



McKinnon Primary School Home Learning Policy

1. Purpose:

- 1.1 To instil a positive approach and attitude to home learning.
- 1.2 To encourage 'real life' application of Home Learning through the involvement of family and every day events.
- 1.3 To ensure that students are provided with consistent Home Learning.
- 1.4 To assist student learning and the establishment of good Home Learning patterns from early primary school.
- 1.5 To provide opportunities for students to develop organisational and time management skills, self-discipline, personal responsibility for learning, and skills in using resources accessible outside the school.
- 1.6 To increase parent awareness and opportunities for participation in their child's education.

2 Implementation:

- 2.1 Parents will be informed of the Year levels Home Learning tasks through regular communication. A copy of the school's Home Learning Policy will be provided on the school's website.
- 2.2 Parents will be encouraged to show a positive attitude towards Home Learning and may be required to assist by discussing the task, suggesting ideas, assisting their child to gather and interpret information, encouraging their child to complete Home Learning by the due date and providing feedback to the teacher.
- 2.3 Teachers will endeavour to ensure that Home Learning is:
 - 2.3.1 Documented with parent and student friendly language
 - 2.3.2 Appropriate to the student's skill level and age
 - 2.3.3 purposeful, meaningful and relevant to the curriculum and where appropriate also be open-ended
 - 2.3.4 Monitored by teachers and support provided where needed
 - 2.3.5 In line with the school's Home Learning outline (Appendix 1).
- 2.4 Teachers will discuss the content and requirements of Home Learning tasks with children and will give students enough time to complete Home Learning, taking into account home commitments and extracurricular activities.
- 2.5 Students will be encouraged to take responsibility for planning and completing Home Learning by the due date. They will be given assistance in developing time management skills and managing outside school commitments.
- 2.6 The completion of tasks using a variety of mediums will be encouraged. It is not an expectation that a computer or Internet is accessible and therefore computer generated completion is not a requirement.
- 2.7 Additional Home Learning is available for family holidays during the school term (See Appendix 2).
- 2.8 Home Learning activities and requirements will generally be based on the guidelines provided by the Department of Education and Training outlined below.



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Guidelines:

Year Level	Guidelines
Foundation to Year 4	<ul style="list-style-type: none">• Should not be seen as a chore• Enables the extension of class work by practising skills or gathering of extra information or materials• Will mainly consist of daily reading to, with, and by parents/carer or older siblings• Will generally not exceed 30 minutes a day or be set on weekends or during vacations.
Years 5 & 6	<ul style="list-style-type: none">• Should not be seen as a chore• Should include daily independent reading• May extend class work, projects and research• Will generally range from 30 to 45 minutes a day and will not be set on weekends or during vacations.

4 Evaluation:

4.1 This policy will be reviewed as part of the school's three year cycle.

Next review date: August 2021



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Appendix 1 ~ Home Learning Outline –

Year Level	Tasks
Foundation	<p>Reading: Up to 15 mins to, with, and by adults consisting of take home books and independently selected books.</p> <p>Mathematics: A learning task that provides opportunity to discuss, investigate and engage with mathematics in a 'real life' life context.</p> <p>At various times throughout the year students may have Home Learning related to units of inquiry or other curriculum areas.</p> <p>Teachers may provide supplementary Home Learning tasks that are developmentally appropriate for students to review a particular skill or concept.</p>
Year 1	<p>Reading: Up to 15 mins of reading to, with, and by adults consisting of take home books and independently selected books.</p> <p>Mathematics: A learning task that provides opportunity to discuss, investigate and engage with mathematics in a 'real life' life context.</p> <p>At various times throughout the year students may have Home Learning related to units of inquiry or other curriculum areas.</p> <p>Teachers may provide supplementary Home Learning tasks that are developmentally appropriate for students to review a particular skill or concept.</p>
Year 2	<p>Reading: Up to 20 mins of reading to, with, and by adults consisting of take home books and independently selected books focus on discussion with students.</p> <p>Mathematics: A learning task that provides opportunity to discuss, investigate and engage with mathematics in a 'real life' life context.</p> <p>At various times throughout the year students may have Home Learning related to units of inquiry or other curriculum areas.</p> <p>Teachers may provide supplementary Home Learning tasks that are developmentally appropriate for students to review a particular skill or concept.</p>
Year 3 & 4	<p>Reading: Up to 20mins of reading to, with, and by adults consisting of take home books and independently selected books focus on discussion with students.</p> <p>Mathematics: A learning task that provides opportunity to discuss, investigate and engage with mathematics in a 'real life' life context.</p> <p>At various times throughout the year students may have Home Learning related to units of inquiry or other curriculum areas.</p> <p>Teachers may provide supplementary Home Learning tasks that are developmentally appropriate for students to review a particular skill or concept.</p>



