



Homework (Learning at Home) Policy

Homework is traditionally presented as an integral part of school life and Athelstone School supports a flexible approach to continuing classroom learning at home.

A flexible approach to learning at home is considerate of research evidence that is varied in terms of a definitive consensus as to whether homework for primary school learners enhances academic outcomes or not.

Rationale

At Athelstone School we support learning opportunities at home on the following basis:

- **Regular shared reading** of a range of books is the most valuable thing you can do at home with your child as this supports a wide range of literacy skills including background knowledge and vocabulary development.
- School work only goes home when:
 - it is for the purpose of practising learning that has already occurred in class **or**
 - its purpose is formative, will be assessed by the teacher and feedback on learning provided to students **or**
 - It assists the student to prepare for future learning (interviewing a family-member on a topic/etc) and not reliant on new concepts not yet taught.
- Parent partnerships - the school acknowledges the important role parents/caregivers have in supporting learning at home therefore parents/caregivers may
 - request further information on the learning being covered in the class
 - request further suggestions on how to review and reinforce learning from class at home

In line with Athelstone School's position of learning opportunities from home, the school does not allocate or reward home-based learning of

- project-work*
- finishing off work from class*
- reading logs or
- any tasks related to learning that has yet to occur in the classroom.

*unless it is by the choice of the individual student to do so.

Time spent on learning at home

Athelstone School acknowledges the importance of balancing quality time with families and individual student learning needs when it comes to additional learning at home. Therefore we advise that homework may be more effective with children when it is kept to a minimum, is focused and completed in short intense bursts rather than providing a definitive guide and completion at the discretion of the parents/caregivers.

Home to School Communication

If your child/ren is experiencing difficulty with any set learning tasks the first communication needs to be directly to your child's teacher via Seesaw or email.

Governing Council: 15 March 2021

Review: Term 4, 2022