

## Introductory Statement

This policy was formulated over a two year period and involved consultation with pupils, parents/carers, teachers and other stakeholders.

## Rationale

Why is it necessary to devise a policy on learning at home at this time?

- *To promote positive home/school communication.*
- *To maximise the benefit of a child's learning outside school.*
- *The contested nature of 'homework' in our school community*
- *Parental feedback following Covid-19 School Building Closures have shown there were some issues with the content and time being spent on homework by some pupils.*
- *Findings from school community surveys have highlighted the need to update current practices*
- *Existing policy and practices are due for review.*

## Relationship to characteristic spirit of the school

- Scoil N. An Chroí Ró-Naofa is a co-educational, Catholic senior primary school which strives to provide a secure, caring, structured and harmonious environment in which all of the diverse needs of the pupils are nurtured, in order to fully develop the unique potential of each individual.
- This policy seeks to enable each child to develop this potential.
- This policy reflects our belief that education is a partnership between pupils, parents/carer and school.
- This policy embraces the idea that if our children are working to their full potential during school hours, then a corresponding amount of 'down time' is essential for an acceptable balance, however some form of home learning may, at times, be desirable.

## Aims

At Scoil N. An Chroí Ró Naofa, we want a Learning at Home programme that:

- *supports life-long learning*
- *is based on individual learning needs*
- *encourages positive family dynamics*
- *acknowledges all the great learning experiences that happen beyond the school gates*

We want a Learning at programme that:

- *is closely aligned to the Irish Primary School Curriculum*
- *is aligned to our vision, values and beliefs*
- *reflects best practice and research and the views and wishes of school community*
- *supports the key competencies of the primary curriculum framework*
- *supports key Literacy and Numeracy knowledge*

### Guidelines

The following Learning at Home guidelines were devised following a school community consultation process and factoring in the findings from:

- Scoil N. an Chroí Ró Naofa *Student Homework Survey 2021*
- Scoil N. an Chroí Ró Naofa *Parent/Carer Homework Survey 2021*
- Scoil N. an Chroí Ró Naofa *Teacher Homework Survey 2021*

The following resources were also considered:

- J.Kiely, *The Contested Role of Homework in Extending Children's Learning in the Home*, 2020, IPPN Conference Presentation.
- Elias, M. J., and Schwab, Y. (2004). *What About Parental Involvement in Parenting? The Case for Home-Focused School-Parent Partnerships*. Education Week, 24 (8), 39,41
- Marino Institute of Education. (April 2021).

*Parental involvement, engagement and partnership in their children's learning during the primary school years:*

Chapter 3: *How is Homework Designed to Promote a Partnership Between School, Child and Parents?*

Chapter 4: *How do schools support, learn from and build on the home learning environment?*

- National Educational Psychological Service (NEPS), *Homework Tips for Parents of Primary School Children*, 2015

Key Competencies of our Learning at Home programme

- Being Creative
- Being a Digital Learner
- Being Mathematical
- Communicating and Using Language
- Fostering Wellbeing
- Learning to be a Learner
- Being an Active Citizen

## Learning at Home Policy



### Assigning home learning activities:

- Suggested Home Learning activities will be assigned on a weekly/fortnightly basis and given by the teacher at the beginning of the week
- In general, pupils at each grade level will get the same homework – provision should be made where appropriate for children with special needs. The class teacher and/or the S.E.N teacher may assign homework.
- Learning styles (multiple intelligences) should be taken into account when suggesting home learning activities
- Occasionally, when deemed necessary, home learning activities may focus on reinforcement of work done in class
- All home learning activities should be properly explained to children in advance
- Learning at Home activities are not mandatory and sanctions will not be administered for non-completion of tasks. Pupils will be encouraged, supported and rewarded for completing activities where appropriate.
- Time: the general rule of thumb for reasonable time allocation to home learning is ten minutes per grade i.e. **maximum** of
  - 30 minutes in 3<sup>rd</sup> class
  - 40 minutes in 4<sup>th</sup>
  - 50 minutes in 5<sup>th</sup>
  - 1 hour in 6<sup>th</sup> class.
- Learning at Home activities are not linked to behaviour and will not be used as part of the system of rewards/sanctions in the school's Code of Behaviour (any potential S4 worksheets are regarded as completely separate assignments).
- In general, no home learning activities will be suggested in September or June of each academic year.

### Content of Home learning Activities

- Home learning activities are optional with the exception of **Reading**.  
Reading at home should take place every day and include a variety of experiences and activities e.g. reading for pleasure (see *Reading for Pleasure* addendum); repeated reading; teacher assigned tasks; Reading Eggs activities; school library related activities; class novel activities etc.
- Use of **Reading Eggs** and **Mathletics** subscriptions should be encouraged
- **Grow in Love** and **Weaving Wellbeing** activities should be considered for Learning at Home activities
- Occasionally, additional or alternative home learning activities may be suggested and should be linked to the Key Competencies
- Parents/carers may request additional home learning activities
- Pupils are encouraged to use the Mathletics platform to learn and revise tables and other fundamental mathematics functions.
- All spelling activities should align with the Words Their Way programme and the school is in the process of acquiring a whole school subscription to Spelling City to support spelling activities as part of the Learning at Home programme

### Communicating Home Learning Activities:

- The Class Dojo app will be used to communicate, monitor and celebrate learning at home activities
- Parents/carers are required to sign up to their child's Class Dojo as part of a whole school policy and procedure
- Teachers are expected to access Class Dojo on a daily basis
- Marking and/or monitoring of home learning activities should include a shared responsibility between pupil/parent/teacher, depending on the type of activity

For example, parents may be responsible for leading Reading for Pleasure activities; Mathletics and Reading Eggs provides immediate feedback and results to pupil who can work at their own pace and level.

