

# Home Learning

## Paraparaumu Beach School Essence Statement

We believe:

- ⊙ Authentic learning happens in the home in meaningful contexts.
- ⊙ Our task is not to impose school learning on the home but rather to develop life long learners by seeking out opportunities for success that will encourage our children to love learning.
- ⊙ A homework programme that truly acknowledges the school/ parent /community link is necessary if we are to develop 21<sup>st</sup> century learners.
- ⊙ Homework can challenge, encourage excellence, and encourage children to serve, give and appreciate all aspects of learning.

## Paraparaumu Beach School Home Learning (compulsory)

- ⊙ Home learning focuses primarily on literacy and numeracy.
- ⊙ If discussed with parents / caregivers and then agreed to there may also be some form of additional practise of a specific skill e.g. handwriting.

### ***Year 0-1 (15 minutes per night/1 hour over 4 days)***

The focus of home learning in these early years is to support literacy and numeracy.

- ⊙ Reading should be happening every evening.

### ***Year 2 (15 minutes per night/1 hour 15 minutes over 5 days)***

The focus of home learning in these early years is to support literacy and numeracy.

- ⊙ Reading should be happening every evening.
- ⊙ Essential spelling lists should be worked on every evening.
- ⊙ Number knowledge should be worked on every evening

### ***Year 3 & 4 (20 minutes per night/1 hour 40 minutes over 5 days)***

In Years 3 & 4, home learning may also support a few key learning projects that require most students to work on at home to complete to the expected standard.

- ⊙ Reading
- ⊙ Spelling - Basic Word Lists
- ⊙ Mathematics (if accessible)

## Paraparaumu Beach School Home Learning (compulsory)

### *Year 5 & 6 (25 minutes per night/2 hours over 5 days)*

In Years 5 & 6, home learning may also support a few key learning projects that require most students to work on at home to complete to the expected standard.

- ⊙ Reading Logs
- ⊙ Spelling - Basic Word Lists
- ⊙ Maths (set by maths teacher)
- ⊙ Athletics (if accessible)

### *Year 7 & 8 (3 hours over 10 days)*

In Years 7 & 8, home learning may also support a few key learning projects that require most students to work on at home to complete to the expected standard.

- ⊙ Reading Logs
- ⊙ Spelling (if required)
- ⊙ Basic facts and math concepts reinforcement

## Paraparaumu Beach School PRIDE Challenge

- ⊙ Based on the Windsor School PRIDE Challenge, our PRIDE Challenge programme sits alongside our compulsory home learning expectations.
- ⊙ There are a number of key differences between our Paraparaumu Beach School PRIDE Challenge and traditional homework. They include:
  1. The opportunity for children to choose to participate.
  2. The opportunity for children to choose what challenges they undertake.
  3. A wide range of engaging and enjoyable challenges that involve the family and child.
  4. Acknowledging many of the in-school and out-of-school learning activities children are involved in.
  5. Reflecting the unique character of our school and community.
  6. Learning through doing and then reflecting on the process.
  7. Being fun, challenging, success orientated and including all the key competencies.
  8. Acknowledging, sharing and celebrating the learning.

## Paraparaumu Beach School PRIDE Challenge

- Ⓢ Our decision to introduce this programme resulted from our self-review of current practice against the revised National Curriculum.
- Ⓢ A key component of this document are the five key competencies of thinking, relating to others, using language, symbols and text, managing self, and participating and contributing.

*"People use these key competencies to live, learn, work and contribute as active members of their communities they are not stand alone. They are the key to learning in every learning area. Opportunities to develop the competencies occur in social contexts. They continue to develop over time." (NZC, pg12).*

