Primary School educators understand the importance of reinforcing and applying the skills and concepts learned at school. This Policy provides a guide and framework appropriate to the needs of students and their phase of development.

Purpose

- Homework builds responsibility by encouraging students to work independently, to develop self-discipline in meeting deadlines along with fostering lifelong learning habits (Meador, 2018).
- Homework can also be a means of furthering school-home relationships and can assist in keeping parents informed about the students' learning program and progress (Department of Education, 2014).
- The expectation is that homework will be appropriate to student needs with a direct relationship to the learning and teaching programs (Department of Education, 2014). Therefore, homework should be meaningful and provide students with an opportunity to make real-life connections to the knowledge and understanding they are learning in the classroom (Meador, 2018).

Guidelines

- It is highly recommended children engage in reading experiences on a daily basis. This may be independent reading or shared reading experiences. Research highlights the benefit of shared reading by facilitating enriched language experiences, enhancing the development of literacy skills (eg spelling, reading, comprehension and vocabulary), as well as, developing and fostering essential oral language skills (Merga, 2017). Shared reading between child and parent is also a valuable social opportunity developing a positive attitude towards reading (Merga, 2017).
- Homework should always be reasonable and able to be completed within 15 to 20 minutes.
- Homework is provided to consolidate and support learning and should not require unreasonable levels of parental help or resources.
- Projects/ Home Research tasks may be allocated (at the Class Teachers discretion), particularly in Years Five and Six, in order to assist with self-monitoring and time management skills.

Students' support their home learning by:

- working to the best of their ability.
- taking more responsibility for managing their after school time.
- read or be read to every night.
- getting outside and playing every day
- getting a good night's sleep

Teachers support students' home learning by:

- providing homework which is appropriate to students' developmental needs.
- monitoring the work provided.
- outlining homework procedures to parents as part of their class policies.

Parents/carers support students' home learning by:

- encouraging and assisting their children to develop independence by taking responsibility in managing and organising time for home learning. This will develop as children move through the year levels into the senior school.
- encouraging their children to read independently, as well as, opportunities for parents and children to engage in shared reading experiences ie read or be read to every night
- providing a conducive and supportive environment at home for children in order to promote and nurture 'happy learners' ie giving their child the opportunity to play outside every day and ensuring their child gets a good night's sleep

AN OUTLINE OF WILLANDRA'S HOME LEARNING PROGRAMS

Kindergarten

Oral Language Reading Program (Diana Rigg) involves parents sharing reading experiences with their child. This program is easy to implement and is intended to improve a child's oral language skills, in particular story telling skills (oral retell) and comprehension abilities. During the program parents will observe their child's oral retell and comprehension skills improve as they provide more information about the story, use more complex sentences and vocabulary, and retell stories with more confidence and ease. It is important to note that this program is focused on extending children's oral language skills not reading abilities.

Pre-primary

Homework will be sent home each Monday and is to be returned on Friday. It involves a home reader (to be read each night) with a Reading Log for parents to complete and practice of the Letters of the Week and associated activities.

Year One

Students are expected to read daily and record this in a reading log. Spelling lists will be sent home from term two onwards. Children are expected to learn their spelling words for a weekly test. Students will be provided with access to a free version of Studyladder and completion of tasks at home is optional.

Year Two

Students are expected to read daily, learn their spelling words for the weekly test through Look-Cover-Write-Check and completion of a consolidation activity. The Mathematics concepts taught that week will also be consolidated through a homework activity.

Year Three

Homework will be sent home each Monday and is to be returned on Friday. Students are asked to read daily for ten minutes from a book of their choice. This is to be recorded on the Reading Log and signed by a Parent/Caregiver. Other homework activities include times tables, a math task, spelling, grammar and writing task.

Year Four

Year Four students are expected to read daily, which is to be signed off by a parent/caregiver. Students then answer one of six reciprocal questions, rotating them regularly; complete spelling words and write sentences; research and write one Indigenous fact; learn times tables and complete 5 current concept Maths questions.

Year Five

Students are expected to read for a minimum of 15 minutes daily and to learn basic number facts (including but not limited to, multiplication and division facts to 12x12).

Year Six

Students are expected to read for a minimum of 15 minutes daily and to learn basic number facts (including but not limited to, multiplication and division facts to 12x12). There is also the expectation that students will complete unfinished classwork when they have been given sufficient time in class but have failed to complete the work. Other activities may include accessing Studyladder.