### Checking homework:

- Each grade level is responsible for devising a system for checking Learning at Home activities, depending on the content.
- Bonus Class Dojo points may be given for effort as well as achievement
- If Learning at Home activities are particularly well done, pupils' names may be placed in the Golden Book



## Learning at Home Policy



### General:

- Family circumstances should be taken into consideration when pupils are assigned certain tasks or activities as part of their home learning programme.
- The school operates an after-school club run by the School Completion Programme Project Worker

### Pupils:

- Pupils are responsible for undertaking Reading activities everyday afterschool (Mon-Thurs)
- Pupils should be made aware of steps they should take if they have a problem with home learning - who to speak to and what supports and options are available to them e.g. time given to complete in school, borrow a school device etc.
- Pupils should be consulted, where practically possible, in relation to the assignment of homework

### Parents/Guardians:

- Parents/carers should have an input in devising the home learning policy
- Parents/carers will be made aware of the agreed procedures in relation to home learning via Class Dojo and on the school website
- Guidance and links to resources to help parents/carers establish a routine for doing homework – place, time, preventing interruptions will be published on the school's website
- Every household is different so parents/carers should decide how best to monitor and promote home learning

### Teachers:

- Teachers and parents/carers will compile a pamphlet on 'helpful hints for homework' e.g. the school's procedures, the approaches used for subtraction, multiplication, spellings, how parents can help their child's learning etc.
- Some guidance will be provided to parents/carers on what to do if there are difficulties with home learning e.g. that the parent should not do the activity, that they could provide further explanation or do easier examples, that they write a message to the teacher on Class Dojo explaining the problem that arose.
- Does the school take into consideration the language, literacy levels etc. of individual families?

### Success Criteria

Practical indicators of the success of the policy:

- Feedback from teachers, pupils, parents, Home School Community Liaison Teacher
- Satisfactory learning at home exercises and assignments submitted by pupils
- Evidence of Class Dojo points and 'Golden Book' tickets allocated to reward home learning



## Learning at Home Policy



### Roles and Responsibility

The following people who have particular responsibilities for aspects of the policy

\* Class teacher \*SET \*Pupil \*Principal \*Parent/Carer \*Home School Community Liaison Teacher

#### Implementation Date

Term 2 2024

#### Timetable for Review

The operation of the new procedures be reviewed on an annual basis and amended, when necessary.

#### Ratification & Communication

The BoM officially ratified the policy on \*Second BOM in Term 2 2024

\*Circulation and communication of the policy to members of the school community will be put in place using the school website and Class Dojo platform.

## Appendix 1. Sample Home Learning Sheet

Week of: \_\_\_\_\_

Name/Class: \_\_\_\_\_



**\* Aim for 15-20 mins of Reading each day!\***



		Parent/Carer Initials
Monday (An Luan)	<input type="checkbox"/> Reading: _____ <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____	
Tuesday (An Mháirt)	<input type="checkbox"/> Reading: _____ <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____	
Wednesday (An Chéadaoin)	<input type="checkbox"/> Reading: _____ <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____	
Thursday (An Déardaoin)	<input type="checkbox"/> Reading: _____ <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____	

[Reading Eggs](#) makes **developing reading skills** easy and fun by combining books with online reading games and activities.




[Mathletics](#) is an **award-winning Maths programme** to help students learn maths. It is engaging, fun and aligned to the school curriculum.

Your child has an annual subscription to Reading Eggs & Mathletics which can be accessed at home and on various devices.


Appendix 2: Sample Home Learning Sheet 2

 **3<sup>rd</sup> Class learning at home**   
Monday 12th to Friday 16<sup>th</sup> February 2024

**Reading Eggs** 

Log on to reading eggs and complete an activity.


If you want you can also check out the library for some books to read!

**Reading for pleasure** 

Grab a book of your choice - it could be a mystery book, a novel or even a comic book!


How many minutes did you read for pleasure?

Minutes read: \_\_\_\_\_

**Reading skills practice** 

Write 3 - 5 sentences **SUMMARISING** something you have read this week on the back of this sheet.


**Summarising is retelling the most important parts of the text.**

**Prayer** 

Practice reading the prayer for this week.


**Prayer for Lent**

Dear Lord  
Please show me the way during Lent.  
Remind me to pray to You  
To thank You  
To love You  
To hear from You  
Each and every day in Lent  
Amen.

**Read aloud to an adult** 

Choose a book to read out loud to somebody at home. When you are finished get an adult to sign to say they have heard you read.

Signature: \_\_\_\_\_

**Times tables practice** 

Practice these tables this week. You can write them out on the back of this sheet or say them out loud to practice.

3 x	
3 x 1 =	3
3 x 2 =	6
3 x 3 =	9
3 x 4 =	12
3 x 5 =	15
3 x 6 =	18
3 x 7 =	21
3 x 8 =	24
3 x 9 =	27
3 x 10 =	30
3 x 11 =	33
3 x 12 =	36