



# Mount Eden Normal

## PRIMARY SCHOOL

Te Whare Akoranga o Maungawhau

POLICY

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### *Home Learning*

#### **Rationale**

Providing Home learning is a school expectation. Age-appropriate home learning activities can play a valuable role in:

- encouraging children to take increasing responsibility for their own learning;
- providing opportunities for parental involvement in supporting their children's learning;
- offering further practice of basic skills and knowledge acquired at school.

A consistent, differentiated approach to home learning at MENPS will offer opportunities to support learning at school, encourage the development of independent learning dispositions and further the development of learning-focused partnerships between home and school.

Evidence suggests that home learning is most beneficial for primary-aged children when it is short, manageable and focused on the development of foundational skills, such as reading, spelling and maths basic facts.

The valued role of other non-school-related extracurricular passions and activities such as sports, arts, music and cultural activities in children's broader education is also acknowledged.

#### **Definitions**

*Home learning* refers to homework material set by the teacher for tasks to be completed outside of school time. This Policy does not include provisions for Distance Learning arrangements put in place during forced school closure due to Pandemic or other emergency situations.

## **The MENPS Home Learning Programme will offer**

- Clear, age-appropriate expectations at each year level.
- Opportunities to practice skills that support and reinforce the development of knowledge and skills in foundation subjects. This will prioritise practice of basic skills that require regular, ongoing reinforcement and/or 'rote-learning' (including reading, spelling and maths basic facts).
- A meaningful level of challenge, differentiation and engagement to cater for students of diverse levels of ability.
- Tasks that are manageable in nature, and not too onerous for students, parents and teachers, based on a 'little and often' approach.
- Regular monitoring, feedback and teacher acknowledgement of tasks completed.
- Optional extension tasks and opportunities for further self-directed learning and inquiry.

## **Requirements**

Teachers are responsible for setting regular home learning assignments in line with the school's year level expectations, with parents assuming responsibility for ensuring set tasks are completed outside of school time. Participation of children in the home learning programme is recommended but not compulsory.

*Additional home learning over and above the usual programme is not provided on parental request.*

*Also the school does not provide home learning materials for periods of illness, absence or elective time away from school, unless;*

- agreed by the Principal in advance on the basis of exceptional circumstances;
- provided as part of an action plan agreed with the teacher and supported by the Learning Support Coordinator and/or member of the Senior Leadership Team;

Furthermore, the school is not obliged or required to directly provide any information relating to student goals or learning programmes to private tutors or therapists, or to meet with them to discuss aspects of student progress/achievement. This can be shared only with parental consent, and at the sole discretion of the Principal on a case-by-case basis.

## **Related Policies and Procedures**

Related policies and procedures include:

- Attendance
- Curriculum Delivery
- Pandemic Plan

Signed: Virginia Brown  
Presiding Member

## **Policy review details**

Version / date: Sept 2024 V4.0

Review cycle: Triennial

Date for next review: Sept 2027