



Presentation Secondary School Listowel

DRAFT HOMEWORK & STUDY/REVISION POLICY

Adopted by the Board of Management

Signed: _____

Chairperson of the Board of Management

Date: _____

Review Date _____

Mission Statement:

Ours is a Presentation Secondary School, inspired by the vision of Nano Nagle, and in response to her we welcome and cherish girls irrespective of ability or background.

We aim to develop a vibrant community of Pupils, Staff, Parents, and Management, based on Gospel values such as justice, truth and honesty, in accordance with the ethos of the school and our agreed Code of Discipline and conduct.

We aim to assist in the development of the full potential of each girl in a pleasant and safe environment, where the dignity of each member of the School community is recognised, affirmed and valued.

We aim to awaken our girls to their true dignity and role as women in present day society. Inspired by these values we dedicate ourselves to the continual development of our Presentation School.

Homework is an essential element of the learning/teaching process. Homework should be meaningful for the student and the teacher and should always be set as an integrated element of the material under consideration in class. It serves to reinforce the work being undertaken in class and should act as a bridge between the work of one lesson and the next and a vitally important aspect of each student's education.

The setting and correcting of homework is integral in reinforcing good practice for staff. It allows staff to reinforce good practice. It allows students to explore recent learning, develop deeper understanding and apply newly acquired concepts.

The purpose of giving properly coordinated homework is:-

- (i) to **reinforce** and **consolidate** skills and understanding developed at school.
- (ii) to **encourage** students to study and learn on their own.
- (iii) to **involve** parents/ guardians in the student's learning and to keep them **informed** of the work students are currently engaged with.
- (iv) **to encourage lifelong learning.**
- (v) to **facilitate** the realization of the potential of each student.
- (vi) to **allow opportunity** for formative assessment, self-assessment, peer-assessment, thereby forming part of the process of assessment for learning.
- (vii) to allow opportunity each half term for **continuous assessment processes**, with the completion of key homework tasks which will be positioned periodically. This will **reward** consistent workers and when combined with house exams will provide a more rounded assessment of work-levels and progress.

Behaviour Code Expectations

As outlined in the Behaviour Code, the staff have the highest expectations in relation to student engagement with homework. Specifically the Code notes that:

It is our expectation that students:

Enter all homework in your Student Journal and complete as directed.

Therefore it is our expectation as part of this Homework Policy that as a school community that:

Students will take responsibility for their own learning by bringing the correct text books and materials, endeavouring to complete all tasks in class to the best of their ability.

Students will have their Journal with them at all times. In order to support organised learning, students must record all homework, written and oral, in the Journal.

Students will endeavour to complete homework tasks, assigned in class, to the best of their ability, and will be supported by parents in facilitating this important work.

Approximate daily homework and revision contact time

It is the philosophy of this policy that students deliver the prescribed time each school day in order that they develop a healthy attitude to homework and revision practices.

The following are guidelines on the recommended times students need to spend on study and homework (not including breaks.)

The times outlined below include class assigned homework tasks as well as study or revision.

Year group	Monday-Friday Recommended time
First year	1 1/2 hours
Second year	2-2 1/2 hours
Third year	3 hours
Transition year	Task completions as required
Fifth year	3 hours
Sixth year	3-4 hours

Students in examination years should use the weekend as an opportunity to engage in further study.

- Third years should complete at least four further hours during Saturday & Sunday.
- Sixth years should complete at least 6-8 hours during Saturday & Sunday

Taking breaks improves concentration levels while at study. It is very beneficial to take a short break of 5 to 10 minutes after each 45/50 minutes spent at study.

Responsibilities of the Teacher

Teachers are expected to:

Assign homework regularly as an integral part of the work required to fully experience the syllabus/Specification.– (preferably each day the teacher has class)

Effectively **communicate** homework assignments to students, preferably placing homework on the board at the beginning of class.

Clearly **link** the homework to the lesson objectives.

Ensure that homework is **recorded** by the student in her Homework Journal.

Through **differentiation**, ensure that homework reflects the level at which the student is capable of performing and where appropriate assign varied levels of individuated homework (providing challenge to all).

Allocate homework that can be completed by students within a **time frame appropriate** to the year-guidelines outlined in this policy.

Endeavour that students understand and **know how to do** the homework before leaving class.

Clearly outline the ***criteria for success*** in the particular task. These should be written in the Journal or Homework Copy

Utilise a **variety of homework forms** as described in the policy- oral-aural-written-project- **preparation, practice, extension, enrichment.**

Staff will monitor homework and are encouraged to use a variety of feedback methods including:

- Class correction-presentations or through questioning
- Copy review
- Use of formative assessment-comment only marking is encouraged as a strategy for effective feedback to our students.
- Staff is expected to utilise review of homework to reinforce key learning, through using the assessment for learning principles (sharing the marking schemes, sharing the criteria for success, peer-assessment, self-assessment, comment only marking)

The teacher identifies:

- A positive aspect of the completed work.
- A weakness in the work
- the next steps in improving the identified weakness.

Marking of key homework pieces as identified in a **continuous assessment system** promotes discipline and rigour in completion of tasks and facilitates on-going attention to homework.

Teachers will inculcate a positive attitude to the engagement with and completion of homework. This **rewards system** incorporates an awareness of differentiated levels of ability within each class group.

They will seek to **reward good practice** through the Merit System

- Journal Merit Pages
- Improvement Cards
- Merit Cards
- Annual Awards

Teachers, cognisant of the variety of ability levels in any mixed ability class group should be conscious of the variety of levels at which the work will be achieved. Teachers are required to implement homework policy and contact parents through the homework journal or by letter as required.

