



Home Learning Policy

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Purpose

At Strathcona Girls Grammar we believe that home learning and study are essential components of the learning process as they reinforce classroom lessons, encourage independent thinking, and develop critical skills. The purpose of this policy is to provide guidelines for the amount, types, and expectations regarding home learning and study for our primary and secondary school students, including VCE students. It also outlines the roles of teachers, students, and parents in supporting the home learning process.

Aims

- To allow students to consolidate skills and knowledge learnt at school.
- To develop students' independence as a learner.
- To develop behaviours that will assist students in their future studies and for their future lives.
- For students and parents to connect with student learning.

Key Terms

Home learning

'Home learning' is the term that Ron Ritchhart, Senior Research Associate at Harvard University School of Education coined when referring to homework. It refers to any activity that students do to supplement their learning in class.

Study

Study refers to dedicated time spent reviewing and revising material covered in class, preparing for assessments, and engaging in self-directed learning. It includes reviewing notes, summarising information, practicing problems, and seeking clarification on challenging concepts. Effective study involves having clear and specific goals and should not be measured by time passed but by the goals achieved after each study session.

Study is made up of the following core components:

- Understanding: what the student needs to know
- Skill: what the student needs to be able to do
- Recall: what the student needs to be able to remember



Roles and Responsibilities

Teacher Responsibilities:

- Teachers will provide clear instructions and expectations regarding homework assignments and study topics.
- Homework assignments will be purposeful, relevant, and aligned with the curriculum.
- Teachers will consider the workload of students, including VCE students, and ensure a balanced approach to homework and study.
- Teachers will provide timely feedback on completed homework assignments and offer guidance for study techniques.
- Homework and study may be assessed for understanding, skill development, or preparation for assessments, depending on the assignment.
- Teachers will communicate with students regarding homework and study expectations, due dates, and any modifications to the homework and study schedule through Maple.

Student Responsibilities:

- Students are responsible for completing homework assignments and allocating dedicated time for study.
- Students should manage their time effectively, prioritise tasks, and seek clarification from teachers when needed.
- Students should maintain a homework planner or calendar to track assignments, study topics, and due dates.
- Students should follow up with their teacher if they are unclear or have concerns regarding homework that is set.
- Students should create a study schedule to ensure regular and consistent study habits.
- Students should complete homework with care, demonstrating their best.

Parent Responsibilities:

- Provide a suitable environment that encourages and supports homework completion and study.
- Establish a routine and allocate a dedicated space for homework and study.
- Monitor progress and offer guidance and support when needed.
- Maintain open communication with teachers regarding concerns or questions about homework and study.



Junior School-Home Learning

In the Junior School, home learning reflects our belief that students need to have the opportunity to consolidate their classroom learning, as well as engage in a balanced lifestyle. Time to play and explore are critical elements to success at school and a balanced, happy childhood. Home learning should be varied, challenging and meaningful with tasks appropriate to students' learning needs.

All students from Prep to Year 6 are expected to engage in daily reading to, with or by parents and caregivers. Words are essential in building the thought connections in the brain. The development of language skills is linked positively to thinking skills and academic performance. The more interactive language a child experiences through books and conversation with others (not passively from television), the more advantaged socially and educationally that child will be for the rest of her life.

Opportunities to read at home:

- Listen to a book read aloud by an adult or older sibling.
- Read along with a parent or sibling.
- Read aloud to a parent or older sibling
- Read silently then talk to an adult about the book
- Read silently with no adult interaction (suitable for Years 5 and 6).

In Prep to Year 4 Home Learning:

- Enables the extension of class work by practising skills or gathering extra information or materials in an enjoyable way.
- Mainly consist of daily reading to, with, and by parents/caregivers or older siblings.
- Will not be set on weekends or during school holiday periods.

In Years 5 and 6 Home Learning:

- Includes daily independent reading.
- Involves practising times tables and personal spelling words.
- May include extension of class work, projects and assignments.
- Will not be set for school holidays.
- Involves the Years 5 and 6 students using homework diaries to provide a means of communication between parents and the school.

