

Homework Policy June 2026

Introduction

This policy was formulated by the school management and staff in consultation with parent/guardians and children based on the current school practice and desired outcomes in the implementation of homework. This policy works in conjunction with other school policies such as the school's Code of Positive Behaviour and Special Educational Needs Policy. Homework can be an integral link in the chain of communication between school and home. It helps parent/guardians monitor the progress of their child and provide support and encouragement where needed. This policy attempts to further strengthen positive home-school links through streamlining the assigning and completion of homework.

This policy was reviewed following a comprehensive consultation with parent/guardians, staff and pupils. The school has endeavoured to meet the desired outcomes for children whilst also balancing with solutions to challenges faced by families in completing homework tasks. Everything we do must have purpose and meaning for the betterment of the children in our care.

Summary of this Homework Policy

General	The reasons for providing homework are maintaining a link with home and providing parent/guardians with an insight into their child’s learning, to allow space for children to practice skills and reinforce work at their own level, to allow children to develop skills of independence, self-discipline and to engage parent/guardians as partners in their child’s education.											
Skills	The skills of homework will be taught in-school during the month of September. Homework will begin in October and will continue for the year. Homework will be activity based during active school week. Homework will not be given during: • The last week of term • The month of June • Other weeks that may be significant to the school community.											
Timing	<table><tr><th>Class Groups</th><th>Weekly time</th></tr><tr><td>Infants</td><td>Up to 1 hour</td></tr><tr><td>1st & 2nd class</td><td>Up to 1.5hours</td></tr><tr><td>3rd & 4th class</td><td>Up to 2 hours</td></tr><tr><td>5th & 6th class</td><td>Up to 2.5 hours</td></tr></table>		Class Groups	Weekly time	Infants	Up to 1 hour	1 st & 2 nd class	Up to 1.5hours	3 rd & 4 th class	Up to 2 hours	5 th & 6 th class	Up to 2.5 hours
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Content	Homework will be assigned once per week with choice being the guiding principle. This allows families to complete homework flexibly across the week to suit their own individual schedule. Teachers will offer homework in each of the core subjects with additional items relevant to the theme/learning at the time. Choice within tasks and choice between tasks will be imperative to ensure differentiation and access for all.											
Checking homework	Parent/guardians should check their children’s homework each night to ensure they are completing tasks which are most relevant to their abilities and their interests. The checking of homework by teachers will be done based on the needs of the class and the individual pupils.											
Non-completion	Homework not only serves as an opportunity to practice skills independently, but also builds self-discipline and confidence in children as independent learners. Non-completion of homework often indicates other problems. Teachers will communicate with the child and parent/guardians to offer support where necessary. Homework not completed may be done at another time.											
SEN	Children with additional needs for whom homework is causing undue stress may have homework adapted/reduced to meet their respective learning and wellbeing needs. In certain circumstances, pupils may be exempted from homework for a specific period of time and purpose. Parent/guardians are asked to consult with the school principal on this and put in writing the reasons for requesting amended/reduced homework, or if requesting their child be exempt from homework from time to time. Such agreements will be reviewed as necessary.											

Vision and Ethos

Fedamore CNS is a multid denominational school that caters for children of all beliefs and none. The school takes an inclusive approach to education. Inclusive education affirms pluralism across difference in culture, gender, ability, beliefs/faiths, class, age, race, sexual orientation and family circumstances.

At the centre of the ethos of Fedamore CNS is respect, care, inclusion, belonging and equality. The school also encourages the active involvement of parents/guardians in enabling their child to develop responsibility and work independently. The homework policy of this school aims to facilitate these ideals.

Rationale for Assigning Homework

The primary purposes of giving homework are as follows:

- Maintaining a link with home and providing parents/guardians with an insight into their child's learning
- Allow space for children to practice skills and reinforce work at their own level
- Allows children to develop skills of independence, self-discipline, accountability, responsibility and persistence
- Engage parents/guardians as partners in their child's education.

Homework **is not** busy work for the evenings or intended as new learning.

Aims and objectives of this policy

This homework policy aims to:

- Further strengthen home-school links
- Standardise the assignment of homework across the school
- Ensure clarity on what is recommended and the school's approach to homework

School-wide approach to Homework

The school will employ a progressive approach to homework, where the assignment of homework becomes increasingly more formal in later primary to help with the transition to post-primary school. It should always be remembered that homework should not be new content, rather an opportunity to practice skills already mastered within the classroom.

Motivation

Teachers will endeavour to increase motivation in homework tasks, which will in turn help in building independent learning skills. Motivation will be increased through:

- Creative homework tasks
- Choice within the tasks assigned
- Greater flexibility in how and when tasks are completed
- Opportunities to share work in class
- Children's voice will be included in homework tasks to be completed

Time

Family time is precious and busy. With this in mind, we have prescribed the recommended amount of time that should be spent on homework each **week**. These times are just guidelines. Different children will complete the same homework in different lengths of time. Time spent will vary from day to day and also 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.

It is essential that parents/guardians communicate with their child's teacher if they are experiencing regular difficulties completing homework independently, or with more than minimal support, to allow the school to better align homework to the learning needs of each child.

<u>Class Groups</u>	<u>Weekly time</u>
Infants	Up to 1 hour
1st & 2nd class	Up to 1.5hours
3rd & 4th class	Up to 2 hours
5th & 6th class	Up to 2.5 hours

Frequency

Homework will typically be assigned once or twice per week, depending on the preference of the teacher and the needs of the class. For younger classes, the teachers will assist in informing parent/guardians how the work could be spread evenly throughout the week. In older classes, children will be allowed the freedom to complete the tasks in a suitable way throughout the week, with completed tasks being due each Friday. This provides children with the skills of being able to manage their time and develop understanding of how homework can be balanced with leisure time.

