

Scoil Mhuire gan Smál, Cill Choirle



# Homework Policy

## Policy Details

Name of Policy: Homework Policy

Date developed: September 2017

Signed by

Date Reviewed: September 2023

Chairperson: *Ceraldine Kelly*

Ref Code:

Principal: *Donna Kirby*

Edition: v3

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## **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 practise 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. media.

## **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 homework in a timely manner to the best of the pupil's ability appropriate to the pupil's level of learning.

- c. To request the pupil's parent/guardian to sign the homework journal as required.

## **6. Role of the Parents/Guardians**

- a. The Irish Constitution states that parents are a child's primary educators. Support from home is vital for a child's success in school.
- 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. Limiting interruptions or distractions, such as T.V., mobile phones, tablets or from 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 (if required).

## **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. At the discretion of the class teacher/principal, homework may be modified.

## **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 1<sup>st</sup> to 6<sup>th</sup> class the level of difficulty and amount of homework increases as the year progresses.
- e. In the second term of 6<sup>th</sup> class, there may be extra written and/or learning homework in preparation for post-primary entrance exams.
- f. The homework for Junior and Senior Infants is stuck into a copy and put into the child's homework folder.
- g. The homework journal for all pupils from 1<sup>st</sup> to 6<sup>th</sup> classes is filled in by the pupil and signed by the parent/guardian on completion.
- h. There is no homework given during school holidays or at weekends. However, pupils who are given project work may choose to do some of that work over a weekend.
- i. The following are general guidelines for time spent completing homework:
  - i. Junior & senior Infants - 10-15 minutes approx.
  - ii. 1<sup>st</sup> & 2<sup>nd</sup> classes 30 minutes approx.
  - iii. 3<sup>rd</sup> & 4<sup>th</sup> classes 45 minutes approx.
  - iv. 5<sup>th</sup> & 6<sup>th</sup> classes 60 minutes approx.
- j. 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 that 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 may be invited to discuss the difficulties their child is experiencing.
- d. If a parent/guardian finds that their child is experiencing difficulties in completing their homework on a regular basis, contact with the class teacher should be made to discuss the problem. Alternatively, the class teacher may contact the parents/guardians of the pupil.
- e. Where a pupil presents at school with unfinished homework and without a note from the parent/guardian, the pupil may 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:** English Reading & Writing

**Tuesday:** Maths & Reading

**Wednesday:** English Reading & Writing

**Thursday:** Grow in Love & 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:** English Writing, Reading & Sight Words

**Tuesday:** Maths, Reading & Sight Words

**Wednesday:** English Writing, Reading & Sight Words

**Thursday:** Grow in Love, Reading & Sight Words

**Friday:** Library Book

### 1<sup>st</sup> & 2<sup>nd</sup> Class

**English Reading:** 5 pages per night Mon/Tues/Wed/Thurs (differentiated)

**Spellings:** **1<sup>st</sup> class** – List of 10 words from Jolly Phonics Grammar Handbook 1

**2<sup>nd</sup> Class** – My Spelling Workbook 1 or 2 activities per night

**Maths:** **1<sup>st</sup> class** - Master Your Maths Activity & Tables

**2<sup>nd</sup> Class** – Master Your Maths Activity. Tables.

**Irish:** Reading (2<sup>nd</sup> class only) on Seesaw

**Religion:** Grow in Love 1 activity per week

### 3<sup>rd</sup> & 4<sup>th</sup> Class

<b>English:</b>	Daily Spellings and activities from My Spelling Workbook. Reading daily.
<b>Irish:</b>	Daily Spellings and activities from Fuaimeanna agus Focail. Reading daily.
<b>Maths:</b>	Master your Maths/Brainteasers. Tables.

### 5<sup>th</sup> & 6<sup>th</sup> Class

<b>English:</b>	11 spellings per week, "My Spellings Workbook" activities
<b>Gaeilge:</b>	12 spellings per week, sentence work/activity daily based on spellings
<b>Reading:</b>	English and Gaeilge daily
<b>Maths:</b>	Master Your Maths daily
<b>Tables:</b>	One table learned per week, to include online table practice on relevant games.
<b>Oral Work:</b>	Based on topics covered in class/discussion work at home.
<b>Learning:</b>	Irish grammar/poetry.

### Reference

1999 Revised Primary Curriculum

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