
MILGATE PRIMARY SCHOOL HOME LEARNING POLICY



Help for non-English speakers If you need help to understand the information in this policy, please contact 9842 7744.

PURPOSE

To outline to our school community the Department's and Milgate Primary School's (MPS) policy requirements relating to home learning.

SCOPE

This policy applies to students in all year levels and staff responsible for setting and monitoring home learning at MPS.

RATIONALE

MPS has developed this home learning Policy in consultation with the School Council to support student learning and wellbeing by:

- **Extending Classroom Learning:** Providing opportunities for students to extend their understanding and application of concepts learned in class, reinforcing and deepening their knowledge.
- **Developing Self-Management Skills:** Helping students develop essential self-management skills such as time management, organisation, and self-discipline, fostering independence and responsibility.
- **Encouraging Inquiry and Curiosity:** Designing tasks that encourage students to pursue their own interests and questions, promoting a love for learning and supporting the inquiry-based approach of the PYP.
- **Engaging Families:** Involving parents and carers in home learning activities, fostering a connection between school and home, and allowing families to engage in their child's educational journey.
- **Differentiating and Personalising:** Tailoring home learning to meet the individual needs of students, providing opportunities for differentiation and personalised learning to support diverse learning styles and abilities. This applies to students on Individual Education Plans ("IEP") as outlined in the strategies for home section on the IEP.
- **Promoting Reflection and Metacognition:** Encouraging students to reflect on their learning through regular home learning tasks, developing metacognitive skills and helping them understand their own learning processes.

DEFINITIONS

Home Learning is tasks assigned to students by teachers that are meant to be carried out during non-school hours.

HOME LEARNING EXPECTATIONS

All students at Milgate Primary School are expected to engage in the following home learning activities:

Inquiry Question: Each week, an inquiry question will be sent home to encourage meaningful discussions between students and their families. This will help foster curiosity and deeper thinking around our learning engagements.

READING *Simple Tips for Shared Reading at Home*

Read Daily:

- Aim to read together every day. While longer sessions are ideal, even 15 minutes is beneficial
- Choose a distraction-free zone: Pick a quiet spot free from distractions like televisions and computers
- Before diving into a new book, skim through it together and discuss what it might be about.

For Younger Children:

Explain Book Basics:


- **Explain how books work:** titles, authors, how to hold a book, turning pages, and reading from left to right.
- **Highlight letters and sounds:** Point out letters in words and discuss their sounds, starting with initials of the child and family members' names.
- **Use rhyming and alliteration:** Choose books with rhyme or alliteration to support phonemic awareness.
- **Expand vocabulary:** Select books with rich vocabulary. Discuss the meanings of new words and try using them in conversations over the following days.
- **Include classic tales:** Read classic fables and fairy tales from various cultures to build cultural literacy.

For Older Children:

- **Select challenging books:** Pick books that are more complex than what they can read alone. This introduces them to new words, ideas, themes, and concepts.
- **Mix contemporary and classic authors:** Alternate between modern and classic authors (e.g., Rudyard Kipling, C.S. Lewis, Robert Louis Stevenson) to broaden their reading experience. The National Cultural Diversity database offers books by authors from diverse backgrounds.
- **Encourage independent choices:** Motivate and encourage your child to explore and choose their own books, especially at the library.
- **Be flexible with books:** If a book isn't engaging after a few chapters, don't force it. Set it aside and perhaps revisit it later.

<https://fivefromfive.com.au/parent-resources/reading-with-children/home-reading/>
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Optional Activities

