



Yeronga State School

Home Learning

Policy

2018

YERONGA STATE SCHOOL HOME LEARNING POLICY

Creating literate, numerate and curious learners

PARENTS AS EDUCATORS

Yeronga State School strongly values the important role of parents as educators too. The way you talk to your children, the routines you establish around meal times and bed times, the toys and resources you provide and the activities you engage in carry strong messages to influence their growing minds. The term 'domestic curriculum' is used by Claxton and Lucas in their book 'Educating Ruby' to highlight the importance of the way you do things as parents that fosters children's confidence, creativity, communication skills, collaboration skills, craftsmanship and critical thinking. Yeronga State School has a 'home learning policy' rather than a homework policy to provide opportunities for parents to partner with their children in learning.

Why Home Learning?

Homework is one of the most polarising and divisive issues for school communities. The research can support an argument for or against homework due to the difficulty identifying what homework makes a difference, if any. John Hattie, education researcher, conducted a meta-analysis of what works in education, identifies homework as having an effect size of 0.19. This is not negligible however in education an effect size of 0.4 is the ideal. This is mostly due to the types of homework tasks and the negative attitude children can adopt towards homework if there is limited choice and over commitment of time.

Home learning acknowledges the many activities our students engage in outside school hours. Extra-curricular activities such as Art classes, Instrumental music practice, sports training, drama classes, dance classes, robotics clubs, chess clubs etc. provide great opportunities for our children to grow as learners. In addition, parents can teach children how to garden, cook, play games like Scrabble and computer games, and love history and science through visits to museums and watching documentaries etc. Yeronga State School Home Learning plan is building on this partnership.

Home learning is about providing opportunities for parents to partner with their children to learn some non-negotiables and child interest topics. The importance of rich dialogue in deepening children's understanding of different topics and allowing them to transfer learnings to different contexts is widely supported. The focus of home learning therefore is to foster students' automaticity with essential foundational skills such as Reading and Maths, as well as fostering parent children partnerships by providing learning opportunities for rich dialogue and/or fostering a child's self-regulation of learning. Student agency (voice and choice) and student engagement has been shown to increase given greater ownership of their learning.

What do children do for Home Learning?

Home Learning at Yeronga State School will consist of four parts:

1. Reading
2. Mathematics
3. Curiosity projects
4. Specialist subject tasks (5 minutes Spanish daily practice/ Music Collaboration project)

The first two components are compulsory and consist of 10-15 minutes of practice nightly. The third component is an elective from Year 2-5 and is key to our home learning approach.

READING

Reading to Children

Parent to Child

Reading to children is a valuable and worthwhile activity that should have an important place in your daily home routines. Children of all ages will benefit from having books read to them in a warm, supportive space. The focus of reading to children is on the sharing of a text for pleasure or to discover information.

Independent Reading with Parent Support

Getting to be a good reader is all about time on the task – the more you read, the better you get. So how do you provide the maximum amount of opportunities for your child to do this at home?

- Ensure that there is access to changing selection of quality books across a number of genres.
- Ensure that the book is the 'best fit' for the reader. The five finger test is a quick and easy way to assess whether a book is the 'best fit'
 - o Ask your child to read any page in the book and if they make more than five mistakes then that book is too hard and they should choose another book.

Time for discussion after reading is an important aspect of independent reading.

Children need to be encouraged to;

- Think and wonder
- Compare and connect with other known texts
- Predict and infer what will happen next in the text
- Summarise the text
- Extend beyond the text, discussing implications and perceptions of the text

Child to Parent reading

As your child is beginning to read 'home readers' the role of the parent is to support the process of reading.

This includes;

- Ensure that all efforts are valued and praised.
- Before reading provide time to view the book to connect prior knowledge with the text.
- During reading if miscues are meaningful, do not draw attention to them.
- During reading you may choose to do 'paired reading', each person reading a sentence or paragraph.
- During reading you may choose to do 'choral reading', the adult models the reading of the sentence and the child copies the adult.
- After reading the text, ask her/him to go through the book and tell you any words she/he knows.
- After reading choose a sentence or phrase from the text which is being read and ask the child if he/she can find the words. Then ask the child to read the words to you.

What is Self Monitoring?

A child that is 'self-monitoring' while reading will stop reading when they realise they have stopped understanding what they read. Self-monitoring plays a crucial part in comprehension and applies to all levels of reading ability. Surprisingly children often think this only happens to beginner readers. However 'good readers' know when this happens – a voice in their head says, "Uh oh, I don't get this – problem! warning bells! flashing lights! time to stop!

Children need to be able to identify exactly where the breakdown in meaning has occurred. This could be at the word, sentence or paragraph level – "I don't understand what an estuary is" or "I don't understand the first paragraph on page 14". Once they can articulate what the problem is, student can use a fix up strategy such as rereading, reading on, stop and think, visualising or adjusting their reading rate. The bookmarks below are handy to keep with your child when reading to remind them of fix up strategies and what good readers do.

Fix-up strategies

When I get stuck I can . . .

- Re-read
- Read ahead
- Find out what unknown words mean
- Stop and think
- Create a picture in my mind
- Ask questions
- Make predictions
- Make connections (text to self, text to text, text to world)
- Look at pictures, illustrations, charts, and graphs

Ask for help.





