



St. Peter Apostle Junior National School

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Homework Policy

Policy Summary Details

Policy Title:	Homework Policy
Written/Reviewed:	March 2026
Ratified by the BOM	30 th of April 26



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Introduction

This policy outlines the approach to homework in St. Peter Apostle Junior National School. The policy has been developed by the school staff in consultation with the Board of Management and reflects the school's commitment to supporting pupils' learning in a fair, inclusive and supportive manner.

Homework provides opportunities for pupils to consolidate learning, develop independence and strengthen the connection between school and home. We are conscious the homework can often be a source of stress for families; thus it is the school's aim that homework practices are to be manageable, flexible and supportive of all families.

1. Vision and mission statement

We in St. Peter Apostle Junior school believe in the potential of each child. As a staff we seek to ensure that all children in our care have equality of opportunity to derive positive outcomes from their educational experience. In doing so, we endeavour to create a safe, happy, respectful, and inclusive learning environment, where the diverse needs of all different types of learners are catered for. It is envisioned that by providing an all-inclusive approach to education that the children in our school shall reach their academic potential whilst developing the confidence and courage to be fair, kind, moral, tolerant and respectful when acting in the world.

We strive to realise vision by seeking to:

- Craft a caring, supportive, nurturing and stimulating environment in which children's social, emotional, spiritual and intellectual development is catered for,
- Develop children's interests, talents and hobbies by providing a wide range of learning experiences,
- Harness the collective talents of all staff to ensure that all children, irrespective of their medical status and/or special educational needs feel cherished and thrive in in dynamic educational settings,
- Provide tailored learning experiences for children who present with special educational needs (gifted or otherwise) by meeting children where they are at and building upon their strengths,
- Collaborate with colleagues and outside agencies to ensure focused and effective supports are in place to advance the social, emotional, and cognitive development of all the children in our care,
- Build strong and collaborative relationships with parents with a view to fine tuning and augmenting the supports that children receive in both the home and school,
- Promote a culture of inclusivity by ensuring that children across the school settings integrate as appropriate during tuition time, yard breaks and school events,
- Create an environment where all have freedom and opportunity to reach their full potential.



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2 Linkage of the homework policy to the vision for the school

We in St. Peter Apostle school strive to provide an environment where children can flourish. Key to achieving this is bolstering connection between home and school. Homework serves as an important connection between home and school, strengthening the partnership that supports a child's learning and development. When pupils bring work home, it allows parents and guardians to gain insight into what their child is learning in school and provides opportunities for them to engage with and encourage their child's progress. This shared involvement helps reinforce the message that education is valued both at home and in school.

Through homework, pupils can practise skills learned during the school day while also developing independence, responsibility and good organisational habits. At the same time, parents are able to support their child by listening to reading, discussing topics, or encouraging effort and perseverance. These interactions can help build children's confidence and reinforce learning in a meaningful way.

Homework also provides a channel of communication between teachers and families. It allows teachers to share aspects of classroom learning with parents and gives parents an opportunity to highlight any difficulties their child may be experiencing. When this communication is open and supportive, it enables teachers and parents to work together in the best interests of the child.

In this way, homework acts as a bridge between home and school, fostering collaboration, strengthening relationships, and supporting pupils in achieving their full potential.

3. Homework in St. Peter Apostle Junior National School

3.1 Principles underpinning the design of home

Homework in our school will:

- Be appropriate to the age and ability of the child
- Focus primarily on oral language in junior infant classes
- Be manageable and achievable
- Promote positive attitudes towards learning
- Reflect the learning that is taking place in the child's class

3.2 Types of Homework

Homework may include:

3.2.1 Reading

Reading homework is a crucial component of a child's learning, particularly in the early years, because it reinforces literacy skills learned in the classroom and helps develop fluency, comprehension, and vocabulary. Regular reading at home encourages a love of books, nurtures imagination, and strengthens confidence in using language. It provides an opportunity for parents to engage with their child's learning, discuss stories, and model positive reading habits. By practising reading consistently, pupils consolidate classroom learning, develop independent learning skills, and build a strong foundation for all future learning across subjects.



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Adult reading to children as a form of homework is highly valuable in supporting a child's literacy development and overall love of learning. When adults read with children, it helps to build vocabulary, improve listening skills, and develop comprehension in a relaxed and enjoyable way. It also provides an opportunity for meaningful interaction, where children can ask questions, discuss the story, and deepen their understanding. Regular shared reading fosters positive attitudes towards books and encourages a lifelong interest in reading, while also strengthening the bond between the child and the adult.

3.2.2 Phonics practice

Phonics homework is essential in the early years because it reinforces the foundational skills children need for reading and spelling. Regular practice at home helps pupils recognise letter sounds, blend sounds to form words, and decode unfamiliar words with confidence. Phonics activities strengthen literacy by supporting both reading fluency and accurate spelling, while also boosting a child's confidence in approaching new texts. When parents engage with their child in phonics practice, it provides valuable support, reinforces classroom learning, and helps establish consistent learning habits that are critical for long-term literacy development.

3.2.3 Spelling practice

Spelling practice is important because it helps children internalise the correct sequence of letters in words, supporting both reading and writing skills. Regular spelling activities reinforce phonics knowledge, improve word recognition, and build confidence in written communication. Practising spelling also develops attention to detail, memory, and accuracy, which are essential for effective writing. When done consistently, spelling practice strengthens literacy foundations, helps children express themselves clearly in writing, and supports overall academic progress.

