



Amaroo School

Katherine Avenue

Amaroo ACT 2914

Phone: (02) 62052808 Fax: (02) 62052818



School Plan:	Home Learning
Development:	2018
Review date:	2021

1. Definition

Home Learning is acknowledged as part of the education process which links school learning experiences and parents/carers. This procedure document is based upon research findings and the combined opinions expressed by the parents, carers, students and teachers of Amaroo School (P-6) in surveys in 2018. The Home Learning procedure of Amaroo School P-6 is a guide to teachers and parents for helping children with learning at home. Home learning is an opportunity for students to apply learning from school at home or in out of school contexts. Home learning is also a valuable opportunity for child and adult to interact in learning.

2. Purpose

This procedure outlines how home learning may support the learning that occurs at school in real contexts outside of the school. It provides a rationale for home learning as well as the processes and procedures for participating in home learning. This document and home learning procedure recognises the importance to children's learning of positive partnerships between school and families.

3. Rationale

Amaroo School P-6 homework is considered and named 'home learning', to include when relevant, practise of some of the concepts learnt at school, building of prior knowledge for classroom learning (finding out about things) and work that children do at home to positively contribute to quality family life and as citizens in the modern world.

Five key factors underpin Home Learning at Amaroo School for students P-6:

- Students spend six hours a day at school and are usually tired or 'filled' with school learning by the end of the day, home learning must be kept to a minimum and of a light, nurturing, supportive and relaxed nature.
- The best home learning a child can do is 'family living' - talking, listening, playing, being active and sharing interests with their family unit. It is these things, which promote learning about life and enhance the values of the child.
- Home learning is more effective if children can see their parents and carers genuinely engaged in the same or similar activity thus providing a model of appropriate attitudes to learning.
- Home learning is more effective if adults provide positive feedback to children of their work.
- Amaroo School has a focus on whole-school approaches and therefore, home learning is consistent across any given year level in the Primary sector.

4. Definitions

- Child - Any student enrolled at Amaroo School

- Adult - The parent or carer of the child and/or the adult assisting with home learning task/s
- Home learning – refers to reading each night (essential) and optional tasks that can be completed in the home setting (or other) that build upon learning that has happened in the school setting
- Homework - referred to in this document as the term most commonly used to describe additional learning tasks undertaken at home and the term used in the research/literature review.

5. Research

A common parental view is that ‘homework’ leads to improved academic achievement. Research to date on the academic benefits of homework has produced inconclusive and mixed results. Some studies have shown that homework does deliver academic benefits for children as young as those in year 2, while other studies show little correlation between academic results and undertaking homework. The research does show that academic benefits are more obvious for secondary-school children. There is general academic agreement that homework may provide non-academic benefits, including developing children’s overall achievement and motivation and assisting them to become mature learners. There is also research showing that parents and carers may benefit from homework through becoming more involved in their child’s education. A summary of the research and literature available on homework is attached as an appendix to this procedure document for stakeholders further information.

Due to the inconclusive nature of research into the link between homework and academic achievement, homework is not included in Amaroo School P-6 formal reporting procedures.

6. Actions of this procedure document

6.1. Home learning time will vary in duration and frequency according to the age of the individual child. As such no set home learning time is identified. Time spent on home learning should be responsive to the age and development of children, and sufficient to provide an enjoyable experience without impacting adversely on family and child leisure time. A broad guide of time spent is outlined in the implementation section of this document.

6.2. Parents and carers are the first and lifelong educators of their children. They have the responsibility and the right to decide on their child’s participation in home learning. Therefore feedback and recognition of reading will be given but home learning tasks will not be assessed. This assessment will not contribute towards year level assessment. Home learning aims to foster the connection and sharing of learning experiences between students/children and their families. Not all students have the same access or amount of support to complete home learning, nor can a teacher be certain that the work submitted has been completed by the student/child independently.

6.3. Parents and carers can support their child by:

- Providing a suitable environment in which home reading and home learning can be done
- Share in reading experiences, encouraging reading everyday, including being read to, reading independently and discussing what has been read
- Ensuring that home learning does not become a burden on the child by positively encouraging and balancing home learning and play
- Communicating with the child’s teacher any concerns you have about your child while home reading

7. Implementation

The Amaroo School P-6 community believe:

1. Reading each night is essential
2. Home learning activities are optional
3. Home learning activities are to foster independent work habits

4. Home learning must value the connection of 'sharing' between school and home
5. Home learning must be engaging and stress free - able to be done 'anywhere' and at 'anytime'

Age/Grade	Activities	Time
Preschool	Borrowing from preschool library (focus: being read to) Talk time topics or 'Travelling teddies', 'Meet our class books'	10min per weeknight (1 hour weekly)
Kindergarten	Home reading (focus: reading the pictures, being read to, having a go at reading) Sight Word practise 'Talk time' topics	15min per weeknight (1 hour weekly)
Year 1 and 2	Home reading (focus: child reading each night or every second, parent every other) Matrix of optional activities	15min per weeknight (1.5 hour weekly)
Years 3 and 4	Home reading (focus: child reading each night) Matrix of optional activities	20min per weeknight (2 hours weekly)
Years 5 and 6	Home reading (focus: on reading each night and/or reading to learn) Matrix of optional activities	20min per weeknight (2.5 hours weekly)

8. Education, communication & evaluation

- Parents and carers will be informed of the Home Learning procedures when they enrol their child at Amaroo School.
- The school will communicate the Home Learning procedures through the school website.
- The school will ensure that the information on Home Learning procedures will be conveyed to new staff when they commence at the school.
- The school will review the Home Learning procedures to ensure it complies with any new guidelines that may be published by the ACT Education and Training Directorate.
- The Home Learning procedures is due to be formally reviewed in 2021.

