



Homework Policy

Introductory Statement

This policy was reviewed in 2020, following the schools involvement in research commissioned by the National Parents Council and funded by the National Council for Curriculum and Assessment. The document “Parental Involvement, Engagement and Partnership in their Children’s Education during the Primary School Years” contains the findings of the research, which includes the opinions of teachers, parents and children. The research indicates that Homework can have both positive and negative effects on children’s learning and family relationships depending on how it is structured. Our policy strives to negate the negative and enhance the positive effects of homework by providing well planned, purposeful and engaging homework.

Aims:

Our Homework Policy aims to:

- promote positive home/ school communication, as homework connects teachers, students and parents;
- promote pupil engagement by setting homework that takes account of the needs, strengths and interests of the children;
- reinforce work done in class
- nurture children’s ability to manage their own learning;
- promote consistency and a similar approach to homework across all classes;
- provide opportunities for the development of learning dispositions that enhancing their learning and promoting lifelong learning;
- promote independent problem solving skills; and
- make real world connections which highlight the relevance of school learning.

Guidelines:

Homework is given Monday to Thursday inclusive. Ideally homework will cover all subjects, in an integrated fashion, over the course of a term. Oral language and reading is as, if not more, important as written work.

- at all class levels the emphasis should unequivocally be on reading and/or “being read to”, with the promotion of dialogic storytelling;
- emphasis on oral language games (similar to those available on helpmykidlearn.ie);
- no written homework for Junior Infants. No written homework for Senior Infants in the first term;
- authentic homework, with real world relevance in so far as is possible, that draws on the many learning opportunities outside of school (e.g. finding words beginning with a particular sound in the kitchen, finding out what time my favourite programme is on TV etc.);
- there should be a focus on tasks that can be enjoyed by all the family;
- a measure of choice and autonomy should be allowed in homework to bolster ownership and investment in the work (Choice Board of activities to choose from, integrating all subjects using themes/topics, over the course of a term);
- suggested time frames for completion of work rather than a fixed period of time in which a task should be completed (e.g. homework set on a Monday for the week, to be submitted by the following Friday, with feedback from teacher by the following week)
- playful/ games based approach to homework (Connect Four, Snakes and Ladders etc); and
- a variety of methods of presentation of work can be used to present homework (use of Seesaw to provide pictures/videos/audios of completed work).

Differentiation

The amount and type of homework may be differentiated to suit children’s different learning needs. Pupils receiving additional support may need to have homework adjusted to their individual needs. Special arrangements for these children will be agreed after consultation between class teacher, Additional Support teacher and parents.

The following are guidelines for time spent at homework. Different children will complete the same homework in different lengths of time. Quality not quantity of homework is what matters.

- Junior Infants up to 10 minutes
- Senior Infants up to 15 minutes
- First Class up to 20 minutes

Parental and Guardian Engagement:

Parents and Guardians can help their children with homework by encouraging a positive attitude to homework, providing a suitable place, free from interruptions or distractions. Parents are asked to inform teachers if the time being spent on homework is longer than the recommended amount of time. When homework is a stressful experience between parent and child, something is wrong! Such scenarios defeat the purpose of this policy.

Homework for Absent Children

Following a request from a parent/guardian for a teacher to prepare work for a child who is absent for a period of more than one week, the following procedures apply:

- If the child is absent due to illness, or a requirement to isolate, the class teacher will endeavour to provide some work in order to ensure that the child will not be too far behind class work upon his/her return
- If the absence is due to holidays or other similar events then the advice is that the child should read during the time off.

Success Criteria:

Feedback from teachers, pupils and parents will provide indicators of the success of this policy.

Roles & Responsibilities:

The implementation of this updated policy is dependent on the co-operation and collaboration of:

- Principal
- Class Teachers
- Additional Support Teachers
- Pupils
- Parents & Guardians

Implementation Date:

This policy was ratified on 18th May 2015 and came into effect on 19th May 2015. It was reviewed in October 2020 and ratified in November 2020.

Timetable for Review:

This policy will be reviewed in 2025 or earlier if deemed necessary.

John Swords

Chairperson Board of Management