Numeracy	Language Arts	Wellbeing
<p>My Numeracy on Essential Assessment Ask your child's classroom teacher for the login details.</p>	<p>Book Making Craft various types of texts, including imaginative stories, persuasive essays, and informative pieces. For example, your child might write a review of a household product, persuade you to see things from their perspective, or invent a creative story.</p>	<p>Practice Mindfulness Mindfulness is focusing on being in the present moment. It is noticing what is happening around them using their senses and physical sensations and working to recognise their emotions without judgement. Mindful breathing is a great place to start. There are various websites and Apps, such as Insight Timer, Balance, Go Noodle and Smiling Mind. Alternatively, take a mindful walk, eat mindfully or lie outside and focus on what you can see, hear, taste, touch and smell.</p>
<p>Play maths games with your child/ren. Have them teach you a game they have been playing or look at the following resources:</p> <p> 20 Maths Games 5 to 8 year olds ... Games and activities — SURF Maths Games — Love Maths</p>	<p>Create an audiobook Your child can create their own audiobook by recording themselves reading either a book from their home library or a book they've written themselves aloud.</p>	<p>Gratitudes Practising gratitude, noticing the positive and pausing to appreciate the small things has proven benefits for wellbeing. Many apps can be used such as Gratitude, Gratitude Journal 365 and Reflectly. It could also be done over the family nightly meal. Sharing something different every day is the most beneficial for wellbeing.</p>
<p>Cooking Write a how-to guide for a recipe, detailing the materials, ingredients, and step-by-step instructions involved in preparing the dish at home.</p> <p>Cook this recipe with your child/ren. Use this as an opportunity to measure using different tools and compare the mass/capacity of different materials. Keep track of how long things take to cook.</p>		<p>Flow Time Flow time is when we are fully absorbed in the moment, our self-awareness dissolves and we lose track of time. We are oblivious to the outside world. Flow time might be doing something creative, building or movement. Being in the flow is unique to each person. Using technology, such as gaming, is not a flow activity.</p>
<p>Shopping When shopping, engage children in some of the following experiences:</p> <ul style="list-style-type: none"> Take a specific item from the shelf. Ask, "What shapes can you find?" Guess the total number of items in your supermarket trolley Estimate and weigh the fruit and vegetables Compare a range of different prices to determine which is the most or least expensive Use cash to provide your child with the experience of receiving and counting the change Notice shapes and use mathematics vocabulary (rectangular prisms instead of boxes) 	<p>Objects that tell a story Examine your home with your child/ren and identify one of the oldest objects they can find.</p> <ul style="list-style-type: none"> What story might this object reveal about its history and significance? <p>Consider the newest object in your home.</p> <ul style="list-style-type: none"> What narrative might it offer about recent changes or innovations? <p>Explore with your child/ren how these objects reflect different moments in time and record their thinking to create their own podcast, report or draw inspiration to write an imaginative piece of writing.</p>	<p>Physical Activity Physical activity benefits wellbeing by decreasing stress, anxiety and anger while improving energy, and increasing endorphins and focus.</p> <p>Children from ages 6-17 should be getting an hour of exercise each day.</p> <p>Research has shown that a walk through nature has a big impact on wellbeing.</p> <ul style="list-style-type: none"> Going for a walk Playing sport Dancing Yoga Playing in a park

POLICY

At Milgate Primary School, all home learning set by teachers will be:

- purposeful
- curriculum-aligned
- appropriate to students' skill level and age
- designed to help students develop as independent learners
- where appropriate, provide opportunities for parents/carers to partner in their child's learning.

The types of home learning that teachers at Milgate Primary School may include are:

- completing consolidation exercises for mathematics
- completing science investigation exercises
- making or designing an artwork
- practising and playing musical instruments
- practising spelling words
- practising sports skills
- practising words/phrases learnt in a language other than English
- reading background material for a subject
- reading English texts prior to class discussion
- reading for pleasure
- researching topics associated with set class work
- revising/preparing for tests
- applying new skills to home context such as:
 - o planning and cooking food, including following a recipe
 - o helping to plan a day trip or holiday, including timings, directions and costs
 - o growing plants
 - o reviewing their favourite film or book
 - o writing a diary entry
- engaging with parents in learning activities such as:
 - o rehearsing a presentation with parent/carers, and seeking their feedback
 - o interviewing a family member as part of a research project.

SHARED EXPECTATIONS AND RESPONSIBILITIES

Home learning is a shared responsibility between the school, teachers, students and their parents/carers. In order to get the most out of home learning tasks, it is important that everyone understands their obligations and responsibilities.

Responsibilities and expectations for **leaders** are to:

- advise teachers, students and parents/carers of home learning expectations at the beginning of the school year and provide them with access to the home learning policy.

Responsibilities and expectations for **teachers** are to:

- set home learning that is curriculum-aligned and appropriate to the student's skill level and age
- ensure home learning tasks are purposeful – this means they are deliberately designed and planned to support student learning (so, they are not 'busy work' or where students 'finish off' work they did/could not complete in class)
- ensure the amount of home learning set supports a student to engage with a range of recreational, family and cultural activities outside of school hours
- offer opportunities for families to engage in their children's learning.

Responsibilities and expectations for **students** are:

- being aware of the school's home learning policy
- discussing home learning expectations with their parents/carers
- accepting responsibility for the completion of home learning tasks within set time frames
- following up on comments made by teachers
- seeking assistance when difficulties arise
- organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part-time employment (for older students).

Responsibilities and expectations for **parents/carers** are:

- ensuring there is a balance between the time spent on home learning and recreational, family and cultural activities
- talking to teachers about any concerns they have about the home learning
- discussing home learning with their child in their first language, if English is not the main language spoken at home,
- in dialogue, linking home learning to:
 - previous experiences the child and/or parent/carer may have had
 - family culture(s), history(ies) and language(s)
 - relevant services, clubs, associations and community.
- ensuring there is a quiet study area for their child to complete home learning.

SUPPORT FOR STUDENTS AND PARENTS/CARERS

Milgate Primary School understands that students have different learning strengths, preferences and interests and may approach learning activities and home learning differently. If parents/carers are concerned their child may not understand the home learning tasks that have been set or is spending a long period of time completing their home learning, we encourage parents/carers to speak to their child's teacher.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website and Compass
- Included in staff handbook

RELATED POLICIES AND RESOURCES

- [Home learning – Department Policy](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	April 2025
Consultation	School Council, SILT, Teachers
Approved by	Principal
Next scheduled review date	April 2027