



## HOME LEARNING PARTNERSHIPS POLICY

### Rationale:

At Boroondara Park Primary School (BPPS) it is our belief that home learning complements and reinforces classroom practice and fosters positive lifelong learning and study habits. Home learning engenders a partnership between home and school in the way that it provides opportunities for families to connect with the curriculum and the learning process.

### Aims:

- To develop self-motivation and personal responsibility for learning
- To develop positive study habits and organisational and time management skills
- To support a working relationship between home and school.
- To assist students by complementing, consolidating and reinforcing their classroom program

### Implementation:

A guide to the types of home learning experiences at BPPS are:

#### **Foundation**

Home nightly reading (leveled texts and/or library books)

Nightly reading logged in Reading Journal (checked once a fortnight by the teacher)

Boroondara Bear (Semester One)

Foundation Stars (Semester Two)

Mathletics (optional) usernames and passwords provided

High-frequency words (optional)

#### **Grades 1 and 2**

Home nightly reading (leveled texts and/or library books)

Nightly reading logged in Reading Journal (checked once a fortnight by the teacher).

Additional home learning tasks may occasionally be sent home, such as a Maths warm up game or an Integrated Studies activity

Mathletics (optional) usernames and passwords provided

#### **Grades 3 and 4**

Home nightly reading (leveled texts, self selected texts or library books)

Nightly reading logged on My Journal facility on Sentral Student Portal (may also record a short sample of oral reading and upload it to Showbie)

Weekly Mathletics tasks to consolidate classroom learning (Year Three -3 tasks, Year Four - 4 tasks)

Additional home learning tasks may occasionally be sent home, such as a Maths warm up game or an Integrated Studies activity

#### **Grade 5 and 6**

Home nightly reading (such as a set amount of reading of a novel that is expected to be completed by the next classroom reading session)

Weekly Mathletics tasks to consolidate classroom learning (Year Five – 5 tasks, Year Six – 6 tasks)

Additional home learning tasks may occasionally be sent home, such as a Maths warm up game or an Integrated Studies activity

**Specialists** subjects have a home learning component especially regarding practising skills for school events and/or in preparation for classes. Some examples may include: learning the words of songs, instrumental practice, practising a French conversation or training for the Cross Country or Athletic events. For Art in years 3 - 6, they may be asked to complete a reflection activity or to prepare some ideas for a future class.

**Home learning should be:**

- appropriate to the student's skill level and age
- purposeful, meaningful and relevant to the curriculum
- interesting, motivating and may consolidate or revise learning at school

**Schools can support students with home learning by:**

- taking into consideration the need for students to have a balanced lifestyle. This includes sufficient time for family, sport, recreation, cultural pursuits and non-timetabled periods which develops creativity
- advising parents of home learning expectations at the beginning of the school year and directing them to the location of the home learning partnerships policy on our school's website
- ensuring that middle and upper primary students record their home learning to provide regular communication between parents and the school.
- encouraging parents/carers of primary school aged children to read to and with their children for enjoyment
- encouraging real-life problem solving, logical thinking, creativity and imagination
- setting varied and meaningful tasks related to class work to suit the students' learning needs
- helping students develop organisational and time-management skills
- developing strategies within the school to support parents/carers to become active partners in home learning
- offering a wide range of opportunities for families to engage in their children's learning.

**Parents can support students with home learning by:**

- developing a positive and productive approach to home learning
- ensuring there is a balance between the time spent on home learning and family, sport, creative, recreational and cultural 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
- attending the school events, productions or displays in which their child is involved
- ensuring students have completed their home learning
- 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,

**Students can take responsibility for their home learning by:**

- being aware of the school's home learning expectations
- discussing home learning expectations with their parents or carers
- accepting responsibility for the completion of home learning tasks within set time frames
- seeking assistance when challenges arise
- organising their time to manage home obligations, participation in physical activity, sports, recreational cultural and creative activities
- recording their home learning

This policy is in line with DET recommendations

Follow this link below for further information about supporting your children at home.

<http://www.bpark.vic.edu.au/page/204/Home-School-Partnerships>

**Evaluation:** This policy will be reviewed as part of the school's Strategic Plan 2017 - 2020