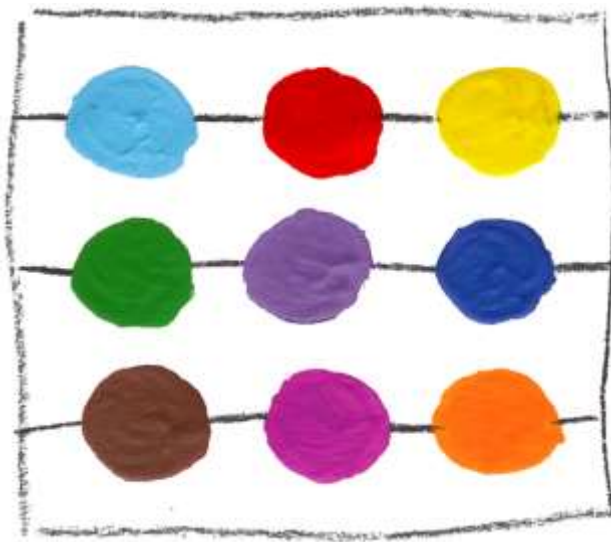


Homework Whole School Policy



Carrigaline Educate Together N.S.

This document is intended to provide details of the whole school plan for homework of Carrigaline Educate Together National School (CETNS). It is intended to help parents and guardians understand the environment and approach of the school. This document is regularly reviewed. All feedback is encouraged and welcome.

Version	Description	Authors
May 2010	First version of policy	Teachers & Board of Management
November 2014	Amendments to existing policy	Teachers & Board of Management
October 2016	Amendments to existing policy	Parents, Teachers & Board of Management

School Contact Details

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Homework Policy

This document is intended to provide details of the policy of Carrigaline Educate Together National School (CETNS). It is intended to help parents and guardians understand the environment and approach of the school. This document is regularly reviewed. All feedback is encouraged and welcome.

Introductory Statement

This policy is being formulated to support the need for a policy in relation to homework in line with the overall ethos of the school.

Rationale

The school decided to focus on the area of homework as it of importance to the consolidation of the work being done at school.

Vision and Aims

(a) Vision

Our school cherishes all pupils equally and to aid them in achieving their true potential the school plan reflects the overall ethos of the school which states:

Carrigaline Educate Together N.S. is one of a number of equality-based schools throughout the country. The representative organisation for these schools is 'Educate Together'.

Educate Together aims to meet a growing need in Irish society for schools that recognise the developing diversity of Irish life and the modern need for democratic management structures. In particular, Educate Together guarantees children and parents of all faiths and none equal respect in the operation and governing of education.

The schools operated by the member associations of Educate Together are fully recognised by the Irish Department of Education and Skills and work under the same regulations and funding structures as other national schools. However, they have a distinct ethos or governing spirit. This has been defined in the following terms:

- **Equality-based** i.e. all children having equal rights of access to the school, and children of all social, cultural and religious backgrounds being equally respected
- **Co-educational** and committed to encouraging all children to explore their full range of abilities and opportunities
- **Child centred** in their approach to education
- **Democratically run** with active participation by parents in the daily life of the school, whilst positively affirming the professional role of the teachers (*Source: Educate Together Charter*)

Whilst the concepts of child-centeredness and co-educationalism are now widely accepted in Irish primary education, what distinguishes the Educate Together schools is their hard work in developing a culturally inclusive and democratic ethos. This has pioneered unique approaches to inclusion of minority opinions and faiths in the Irish context.

The schools have developed education programmes which open the eyes of children to the naturally positive contribution that social, religious and cultural diversity and difference of viewpoint and opinion make to society.

The other characteristic feature of these schools is that they are democratically organised and governed. This maximises the potential for building a genuine partnership between the professional, objective role of the teacher and the necessarily personal involvement of the parent in contributing to their children's education.

Information taken from the Educate Together website www.educatetogether.ie

The Homework Policy recognises and endeavours to adopt the values that are set out in the ethos of the school. It attempts to support and sustain a harmonious environment in which potential is nurtured through co-operation between staff, pupils, parents, board members and all other relevant parties.

(b) Aims:

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

Guidelines for Teachers:

- Homework should be an integral part of the subject being taught and given in order to consolidate work done.
- Homework must be consistent – given in such a way 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.
- Teachers will check that parents have signed the homework journal (1st – 6th) on a daily basis.
- If a child cannot complete his/her homework for any reason a note must be forwarded to the class teacher explaining why in the journal.
- If necessary, differentiated homework should be allocated to those children with special educational needs.
- Each teacher will assign oral language homework on a Tuesday to develop skills and involve parents in classroom topics.
- Each teacher will assign word problems on a Wednesday in mathematics to develop these skills
- If a teacher is concerned about the amount of homework or standard of work presented, they will discuss this with the child's parent(s)/guardian(s)

Guidelines for Parents:

Parents 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 ensure that the child is completing the homework himself/herself.
- If a child cannot complete his/her homework for any reason forward a note to the teacher explaining why.
- If a parent is concerned about the amount of homework or standard of work presented, they will discuss this with the child's teacher

C.A.P.E.R. (Children And Parents Enjoy Reading) reading is not homework in the regular sense, and it is simply meant to be an enjoyable exercise between parent and child.

Time:

Allotted time that the teacher expects the average child in each class to spend at homework:

Junior Infants	up to 10 minutes
Senior Infants	up to 20 minutes
First & Second	20-30 minutes
Third & Fourth	30-40 minutes
Fifth & Sixth Class	40 minutes–1 hour

The time allocation is the maximum time a child is to spend on their homework and that they should stop when the time limit is reached regardless of the volume completed. A parent should mark accordingly in the homework journal.

Homework is given from Monday to Thursday. Normally there is no homework at weekends. However, children in middle and senior classes may sometimes be required to work independently on projects at weekends.

Implementation

Roles and Responsibilities

The following people have particular responsibilities for aspects of this policy:

- Parents
- DES
- Teaching staff
- Principal
- Board of Management

All teachers, in particular class teachers, in conjunction with the Principal, will co-ordinate the progress of the plan, encourage and accept feedback on its implementation and report any findings at staff meetings.

Timeframe

This plan was implemented fully by Term 2 of the school year 2010/2011. The review of the plan was carried out in October 2016.

Review

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the homework policy in the school.

Roles and Responsibilities

- Teachers
- Parents
- Plan co-ordinators
- BoM/DES/Others

Timeframe

The review of this plan will take place during the school year 2018/2019

Ratification and Communication

This policy was ratified in May 2010. An amended policy was circulated to the members of the Board of Management prior to the meeting in November/December 2016. It was formally ratified on _____

Notification that the plan is available for viewing will be communicated to the parents in the next school communication. It will be available for viewing by appointment in the office.

Signed: _____
CHAIRPERSON of the BOM

Date: _____