Homework is not usually assigned at the weekends, with the exception of where work during the week has not been sufficiently completed in line with school/classroom expectations. Other occasions where homework will not be assigned are:

- First few weeks of the school year
- Last week of term
- The month of June
- Other occasions that may be significant to the school community

Content

Homework is generally based on class related tasks **already covered in class**. These tasks contain a balance of reading, written, learning and practice. These tasks can be completed and skills practiced throughout the week. Some tasks are recommended to be completed daily with others being done at the discretion of the child and parent/guardian.

In some aspects, the children will be given the opportunity to focus on aspects of homework with which they require additional practice/reinforcement. This may change from week to week.

Infants and 1st class	2nd, 3rd & 4th class	5th & 6th class
Daily tasks: Having stories read to them/reading aloud/to self, bedtime reading, nursery rhymes	Daily tasks: Reading aloud/to self, bedtime reading Core subjects - English, Irish, maths	Daily tasks: Reading aloud/to self, bedtime reading Core subjects - English, Irish, maths
• Sounds • Handwriting • Maths activity/worksheet • Active activity	• Choice Tasks menu • Project based work linked with monthly theme	• Choice Tasks menu • Project based work linked with monthly theme

Communication

Homework is communicated to parent/guardians in the following ways:

- Work packs with a cover sheet explaining the homework within
- 3rd to 6th class pupils will have a homework journal which will allow children to develop the life skill of accurately recording, scheduling and self-monitoring the completion of homework over the course of the week.

SeeSaw/Digital Technology

The SeeSaw app may be used on occasion for the assignment of homework. The skills that children gain from using SeeSaw are very important and useful. These also serve to maintain a level of proficiency in using the app in the case of closure where the Department of Education requests the continuation of remote learning. SeeSaw and other related apps also allow the school to assign creative tasks and also allow for children to respond in a way that suits

their own ability.

It also allows the school to share evidence of learning activities with families to enhance home-school partnerships.

Checking Homework

Homework will be checked using different systems depending on the needs of the pupils and at the discretion of the teacher. Homework may be checked and assessed in a number of ways:

- Peer assessment (Children giving feedback on each other's work)
- Teacher correction
- Presentation by the child to the class
- Self-assessment (under the direction and guidance of the teacher).

It is expected that all children will complete the homework that is assigned for that week. The systems that are in place should make the homework accessible and possible. Where homework is not completed, the parents/guardians should contact the teacher regarding this. Children may be asked to complete any work not completed at another time that is not disruptive to their classwork.

Wellbeing

As part of the schools evolving wellbeing policy and practices, Fedamore CNS will be introducing Wellbeing Wednesday tasks. The aim of these tasks is to promote wellbeing in a structured way for the children, and to highlight the importance to this aspect of the children's development. Fedamore CNS will encourage a balance between desk-top homework and homework which encourages children to play, explore the outdoors and pursue their own passions, talents and hobbies.

Additional Education Needs

The approach that we have adopted in this policy aims to cater for children of all abilities through the materials used, the choice given and the multiple ways to respond to tasks. However, it is acknowledged that some children may require individualised homework which is separate from that of the class.

Children who are withdrawn for additional support for Literacy or Maths may be assigned homework by their Support Teacher in the area specific to them. Children who are on the highest levels of support on the school's continuum of support may receive individualised homework relevant to the targets in their individual support plan.

We welcome input from parents/guardians who feel their child would benefit from adjusted/differentiated homework.

The Home Environment

When children are completing their homework, they should have a suitable flat space with minimal distractions. School assigned homework, by its nature, should not require intensive parent/guardian input. There may be some times where a parent/guardian may need to assist:

- Learning something by heart (e.g. number facts)
- Practicing something orally (e.g. decoding/reading letter sounds/words)
- Listening to a child read
- Checking for understanding after reading (e.g. answering related questions rephrasing a maths problem).

Roles and Responsibilities

Teachers

- Assign purposeful homework in line with this policy
- Ensure work assigned is suited to the individual abilities of the children
- Monitor homework completion and communicate concerns to parent/guardians /guardians /school management.

Parents/Guardians

- Provide a suitable working environment for their children to complete homework
- Provide materials at home to help with the completion of homework (pen, pencil, ruler, eraser, sharpener, colours, etc.)
- Check the completion of homework each day on which homework is completed
- Sign the homework sheet/journal each week to confirm work is completed and checked
- Communicate difficulties with homework to the class teacher via email/SeeSaw message, or by writing a note on the homework itself.

Pupils

- Complete homework tasks to the best of their abilities and to an appropriately high standard
- Attempt to complete homework tasks independently as much as possible
- Ask for help with homework after attempting it by themselves first
- Ask parents/guardians to check completed homework and sign their homework sheet/journal
- Bring completed work to school at the end of each week, and/or when requested by the teacher.

Success Criteria

- Feedback from teachers, pupils, parent/guardians
- Satisfactory homework exercises and assignments submitted consistently by pupils
- Regular, prompt communication of progress and/or difficulties.

Ratification/Communication

The policy was ratified by the Board of Management and communicated to all parents/guardians.

Timetable for Review

This policy will be reviewed and, if necessary, amended in academic year 2026/2027, or sooner if required.

This policy was ratified by the school's Board of Management	
Signed: Chairperson	Signed: Principal
Date:	Date: