

## **HOMEWORK POLICY**

### **Preamble.**

Maynooth Educate Together N.S is a co-educational school with mainstream classes and classes catering for children with ASD. Our ethos espouses the following principles ie we are multi-denominational, co-educational, child-centered and democratically run. We aim to provide an education that fosters development of childrens talents, abilities and personalities. We support children in developing attitudes which will enable them to become open-minded, creative, respectful, responsible and caring members of society. The school recognises that parents/guardians are the primary educators of their children.

In devising this policy, due consideration has been given to Section 9 of the Education Act 1998. This policy has been formulated by the school Principal and staff in consultation with the Parents Association and has been ratified by the Board of Management.

### **Aims**

- To consolidate work being done at school.
- To keep parents/guardians in touch and involved in their children's work.
- To develop and encourage the habit of independent study.

### **Homework Communication**

- From 1<sup>st</sup> Class onwards, homework journals will be used. All allocated homework will be recorded here. Children should tick each item as it has been completed. Parents/Guardians should sign the homework journal when the homework has been completed.
- In Junior & Senior Infants, where homework journals will not be used, teachers will send home a worksheet to parents in the homework folder. Parents/Guardians of infant children should check the homework folder regularly.

### **Guidelines for Teachers**

- Homework should be an integral part of the subject being taught and given in order to consolidate work done – not as an exercise in isolation.
- Homework should never be given unless the teacher has thoroughly prepared and explained what is to be done.
- Homework must be consistent – a small amount and given in such a way as to form a pattern for the children so that they are more likely to remember it.
- Teachers will check that homework is being done and will give extra help where difficulties occur.

### **Guidelines for Parents/Guardians**

Parents/Guardians are encouraged to:

- Establish a set routine and time for the child to do his/her homework, in a quiet place, free from distractions.
- Supervise children's homework, checking and signing it on completion
- Help and encourage the child, but not to do the homework for him/her.
- Encourage children to keep books and copies as neat and clean as possible.
- Forward a note to the teacher if homework has not been completed due to unforeseen circumstances.

Shared reading is not homework in the regular sense and it is simply meant to be an enjoyable exercise between parent and child. Shared reading is a part of a balanced early literacy framework. The shared reading experience offers a way parents/guardians can use engaging texts and authentic literacy experiences to help children develop the strategies necessary for effective independent reading.

### **What Homework?**

Ideally, homework will contain a balance between reading, writing and learning tasks. This balance may vary considerably from day to day. Homework will regularly contain reading, drawing, colouring, spellings, tables, writing/handwriting, committing to memory, information gathering and research.

- **Written Work** - Should be presented in a neat and careful manner, with attention to handwriting, margins, numbering, punctuation and underlining. Written homework will often involve finishing work which has been started in class.
- **Oral Work** - From 1<sup>st</sup> class onwards, homework will involve spellings, tables and pieces to be learnt off-by-heart. Parents/Guardians can help here by ensuring that this work is well done.
- **Reading** – It is important to note that reading is just as important a component of homework as writing and learning-off. It should be an enjoyable experience for the child. We would encourage parents to listen to their child as they read aloud to encourage fluency. Asking questions about the text will develop understanding and comprehension.

### **Time**

Allocated time that teachers expect the average child in each class to spend at homework:

Junior Infants	10-15 minutes
Senior Infants	10-15 minutes
First Class:	15-20 minutes
Second Class:	20-25 minutes
Third Class:	30-40 minutes
Fourth Class:	40-45 minutes
Fifth Class:	45-60 minutes
Sixth Class:	50-60 minutes.

These time allocations are guidelines only. If the above times are being greatly exceeded please consult with your child's class teacher.

### **How Often?**

Homework is given on Mondays, Tuesdays, Wednesdays and Thursdays

Homework is not given on Fridays. There are, however, two exceptions to this:

- If homework has been neglected during the week or if the homework presented is not satisfactory, the pupil may be asked to complete the unfinished work at the weekend. This will be communicated in writing to the child's parents in the homework journal.
- In senior classes, children may be asked to undertake some research/project work at the weekend.

From time to time, children will be given a night off homework as a treat/reward or to mark a special occasion. This will be at the discretion of the class teacher.

It is school policy not to allocate or prepare homework for children who are on holiday during school time. Parents/guardians of children who are sick for an extended period/hospitalised should talk with the class teacher.

### **Homework within the ASD classes.**

Children within the ASD classes may also be assigned homework. Homework will be based on the child's current ability, not on the child's age/class level. Homework will be decided on by the class teacher and the child's parents/guardians. There may be a high level of repetition involved in the homework assigned. Teachers will prepare a homework sheet outlining tasks for the children. This homework sheet should be signed and returned to the school each Friday.. There will be no homework assigned for the weekend.

Where difficulties occur with homework, academic or behavioural, parents are encouraged to make the teacher aware of these difficulties through the communication book initially. If problems continue, parents/guardians and teacher will meet to develop a strategy to overcome the difficulties.

### **Review**

This policy will be referred to regularly to check that it is being consistently implemented by all staff. Policy will be reviewed by staff every 4 years.

Approved by Board of Management;

Date: 15/9/2014

Signed :



