

## Drumacruttin National School Homework Policy

### Why give homework?

- Homework is a reinforcement of the work covered during class on that day. It also offers an opportunity to widen experiences begun in the classroom. It encourages organisational skills and the ability to work independently.
- Homework is important in creating a link between home and school. It gives parents/guardians an opportunity to view their child's work and assist in ongoing assignments. It is important that parents and teachers communicate with each other about the correct terminology and methods being used by the children.

### Outline of homework to be allocated to each class grouping.

#### Junior and Senior Infants:

It is recommended that these classes would spend no more than 20 minutes doing homework each evening.

Reading activity/Reading from the class reader.

One written/oral task:           English - 2 nights.  
  Maths - 2 nights.

#### First and Second Classes:

It is recommended that these classes would spend no more than 30 minutes doing homework each evening.

Reading (English and Irish)

One written task:           English - 2 nights.  
  Maths - 2 nights.

English Spellings

1<sup>st</sup> Class: Addition Tables

2<sup>nd</sup> Class: Addition and Subtraction Tables/Basic Multiplication Tables.

#### Third and Fourth Classes:

It is recommended that these classes would spend no more than 40 minutes doing homework each evening.

Reading (English and Irish)

One written task: Maths, Geography, English, History.

Spellings (English and Irish)

Learning task: Irish grammar, English/Irish Poem, Physical Geography.

3<sup>rd</sup> Class: Multiplication Tables.

4<sup>th</sup> Class: Multiplication and Division Tables.

#### Fifth and Sixth Classes:

It is recommended that these classes would spend no more than 60 minutes doing homework each evening.

Reading (English and Irish)

One written task: Maths, Geography, English, History

Spellings (English and Irish)

Learning task: Irish grammar, English/Irish Poem, Physical Geography

Revision of Multiplication and Division Tables. (including equations and BOMDAS rule)

### **Allocation of homework by Learning Support teacher.**

From time to time the Learning Support teacher may allocate homework to pupils receiving supplementary teaching. Generally this homework will consist of:

- Additional Reading
- Spelling lists (senior classes only) - individual spelling lists will also be utilised by the senior class teacher in an effort to consolidate spellings and avoid confusion or overload. The 'Look, Say, Trace, Cover, Write, Check', method should be used in learning spellings.

### **How often is homework given?**

- Homework is given on Monday to Thursday night inclusive. As a general rule homework is not given at the weekend.
- 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.
- Please note that extra homework may be given during the week or at weekend if a child has not done homework, has not made a suitable effort or has presented untidy work during class.

### **How much help should parents give?**

- Children should do written homework themselves and parents should only help when the child has difficulty. It is helpful if your child is in the same room as you or close by so that you can keep an eye on how your child is getting on. If a child has difficulty with homework, parents should help the child to overcome the difficulty with further explanation or examples, but not by actually doing the homework for the child. In this case the parent should write a note to the teacher explaining the problem.
- Children often feel that reading, oral language work and 'learning by heart' 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 should check that all homework, written, reading and learning has been done properly and sign the child's homework folder/journal every evening. Please check from notes from school on a regular basis.

### **Guidance for Listening to Reading:**

#### Junior Infants/Senior Infants/First Class:

Parents should sit down with their child to listen to reading. Take time to talk about the pictures, talk about what is happening in the story and what they think will happen next. Please sign the reading record.

### Second Class/Third Class:

This group should continue to read aloud to practise expression and fluency. Parents should listen to reading and discuss what is happening in the story, the characters they like etc.

At this stage pupils may also have an additional class novel or library book and they should be capable of reading a number of pages silently to themselves for enjoyment. Encourage them to ask if there is a word they cannot read or do not understand and talk about the story and characters. Please sign the reading record.

### Fourth/Fifth/Sixth Class:

This group can do their reading by themselves, reading a portion aloud each evening to practise fluency and expression. Parents still need to ensure reading has been done. Encourage your child to ask you if they cannot read or understand a word. Parents should talk about the story, the characters, the conflicts, themes and twists in the story with their child.

Please sign the reading record each evening.

This outline is a guide for the development of independent reading. It also provides opportunities for oral language development which can be done in quite an informal way from second class upwards.

This guide, however, does not reflect the individual needs of a pupil experiencing difficulty with reading. In this case your child's class teacher or the learning-support teacher will advise you of a suitable approach to listening to reading homework.

Oral language is something we take for granted but it is important. We need to help and encourage our children's abilities to clearly and articulately express themselves in daily life and also to express their personal responses to the stories and information they are reading. Discussing any type of reading material in which your child is interested provides valuable oral language experiences.

Try to provide your child with a wide variety of reading material at home. Books, stories, Fact books, The Guinness Book of Records, Comics and Magazines are just a few suggestions. Basically, anything that your child is interested in and will read is suitable.

### Remember

**If homework is a stressful experience between parent and child, something is wrong! This leads to poor learning and defeats the whole purpose. Should this happen on a regular basis, please contact the class teacher.**

*Drumacrutin National School Board of Management  
Policy Reviewed, April 2008. November 2009. October 2012, February 2013.*

**Signed: Canon Ian Berry**