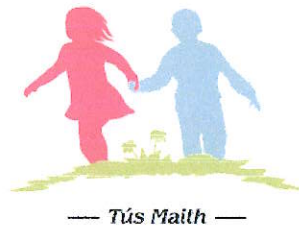


THE BOARD OF MANAGEMENT
St. Attracta's Junior National School
Meadowbrook
Dundrum
Dublin 16

www.stattractasjns.ie
stattractasjns@gmail.com



HOME LEARNING POLICY

2025



THE PURPOSE OF HOME LEARNING

In St Attracta's Junior School we regard home learning as valuable for the following reasons:

- ❖ It allows pupils the opportunity to revisit, revise and consolidate skills learned in class
- ❖ It can help pupils make more rapid progress in learning
- ❖ It provides a link between home and school
- ❖ It gives pupils the valuable experience of working to a deadline and completing tasks within a given timeframe
- ❖ It provides an opportunity for independent study and learning
- ❖ It helps develop in children a good work ethic.
- ❖ It allows children to make connections and apply skills learned in school to real-life experiences

It also enables teachers

- ❖ To monitor pupil progress with a view to improving standards
- ❖ To provide pupils and parents with clear and relevant feedback
- ❖ To suggest strategies for improvement and for goals to be achieved
- ❖ To seek extra resources to support pupils most in need of help.

Home based tasks, along with schoolwork, teacher observation, diagnostic and standardised testing provides an overall picture of the child's progress and development as s/he advances through school. This enables the teacher and principal to maintain standards throughout the school, to strive for excellence and to ensure that all children achieve their full potential.

THE NATURE OF HOME LEARNING

In drawing up this policy the school carefully analysed data collected in relation to homework in the 2024/25 school year as well as taking feedback from school staff.

The data suggest that while the majority (83%) of respondents felt that the work currently being assigned was 'just right' and wished for it to be continued, the school in drawing up this policy, hopes to respond to parental suggestions which included:

- More challenging Mathematic tasks
- Activities that are less repetitive, with an emphasis instead on project work/problem solving type tasks
- That tasks can completed in a more flexible manner- e.g., over the course of a week

Normally home learning activities are given on Monday, Tuesday, Wednesday and Thursday, leaving the weekend free for children and parents to relax. The nature of the activities varies from class to class, but a gradual progression in the variety and amount given will take place from Junior Infants to Second Class.

Teachers, in consultation with parents, the learning support teacher and the resource teacher take the needs and abilities of children with learning difficulties into account.

Junior Infant tasks include rhymes to say, learn and read; work based on the 'Jolly Phonics' programme in use in the school, sight vocabulary (Eye Words) and CAPER (Children and Parents Enjoying Reading).

Senior Infants tasks includes more advanced phonic work, sight vocabulary, Maths challenges and CAPER. Occasionally children and parents will be asked to discuss a topic in S.E.S.E. or S.P.H.E.

In ***First- and Second-Class*** CAPER, spellings, tables and will form an integral part of home learning activities. Written tasks and /or research in the areas of maths, English, SESE and SPHE will be included from time to time. Occasionally, it will be expected that certain prayers (e.g. for those preparing for First Holy Communion), songs and poems will be committed to memory.

In ***St. Attracta's Junior School*** we place a huge value on literacy, therefore the **C.A.P.E.R. (Children and Parents Enjoying Reading)** and appropriate oral/written comprehension tasks may be assigned based on the **C.A.P.E.R.** reading materials. These will be outlined on the weekly class home learning sheet. Tasks in Maths will focus on the application of skills to problem solve.

Tasks will only be given in the areas already covered, taught or discussed in school and should therefore be within children's capability.

The nature of tasks given will inevitably change during such times as Christmas, Communion, Book Week, the week of Parent Teacher Meetings, etc.

TIME SPENT ON HOME LEARNING

Just as the number of activities varies from one stream to another, so too the time spent on doing them will vary from class to class and from pupil to pupil.

The following are suggested timeframes per day.

Junior Infants: Up to 10 minutes.

Senior Infants: Up to 20 minutes.

First Class: Up to 30 minutes.

Second Class: Up to 30 minutes

Some children may find it difficult to concentrate for the length of time outlined above or they may be 'busy' on particular days of the weeks so parents may decide to attend to the tasks in blocks over the course of the week at times that are convenient for them.

It may be helpful to the teacher if the parent records the length of time it takes to complete tasks each night. This gives the teacher an idea of the range of time it takes the class to complete the tasks given and how individual pupils are performing within that range.

If a child has given of his/her best and is still struggling it is best to discontinue the task, and for the parent to contact the class teacher and let them know of the difficulty being encountered.