Extra homework must not be given as punishment. Teachers may use the ladder of sanction as defined in the code of behaviour. However, students are expected to complete missed assignments.

Responsibilities of the student.

Students must **record all homework**, given to them by the teacher, during class, in their Journal

Should a student be unclear about a homework task he should question his teacher in order to clarify the requirements of assigned homework. The importance of attentive, active listening and recording of key words is emphasised as central to understanding and learning new topics

Each student should record the *criteria for success* as explained by the teacher. Overall *criteria for success* should be agreed at subject department level.

Have a minimum **of one homework copy for each subject** (unless otherwise specified) and an organised filing system for the careful maintenance of handouts/notes.

Using the homework recorded in the Journal, each student should organise a plan to complete homework, cognisant of the due dates.

Complete the homework assigned to the best of their ability and submit it at the time requested.

Students must **review all formative feedback** and apply the guidance to related work

If a student is unable to do homework due to illness or other personal reasons, then a note must be written in the Journal, by a parent/guardian with an explanation.

Always have their Journal with them and get it signed by parent/guardian when requested by individual teachers. Students must present their journals for review on designated occasions by class teacher, Class Tutor, Year Head, Deputy Principal or Principal.

Students who have been absent through illness or extracurricular events including sport are expected to make a reasonable effort to find out what homework has been assigned and to complete it to the best of their ability.

Students who are involved in extracurricular and/or representative teams must maintain an acceptable level of effort and engagement with their homework and revision. Students who fail to comply with the required effort as defined by the Year Head and/or school management (and in keeping with the time commitment outlined in this policy) may lose the right to represent the school in extracurricular activity

Responsibilities of Parents

Parent(s)/Guardian(s) are expected **to provide** a reasonably peaceful, suitable place in which students can do their homework away from the distractions of TV, game consoles, MP3 players, mobile phones, internet, social networking sites, etc

Parents are strongly encouraged **to engage** with their daughter's homework and study.

Encourage students to complete all homework and check it regularly and to use any remaining time to revise and organise up to the daily prescribed time.

As outlined earlier and reiterated here, it is the philosophy of this policy that students deliver the prescribed time each school day in order that they develop a healthy attitude to homework and revision practices.

Assist your daughter in forming a study and revision habit-where possible attending Study Seminars as offered at the school

Sign the homework journal as requested. Check the Merit pages and the Journal weekly

Parent(s)/guardian(s) are encouraged to **communicate** with teachers via the Homework Journal.

While mindful of the economic reality of our times, it is not appropriate for students to undertake part-time work during school term time as this may interfere with their ability to complete homework and study.

Range of Homework assignment

Homework is not always written. It varies in form, purpose and may take different forms such as:

- Oral/aural work
- Project work
- Study-note taking, mind-mapping, summation
- Investigations/research

Assigned daily homework may involve:

Preparation

This type of homework prepares a student for an upcoming lesson e.g. Advance reading of a piece

Practice

An opportunity to reinforce skills & knowledge from a previous lesson

Extension

An opportunity to expand on skills taught in a previous lesson.

Enrichment

An opportunity to analyse, synthesise or evaluate previously taught skills or concepts

The form or type of homework which may be assigned is not limited by this outline.

Special Education Needs

Subject teachers and Learning support teachers are asked to collaborate where practicable in the process of homework assignment and delivery. The L.S. teacher should clarify the tasks for the student as required.

This teacher may also determine the students capacity to complete homework tasks and advise the subject teacher of the differentiation required

Supporting Homework

Students are assisted in their homework by a number of supports:

The Class Teacher

A student struggling to complete an assigned task should return to the teacher who outlined the task for further clarification.

The Class Tutor

In the Junior Cycle the student should avail of the support of the class tutor who can offer practical advice and mentoring.

The Guidance Counsellor

Any student having difficulty with task completion and/or organising homework and study should meet with the Guidance Counsellor who will assist with organising Study Plans and will ensure that any challenges are communicated to the Year head or relevant teachers. The Guidance Counsellor may also choose to link with the Resource Team.

The Year Head

The Year Heads offer support and mentoring to students for whom homework completion proves difficult. The Year head can involve the Resource or Pastoral Team when deemed

necessary and, in communication with parent/guardians may refer the students to external review and assessment of needs.




Where students have significant absenteeism, every effort is made to help students to manage the burden of homework and to support the student when they are in attendance.

In the event of prolonged absence by a student due to illness, every reasonable effort is made to e-mail relevant classwork and homework to the parent/guardian where requested.

Provision to support students to acquire the necessary skills to complete homework and study tasks include Study Seminars, Study plans designed in SPHE classes, advise sheets and blank timetables for better time management distributed before February and Summer exams.

Brenda Morgan provides Study Skills Seminars for exam classes. The seminars help students identify their preferred learning style – auditory, visual or kinesthetic learners. The seminar also helps students with focused goal setting and with time management aids and strategies.

Responding to uncompleted homework

1. Should a student be unable to complete a homework assignment, a Parent/Guardian should write a brief note to the teacher. Where no explanation is recorded-teachers will record the non-completion of homework in the student Homework Journal. Parent(s)/guardian(s) should discuss this serious matter with the student and sign the Journal.
2. Should a student again fail to complete homework (again recorded in the Journal) the student will receive a yellow card
3.
 -  'Persistent incompleteness of homework' a student will receive a yellow card
 -  On receiving 3 yellow cards, the student will receive a red card
 -  Detention will be given once 3 yellow cards are received

This detention is a time where students will be asked to complete assigned work.

4. Further sanctions will be discussed and implemented by the school authorities

This Homework Policy is subject to periodic review.