



St. Multose National School

Homework Policy

Date ratified by Board of Management: September 2007

Date reviewed and updated: October 2012

Date of review: October 2014

Date of next review:

Introductory Statement

This policy was formulated by the staff of St. Multose N.S. in September 2007 and sanctioned by the Board of Management.

Rationale

At the time of creating the policy, all the teachers in the school were new so it was felt that a cohesive approach to homework was needed throughout the school. It needed to reflect the needs of the children, the thoughts of the individual teachers and support staff and, also, the Revised Curriculum.

Relationship to Characteristic Spirit of the School

St. Multose N.S. seeks to enable each child to develop to his/her potential. Homework encourages pupils to work independently and take responsibility for their assignments. Homework also promotes parental involvement.

Aims

- To benefit pupil learning.
- To reinforce work done in class.
- To develop study skills.
- To promote a similar approach to homework across all classes.
- To strengthen links between home and school.
- To provide the child with the opportunity to develop from supervised homework to independent study.

Guidelines

- Homework assignments must be completed neatly and to the best of the child's ability.
- The suggested homework duration times should be ample time (to allow for written and equally important oral work).
 - ❖ Infants: 10 – 15 minutes
 - ❖ First and Second: 20 – 30 minutes
 - ❖ Third and Fourth: 30 – 40 minutes
 - ❖ Fifth and Sixth: 40 – 60 minutes
- If a child finds undue difficulty with homework or if he/she takes all evening to complete it, the child's parent should discuss the problem with the class teacher.
- Parents should write a note to explain if their child's homework took longer than the allocated time. It is important to understand why. A note should, also, accompany incomplete homework stating the reasons why this is so.
- Children's homework journals should be signed by a parent/guardian, having checked that all work is complete; this includes reading and learning activities.
- Homework is normally set from Monday to Thursday nights. Occasionally, in senior classes, research projects or study tasks may be set for weekends. At teacher's discretion, there may be a no-written homework night occasionally. Teachers recognise that everyone needs and appreciates a break. This is in line with the Revised Curriculum.
- Homework is to include all subject areas and have different approaches reading, writing, learning, investigating, recording, interviewing, drawing and colouring, collecting, letter-writing, P.E. art based activities, experimenting, finding, news reviews, responding, drama, designing and constructing, music, project work, listening skills and multi-media activities.

- Learning homework, irrespective of a child's class and age, should be checked: hear spelling and tables, ask questions about reading matter and S.E.S.E., listen to the children recite poetry or lines for drama or services.
- Ask children informal questions relating to the language they see on T.V., billboards, books, newspapers, signs, menus etc. Pose maths problems relating to bill payment, savings, pocket money, time, weight, capacity, distance, height etc. (Remember they learn the metric system, not imperial measures) Any "learning" which related to day to day life is most beneficial and can be fun.
- In the event of illness, every effort will be made to help a child catch up on missed work. However, this does not apply to children who are absent due to a family holiday. In addition, no work will be set for the duration of the holiday.

Pupils and Homework

- Homework should be of the same standard expected at school: neat, ruled margins, dates and headings (in senior classes), accurate. If it is not their usual standard, they will be asked to redo the work, properly.
- We expect homework to be done every night and handed up every morning. The first time a child does not hand up homework, they are given the benefit of the doubt and will be asked to hand it up the following day. If homework has not been done, the child may have to complete it at break time or the following night.
- Children with specific learning difficulties will be assigned homework which is tailored to suit their needs. The Resource Teacher/Learning Support Teacher may set homework in conjunction with the class teacher (as an alternative to the class homework or as supplementary work, should parents request it).

Success Criteria

Feedback from teachers, pupils and parents will indicate the success of the policy. Satisfactory homework exercises and assignments submitted by pupils and a positive outlook towards homework will prove the success of the policy.

Roles and Responsibilities

Class teachers, pupils, parents/guardians and the principal all have a role to play in the successful implementation of the policy.

Implementation Date

September 2007

Timetable for Review

The policy was reviewed in October 2012. The Policy will be reviewed again in October 2014.

Responsibility for Review

The principal has responsibility for the review. She will survey class teachers and collate the findings.

Ratification and Communication

The Board of Management ratified this policy. It will be circulated to all families in the school and to all new families every September.

Homework Correction Policy

Correction Symbols

It has been decided to formulate a uniform school policy for marking children's work. The following correction symbols will be used. Each teacher will introduce the symbols at an appropriate class level.

1. Spelling error: The incorrectly spelt word will be underlined and the letters "sp" placed above it.
sp.
E.g. stade
2. Omissions: When a word or letter has been omitted the symbol "/\" will be used to indicate where the omission should go.
E.g. Mike ran the street.
3. Punctuation errors: When a punctuation mark has been omitted or when the incorrect punctuation mark has been used, the error will be circled.
E.g. T o m s b a g.
4. Capital letters: When a capital letter has been omitted or placed in the wrong place the letter will get a double underlining.
E.g. tuesday
5. Sequencing error: When words have been placed in the incorrect sequence in a sentence numbers will be placed above the words indicating the correct order.
1 3 2 5 4 6 7
E.g. The dog brown down ran the street.
6. Grammatical error: A zigzag line will be placed under grammatical errors.
E.g. He done his homework.

Correction of work by pupils: Pupils will write out spelling errors three times each. For other errors the whole sentence should be written out correctly. Teacher discretion will be used depending on the class level of the pupils.