



ST JOHN FISHER CATHOLIC SCHOOL

Homestudy Policy

POLICY STATEMENT

The vision for our school is to make St John Fisher:-

“A Christ-centered community in which Gospel values are evident, learned and lived. A place where the individuality of all is nurtured and respected.”

The homestudy policy is designed to provide guidelines for staff, pupils and parents in regards to purposeful out-of-class learning that is of benefit to the pupils as well as enhancing the school's educational program.

STATEMENT OF PURPOSE

To ensure consistency across all class groupings with regards to defining, issuing and completing homestudy.

It is unrealistic to assume that all children will be able to complete the same amount of homestudy and this, along with consideration given to children's outside interests, will have a direct influence on the above statement of purpose.

MEASURABLE OUTCOMES

- each class will have a format for homestudy that fulfils the statement of purpose and is in line with the time frame guidelines as outlined in Appendix A: Time Frame Guidelines;
- teachers, parents and children will all be aware of their roles with regards to homestudy as outlined in Appendix B: Participants roles.

REQUIRED REGULATIONS

- teachers to distribute homestudy format for their class at the first parent information night each year;
- teachers to inform parents and children of all the participants' roles with regards to homestudy;
- homestudy activities will follow those listed in Appendix C: Make up of homestudy.

REFERENCES

Appendices: A: Time frame guidelines
B: Participant's roles
C: Make up of homestudy

PROCESS FOR EVALUATION

The policy, and its accompanying appendices, will be evaluated annually.

APPENDIX A: TIME FRAME GUIDELINES

- Stage 1:** up to a maximum of 45 minutes per week spread over four nights (this includes reading time).
- Stage 2:** up to a maximum of 90 minutes per week spread over four nights (this includes reading time).
- Stage 3:** up to a maximum of 120 minutes per week spread over four nights (this includes reading time).

APPENDIX B: PARTICIPANTS ROLES

The Teacher's Role

- provide homestudy that is appropriate and interesting and takes into account the various stages that the students are at;
- provide homestudy that covers the broad spectrum of intelligences and allows for creativity to be exhibited;
- to be consistent in all aspects of homestudy;
- make parents aware of the homestudy policy for the class at the start of the school year;
- to inform parents when homestudy has not been satisfactorily completed.

The Parent's Role

- to provide the correct environment for homestudy that takes into account the child's needs as well as the homestudy policy of the class;
- to take an active and supportive role in their children's completion of homestudy;
- to communicate with the teacher immediately on matters pertaining to homestudy.

The Student's Role

- to accept responsibility for completion of homestudy;
- to complete tasks to the best of their ability;
- ensure that work is completed and returned on time.

APPENDIX C: MAKE UP OF HOMESTUDY

Homestudy should:

- combine compulsory and optional activities;
- allow children to combine outside activities without adding undue stress to families and teachers;
- be a mixture of formal, informal, creative and research activities;
- be linked to the current themes and topics for the class.

Definitions

- **informal homestudy:** this is usually designed by the parent/caregiver and is usually a fun interactive time where there is much verbal interaction;
- **reading:** reading is the most valuable homestudy a child can do and should become a daily habit;
- **formal homestudy:** set by the teacher with a view to allowing children to practise independently new things that they've learnt through the day, so as to consolidate that learning.
- **research activities:** these are often major tasks related to themes for the term and will more than often involve many family members to varying degrees.