

Home Learning Policy

Rationale:

At Anula Primary School we acknowledge that the time children spend with their families and their involvement in after school activities are important components in the development of the whole child. In determining homework, it is important to consider that students may be engaging in many different activities and commitments outside of school such as sports, music and other hobbies and that it can often cause a great deal of stress and anxiety for both students and families.

Anula Primary is committed to evidence based practices as the foundation for all teaching and learning pedagogies and programs. Research from John Hattie, who is well known for his Visible Learning work, states that traditional homework in primary school has an effect size of 0.15. According to Hattie anything under an effect size of 0.4 does not have a significant impact on student's learning, so at 0.15 the impact is very minimal.

Aims:

At Anula Primary we believe in Home Learning that helps children become better learners and happier human beings.

We strongly believe that Home Learning should be a positive experience for students, parents and teachers. It should allow parents to engage in the learning process with their child and foster a positive attitude and love of learning in all of our students.

Implementation:

We believe Home Learning should consist of three key activities:

- Home Reading – building capable readers and instilling a love of literature
- Spelling – building automaticity of High Frequency Words and other vocabulary
- Numeracy activities that build automaticity in skill development and consolidate classroom learning e.g. number facts

At Anula, consistent and effective implementation of our Home Learning policy occurs through a common approach across each year level and ensuring that students are not disadvantaged by a lack of access to resources such as computers and the internet outside of the school.

The Home Learning Policy will be available on our school website for parents and our school community.

Year Level Guidelines

Transition

- Approximately 10 mins (4-5 nights per week)
- Home Reading (Home Readers and reading either to, with or by a parent, carer or older sibling)
- High Frequency Words

Years 1-2:

- Approximately 15 mins (4-5 nights per week)
- Home Reading (Home Readers and reading either to, with or by a parent, carer or older sibling)
- High Frequency Words and Spelling words

Year 3-4:

- Approximately 20 mins (4-5 nights per week)
- Home Reading (including Home Readers for students on PM Levels, independent and reading either to, with or by a parent, carer or older sibling)
- High Frequency Words and Spelling words
- Practice of number facts to build automaticity and/or mathematical concepts that may require further revision and consolidation

Year 5-6:

- Approximately 30 mins (4-5 nights per week)
- Home Reading (including Home Readers if on PM, independent reading and reading either to, with or by a parent, carer or older sibling)
- High Frequency Words and Spelling words
- Practice of number facts to build automaticity and/or mathematical concepts that may require further revision and consolidation

Other Home Learning Ideas:

- Lots and lots of family conversations and discussions about everything under the sun
- Shared bed-time stories with parents, carers or older siblings
- Private individual reading before lights out
- Family games, activities and hobbies
- Regular visits to a library
- Outings to all kinds of places (with plenty of conversation and discussion taking place)
- The kind of imaginative play that comes naturally to children of all ages
- Cooking together
- Gardening together
- Family fitness activity

Resources:

For further information on the effectiveness of homework for students see:

2008, *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*, Routledge, New York.

Hattie, J. 2012, *Visible Learning for Teachers: Maximising impact on Learning*, Routledge, New York.

Evaluation:

This policy will be evaluated by staff and reviewed by the Leadership Team in December 2020.