

HOME LEARNING POLICY: FOUNDATION to YEAR 12

Approved by: Governing Council

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LRCS Vision Statement:

'At LRCS we will collaborate with our community to provide a safe, engaging, inclusive environment that allows each individual to thrive through respectful relationships and innovative learning opportunities.'

For the purposes of this policy, **Home Learning** includes the use of a student diary, communication book, homework book or any other means of communication between home and school.

Rationale: LRCS's Home Learning policy is designed to promote academic success, foster independent learning, and support the well-being of our students.

Home Learning is an integral part of the learning process as it serves to reinforce classroom learning, encourage independent study habits and foster the development of critical thinking skills.

Home Learning needs to be relevant to the students' current learning if it is to be of benefit. Students need to understand what is expected of them and the reasons why the Home Learning tasks are set. Home Learning can assist in the development of time management and organisational skills, consolidating new concepts learnt, strengthening routine in preparation for upper secondary and keeping parents/caregivers in touch and involved with the kinds of work their children are doing at school. Home Learning is also an opportunity for building 'learning dispositions.'

We appreciate that our learners may have many family, work, sporting and other recreational commitments and opportunities outside of school. We want them to learn to maintain balance, by cultivating the skills and habits necessary to protect their health and well-being without sacrificing their engagement with these commitments and opportunities.

This policy aims to honour and support our learners to become full and active citizens within our broader Southern Mallee community.

Teachers have a responsibility for promoting the value of Home Learning. Teachers should:

- Set Home Learning that is a relevant and differentiated education experience for students.
- Clearly define expectations and ensure it is written in their diary / Home Learning book which will be monitored weekly.
- Ensure resources are readily available to all students.
- Monitor and give prompt feedback.
- Be aware of the social environment of students and make expectations achievable.
- Be aware of exceptional circumstances and be flexible in dealing with these. (Home Learning may need to be negotiated)
- Consider a 'passion project' to reinforce dispositions and capabilities.

It is not compulsory for teachers to set Home Learning if not educationally relevant at that time. When students fail to complete set Home Learning, teachers **MUST follow up** with an appropriate consequence. Some examples of consequences could be a conversation, complete the work at another time, or community service.

Parent/caregiver involvement in Home Learning is a critical factor in students' educational achievements. Parents/caregivers should:

- Play a supportive, supervisory role in Home Learning activities.
- Be aware of the school Home Learning Policy.
- Monitor Home Learning using the diary / Home Learning book and sign this weekly.
- Inform the school/teacher if the student(s) is/are unable to complete Home Learning for any legitimate reason.

Students are required to:

- Use a diary / Home Learning book as a communication of Home Learning requirements.
- Attempt Home Learning set. Negotiate any changes as soon as possible.
- Set themselves up for success.

The following guidelines should be followed by teachers when setting home learning:

Home Learning can be completed at any time throughout the week.

If Home Learning exceeds the maximum time allocated over the week, the parent/caregivers must communicate this to the teacher(s).

It is an expectation that students will be required to spend no more than the following amount of time on Home Learning per night or accumulative over the week:

As a recommendation, students should read 5 out of 7 nights per week

FOUNDATION – Reading should be encouraged regularly

YEAR 1 / 2 – 20 minutes per school day including reading (100 minutes per week)

YEAR 3 / 4 – 25 minutes per school day including reading (125 minutes per week)

YEAR 5 – 30 minutes per school day including reading (150 minutes per week)

YEAR 6 – 35 minutes per school day including reading (175 minutes per week)

YEAR 7 / 8 – 45 minutes per school day including reading (225 minutes per week)

YEAR 9 / 10 – 60 minutes per school day including reading (300 minutes per week)

YEAR 11 / 12 – 90 minutes per school day including reading (450 minutes per week)