



Home Learning Policy Waverley College

Preamble

The Waverley College Strategic Plan 2019-2023 outlines the need for:

- Opportunities for transparent and productive communication among students, parents/ carers and teachers to reinforce high learning expectations and responsible use of technology.
- Using visible learning strategies consistently to forge lifelong learners and global citizens.
- Preservation of high standards across all aspects of College life for stakeholders.
- A supportive, respectful and inclusive school community that focuses on holistic student development.
- Recording student attendance at parent teacher interviews, the writing of personal reflections and SMART goal setting for self-improvement.
- Waverley graduates leave the College possessing key qualities that will assist them to live hope filled and productive lives.

Waverley College Strategic Plan 2019-2023

Why develop a Home Learning Policy?

- 'Meaningful, carefully planned home-work can support student success and be a complementary part of a student's overall learning program.' *Rethinking Homework: Best Practices that Support Diverse Needs 2nd Edition*, Cathy Vatterott;
- Home Learning can improve students' study skills, their confidence in the classroom and encourage students to develop as reflective life-long learners;
- A home learning policy provides a framework for students, teachers and parents need to develop a close working partnership to ensure that home learning has a positive effect on student outcomes;
- Home Learning has the potential to:
 - Complement and reinforce classroom learning;
 - Facilitate students' development of good study habits and lifelong learning;
 - Foster self-discipline and concentration;
 - Provides parents/ caregivers with the opportunity to be involved in the progress of their child.

Home Learning Guidelines

At the core of this policy is the development of each student as a capable and life-long learner. To this end, the core premise is that there are always opportunities for home learning.

At Waverley College, home learning is flexible and caters to a diverse range of students and subject syllabi.

There are usually four to five different types of home learning which fall into 2 categories:

- Set Work:

- Assessment tasks - on-going completion of/ preparation for assessment tasks that may contribute to report grades, rankings and outcomes. These may be submission tasks, ongoing projects or in-class tasks/ examinations as per the year schedule.
- Practising for mastery - tasks that reinforce skills and concepts which may include:
 - in-class quizzes;
 - completion of practice short answer questions or extended responses;
 - practising words or phrases;
 - physical skills such as playing a musical instrument;
 - applying mathematical formulas.
- Preparation/ completion of set work such as background or wider reading at the start of a new history topic or completing an essay that was planned in class.
- Independent Learning Work
 - 'Part of becoming a secondary student is taking responsibility for their own learning and looking for extra things they can do to improve their understanding of a subject: see' *Helping Students Develop Effective Study Skills*, Dr Prue Salter. This may include:
 - Re-reading notes and highlighting key words;
 - Summarising class notes using tables, mind-maps, cluster diagrams, subheadings and bullet points;
 - Practice tasks similar to ones set by the class teacher (see above);
 - Process diaries or journals;
 - Making use of the many resources offered at the college including: Education Perfect, HSC Hub, Edrolo, Elevate, Mathspace, Mathletics, Quizlets and Dr Prue Salter's Study Skills.
 - All students have access to the *Enhanced Learning Educational Services Online Study Skills Handbook* to complement the parent/ teacher information evenings in Years 7 and 11 by Dr Prue Salter. This provides a comprehensive and interactive online guide to a range of study strategies. The website is www.studyskillshandbook.com.au:
 - Username: forwaverleycollegeonly
 - Password: 94 results

Organisation of Home Learning

- The student diary is the primary means of recording, communicating and organising home learning. Students should build the following habits:
 - Enter all assessment tasks into the diary and record when they will begin revising/ completing the task. This information can be sourced from the Year Assessment Schedules which are distributed to students and parents by mid Term 1. Students will also receive an official notification via the student portal at least 2 weeks prior to the due date.
 - Enter all set work and write the designated date when it will be addressed, the due date and mark as complete.
 - Reschedule work that is not completed on the designated day to another time prior to the due date.
 - If there is no 'set work' for the next lesson, students are still expected to enter the word 'Study' and specify the type eg. summary notes in Geography or practice questions in Physics.
- Wellbeing mentors and parents should check and sign students' diaries at least once per fortnight and may enter comments pertaining to Home Learning or other issues. Parents may use the College diary to communicate to teachers about Home Learning or other school related matters.

- At Waverley College suggested daily home learning hours will fluctuate depending on such things as: the nature of the courses being studied; assessment/ examination periods and pertinence to student outcomes.
- Suggested daily home learning hours include set work and independent study and are as follows:
 - Year 11&12: 2-3 hours (depending on individual patterns of study)
 - Year 9&10: 1 ½ to 2 hours
 - Year 8: 1-1 ½ hours
 - Year 7: 1 hour
 - Year 5 & 6: 30 minutes to an hour

There is flexibility with these recommendations; they should be used only as a rough guide.

- The golden rule is that, whether or not home learning has been formally set by the teacher, there is always independent work that can be attempted.

Teacher considerations when setting Home Learning tasks:

- The requirements of the curriculum;
- The student's age, stage of schooling and diverse needs;
- That the home learning consolidates or complements learning in class;
- The time students need to plan and complete home learning tasks across multiple subjects - teachers should avoid setting homework that is due the next day to allow students time to plan;
- The need to avoid setting tasks during holiday periods with the exception of students in Years 11 and 12;
- Students' other commitments outside of school or co-curricular;
- Helping students develop the organisational and time-management skills needed for them to be responsible for home learning;
- Any other relevant pastoral issues related to the completion of home learning tasks.

Parental involvement in the completion of home learning:

- Positive parental involvement in home learning is beneficial to students and may take a variety of forms:
 - Creating an environment, space and time conducive to learning;
 - Sharing a positive attitude towards home learning;
 - Taking an active interest in the student's home learning tasks and independent study plans - research shows that interactive approaches to home learning in primary and secondary schooling have a positive impact on student outcomes;
 - Assisting teachers to monitor home learning via the college diaries and college portal;
 - Encouraging their child to read and take an interest in current events;
 - Attending school events, displays, productions and information evenings;
 - Contacting the relevant teacher to discuss any problems their child is having with home learning.

Students can help themselves by:

- Recording details of home learning in the diary;
- Being aware of the importance of home learning both set work and independent learning;
- Reflecting on the learning intentions and success criteria of each lesson - what did you learn today?
- Planning home learning appropriately and not leaving tasks to the last minute - developing an effective study time-table;

- Build habits of checking, editing and redrafting prior to submission of tasks;
- Showing their home learning to parents and teachers;
- Ensuring that home learning is completed to a high standard;
- Seeking assistance when difficulties arise.

Accountability

- Non-completion of home learning tasks may result in one or more of the following:
 - A warning note in the student diary;
 - A phone call/ email to the parent/ care-giver to discuss issues and set goals;
 - A minimum standards warning letter;
 - An interview with the relevant Teacher/ Head of House/ Head of Department and subsequent follow up process;
 - In the case of formal assessment tasks, a reduction of marks (potentially zero) per day late.
- In the case of illness/ misadventure students should ensure that the relevant class teacher receives a detailed note/ email of explanation in Years 7-10 or submit an illness/ misadventure form with supporting documentation such as a medical certificate in Years 11-12.

Home Learning Recording Scaffold

By Week:

Term _____ Week _____

Subject	Set Work	Study	Designated Day	Due Date	Time Spent	Completed

By Term:

Term 1	Set Work	Independent Study	Time Spent	Completed
Week 1				
Week 2				
Week 3				
Week 4				
Week 5				
Week 6				

Week 7				
Week 8				
Week 9				
Week 10				
Week 11				