



*Long Bay
Primary School*
WHOLE CHILD
EDUCATION

Homework

The setting of homework provides opportunities for making parents aware of what the school is doing for their children. It helps to draw them into the education process and to take a positive interest in their child's work and progress. It enables children to practise at home what they have learned at school and to pursue independent inquiry related to class studies. Homework should follow from classroom activities.

Homework cannot be made compulsory but parents can insist that it is done at home. Nevertheless most parents are supportive and teachers should give children every encouragement to carry out tasks set. There may be time available within the school day for completion of homework tasks by those children who have not carried them out at home. Where suitable home conditions do not exist or where encouragement from supportive parents is lacking, children will find homework more difficult. An understanding response from the teacher is needed here.

Homework should be:

- Worth doing and the children should understand the purpose of it
- Explicitly and clearly defined so that pupils know what is expected of them
- Developed out of schoolwork and preparing for subsequent schoolwork
- A way of developing independent study skills
- A way of applying knowledge, skills and understanding learned in the classroom

HOMEWORK MUST BE PROPERLY CHECKED AND MARKED.

Teachers are to inform parents of what is expected, and to encourage them to take an interest in the work and to provide appropriate help and encouragement.

Comments on some commonly set homework tasks:

Reading:

- Parents must be made aware of whether the book taken home is for the child to read to the parent or vice-versa.
- Where the book is for the child to read it must be one that can be read competently, or the child will not be positively reinforced by success and both parents and child become anxious and concerned about progress at school.
- Parents must know what to do when the child does not know a word. For most parents the best policy is to tell the child the word and go on with the story. This avoids frustration through trying to sound out words inappropriate to the child's level of understanding.



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Spelling:

A routine should be developed that children of the syndicate become familiar with.
Parents need to be aware of the routine in order to support their child's learning.

Basic Number Facts:

- Ensure that the child first understands the mathematical concepts underlying the facts to be memorised.
- Parents need to know what degree of competency is expected and how practise and checking are best carried out.