

**Rationale**

Tatachilla Lutheran College Junior School Home Learning Policy supports the development of independent learners through home learning tasks. The College believes that home learning tasks should be purposeful and relevant to student needs and exist with clear time limits. Home learning involves the engagement of students, parents and teachers in an ongoing process of development and support of each child through a range of activities, including through the Coneqt portals.

The College recognises that the home is the primary influence in the growth and development of a child. A significant majority of a child's learning happens in the home. This Policy, however, refers particularly to the learning experiences that happen at home but are at the instigation of the College.

**The College believes that both the home and the school have significant roles to play in the growth and development of a child. The education of a child is most effective when:**

1. there is a strong partnership between the home and the school;
2. parents are actively involved in the learning of their children; and
3. effective and timely feedback is given as an integral part of the learning process.

**Research indicates that:**

1. at a Junior School level, setting Home Learning activities has a minimal impact on overall student achievement. At a Middle/Senior School level however, the impact is significant;
2. for Junior School aged students, smaller amounts of Home Learning may help to improve study skills and work habits in preparation for future years; and
3. recommended Home Learning activities (rote learning, practise and rehearsal of familiar concepts and skills) in the Junior School level have a more positive effect on learning than more complex, open-ended and problem based tasks.

**Definition****1. In developing the Home Learning – Junior School Policy, the College believes that Home Learning should be:**

- 1.1 purposeful and relevant to student needs;
- 1.2 enable students to practise and reaffirm their skills and understandings;
- 1.3 provide opportunities for parent involvement in student learning;
- 1.4 enable flexibility of time for students across a week to complete it;
- 1.5 build confidence for students to work independently;
- 1.6 build on personal organisation and time management skills;
- 1.7 enable a balance between Home Learning and students' out-of-school commitments and home routines; and
- 1.8 be well communicated with parents and students.

**2. Holiday and break times:**

- 2.1 It is noted that holiday time for students is a time of respite and break from the normal school routines that they experience in a term. Holiday time provides students a chance to connect with their families and engage in their hobbies and interests in a deeper way. Therefore, setting home learning in holiday time for students in Reception to Year 6 is not recommended.
- 2.2 Students in these year levels may need to complete a small task if they have not completed it during the term, however new work should not be given.



### 3. Amount of time allocated to home learning:

3.1 The table below indicates the time allocation and content of Home Learning expectations at the levels within the Junior School. This table has been generated in accord with students' age and stages of development.

Year Level	Recommended time/week	Suggested Content
Reception –Year 2	<b>Reception</b> At least 10 minutes a night per night	<b>Phonetic awareness program</b> – through learning of alphabet sounds and digraphs which leads into reading of words.  <b>Decoding and reading aloud at home</b> – involves decoding skills, remembering of sight words, comprehending what is being read, responding to reading, working towards expression and independence.
	<b>Year 1</b> At least 10-15 minutes per night	<b>Reading aloud</b> - to practise decoding skills, phonetic sounding out, remembering sight words, comprehending what is being read, responding to reading, accuracy, fluency expression and independent reading.  <b>Sight words, phonetic words</b> , theme words and words to increase vocabulary.  <b>Sharing</b> - topics based on something students have made, found, can read etc. This is done approximately five (5) times a term.  <b>Maths</b> - to practise concepts from current unit.  <b>Other</b> – as related to an Inquiry unit.
	<b>Year 2</b> At least 10-20 minutes per night	<b>Reading aloud</b>  <b>LSBBWC (Look Say Break Build Write Check)</b> - Spelling Words (sound of the week words) or Personal Sight Words (Oxford Words).  <b>Maths</b> - to practise concepts from current unit,  <b>Optional:</b>  <b>Extension Home Learning</b> - a 'Home Learning Grid' for working at own pace –literacy/numeracy/home help tasks/play based tasks.
<b>Years 3 and 4</b>	<b>Years 3 and 4</b> 90 minutes of home learning per week	<b>Spelling</b> (Differentiated)  <b>Reading</b> (Differentiated) - using a range of methods and materials including digital and tactile modes to complete home learning tasks.  <b>Maths</b> - to practise concepts from current unit including Mathematics (from Year 4).  <b>Occasional:</b> Some topical tasks.
<b>Years 5 and 6</b>	<b>Years 5 and 6</b> 2 hours of home learning a week, over the course of the school year.	<b>Some short term tasks</b> within long term projects.  <b>Short, relevant tasks</b> related to core learning areas.  <b>Maths</b> - to practise concepts from current unit including Mathematics.  <b>Completion of class work</b> is only undertaken if students clearly understand the required learning/task.

*Adapted from the New South Wales Government Homework Review in 2012, which compared findings from the UK and various States within Australia.*

Related Policies:

- Home Learning Policy – Middle School
- Home Learning Policy – Senior School