Where children are in receipt of Special Education Teaching (SET) emphasis will be placed on tasks that is assigned by the Support Teacher-this work ***always*** takes priority.

GUIDELINES FOR PUPILS

- ❖ Listen carefully to the teacher when the task is being prepared in class.
- ❖ Remember to bring home the copies and books are needed when at home.
- ❖ Written work should be completed carefully and tidily.
- ❖ Remember to read aloud to an adult every night or as often as possible.
- ❖ Take care of all your books and copies – don't scribble or draw on covers.
- ❖ Never eat or drink or have food or drink near your work in case of accidental spillages.
- ❖ Have work signed by a parent/ responsible adult by the end of the week.

GUIDELINES FOR PARENTS/ADULTS SUPERVISING

- ❖ Encourage the child to make his/her best effort to present tidy work.
- ❖ Give children as much responsibility as possible – allow them to think for themselves.
- ❖ If you see areas that require improvement, identify them and work on one area at a time.
- ❖ Praise and encourage the child when the work is done.
- ❖ We strongly recommend that tasks are completed with a familiar adult present from start to finish. Where adults other than parents/guardians are supervising, we urge all parents/guardians to keep in touch with, and be familiar with the home learning tasks that are being assigned.
- ❖ A weekly home learning sheet is provided with details of assigned activities, and suggestions for parents on how they can further support their child's learning.

When TASKS AREN'T DONE:

Children may complete tasks on a daily or weekly basis.

If there are good reasons for not doing them, a message from parent/guardian to teacher is required by way of explanation.

If tasks on a consistent basis or if tasks are completed to an unacceptable standard the class teacher will:

- Speak to the child with a view to establishing an improvement plan
- If this is unsuccessful a message will be sent to the parent/guardian informing them of the teacher's concerns
- If work assigned continues to be undone or of a sub-standard quality, a meeting will be arranged with the parent/guardian to address the concerns. Likewise, parents are encouraged to contact the class teacher if the child is experiencing problems at home with the tasks assigned.

Activities missed due to illness or absence does not normally have to be completed.

Work is **not provided** for pupils who go on family holidays during school term.

MARKING HOME LEARNING ACTIVITIES:

Marking children's work forms an integral part of the teacher's assessment and we aim to respond regularly and in a way that is helpful to pupils.

While each teacher will have his/her own ideas and considerations about marking, we aim to mark it in a simple, positive and child friendly way. Personal effort rather than perfection will be considered although pupils will always be encouraged to aim for the highest standards possible. Completed exercises are returned to children as soon as possible to maximise the benefit to them.

OTHER WAYS IN WHICH PARENTS CAN HELP CHILDREN TO LEARN:

- ❖ Read to your child and allow them to share their reading with you.
- ❖ Join the local library.
- ❖ Talk to your child about the work he/she is doing in school.
- ❖ Encourage children to use the Irish phrases they learn in school, by using any phrases you yourselves know.

- ❖ Watch children's television programmes with your child and talk to him/her about them.
- ❖ Visit local attractions such as, Marlay Park, St. Enda's Park, Airfield House.
- ❖ Attend talks in relation to educational matters organised in the school.
- ❖ Monitor the amount of time spent by children watching T.V., playing on devices etc.
- ❖ Ensure that children get to bed early on school nights.
- ❖ Check school website for links to suitable online materials that support your child's learning

USEFUL INTERNET SITES FOR PARENTS TO ACCESS FURTHER INFORMATION

www.education.ie (Department of Education & Science)

(Documents of interest to parents available in English, Irish, German, Latvian, Lithuanian, Polish, Russian, Spanish on the above site)

www.ncca.ie (National Council for Curriculum & Assessment) The full primary school curriculum is available here.

www.newb.ie (National Education Welfare Board)

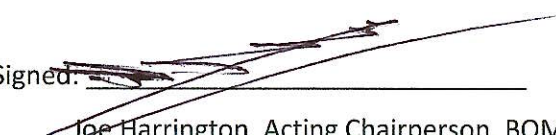
www.scoilnet.ie (Portal for Irish Education)

DISSEMINATION:

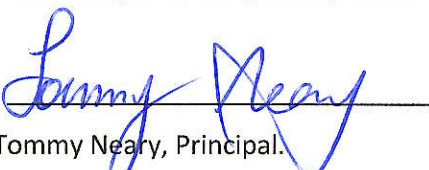
This policy will be shared with parents through the school website.

RATIFICATION AND REVIEW:

The Board of Management ratified this policy document on 16/9/2025. It will be reviewed in the 2028/2029 school year.

Signed: 
 Joe Harrington, Acting Chairperson, BOM

Date: 16/9/2025

Signed: 
 Tommy Neary, Principal.

Date: 16/9/2025