



# **SCOIL NANO NAGLE**

# **HOMEWORK POLICY**

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*Scoil Nano Nagle*

## **Introduction**

In consultation with staff, parents and pupils, a review of the existing policy was undertaken in November 2010 for the following reasons:

- The existing policy was due for review
- Feedback from some parents had shown that there were some problems with the content and time being spent on homework by some pupils and the capability of parents to help their child.
- Teachers had expressed concerns about homework
- To further enhance positive home/school communication.
- To maximise the benefit of homework to the child's learning

A questionnaire was circulated to parents, staff and pupils to examine current practices and identify areas for improvement. The information provided was used as the basis for discussion groups and the policy committee. Mary Crosbie from the National Parents' Council and Tom Traynor, Home/School/ Community Liaison Co-ordinator facilitated the meetings. The combination of all the feedback was used by the homework committee to draw up the revised policy.

## **Purpose of Homework Policy**

**Through this homework policy we aim to :**

- Promote consistency and a similar approach to homework across all classes
- Ensure children, parents and the school understand what is expected of them in relation to homework.
- Develop study skills, appropriate routines and self discipline that will be of benefit to children in order to enhance learning
- Extend and support the work done in school, through reinforcement and revision
- Encourage children to become independent learners and to revise, reinforce, finish work that has begun in school.
- Enhance opportunities for parents, pupils and school to work in partnership.
- Provide opportunities for parent to spend quality time with their children.

## **General Principles of Homework Policy**

### **Aspirations:**

Scoil Nano Nagle seeks to enable each child to develop his/her potential. The school community recognises that homework provides an invaluable opportunity for parents, pupils and school to work in partnership. It enables parents to keep abreast of what their child is learning and involves the parent in the learning process. Effective homework extends and supports the school curriculum, through reinforcement and ultimately should improve the quality of learning for children.

### **Content**

In general, homework will contain a balance between reading tasks, learning tasks and written work, spread over the week. Homework assignments will contain items such as reading, spellings, tables, written work, pieces to be "learned by heart", drawing/colouring, collecting information/items- appropriate to age and abilities of children.

It should be noted that homework devoted to reading and learning is as important as written work **Children need to read aloud every day at home in order to make progress in reading and to attain the necessary milestones in reading for his/her age/class**. Parents/guardians can play an important role in listening to reading and items to be learned ensuring that this work is completed..

### **When is homework given?**

Homework is given on Mondays, Tuesdays, Wednesdays and Thursdays, with the following exceptions:

- Homework pass as part of Code of Behaviour (written work only.)

At discretion of the class teacher or principal, children may be excused from written homework as a treat or as an acknowledgement of some special occasion.

Recommendation: that the use of homework pass be reviewed as part of the review of the Code of Behaviour policy.

### **Children with different needs**

Homework will be differentiated for children with different learning abilities.

### **Communication about homework**

At the beginning of each school year, guidelines will be issued by each teacher outlining their expectations for particular classes. If a child is experiencing difficulties with any aspect of homework, it is important that the parent/guardian informs the class teacher. If the problem is on-going and causing a lot of distress at home, it would be advisable to make an appointment to see the class teacher. Likewise, if the class teacher has any concerns about homework, he/ she will communicate this to the parents/guardians

## Time Guidelines

All children are unique and have different learning styles and abilities and so will spend varying times doing their homework. It is important to remember that it is the quality and not the quantity of homework that matters.

