



SEATOUN SCHOOL
Home Study and the TRUMP Challenge Home Learning Programme

There are two components to this programme, one compulsory, the other voluntary.

1. COMPULSORY HOME STUDY

Compulsory home study focuses primarily on literacy and numeracy. If discussed and agreed to as part of an Individual Education Plan or mid-year conference goal there may also be some form of additional practice of a specific skill or competency e.g. handwriting, motor skill, etc.

In Years 5-8, compulsory home study also supports a few key learning projects that, based on historical information, require most students to work on at home to complete to the high standards expected. On rare occasions a teacher may add a specific current event story or happening, otherwise NO other home learning is set.

Year 0-2

The focus of home learning in these early years is to support literacy and numeracy. Reading should be happening every night. Writing, basic spelling words and number facts also should be worked on four evenings a week. Regular, small amounts usually work better than less frequent, longer sessions. Other important skills to be developed include: talking and sharing, practising motor skills like throwing, catching and skipping, and time for imaginative play both independently and with others.

Year 3& 4: 20 minutes per night /80 minutes per week over 4 days

- Reading – at least 10 minutes, 4 evenings
- Spelling – Basic Word Lists to support reading, writing and spelling 5 minutes, 4 evenings
- Basic Facts – 5 minutes, 4 evenings

Year 5&6: 25 Minutes per night/ 100 minutes per week over 4 days

- Reading – at least 15 minutes, 4 evenings
- Spelling – Basic Word Lists (as required) 5 minutes, 4 evenings
- Basic Facts – 5 minutes, 4 evenings

Plus:

- Improving confidence and presentation skills when speaking in public - Practice for the annual Y5&6 Inter-House Poetry Recital Competition, as required, Term 3

Year 7&8: 25 Minutes per night/ 100 minutes per week over 4 days

- Reading – at least 15 minutes, 4 evenings
- Spelling – Basic Word Lists (if required) 5 minutes, 4 evenings
- Basic Facts – 5 minutes, 4 evenings

Plus:

- Improve science knowledge and skills - work on your Science Fair Project. Term 2
- Improve writing skills and confidence to speak in public. Refine and practice speeches for the Inter-House Speech Competition. Term 3

2. TRUMP CHALLENGE HOME LEARNING PROGRAMME

Based on the PRIDE Challenge programme, our **TRUMP** home learning programme for Years 3 to 8 students, sits alongside our compulsory home study expectations.

There are a number of key differences between our **TRUMP** Challenges and traditional homework. They include:

1. The children choose to participate
2. Children can choose what challenges they undertake, including a 'design your own challenge' option within each broad category
3. A wide range of engaging and enjoyable challenges that involve the family and child
4. It acknowledges many of the out-of-school learning activities children are involved in
5. It reflects the unique character of our school and community
6. It is learning through doing and then reflecting on the process
7. It is fun, challenging, success-orientated and includes all the competencies, intelligences and learning to learn skills
8. Children were involved in developing the programme, and will continue to be involved in its on-going review
9. This learning is acknowledged, shared and celebrated

Our decision to introduce this programme resulted from our self review of current practice against the newly revised National Curriculum. A key component of this document is 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, P12.

Considering ways and contexts to build upon these competencies that fitted that aligned with our 4 Pillars of Learning, and Values and Beliefs about Teaching and Learning, led us to reviewing our home study programme.

T	THINKING – <i>critically and creatively to make sense of information, experiences and ideas. Intellectual curiosity is at the heart of this competency</i>
R	RELATING TO OTHERS – <i>is about interacting effectively with a diverse range of people in a variety of contexts</i>
U	USING LANGUAGE, SYMBOLS & TEXT – <i>is about working with and making meaning of all the codes in which knowledge is expressed</i>
M	MANAGING SELF - <i>is about self motivation and a "can do" attitude. It involves setting goals and making plans to achieve them to the highest standard</i>
P	PARTICIPATING & CONTRIBUTING – <i>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</i>

Because the key competencies are relevant to all learning, they know no subject boundaries. We have allocated Challenges to each of the five competencies based on a 'good fit' model, but of course in most cases all of the competencies are involved.

How it works:

- All children who successfully complete the minimum number of Challenges will be presented with a badge to sew onto their House sunhat and a certificate acknowledging their achievement
- Each class has a 'sharing time' where children who have completed a specific Challenge, have up to 5 minutes to share what they have done
- Completed Challenges are not 'marked' by the teacher. There is no grading given. The teacher may 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 **TRUMP** Challenge booklet, and in the teacher's record book.
- If they wish, children may have a clear file, journal or book to keep or display the 'evidence' of their Challenge in e.g. photographs, feed back, log, etc. This will be for each child to decide.
- There are no consequences for children who choose not to participate in the programme.

Children who choose to participate in the **TRUMP** 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 **TRUMP** Challenge programme sits comfortably beside our school learning programme as a pathway towards to achieving this vision.