MATHEMATICS

Prep – Year 2

Mathematics Home Learning, in Prep – Year 2, complements and reinforces classroom learning while developing sound study habits and time management skills. It needs to be challenging, meaningful and relevant, catering to all abilities and individual learning styles. It provides important opportunities for parents to engage and support their child's early education, while strengthening communication between home and school.

To develop curious learners, Prep – Year 2 students will be provided a set of suggested home learning experiences, which allow for flexible and meaningful interactions between parents and

child/ren. These tasks will be active and practical, easily implemented into family routines, and will be provided in a variety of ways throughout the year.

It may include:

- A “Maths Bag” containing set activities
- Activities that reinforce Numeracy such as dice games, dominoes and cards
- Building with Lego to develop early counting skills, and experiences with volume, area, quantity, symmetry and patterns
- Shopping or cooking tasks to assist in understanding money, fractions and quantity
- Problems to solve with the family
- Surveys to complete for graphing
- Mapping activities around the house or neighbourhood
- A pantry “treasure hunt” to develop knowledge of weight and capacity
- Stories or pictures to stimulate questions and curiosity around Mathematics
- Ideas of how to use general household items to create simple number stories and problems.
- Informal learning activities such playing with containers and water, and other experiences that will broaden student’s understanding of Mathematics concepts, and the world in an enjoyable way.

Year 3-6

Mathematics Home Learning, in Years 3-6, complements and reinforces classroom learning while developing sound study habits and time management skills. Home learning is an extension of the classroom and therefore focuses on developing student’s proficiency in mathematics, specifically students understanding, fluency, problem solving and reasoning.

For year’s 3-6 students, the mathematics home learning will be implemented through the use of either Mathletics or Signpost Math’s textbook. The activities assigned through these two sources will link directly to the material taught in the classroom and therefore students will have a base understanding and knowledge of the content. This should make the home learning experience less stressful for parent and student.

CURIOSITY PROJECTS

What are Curiosity Projects?

Curiosity projects are an opportunity for children to choose to investigate one or more suggestions provided by their class teacher during each term, which will support and deepen their understanding of subject content and skills. Students in Year 2-5 can choose whether or not to complete a project and also choose how they will share their learnings with the rest of the class, at a time negotiated with their class teacher. Parents are encouraged to discuss their children’s plans with them and are welcome to help (not take over!) if they want to.

Principles of Curiosity Projects

1. No assessment - Non-assessment of curiosity projects is a deliberate attempt to allow children the opportunity to develop the habit of lifelong learning.
2. Elective- The ability to choose to complete a curiosity project allows children to work out whether their schedule allows time to complete these over the term. Teachers will advise when curiosity projects will be presented each term and each child can decide whether they will engage in this learning and how they might present it.
3. Presentation – 5 minute maximum. Children can choose to present their curiosity projects in any format however cannot exceed the 5 minute presentation time limit (or the alternative time limit set by the class teacher) to allow everyone to participate.

Year level expectations for Curiosity Projects

Prep- Year 1 Curiosity projects in Prep and Year 1 will take the form of Bring and Brag or Show and Tell where children will develop oral language and presentation skills. The children will be timetabled for these and are expected to present as per term timetables.

Year 2-5 Curiosity projects are elective and will involve topics that the teachers will publish each term/ semester. Students can present projects to their peers to share their learnings. They will receive peer feedback on their projects however projects will not be assessed. Parents and children can negotiate time they wish to put towards the curiosity project (if any) and can

Year 6 - Curiosity projects in Year 6 will be compulsory as we are looking at developing children's time management and organisation skills as they prepare for the transition to high school and the responsibility for assignment submission. Year 6 class teachers will set the curiosity projects each term and negotiate due dates, provide criteria sheets etc.

SPECIALIST HOME LEARNING

Music – Compulsory Year 4-6 Collaborative project once per semester

Spanish – 5 minutes daily practice where possible

EXCEPTIONS

1. NAPLAN – Class teachers in Year 3 &5 may set additional homework in Semester 1 to support some learning gaps for class or individual students in preparation for NAPLAN
2. Targeted Learning Goal support- Class teachers may encourage individual students and their parents to practice literacy or numeracy skills to support a child's individual learning goal.
3. Unit or curriculum specific homework tasks- class teachers determine that particular learning tasks need additional home support. They will adjust expectations for home learning accordingly.

We hope the Yeronga State School home learning policy provides some great learning 'eureka' moments for you and your children.

Year 2 Term 4

Choose your curiosity project and get creative.

Investigate, research and inquire into a project.

Curiosity Projects

Get creative in how you will display your understanding.

Your passion project is **due Friday, week 9 and has a 5 minute limit.**

Become a cartographer and investigate how to draw a map of your favourite

place.

Become an art critic and study a famous artist

Free choice –

Choose a topic that interests you and tell us all about it

BECOME A POET AND

RECITE YOUR FAVOURITE POEM

Become a conservationist and research how we can be sustainable at home?

Become a scientist

and research the life cycle

Become a historian and investigate a famous Brisbane landmark