- Ⓢ The Key Competencies are:
  - **Thinking** - critically and creatively to make sense of information, experiences and ideas. Intellectual curiosity is at the heart of this competency.
  - **Relating to Others** - is about interacting effectively with a diverse range of people in a variety of contexts.
  - **Using Language, Symbols & Text** - is about working with and making meaning of all the codes in which knowledge is expressed.
  - **Managing Self** - is about self-motivation and a "can do" attitude. It involves setting goals and making plans to achieve them to the highest standard.
  - **Participating & Contributing** - is about being actively involved in communities. These may be family, local, national or global. It involves balancing rights, roles and responsibilities and participating in new contexts.
- Ⓢ The key competencies are relevant to all learning, they know no subject boundaries, and in most cases all of the competencies are involved in the Challenges that are set.
- Ⓢ Children who choose to participate in the Paraparaumu Beach School PRIDE Challenges programme know that they will be challenged academically, physically and in the arts.
- Ⓢ They may be required to give to others and the community, or work as part of a team.
- Ⓢ Self-responsibility and time management skills will come into play, as will perseverance, pride and a positive attitude.
- Ⓢ The New Zealand Curriculum's Vision for all young people is that they will be confident, connected, actively involved, lifelong learners. The Paraparaumu Beach School PRIDE Challenge programme sits comfortably beside our school learning programme as a pathway towards to achieving this vision.
- Ⓢ The fact that the challenges are voluntary is crucial in developing our students as lifelong learners, and in developing intrinsic motivation for later life.

## Paraparaumu Beach School

### How PRIDE Challenge Works

- Ⓢ It is for Year 3 - 8 students only. Year 0-2 students are only expected to complete the compulsory Home Learning.
- Ⓢ All children who successfully complete the minimum number of Challenges and complete the compulsory Home Learning will be presented with an appropriate syndicate reward acknowledging their achievement, at the end of each term / year.
- Ⓢ Children will be encouraged and supported to participate in the Paraparaumu Beach School PRIDE Challenge.
- Ⓢ Children should have a clear file, journal or book to keep or display the 'evidence' of their Challenge in, e.g. photographs, feedback, log, etc.
- Ⓢ Children will decide on an appropriate format for presenting evidence of a PRIDE Challenge, for example it may be an oral presentation, a photo board display, a blog, or email evidence to the teacher etc.
- Ⓢ Completed Challenges are not marked by the teacher. There is no grading given. The teacher will talk with a child about what they learnt from the Challenge, what went well, what they might do differently next time, etc. The completed Challenge is signed off in the child's Challenge clear file, journal, or book, and in the teacher's record book.
- Ⓢ There are no consequences for children who choose not to participate in the PRIDE Challenge programme.
- Ⓢ Classes may have a 'sharing time' where children who have completed a specific PRIDE Challenge, can share what they have done.

## PARAPARAUMU BEACH SCHOOL Homework Plan

	Year 1	Year 2	Years 3/4	Years 5/6	Years 7/8
<b>Compulsory Content</b>	Reading	Reading Essential Spelling List Number Knowledge	Reading Spelling Mathletics (if accessible)	Reading Logs Spelling Maths (set by maths teacher) Mathletics (if accessible)	Reading Logs Spelling (if required) Basic facts and math concepts reinforcement
<b>Optional Content</b>			PRIDE Challenge		
<b>Frequency</b>	4 days per week	Daily/Weekly	Daily with some tasks set on a termly basis.	Weekly	Fortnightly
<b>Time Requirement</b>	15 minutes per night (maximum).	15 minutes per night (maximum).	15 - 20 minutes per night for compulsory content (maximum.)	2 hours per week for compulsory content (maximum).	3 hours per fortnight for compulsory content (maximum).
<b>Parents' Role</b>	Active involvement.	Active involvement.	Support through discussion and monitoring and providing PRIDE Challenge opportunities.		
<b>Monitoring</b>	Through class programmes.	Through acknowledgement or marking of set tasks.	Through marking of set tasks.		
<b>Key Outcomes</b>	Reinforcement of basic skills.	Reinforcement of basic skills.	Reinforcement of numeracy and literacy skills. Promotion of the Key Competencies in authentic contexts. Student time management and accountability.		

- Parental interest in homework is encouraged.
- There may be periods during the year especially at particularly busy times in the school programme, when homework is not set.
- Homework should not be a stressful exercise for either child or parent. If homework is causing problems at home, parents should contact the child's teacher to discuss remedies.
- The time requirements outlined (as maximums) acknowledge the importance and desirability of children also having ample time to participate in a full range of out-of-school activities.
- The marking of homework will acknowledge the effort made by the student, considering individual ability and expectations for achievement in the time allowed.
- Parents can assist students to develop effective independent work habits by ensuring homework is undertaken
  - in an appropriate manner
  - at an appropriate time
  - at a designated workspace
  - in an appropriate environment (i.e. without disruption from TV or stereo)