

1. 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.

Home learning benefits students by complementing and reinforcing classroom learning, fostering lifelong learning and good study habits, and by providing an opportunity for students to be responsible for their own learning. Home learning enables students to develop organisational and time-management skills, self-discipline and skills in accessing and utilising resources within the wider school community.

2. Aims:

- To be appropriate to the student's age and skill.
- To foster lifelong learning and connect families with the learning of their children, as part of a comprehensive and balanced curriculum within Victorian schools
- To enable the extension of class work by reinforcing and practising skills, completing work unfinished due to lack of application by the child and include the gathering of extra information or materials.
- To be purposeful, meaningful and relevant to the curriculum, be challenging and where appropriate, open-ended.
- To develop the children's ability to manage their time effectively in order to complete set tasks within a specific time.

3. Implementation:

- 3.1 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

	Home learning
Foundation to Year 3	<ul style="list-style-type: none"> • will mainly consist of daily reading to, with, and by parents/carers or older siblings • will be provided, and students encouraged to complete, but if not completed will not result in disciplinary action • will be expected to be completed with parental guidance if the student is part of an intervention program or has an Individual Education Plan (IEP) • should foster a sense of self-discipline and responsibility to prepare students for upper grades • enables the extension of class work by practising skills or gathering of extra information or materials • should not exceed 20 minutes per night, nor be set during holiday periods
Years 4 to 6	<ul style="list-style-type: none"> • should include daily independent reading • may extend class work, projects and assignments, essays and research • may involve the use of a diary (written or electronic) to record home learning • will be expected to be completed with parental guidance if the student is part of an intervention program or has an Individual Education Plan (IEP) • should not exceed 30 minutes per night, nor be set during holiday periods • students should complete set home learning

3.2 **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
- encouraging their child to talk to the teacher about any concerns they have about the home learning
- supporting their upper primary school children to keep a home learning diary
- discussing home learning with their child

3.3 Teachers can support students by

- advising parents/carers of home learning expectations at the beginning of the school year and as required each term
- offering a wide range of opportunities for families to engage in their children's learning
- ensuring the school's home learning is relevant to the needs of students
- setting varied, challenging and meaningful tasks related to class work to suit the students' learning needs
- assessing home learning and providing timely and practical feedback and support
- helping students develop organisational and time-management skills
- giving students enough time to complete home learning, considering home obligations and extracurricular activities
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3.4 **Students** can take responsibility for their own learning by

- being aware of the school's home learning expectations
- discussing home learning expectations with their parents/carers
- accepting responsibility for the completion of home learning tasks within set time frames
- following up on feedback from the teacher
- seeking assistance when difficulties arise
- organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities.

4. Evaluation:

- Teachers will monitor children's completion of home learning and the regularity with which it is returned.
- PLCs will review the nature and appropriateness of the tasks that are set over the course of the year in order to develop agreed expectations across the PLC, and across the school.
- The school's home learning policy will be reviewed as part of the school's policy review cycle.

References and Related Documents:

1. *DET Home learning Guidelines*
<https://edugate.eduweb.vic.gov.au/edrms/keyprocess/cp/SitePages/SchoolPoliciesDetail.aspx?CId=34>

This policy was ratified by School Council in March 2021