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<p>Year 5 & 6</p>	<p>Reading: 20 mins of independent reading At various times throughout the year students may have Home Learning related to units of inquiry or other curriculum areas.</p> <p>Mathematics: A learning task that provides opportunity to discuss, investigate and engage with mathematics in a 'real life' life context.</p> <p>At various times throughout the year students may have Home Learning related to units of inquiry or other curriculum areas.</p> <p>Teachers may provide supplementary Home Learning tasks that are developmentally appropriate for students to review a particular skill or concept.</p>
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Appendix 2 ~ Holiday Home Learning

Parents and Carers sometimes ask teachers for Home Learning or school activities for their children to do during holiday breaks taken during the school term. The teachers have put together this list of ideas, which should not only provide useful learning experiences but also be fun! The best learning occurs when the activity has a purpose and is relevant. For this reason, the suggestions listed here, which relate closely to the holiday experience, will be far more meaningful to your child than trying to complete school-related activities provided by the teacher.

- Make up stories (e.g. each family member invents a story about how a town or bridge got its name)
- Memory game – ‘I went to the shop and I bought a’ Each person keeps adding an item; the person able to recall all the items as the game progresses is the winner
- Lots of purposeful talk about the holiday and points of interest to be enjoyed
- Making up words using the three letters of number plates, or making up a phrase using the three letters as initials
- Keep a daily diary or journal during the holiday. If children need guidance with this, they can write under simple headings like “What I did” and “How I Felt”. Depending on the child’s age, drawing and labelling diagrams may be appropriate
- Take photographs and/or collect postcards and add them to a journal or scrapbook – with captions
- Use every opportunity along the way to read holiday related literature, e.g. road signs, timetables, maps and travel brochures
- Use directories/maps and discuss how to find streets/suburbs, etc.
- Work out together the best way to get from one town to another
- Estimate how long it will take to travel one kilometre
- Play ‘I Spy’
- Make tallies of interesting things you see while travelling (How many red cars/petrol stations etc.)
- Add the numbers on the number plates of cars
- Collect and sort brochures, tickets and pictures to help you plan your trip
- Discuss and learn to read timetables. Try to work out the number of flying hours
- Find out the distance of your trip – how long the trip will take and calculate the average speed of the plane
- Estimate luggage weight
- How many handfuls of sand will fill a bucket? Estimate and then check if you are right!
- Collect and sort shells according to colour/size/shape
- Let the children buy the movie tickets/popcorn – work out change. Compare the difference between adult/child prices
- All sorts of games to encourage problem solving and mathematical skills (Connect 4, Snakes & Ladders, Chess, Chinese Chequers, Monopoly, etc.)
- Learning about new places and reading information about the history/culture etc. of the holiday destination
- Children could make a holiday brochure to tell others about the area visited. (How much have they remembered?)
- Many places have historical sites/houses/museums worth visiting. After the visit have, the children draw or write all the things they have learnt
- Learning how to use a camera
- Opportunities to cook with discussion about temperature or another measurement relevant to your holiday etc.
- Visiting animal sanctuaries/zoos etc. and hearing more about various animals
- Write an information report about your favourite animal
- Looking at rock pools. How are they formed? What animals live in them? Etc.
- Talking about weather
- Visiting Art Galleries and learning about different art forms and artists
- Going to the Theatre/Movies and discussing the performance
- Using paints/crayons etc. to record holiday experiences