9. Contact

For further information please contact the P-6 executive team at Amaroo School or see the Attachment 1.

10. Related Documents

Attachments

1. Research & References

Literature review

The term 'homework' and 'home learning' is used throughout this review as most research and references used review the impact of 'homework' not home learning, however at Amaroo School, homework is termed as 'Home Learning' to better reflect the application of skills

Effect Size

Researchers often attempt to draw conclusions from a number of studies concerned with a particular topic or issue, either through a statistical meta-analysis or a narrative review of the relevant literature. Meta-analysis requires the researcher to quantify aspects of research studies and to submit these data to statistical analysis. Meta-analysis allows the researcher to arrive at quantitative conclusions, referred to as effect sizes, concerning a number of research studies. Effect sizes may be positive or negative, indicating enhanced or debilitated outcomes respectively. An effect size of 0.2 is generally considered small, effect sizes 0.4 to 0.5 are generally considered medium, while effect sizes of 0.6 to 0.8 are generally considered large. Effect sizes greater than 0.8 are considered to be very large, and effect size of 1.0 indicates an improvement of one standard deviation on an outcome. There are, in addition to the actual effect size score, various ways of explaining the meaning and relevance of the effect size finding. One of these is known as the Common Language Effect (Hattie 2009). The Common Language Effect is based on probability theory and indicates the probability that an effect score sampled from one statistical distribution is greater than one sampled from another distribution (Horsley and Walker, 2013).

In 2009, John Hattie conducted a synthesis (or a meta-meta-analysis) of five meta-analyses of homework and achievement (Cooper 1989, 1994; Cooper, Robinson & Patall, 2006; DeBaz, 1994; Paschal, Weinstein & Walberg, 1984) that were conducted between 1984-2006. The five meta-analysis provides the most definitive findings concerning experimental and quasi-experimental (research in which individuals cannot be assigned randomly to two groups, but some environmental factor influences who belongs to each group) studies which have examined the causal impact of homework on student achievement compared to no homework.

In this meta-analysis, about 65% of the analyses produced positive effects while 35% of the analyses produced effects that were zero or negative. Hattie found that the overall effect size for homework was 0.29, which indicates that homework has a beneficial but moderately small influence on student achievement. In terms of Common Language Effect, this result indicates that 21% of students undertaking homework will benefit from it. That is in 21 times out of 100, homework will make a positive difference, or 21% of students will gain in achievement compared to those not accessing homework. Or, if you take two classes, the one using homework will be more effective 21 out of a 100 times. The Common Language Effect assists us in interpreting the effect size of different interventions.

Parental Involvement

Homework theory and research suggests that the relationship between parental involvement and student achievement outcomes may be complicated and that parental involvement in homework may have both benefits and disadvantages when considering student achievements (Cooper, 1989a; Corno, 1996; Hoover-Dempsey, Battiato, Walker, Reed, Dejong, Jones, 2001).

Hoover-Dempsey et al (2001) summarised how parents may be involved in homework activities in ways that are beneficial to the student:

Establish physical and psychological structures for the child's homework

- Interact with the school or teacher about home learning
- Provide general oversight of the home learning
- Respond positively to children's efforts at home learning

- Engage in home learning processes and tasks with the child
- Engage in interactive processes supporting the child's understanding of home learning

Through these activities, Hoover-Dempsey et al. (2001) indicate that students benefit from parental modeling, reinforcement and feedback on personal performance and capability, and instruction that supports the development of attitudes, knowledge and behaviours associated with successful school learning and Performance.

The flipside of this perspective is that parental involvement in homework/home learning may lead to greater student anxiety, frustration and conflict with parents (Corno, 1996). The negative emotions students may experience as a consequence of parental involvement in homework may reduce their motivation and their confidence in their own abilities, leading to an unwillingness to engage in any homework task. Parental involvement may also be inappropriate and hinder a student's development when the parent does the homework for them. The latter point is given extra weight from the findings of a study by Cooper, Lindsay and Nye (2000) that found that two-thirds of parents reported excessive parental involvement, including giving students the correct answers without allowing them to solve the question and in some instances, completing the homework in its entirety.

Student Motivation and Metacognition

Self-regulation is concerned with the ways that learners control, direct and regulate their own cognitive and emotional learning processes. The body of research has demonstrated that self-regulated learning is essential for academic achievement outcomes at school as well as for lifelong learning habits. Theories of self-regulation also emphasise the role of metacognition in learning. Metacognitive regulation comprises the learner's capacity to control, direct and regulate their cognitive processes. When the learner is undertaking tasks such as underlining the key words, making notes when researching or recording the most efficient mental computation strategy when completing math tasks they are reflecting on the strategies learners use. These strategies are often considered to be 'study skills' as they can be utilised by lifelong learners in a range of fields.

References

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