



Sacred Heart Learning at Home Statement

At Sacred Heart School we believe that learning at home provides students with opportunities to pattern behaviour for lifelong learning beyond the classroom and is an opportunity for family members to engage in shared learning experiences.

Research suggests that for primary school students, there is little to no evidence that homework advances academic performance (Cooper, 1989; Walker, 2011; Hattie, 2013). Therefore at Sacred Heart traditional homework has been replaced with reading – a vital lifelong skill which students need to develop and practice in order to be an active participant in society.

Practice

The following table describes our expectations for the different year levels:

Years	Learning at home
Prep - Year 2	<ul style="list-style-type: none"> • Not to exceed 15 minutes a day • Will consist of daily reading to, with and by parents/carers or older siblings and the practising of high frequency words.
Year 3 – 4	<ul style="list-style-type: none"> • Not to exceed 20 minutes a day • Will mainly consist of daily independent reading and may include reading to, with and by parents/carers or older siblings • May include the gathering of extra information or materials.
Year 5 - 6 This will gradually increase in the latter half of Year 6.	<ul style="list-style-type: none"> • Not to exceed 30 minutes a day • Will mainly consist of daily independent reading and may include reading to, with and by parents/carers or siblings • May include the gathering of extra information or materials.

Homework should:

- be purposeful and relevant to students needs
- be appropriate to the phase of learning (early, middle and senior)
- be appropriate to the capability of the student
- develop the student’s independence as a learner
- allow for student commitment to recreational, family and cultural activities.

Partnership expectations:

For learning at home to be effective, a partnership needs to exist between home and school. Parents, teachers and children each have responsibilities.

Teachers will:

- Set reading expectations with clear instructions.
- Follow-up on reading homework within a reasonable timeframe.
- Monitor reading logs on an on-going basis.

Parents and carers will:

- Establish a regular space for the encouragement of reading that includes access to required resources.
- Engage in interactions with their child about their reading.
- Provide feedback to the teacher as to their child's reading through the reading log
- If a child is having difficulty with the reading task, contact the class teacher.

Students commit to:

- Engage in daily reading at home.
- Return completed Reading log sheet to the teacher.
- Communicate regularly about reading tasks with parents/carers and teachers.

It is important to acknowledge that the home is a rich learning environment that provides real life contexts in which children can demonstrate their attributes as life-long learners. Interactive activities which foster discussion between a child and parent about concepts and ideas are beneficial to the establishment of learning as an everyday event. Linking concepts with familiar activities such as shopping, preparation of food, the local environment and family outings encourages students to make connections between their classroom learning and their real-world experiences.

Activities at home which support children's learning:

- The use of interesting and complex vocabulary
- Discussions about your child's day at school (learning dispositions, mindsets)
- Feedback that is specific and which praise effort
- Conversations about current events
- Encouragement to read for a range of purposes

- Cultural activities such as visiting libraries, museums, historic sites
- Encouragement to develop hobbies
- Encouragement to question
- Encouragement to try new things
- Establishment and valuing of learning routines
- Support in practicing sport, music or dance
- Opportunities and encouragement to undertake everyday household tasks

Children learn in many ways including academic work, engaging in outside-school pursuits, and by engaging in life experiences. Our role as their parents and teachers is to facilitate exposure to a wide range of activities which teach them to question, to learn, to wonder and to explore.

Review

This statement will be reviewed every three years or as required. Review due 2019

