



Roll No. 12180 U

Presentation Primary School

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Presentation Primary School Clonmel Homework Policy

Master

Introductory Statement:

This Whole School Homework Policy was reviewed and amended at a whole staff meeting in September 2019. The policy was also discussed with the Student Council and the Parents' Council before it was ratified by the board of management.

Rationale:

We, in Presentation Primary School, believe it is necessary to devise an up-to-date policy on homework at this time because

- (a) our existing policy is due for review,
- (b) parental feedback has shown that there may be some difficulties with the content and the time being spent on homework by pupils,
- (c) with the involvement of teachers in the Homework Club a further insight into the manner in which different children approach homework has made teachers more aware of the difficulties faced by children

Relationship to characteristic spirit of the school:

In line with the Mission Statement of Presentation Primary School and with the original vision of our foundress, Nano Nagle, we seek to assist each child to develop to her full potential according to her talents, skills and abilities. We believe that a certain amount of homework, taking into account the age, level of maturity and ability of the children, encourages pupils to work independently and to take responsibility for their own learning.

This will help them to develop independence, confidence and a pride in their own work which will benefit them throughout second-level schooling and into adulthood.

Aims:

This homework policy aims to:

- re-inforce what the child learns during the day
- provide a link between teacher and parent for the benefit of the pupil
- develop a child's concentration skills and study skills
- develop a work ethic in pupils
- promote a uniform approach to homework across all classes
- prepare the pupils for Secondary School by training them in good study habits while at Primary School.

Guidelines

◆ Homework is meant to be achievable by a child - it provides an opportunity to practise work already covered. It is normally prepared by the teacher in class. However, sometimes with senior classes, some homework is designed to challenge children's ability and provide opportunities for creativity.

◆ Each child is expected to do his/her homework to the best of his/her individual ability

◆ Homework is given on Mondays, Tuesdays, Wednesdays, and Thursdays but not on Fridays.

◆ A Homework Club is provided in school from 2.50 to 3.50 p.m. on Monday, Tuesday and Thursday for children from Rang 3 to Rang 6. This is funded by the Board of Management through fundraising events and supervised by our own teachers. All children in these classes are invited to attend homework club

◆ Sometimes, at the discretion of the class teacher or the principal, children are given "homework off" as a treat or as acknowledgement of some special occasion. This will not be done on the spur of the moment, as children who attend the Homework Club will get prior notification.

◆ If a child does not complete their homework it is reassigned for the following day or the weekend. If this happens on a regular basis the class teacher will make early contact with parents/guardians

◆ If there is a reason that a child cannot do her homework a written note from her parent is expected.

◆ All classes from Rang 1-Rang 6 will use a Homework Journal bought in the school at the beginning of the School Year.

◆ Ideally, homework will contain a balance between reading tasks, learning tasks and written tasks.

◆ This balance is not always possible and can vary considerably from day to day. However, it should be noted that homework time devoted to reading and learning is as important as written work.

◆ Depending on the class, homework will regularly contain some of the following - reading, spellings, tables, maths, written work (English or Irish), drawing/colouring, collecting information/items and finishing work done in class. As the school is promoting physical activity we regularly include physical exercises as part of homework e.g. Super Troopers The Grow in Love home-school link book is sent home on Thursdays for pupils who partake in religious instruction.

◆ Children often feel that reading is not real homework. Parents can play an important role in listening to reading and items to be learned, ensuring this work is done well.

◆ Parents are asked to encourage their children to tick off the different items of homework in the Homework Journal as the child completes the task.

◆ Both teachers and parents/guardians use the "Comments" section of the Homework Journal on a regular basis. This facility is important as a means of communication between teacher and parents/guardians.

◆ When a teacher is organising the homework for her class, she will be sensitive to the child/children with special needs. S.E.T. teachers involved in team teaching will agree arrangements for homework with the class teacher to ensure the most vulnerable children are not overburdened with homework. Homework will be differentiated where necessary.

◆ The following are guidelines for time spent at homework. Different children will complete the same homework in different lengths of time. Time spent will vary from day to day and from the beginning to the end of the school year. It is important to remember that it is the quality and not the quantity of homework that matters. The following are general guidelines for setting of homework in our school:

Infant Classes	10 mins
Rang 1/2	20 mins
Rang 3/4	30-40 mins
Rang 5/6	45-60 mins

◆ At the beginning of each school year the class teacher will discuss and explain to the pupils what she expects of them regarding homework, thus eliminating any confusion or misunderstanding.

