

Scoil Mhuire gan Smál, Cill Choirle



Homework Policy

Policy Details

Name of Policy: Homework Policy

Date developed: September 2017

Signed by

Date Reviewed: September 2020

Chairperson: *Ceraldine Kelly*

Ref Code: TBA

Principal: *Donna Kirby*

Edition: v2

Date commenced: September 2020

1. Policy Statement

- a. Scoil Mhuire gan Smál is committed to supporting each pupil in developing independent, lifelong learning skills, appropriate to their level of learning. The provision of homework is one component of the various approaches used to deliver the curriculum.

2. Policy Purpose

- a. The purpose of this policy is to provide guidance to teachers, parents/guardians and pupils on implementing the homework plan.
- b. The purpose of this policy is to comply with the Department of Education curricular requirements,

3. Policy Aims

- a. To enable pupils to learn how to learn, and to develop an appreciation of the value and practice of lifelong learning.
- b. To enable pupils to develop the ability to think critically, to apply learning and to develop flexibility and creativity.
- c. To re-enforce what the pupil learns during the day and provide an opportunity to practice work already done.
- d. To develop the pupil's concentration skills and develop a work ethic.
- e. To provide a link between home and school and serve as a daily communication between parents/guardians and teachers.
- f. To prepare the pupil for further education and lifelong learning.
- g. To support and encourage parents and pupils in the use of I.T. mediums.

4. General Objectives of Homework

- a. Homework is a continuation of the learning process begun in school, through consolidation and deepening of understanding and further exercise of abilities. Through the completion of homework, appropriate to their learning level, the pupil should be enabled to:
 - i. Understand and apply the vocabulary and phraseology particular to the different subjects in the curriculum.
 - ii. Locate, extract, record and interpret information from various sources.
 - iii. Read fluently and with understanding
 - iv. Develop a love and interest in reading
 - v. Write fluently and legibly, and acquire an appropriate standard of spelling, grammar, syntax and punctuation.

5. Pupil's Role

- a. To take note of the homework assigned by the teacher
- b. To complete the home in a timely manner to the best of his/her ability appropriate to his/her level of learning.

- c. To request his/her parent/guardian to sign the homework journal as required.

6. Role of the Parents/Guardians

- a. Parents are the pupil's primary educators, and the life of the home is the most potent factor in his or her development during the primary school years.
- b. It is widely recognised that significant educational, social and behavioural benefits accrue to the pupil as a result of effective partnership between parents/guardians and teachers.
- c. Parents/Guardians should try to help their children with homework by:
 - i. Providing them with a suitable place and time to do their homework
 - ii. Preventing interruptions or distractions, like T.V., or other children
 - iii. Signing homework journal when homework is completed.
- d. Parents/Guardians should encourage their child to complete written homework themselves and only give help when the child has difficulty. This help should be in the form of further explanation or examples.
- e. Where the child still experiences difficulties the parent/guardian should write a note or otherwise communicate with the teacher explaining the problem.
- f. Shared reading should be encouraged as an enjoyable exercise between parent and child rather than only another piece of homework.
- g. Parents/guardians should, where possible, arrange appropriate access to electronic devices to enable completion of homework/school assignments.

7. Role of the Teacher

- a. It is the responsibility of the teacher to ensure that the complexity of children's learning needs is served by a learning process that is rich and varied.
- b. Ensuring the homework contains a balance between reading tasks, learning tasks and written tasks.
- c. Ensuring the homework reflects the work being done in class.
- d. Ensuring the homework is appropriate to the individual pupil's level of learning.

8. Homework Plan:

- a. Different pupils will complete the same homework in different lengths of time.
- b. Time spent on homework will vary from day to day and from the beginning to the end of the school year.
- c. It is important to remember that it is the quality and not the quantity of homework that matters.

- d. In 1st to 6th class the level of amount/difficulty of homework increases as the year progresses.
- e. In the second term of 6th class, there will be extra written work in preparation for post-primary entrance exams
- f. The homework journal for all pupils from 1st to 6th classes is filled in by the pupil and signed by the parent/guardian on completion.
- g. There is no homework given during school holidays or at weekends. However, pupils who are given project work may chose to do some of that work over a weekend.
- h. The following are general guidelines for time spent completing homework:
 - i. Junior & senior Infants - 10-15 minutes approx.
 - ii. 1st & 2nd classes 30 minutes approx.
 - iii. 3rd & 4th classes 45 minutes approx.
 - iv. 5th & 6th classes 60 minutes approx.
- i. Please see appendix 1 for samples of homework.

9. Unfinished homework

- a. It is important for pupils to be aware that homework is part of their learning and there are consequences for not completing homework set out for them.
- b. Pupils may be excused from homework where a parent/guardian provides a note to the teacher outlining the reason.
- c. Should a pupil present three notes excusing them from homework their parents/guardians will be invited to attend the school to discuss the difficulties their child is experiencing.
- d. Where a pupil presents at school with unfinished homework and without a note from the parent/guardian he/she will be asked to complete it during break time..

Appendix 1 Sample Homework plans

Junior Infants

One written activity per night.

Junior Infants begin homework after Halloween break.

Homework will be communicated and corrected on Seesaw.

Sample Outline of written work:

Monday: Maths book and reading.

Tuesday: Grow in Love and reading.

Wednesday: Maths book and reading.

Thursday: Grow in Love and reading.

Weekend: Library books.

Reading: Reading every night.

Oral Work: Discuss homework given.

Weekends – Library books – discuss story.

Be able to relate what happened during the day at school, inside and outside.

Senior Infants

Homework will be communicated and corrected on Seesaw.

Monday to Thursday: Maths or English worksheet and reading.

Weekend: Library books and class reader.

Reading: Reading every night.

Religion: Grow in Love twice a week.

Oral Work: Discuss homework given.

Weekends- Library books- discuss story.

Be able to relate what happened during the day at school, inside and outside.

1st & 2nd Class

English Reading: One page to be read aloud nightly

Spellings: Online 'Spellings for Me' programme

Maths: **1st class** - Master Your Maths Activity

2nd Class – Master Your Maths Activity. Tables.

Irish: Reading (2nd class only)

Seesaw: One Seesaw Activity per week.

3rd & 4th Class

Written work:	Master Your Maths or Brainteasers Activity / English Written Activity / Grow In Love
Spellings Mon-Thurs:	3 rd : English online 'Spellings for Me' and Irish 4 th : English spellings 12 per week, a combination of both online 'Spellings for Me' programme activities and workbook activities. Gaeilge 12 spellings per week, sentence work/activity based on spellings daily.
Reading:	English and Irish reading.
Tables:	One table per week
Learning:	Learning based on class work.
Seesaw:	Two Seesaw Activities per week.

5th & 6th Class

English:	12 per week, a combination of both online 'Spellings for Me' programme activities and workbook activities
Gaeilge:	12 spellings per week, sentence work/activity based on spellings daily.
Reading:	English and Gaeilge daily.
Maths:	Master Your Maths daily
Tables:	One table learned per week, to include online table practice on relevant games.
Oral Work:	Based on topics covered in class/discussion work at home.
Learning:	Irish grammar/poetry.
Seesaw:	Two Seesaw Activities will be assigned weekly based on topics covered in class.

Reference

1999 Revised Primary Curriculum

<https://curriculumonline.ie/getmedia/93de2707-f25e-4bee-9035-92b00613492e/Introduction-to-primary-curriculum.pdf>