



Homework Policy

Claregalway Educate Together

National School

1. Rationale

Homework provides an opportunity to consolidate learning, develop independence, and strengthen the partnership between home and school.

At **Claregalway ETNS**, we believe homework should:

- Encourage a love of reading and curiosity about learning.
- Be purposeful, manageable, and age-appropriate.
- Support positive learning routines without causing stress.
- Reinforce learning in a meaningful way while safeguarding children's wellbeing, family time, participation in extracurricular activities, and their essential need for play and rest.
- Involve parents as active and supportive partners.

Our overarching goal is to foster children's enjoyment of learning and to build lifelong reading habits.

Aims of the Policy

- To create and affirm an awareness of the value of homework among all partners.
- To inform all partners of their roles and responsibilities.
- To set clear guidelines regarding content and time.
- To provide consistency and continuity across the school.
- To develop good homework practices throughout the school.

2. General Principles

- From the beginning of the year, teachers communicate that reading for pleasure is at the heart of our approach to homework.
- If homework regularly takes longer than the indicative time, parents should inform the teacher so adjustments can be made.
- Children are encouraged to select a book from the school library once per week to take home.
- Parents/guardians are encouraged to read to or with their children, discuss stories, and support comprehension through questioning.
- If homework is not completed, it should be explained by a note in the homework journal from a parent/guardian. Where homework is frequently not completed, parents will be contacted by the teacher.
- Additional homework will not be provided for individual children upon request (e.g., extra homework during holidays or absences due to illness). For additional



educational activities at home, reading, project work, board games, quizzes, and outdoor play are encouraged.

The Purpose of Setting Homework

- To reinforce learning and provide pupils with opportunities to revisit, revise, and consolidate skills learned in class.
- To involve parents and families in pupils' learning, to their mutual benefit.
- To foster independence and a positive work ethic in children.
- To provide a means of communication between home and school, enabling each to support the other.

3. Timing and Implementation

Junior Infants – Sixth Class

- Homework is introduced gradually in September once the class is ready.
- Homework may cease in June at the teacher's discretion.

4. Class-Level Guidelines

All pupils are assigned homework appropriate to their age and/or ability. Some tasks consolidate classroom learning, while others encourage independence and initiative.

Reading practice is a priority for all children. Pupils are also encouraged to read for pleasure daily.

Junior Infants

Homework supports topics covered in class and may include oral language, reading, and early writing experiences.

- Pupils may bring home books for parents to read to them.
- In Term 2, pre-reading and early reading tasks based on the Jolly Phonics programme may be sent home.
- Children will begin bringing home short books to read independently.
- Teachers will maintain regular communication with parents to explain expectations.

Senior Infants

- Continued development of oral language and Jolly Phonics.



- Decodable readers for independent practice are assigned from October to consolidate phonics skills.
- Small amounts of written homework (5–10 minutes maximum) will be introduced throughout the year.
- No formal homework copy is required; teachers retain autonomy regarding format.
- Written tasks may include practising words already covered in class.

First Class

- UFLI-aligned word work.
- A short section of the class-based reader assigned.
- A library book brought home for shared reading.
- Number work, including addition and subtraction tables practice.
- No more than 10–15 minutes of written homework (e.g., Maths or short written tasks), at the teacher's discretion.

Second Class

- Follows the same format as First Class.
- Homework should take approximately 15–20 minutes (guideline, not a target).

Third – Sixth Class

- Teachers will send an email to parents early in the year outlining the homework approach.
- Homework should include reading, number work (addition, subtraction, multiplication, and division tables), and a balanced mix of written and oral tasks.

Fifth and Sixth Class Specifics

- Teachers have discretion regarding the content and format of homework.
- Longer projects with clear deadlines (e.g., two-week completion) may be assigned.
- Clear communication with parents about expectations and timelines is essential.
- A Homework Journal is required to promote responsibility and organisation, supporting preparation for secondary school.

Recommended Maximum Time Guidelines (Not Targets)



3rd Class 20–30 minutes

4th Class 30–40 minutes

5th Class 40–50 minutes

6th Class 50–60 minutes

Special Education Teaching (SET)

Homework arising from Special Education Teaching is not routinely assigned. In exceptional circumstances, and where clearly beneficial, a SET teacher may recommend short tasks aligned with a child’s specific learning targets. Any such homework will be agreed upon in consultation with parents/guardians.

Le Chéile – Autism Class

- Teachers will email parents/guardians early in the year outlining the homework approach.
- Homework will be tailored to meet the individual needs of the children.

5. Roles and Responsibilities

Teachers

- Assign purposeful and differentiated homework aligned with classroom learning.
- Communicate expectations clearly to pupils and parents.

Pupils

- Take responsibility for completing homework to the best of their ability.
- Pack necessary materials and submit homework on time.

Parents/Guardians



- Encourage a positive attitude toward homework and reading.
- Provide a quiet space and regular time for study.
- Support reading and comprehension through discussion and questioning.
- Inform the teacher if homework regularly exceeds the recommended time. Children should stop once the time guideline has been reached.

6. Review and Evaluation

This policy was ratified by the Board of Management on **XX/XX/XXXX**.

It will be reviewed every three years.

First ratified by the Board of Management on **27/03/2006**.

Reviewed on **09/02/2010** and **07/02/2018**.