### Suggested Framework for Homework

CLASS	HOMEWORK CONTENT	SUGGESTED TIME
<p><b>Junior Infants</b></p>	<p>Homework is introduced gradually from end of September to December..– Reading, words and writing activity every night, <b>Monday to Thursdays after mid-term.</b></p> <p><b>End of September:</b> Introduce <i>Ready Steady Go</i> reading for enjoyment books.</p> <p><b>After Halloween Break:</b> Introduce writing activity per night from one the following:</p> <ul style="list-style-type: none"> <li>• Maths</li> <li>• Letter formation</li> <li>• Phonics</li> <li>• Patterns</li> </ul> <p><b>Beginning December:</b> Introduce butter boxes for words</p> <p><b>After Christmas:</b> Core readers go home.</p> <p><b>Alive -O Religion Book will go home on Thursday night</b></p>	<p><b>10-15 minutes</b></p>
<p><b>Senior Infants</b></p>	<p><b>Mondays</b></p> <ul style="list-style-type: none"> <li>• English writing activity</li> <li>• Reading (core reader, word box, supplementary reader)</li> </ul> <p><b>Tuesdays</b></p> <ul style="list-style-type: none"> <li>• Maths activity-linked to class work / topic</li> <li>• Reading and words as above</li> </ul> <p><b>Wednesday</b></p> <ul style="list-style-type: none"> <li>• English writing activity</li> <li>• Reading and words as above</li> </ul> <p><b>Thursday</b></p> <ul style="list-style-type: none"> <li>• English or Maths writing activity</li> <li>• Reading and words as above</li> </ul> <p><b>Alive -O Religion Book will go home on Thursday night</b></p>	<p><b>20 minutes</b></p>

<p><b>First Class</b></p>	<p><i>Homework will be introduced gradually from September to December as the children are transitioning from infants to first class.</i></p> <p><b>Monday to Thursday:</b></p> <p><b>English Reading:</b> 1-2 pages every night  <b>Spellings:</b> New spellings Mon- Wed. Revise all spellings for test on Thursday.  <b>English Writing:</b> 1-2 sentences per night  <b>Maths:</b> 6-8 sums per night  <b>Tables:</b> 2 per night  <b>Thursday:</b> Alive -O Religion Book will go home on Thursday night</p>	<p><b>25-30 minutes</b></p>
<p><b>Second Class</b></p>	<p><b>Monday to Thursday:</b></p> <ul style="list-style-type: none"> <li>• <b>English Reading:</b> 1-2 pages every night, depending on ability</li> <li>• <b>Spellings:</b> New spellings Mon- Wed. Revise all spellings for test on Thursday.</li> <li>• <b>English Writing Activity:</b> Handwriting/ Grammer/Sentences/writing activity ( 1 item from list)</li> <li>• <b>Maths:</b> number work/problems/topics based on current class work</li> <li>• <b>Tables:</b> every night</li> <li>• <b>Religion:</b> Alive-O Religion book/ learn prayers/Mass Responses- in accordance with First Communion Programme and Preparation.</li> <li>• <b>Music:</b> Practise Tin Whistle:</li> </ul>	<p><b>30 minutes</b></p>

## Roles and Responsibilities

### Role of Pupils

#### Pupils will:

- Do their best work
- Complete homework when assigned
- Be responsible and take care of books, copies and pencils
- Ask for help when required

## **Role of Parents/Guardians**

### **Parents/guardians will:**

- Support the school's aim in respect of assigning homework
- Provide appropriate homework environment
- Ensure the child reads every night
- Ensure that the child, not the parent completes homework- otherwise the class teacher will not be in a position to know how well the pupil is progressing
- Communicate any difficulties with the teacher.

## **Role of Class Teacher**

### **The class teacher will:**

- Assign homework in accordance with agreed schedule.
- Explain homework to pupils
- Give constructive feedback to pupils on completed homework and acknowledge good effort
- Communicate concerns re homework with the parents

## **Role of Home/School Community Liaison Teacher**

- Liaise with class teachers and parents regarding the implementation of homework policy

## **Role of Principal**

### **The principal will:**

- Monitor the implementation of policy
- Promote the importance of homework

## **Success Criteria**

- Feedback from teachers, pupils, parents, Home school/Community Teacher
- Satisfactory homework exercises and assignments submitted by pupils.
- Reading is seen to be an important aspect of learning at home.
- Pupils are seen to be happy to do homework

## **Areas for Future Development**

- Workshop on homework guidelines
- Workshops for parents on related matters such as phonics/maths/ letter formation
- Co-ordination of reading material especially for children receiving additional support
- Co-ordination of writing activity

## **Implementation**

This policy will be implemented on a pilot basis by mid-May 2011 upon ratification of the Board of Management.

## **Ratification by Board of Management:**

This policy was ratified by the Board of Management on 26<sup>th</sup> May 2011.