3.2.4 Maths activities

Maths homework reinforces concepts learned in class and allows pupils to practise skills independently, helping to consolidate understanding. Regular homework activities in maths develop problem-solving, logical thinking, and numerical fluency. They provide opportunities for children to apply knowledge in different contexts, build confidence with numbers, and develop a positive attitude toward mathematics. Additionally, maths homework encourages parental involvement, enabling families to support learning and track progress, which strengthens the connection between home and school.

3.2.5 Oral language tasks

Oral language tasks as homework are important because they help young children develop essential communication and listening skills, which form the foundation for reading, writing, and overall learning. Discussing stories, describing experiences, or practising new vocabulary at home strengthens comprehension, vocabulary, and confidence in expressing ideas. These activities also encourage interaction between children and parents, reinforcing learning in a supportive and engaging way. By focusing on oral language, homework becomes developmentally appropriate, enjoyable, and effective in building the skills that underpin all future literacy and learning.



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3.2.6 Short written activities

Short written activities allow children to practise and consolidate skills learned in class in a manageable and focused way. These activities help develop fine motor skills, handwriting, spelling, and sentence construction, while also encouraging attention to detail and independent work habits. By keeping tasks brief and purposeful, homework remains developmentally appropriate, achievable, and supportive of learning without causing stress or frustration.

3.2.7 Revision of classroom learning.

Homework that focuses on revision of classroom learning is important because it reinforces and consolidates concepts and skills taught during the school day. Revisiting lessons at home helps pupils retain information, build confidence, and identify areas where they may need extra support. Regular revision also promotes independent learning, strengthens understanding across subjects, and prepares children to apply knowledge in new contexts, supporting long-term academic success.

3.2.8 Research projects

Research projects as homework are valuable because they encourage pupils to explore topics in depth, develop critical thinking, and take responsibility for their own learning. These tasks promote skills such as information gathering, organisation, creativity, and presentation, while allowing children to make connections between classroom learning and the wider world. Research projects also foster independence, problem-solving, and curiosity, helping pupils to develop a sense of ownership over their learning in a meaningful and engaging way.

3.2.9 Family learning

Family learning as homework may incorporate activities such as

- Discussing a topic
- Practising everyday maths
- Storytelling or conversation
- Simple practical tasks

This type of homework is important because it actively involves parents and guardians in a child's education, strengthening the home-school connection. These activities encourage discussion, collaboration, and shared problem-solving, allowing children to practise skills in a supportive environment. Family learning helps reinforce concepts taught in school, promotes language development, builds confidence, and nurtures positive attitudes toward learning, while also creating meaningful opportunities for quality family engagement.

3.2.9 Themed learning

Theme-based homework is used to support and extend children's learning during special themed or focused weeks in school. If the school is participating in a themed / focused week such as Coicís Na Gaeilge, Active Schools Week, Earth Day, World Book Day etc., during these weeks children's homework may reflect an activity to reinforce the theme. This approach encourages creativity, engagement, and real-world connections, allowing pupils to



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explore topics in a more meaningful and enjoyable way while still supporting their overall learning.

3.3 Junior Infants – Focus on oral language

In the junior infant classes, the focus of homework is placed primarily on **oral language rather than written tasks** because young children learn most effectively through speaking, listening and interaction. Developing oral language skills supports early literacy, comprehension and confidence in communication, which are essential foundations for later reading and writing. Oral activities such as talking about a story, describing pictures, or practising new vocabulary allow children to engage naturally with language while interacting with family members. This approach also ensures that homework remains developmentally appropriate, manageable and enjoyable for younger pupils, while strengthening language development and the connection between home and school.

3.4. Time Guidelines

The following are general guidelines for the daily suggested times spent completing homework:

Class	Time
Junior Infants	5–10 minutes
Senior Infants	10–15 minutes
First Class	15–20 minutes
Second Class	20–30 minutes

4. Homework and Wellbeing

4.1 Work-rest-play balance

The school recognises that children require time for play, rest and family life. Therefore, Homework should normally be completed within the recommended time limits detailed in section 3.4. If a child is regularly taking longer than these suggested times, parents are advised to stop the homework once the allocated time has passed and inform the class teacher. This allows the teacher to review the work being assigned and ensure it is appropriate for the child. Our aim is to ensure that homework remains a positive and supportive learning experience. We are mindful that homework should not become a source of stress or frustration at home, and we seek to promote positive attitudes towards learning and schoolwork.

4.2 Differentiation and inclusion

Teachers in St. Peter Apostle Junior National School recognise that pupils learn at different rates and may have different needs; homework may be therefore adapted or differentiated for:

- Pupils with additional educational needs



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- Pupils receiving learning support
- Pupils who may need additional support in literacy or numeracy.

The aim is to ensure homework is achievable and meaningful for every child.

5 Role and responsibilities

5.1 Role of pupils

Pupils are expected to:

- Attempt homework to the best of their ability
- Bring homework materials to and from school
- Develop responsibility for their work as they progress through the school.

5.2. Role of parents/guardians

Parents can support homework by:

- Encouraging their child to complete homework
- Listening to reading
- Communicating with the teacher if difficulties arise.
- When homework cannot be completed, the class teacher should be informed

5.3 Role of Teachers

Teachers will:

- Assign appropriate homework
- Explain homework clearly
- Review homework regularly
- Provide encouragement and feedback
- Adapt homework where necessary.


6. Policy Review

This policy will be reviewed:

- every **three years**, or
- when required by new guidance from the Department of Education Ireland.

7. Ratification

This policy was ratified by the Board of Management of St. Peter Apostle Junior National School on 30/04/2026

Signed: 
(Chairperson)

Signed: 
(Principal)

Date: 30/4/26

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