



# St. Paul's SNS Homework Policy

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## **1. Introduction and Context**

St. Paul's SNS seeks to enable each pupil to develop his/her potential. Homework encourages pupils to work independently and take responsibility for their learning. Homework provides the children with the opportunity of revisiting learning experiences encountered during the school day and of practising the skills and concepts associated with those learning experiences. Homework teaches organisational skills and routines that align with the aim of developing independence. In the senior classes some homework is designed to challenge the children's ability and provide opportunities for creativity. The children are expected to do their homework to the best of their ability – no more, no less.

## **2. Assigning Homework**

- Homework is given on Mondays, Tuesdays, Wednesdays and Thursdays but not on Fridays.
- Pupils are occasionally given "Homework off" as a treat or as acknowledgment of some special occasion, at the discretion of the class teacher or the principal.
- Homework is differentiated and may be reduced or adapted for pupils with special educational needs. Homework may be assigned by both the class teacher and/or special educational needs teacher following collaboration. h
- Unfinished homework may have to be completed in another class, if a pupil has not done homework or made a suitable effort or presented untidy work.

## **3. Content of Homework**

- Ideally, homework will contain a balance between reading tasks, learning tasks and written tasks.
- This balance is not always possible and can vary considerably from day to day. However, it should be noted that homework time devoted to reading and learning is as important as written work.
- Homework will regularly contain reading, spellings, tables, written work, pieces to be "learned by heart", drawing/colouring, collecting information/items and finishing work started in class.
- Children often feel that reading and "learning by heart" is not real homework. Parents can play an important role in listening to reading and items to be learned ensuring this work is done well.

## **4. Time Allocation for Homework**

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. The following are guidelines for time spent on homework:

- 3rd Class: 30 – 40 minutes
- 4th Class: 30 – 40 minutes
- 5th Class: 40 – 60 minutes
- 6th Class: 40 – 60 minutes

## **5. Role of Parents/Guardians**

Parents should support their children with homework by:

- Providing them with a suitable place and time to do their homework.
- Preventing interruptions or distractions.
- Encouraging children to work independently insofar as possible.
- Offer assistance when needed.
- Encouraging good presentation and neatness.
- Ensuring that all homework is complete.
- Communicating any concerns to the teacher through the Databiz platform.
- Contact the class teacher if homework is regularly causing distress or exceeding the recommended time.

## **6. Role of Teachers**

- Teachers set appropriate homework to cater for all pupils.
- Teachers will endeavour to check homework on a daily basis, however with large class numbers it is not always possible to check each child's homework every day.
- Some items of homework may be checked by children themselves under the direction of the teacher. Self-correction can be a useful part of the learning process for pupils.

## **7. Policy Review**

This policy will be reviewed:

- Bi-annually by the Board of Management
- As needed to reflect legislative or organisational changes