◆ Parents are asked to help their children with homework by:

(a) providing them with a suitable place and time to do their homework

(b) preventing interruptions or distractions, like television or other children.

◆ Children are expected to complete written homework themselves receiving support from parents if required. Parents/guardians are asked not to complete written work for a child if difficulties arise but to inform the teacher of the issues arising.

◆ If a pupil has a difficulty in completing some item of homework, provided the child makes a genuine effort to attempt the task, the teacher will be satisfied. In this case, the parent may write a note to the class teacher explaining the problem or in senior classes pupils are encouraged to explain the issue to the class teacher in order to ensure ownership and responsibility for their own homework.

◆ Parents/Guardians are always welcome to ring the office to make an appointment to talk to class teachers about homework issues or any other issues causing concern at home

◆ Parents are asked to communicate with the teacher about homework when
(a) your child cannot do homework due to family circumstances
(b) your child cannot do homework because she cannot understand some aspect
(c) time being spent at homework is often longer than the recommended amount of time.

◆ C.A.P.E.R. /shared reading (Children and Parents Enjoying Reading) is not homework in the regular sense and it is simply meant to be an enjoyable exercise between parent and child to encourage a love of, and interest in books. C.A.P.E.R. books are aimed at increasing a child's reading fluency and therefore are at the child's independent reading level (the child will be able to read without too much intervention from parents).

◆ The question of the best time for a child to do homework should be given serious consideration in each family. Matters like both parents working, child minders etc. need to be looked at. Ideally, homework should be done before any television is watched, soon after school, while the child is still fresh. However, some children need a break before starting homework. It is best that homework is never left until close to bedtime or until morning before school.

◆ Teachers will ensure that enough time is allowed for pupils to take down their homework list each day. This is best not left until the end of the day. Some suggestions for the management of this are as follows:

- Homework is set first thing in the morning and time provided to write it down is provided straight away. In the case of senior classes they may use any spare time (finished a piece work, awaiting next lesson) to take down homework during the day.
- Homework list is developed during the school day and pupils add to it after various subjects
- Pupils are trained to prepare their journal in advance when there is a clear pattern to homework
- S.N.A. staff will monitor and assist pupils with special needs in organising their homework journal and equipment needed for homework while bearing in mind that each child needs to develop independence in this area.

◆ Ideally, teachers like to check homework on a daily basis. However, with large class numbers it is not always possible to check each child's Homework every day and therefore teachers often take up copies for correction after school.

◆ Some items of homework (and class work) may be checked by children themselves under the direction of the teacher. This can be a useful part of the learning process for children.

Success Criteria:

This policy should have a positive effect on the use of homework as a tool for re-enforcing work done at school if:

- (a) pupils have a more positive attitude towards homework
- (b) there is uniformity in the amount of homework given, thus ensuring that pupils regard the amount of homework they get as being "fair".
- (c) pupils make a genuine effort to do their homework to the best of their ability and to present their written work neatly and in line with the school's agreements about presentation of work.

The effectiveness of the policy will be assessed through:

- (a) feedback from parents
- (b) feedback from pupils
- (c) feedback from class teachers
- (d) feedback from teachers who assist at the Homework Club
- (e) satisfactory homework exercises and assignments submitted by pupils
- (f) homework causing less stress between parent and child. Homework causing stress leads to poor learning and defeats the whole purpose.

Roles and Responsibility:

This plan will be put into operation by the Class teachers, supported by Special Education Teachers, Special Needs Assistants, Parents/Guardians and the School Principal.

The plan will be monitored and evaluated firstly by the Class teachers. Feedback will be welcomed from pupils and from all parents. Feedback will also be sought from members of the parents' council.

Timeframe for Implementation:

This policy will be implemented fully from September 2019

Timeframe for Review:

The policy will be reviewed at our staff meetings and Parents' Council meetings and Student Council meetings and amended as necessary.

Ratification and Communication:

This policy was ratified by the Board of Management in October 2019. It will be made available to the parents via the school website.

Signed Anne Breen Date: 9/10/2019
 Anne Breen Chairperson B.O.M.