The following is the time commitment each night for specific home tasks:

Year 3	15 minutes
Year 4	20 minutes
Year 5	30 minutes
Year 6	30 minutes



Senior School-Home Learning

Home Learning and study become increasingly self-directed throughout Senior School. Students need to develop their academic work but also to consider their wellbeing with adequate sleep, good nutrition, relaxation time and physical activity. These are critical elements to success at school and a balanced and happy adolescence.

As students move through Senior School, the time spent on home learning will vary with individual drive and circumstance. It will be appropriate for each student's age and ability and be taken into account together with the students' other commitments. At times, a student might be advised to do more home learning, for example to catch up on missed class work.

Home Learning can include activities such as:

- Practising skills learned in class to reinforce understanding and mastery
- Assignment drafts
- Research assignments
- Completion and extension of class work
- Folio work
- Completing presentations, or artwork
- Group work tasks.

Study can include activities such as:

- Reviewing class notes and textbooks to reinforce key concepts and information
- Creating and using flashcards to memorize vocabulary, formulas, or important facts
- Engaging in active reading by highlighting or summarizing important points
- Practicing problem-solving or critical thinking exercises related to the subject
- Collaborating with classmates for group study sessions or discussions
- Using educational apps or online platforms for interactive learning and practice
- Writing and reviewing summaries or study guides for upcoming assessments
- Engaging in self-assessment and reflection to identify areas of improvement and set learning goals.

Time to complete home learning increases progressively over time and for each year level.



Suggested Time allocated to Home Learning and Study

Years	Average time per weekday
7 & 8	70 – 90 minutes
9 & 10	1.5 – 2 hours
11 & 12	2 – 3 hours

Note. These are the suggested average guidelines for a weekday on tasks without distractions. For VCE students there will be more time required on weekends, during peak VCE assessment and Student Assessed Coursework (SAC) periods.

Year 7

In Year 7, there will be some reduction in the home learning schedule at the beginning of Term 1, as students make the transition to the Strathcona Senior School.

Term 1

Weeks 1 and 2	No home tasks will be set; however, reading widely is always encouraged.
Week 3	Introduction of Mathematics and LOTE tasks
Weeks 4 and 5	Introduction of English and Science tasks
Weeks 6 to 10	Humanities (History/Geography) and other subjects

Years 7 and 8

As a general rule, home learning should equate to between 70-90 minutes per weekday. This might increase at specific times, such as a result of revision for tests, or when assignments or projects are due. In these cases, the setting of other home learning tasks or activities will take these factors into account.

In addition, Years 7 and 8 will experience a greater variation amongst nights, requiring a greater level of planning and personal organisation. Some subjects like Physical Education, Drama, Food Technology and Music may not have as much regular set home learning as other subjects such as Mathematics or LOTE.

Wide reading is also encouraged beyond each subject's requirements.

Consequences when Home Learning is not completed

The aim of home learning is, as for other components of the academic program, is for students to learn to take responsibility for its completion. Consequences for not completing home learning tasks are designed to support this organisational aspect by providing a level of intrinsic motivation.

The School recognises that the non-completion of home learning tasks, maybe due to circumstantial, motivational or organisational reasons. Any consequences are designed to enable the student to be assisted to develop as a learner, rather than be punitive. Monitoring is designed to help with student reflection and awareness.



Students who regularly do not complete assigned home learning tasks:

- ✓ will initially discuss any issues with their teacher
- ✓ will have an email sent home to the parent.

If the situation continues:

- ✓ the teacher will contact the student's Mentor teacher (Years 7-12), the Head of Department, as well as the Head of House or Level Coordinator and publish a Wellbeing and Academic Care Record (WACR) on Maple.
- ✓ Student will work with their Mentor teacher to construct a learning plan which details the steps to be fulfilled by the student to keep up to date with the work set.
- ✓ Further actions can be determined by the Dean of Teaching and Learning or Dean of Students.

Late work – Any home learning work that has been set as an assessment task for submission may be subject to a consequence if submitted late (See Assessment and Reporting Policy or the VCE Administrative Student Handbook).

Students or parents are required to contact the subject teacher in circumstances where the student cannot submit the work on the set date or will be absent on the date an assessment is due.