



Home Learning Policy

Rationale

St Kilda Park follows the following research-based principles:

1. Home and school should nurture every child's innate drive to learn
2. Children will not learn if we put skills and knowledge ahead of personal wellbeing and engagement with learning
3. Children learn by testing ideas and theories in supportive, safe and stimulating environments
4. Learning at home and at school should reinforce one another
5. Learning can take place in a range of situations and with a range of people
6. A holistic approach to children's academic, emotional, social and physical development is valued
7. Home learning can incorporate individual interests and family values

Home learning includes the learning opportunities available to students outside of school. These opportunities allow children to develop the critical skills required to become independent organised learners.

We believe that best learning happens at school where:

- teachers can provide scaffolding for their students using their professional knowledge
- teachers are able to correct mistakes, related to current learning, as they happen.
- teachers know what students can't do, not only what they can do.

Aims:

| The School's job is to ... | The Parents' job is to ... | The Students' job is to ... |
|---|--|--|
| <ol style="list-style-type: none"> 1. To use professional judgement to provide guidelines and clear expectations to parents and students 2. inform parents what is being taught, learnt and expected at school, both as an overview and in more detail. Forums include newsletters, department newsletters, assemblies, Konnectives, website, DET website, rubrics, display boards in Learning Areas, etc. 3. understand, acknowledge and respect diversity in family situations, abilities, learning styles and availability of resources 4. exchange ideas, information and insights about individual children with their parents, using different tools and strategies that work for different families 5. provide feedback and acknowledge effort and commitment within a reasonable time limit 6. encourage students to work towards independence and to assume responsibility for their own learning 7. a letter of holiday activities is available on request for those children who will be absent from school for an extended holiday | <ol style="list-style-type: none"> 1. understand and support the home learning program 2. suggest and facilitate a variety of learning opportunities in diverse areas e.g. sport, music, art, etc. See below for suggested types of activities. 3. support and encourage students to develop an understanding of learning as part of life 4. provide a safe, positive environment and consistent predictable routines 5. create opportunities for a range of home learning experiences 6. exchange ideas, information and insights with the child's teacher/s 7. follow the suggestions communicated via school reports and teacher feedback 8. recognise that unstructured activities have value for children's development | <ol style="list-style-type: none"> 1. know and understand what they are expected to do for school initiated home learning tasks 2. be responsible for the completion of school-initiated home learning of activities 3. ask questions of parents and teachers to support their learning 4. accept feedback from parents and teachers and make changes needed to be more successful in the future 5. identify particular areas of interest that they may spend more time on 6. avail themselves of a variety of learning tools, including on-line, monitored by their parents |

Implementation:

Home learning will be included as a discussion point at the initial information evening each year and via the monthly newsletter so that requirements are clear. **The school supports the following home-learning activities:**

Prep

- All students to read regularly. The amount of time will be dependent on individual reading levels. This could include reading and discussing books together with a parent or other adult.
- All students participate in Maths related tasks, as suggested below, including Mathematics.

Year 1/2

- All students to read regularly. The amount of time will be dependent on individual reading levels. This could include reading and discussing books together with a parent or other adult.
- Students to complete one open-ended mini project related to the topic being covered per term and a due date will be provided well in advance. This could be presented in a variety of ways including as an oral presentation or poster.
- All students participate in Maths related tasks, as suggested below, including Mathematics.

Year 3/4

- All students to read regularly. The amount of time will be dependent on individual reading levels. This could include reading and discussing books together with a parent or other adult.
- Students and parents to maintain a record of learning activities for a set period of time, as directed by the teacher, e.g. 'snapshot week'. These activities may be undertaken at home or in the student's broader community.
- Students to complete one open-ended mini project related to the topic being covered per term, as appropriate. The project will have a suggested timeline attached to aid the development of organisation skills. This could be presented in a variety of ways including as an oral presentation or poster.
- All students participate in Maths related tasks, as suggested below, including Mathematics.

Year 5/6

- All students to read regularly. This could include reading and discussing books together with a parent or other adult.
- Students and parents to maintain a record of learning activities for a set period of time, as directed by the teacher, e.g. 'snapshot week'. These activities may be undertaken at home or in the community.
- Students to use home learning books to record the progress of their research project. These will be checked by class teachers
- Years 5 and 6 to complete one open-ended research project per term related to the topic being studied. The project will have a suggested timeline attached to aid the development of organisation skills. Presentation of research by negotiation with teacher.
- All students participate in Maths related tasks, as suggested below, including Mathematics.

Families and communities can support/supplement home-learning through the following types of activities:

| Type of Activity | Examples |
|--|--|
| organised sporting/physical activities | training for sports teams, events, gym classes |
| family-based physical activities | bike riding, game of tennis, throwing a Frisbee in the park, walk around the lake, throwing a ball with the dog |
| music, dance, drama | lessons, practice, performing, ballet, home-play and dressups |
| cooking and food | reading and following a recipe, helping plan/prepare meals and lunch box ideas |
| visiting the library | borrowing books, reading, researching, browsing |
| shopping | using money, working out prices, best value products, working out change, estimating total cost |
| gardening | maintaining a veggie patch, growing seeds, potting plants |
| computers | Using class blogs, using on-line learning resources, researching areas of interest, playing maths games, word games or educational games, learning to touch type |
| art | painting, drawing, constructing, attending art classes, visiting the art gallery, displaying art at home |

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|--------------------------------------|--|
| socialising and communicating | chatting with grandparents or older people about their lives, writing letters, sharing experiences at meal times |
| current events | watching the news or reading the newspaper and discussing current events |
| playing games and completing puzzles | playing a range of board games, completing jigsaw puzzles, crosswords, Sudoku, etc |
| holidays | writing a journal, send emails, planning itinerary budgeting |
| Language and other cultures | Visiting cultural events/festivals, food, movies, penpals, mapwork |
| From school | Big Writes, school newsletter suggested activities, recommended aps, Number Fluency games, Kitchen Garden recipes or ideas, family nights, Italian language activities, Running Club, Premier's Challenges, Literacy and Numeracy Week activities, photography competitions, MAV Maths Talent Quest, Athletics tasks, Literacy Planet tasks, Sunshine online |

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

This policy was ratified by School Council in

2016