



Penrith Christian School

Strive for the Highest

Home Learning Policy

Policy and Procedure Management

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Audience	Staff, Parents/carers, Students
Status	Active
Related Policies, Procedures, Work Instructions, Forms or Manuals	Assessment Policy Reporting Policy

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Definitions

Home Learning

Any task assigned by teachers and designed to meet specific learning goals that is intended for students to carry out during non-school hours.

1. Introduction

1.1. Purpose and scope

The NSW Department of Education requires schools to communicate their position on providing home learning for students. This policy works to serve this purpose. The setting of home learning is not a compulsory requirement for schools to provide, therefore this policy applies to circumstances where teachers have intentionally designed learning tasks to extend student learning.

1.2. Related Policies

The Home Learning Policy is related to the Assessment and Reporting Policy which outlines the regulations for formal assessment of learning.

1.3. Compliance and Record

The Head of Learning and Teaching, or their delegate, monitors compliance with this policy.

2. Policy Statement

Penrith Christian School considers education to be a partnership between home and school. Home learning serves to strengthen this partnership by providing parents and caregivers with insights into what is being taught in the classroom and the progress of their children. We encourage parents to actively engage with home learning activities, particularly in Primary School, to help grow a love of learning alongside their children. In alignment with our Great Learning, Well People framework, it is important to ensure that all students can lead healthy and balanced lifestyles with opportunities for free time, leisure, co-curricular and physical activities outside of school time. Home learning assigned to students should be reasonable and not excessively infringe on students having this balanced lifestyle.

2.1. Home Learning Principles

Penrith Christian School sets home learning to:

- i. increase academic engagement between parents and their children;
- ii. allow for the practice, extension and consolidation of classroom learning;
- iii. foster independence and habits of lifelong learning, self-discipline, concentration and study;
- iv. provide opportunities for students to plan and organise their time;
- v. develop a range of inquiry skills, including identifying and using information sources.

3. Guidelines for Implementation

3.1. Student Responsibilities

Students are expected to:

- i. consider home learning set by teachers as a compulsory and integral part of their course work;
- ii. record set home learning in their student diary, communication or home learning books;
- iii. alert parents to home learning expectations;
- iv. organise their time to ensure that sufficient time is given to quality home learning within set deadlines.
- v. seek assistance from teachers and parents when difficulties with home learning arise; and
- vi. complete home learning to a high standard and within the given timeframe.

3.2. Parent Responsibilities

Parents are encouraged to:

- i. read to their children when they are younger and ensure their children continue to read as they grow up;
- ii. take an active interest in home learning, remaining aware of the amount of home learning set;
- iii. encourage and support students to complete home learning;
- iv. provide a dedicated place and desk for home learning and study;
- v. remove distractions from study space, including televisions, electronic devices and mobile phones;
- vi. ensure that there is routine time set aside for home learning;

- vii. encourage their children to undertake regular recreational reading and take an interest in current events; and
- viii. communicate with teachers any concerns about the nature of home learning and/or routine activities or family circumstances that may need to be taken into consideration regarding home learning.

3.3. Teacher Responsibilities

Teachers will:

- i. be familiar with the school's home learning policy and ensure it is adhered to;
- ii. communicate their expectations for home learning to parents and students;
- iii. set home learning that is varied, challenging, meaningful and directly related to course work;
- iv. ensure that set home learning is understood and is accessible for all students;
- v. ensure that students are given adequate time to complete set home learning;
- vi. provide opportunities for students to discuss any difficulties they are experiencing with home learning;
- vii. provide timely and effective feedback to students on completed home learning;
- viii. contact parents/caregivers to discuss any concerns regarding home learning
- ix. be mindful of circumstances that may prevent a child from completing home learning; and
- x. provide tasks for students who will be away from school for prolonged periods of time upon parent request.

3.4. Allocations of Time

The measurement of times indicated in this policy are deemed to be reasonable for an average student to achieve the work set by the class teacher. There will be peaks and troughs in the time demands placed on Secondary students for the completion of home learning and assessment tasks, therefore students are encouraged to utilise the assessment calendar in the applicable assessment handbook to plan their time accordingly.

The table below provides suggested time to be allocated to home learning per week.

Primary Years (Times are per week)			
Year	Reading	Numeracy	Matrix Activities (for all other courses/per term)
K	40 mins	Optional	Optional
1	45 mins	15 mins	Optional
2	45 mins	15 mins	Optional
3	50 mins	20 mins	50 points
4	50 mins	20 mins	75 points
5	60 mins	30 mins	100 points
6	60 mins	30 mins	150 points

Secondary Years		
Year	Reading	Home Learning, Revision and Study (per course, per week)
7	60 mins	1 – 1.5 hours
8	60 mins	1 – 1.5 hours
9	60 mins	1.5 – 2 hours
10	60 mins	1.5 – 2 hours
11	60 mins	2.5 – 3 hours
12	60 mins	3 – 4 hours