

Edmund Rice Secondary Homework Policy 2023'24



School Details: ERSS Carrick-on-Suir is a Voluntary Roman Catholic Secondary School under the trusteeship and the patronage of the Edmund Rice Schools Trust. The School is grant aided by the Department of Education & Skills and is a single sex (boys) school.

School Management: The Board of Management of ERSS Carrick-on-Suir is a statutory Board appointed pursuant to the provisions of the Education Act 1998.

Mission Statement:

Inspired by its founder, ERSS Carrick-on-Suir's mission is to *"To provide a caring Christian community which celebrates effort and talent in an environment of hope and happiness"*, with a vision to *"Learn together, succeed together in a respectful environment."*

Ethos:

As an Edmund Rice School ERSS Carrick-on-Suir seeks to promote the five key elements of an Edmund Rice School as espoused by the ERST Charter:

- Nurturing faith, Christian spirituality and Gospel-based values
- Promoting partnership in the school community
- Excelling in teaching and learning
- Creating a caring school community
- Inspiring transformational leadership

Please Note:

Personal data collected about prospective students/students and their parents/guardians will be retained and used strictly in accordance with the provisions of GDPR legislation as introduced 25th May 2018. Further details on data protection are set out in the school's Data Protection Policy.

Rationale:

Homework is an integral part of the learning process. Effective homework has positive and beneficial effects in reinforcing and facilitating learning, stimulating thinking, encouraging active independent learning, as well as developing and fostering a closer relationship between learning in school and at home.

Aims of Homework:

This Homework Policy will provide students, parents and teachers with guidelines that will assist students in reaching a deeper understanding of the information they learn in school, and that will help them consolidate their learning and develop their skills so as to achieve maximum success.

Homework Policy Statement:

ERSS Carrick-on-Suir believes that homework plays a pivotal role in the provision of a successful educational experience. The self-discipline required to complete a homework task should be fostered from the beginning of 1st Year because it is vital at later stages of secondary education and beyond.

Student diaries should list all work to be carried out at home and their correct use leads to vastly improved time management and organisational skills. These diaries provide a link between parents / guardians and teachers, and correspondence via the diary is essential.

Not only does homework lead to students working independently but it also reinforces skills learned in class. Alternative materials and sources of information not always available in the classroom may be utilised at home, and parents / guardians may become involved in certain projects.

Homework also benefits the teacher as s/he can readily assess the progress of each individual student and identify potential problems at an early stage.

Purpose of Homework:

The aim of homework is primarily to improve the student's grasp of material and work covered in class, while also and especially in a student's senior years to encourage the gathering and assimilation of additional materials that may be beneficial to student learning.

- To reinforce and consolidate work done in class
- To extend learning done in class, for example through additional reading
- To develop study skills, writing skills, research skills and organisational skills

- To develop the ability to engage in critical thinking
- To foster independent learning skills
- To encourage further research, with the ultimate aim of enhancing academic achievement
- To carry out preparatory work for the next day's class
- To motivate and challenge students
- To enable teachers to monitor students' progress

Each subject department sets assignments which are specific to its particular subject area(s)

Homework can take a variety of forms including:

- Written assignments
- Digital Assignments
- Learning assignments
- Collecting information for projects
- Listening to tapes or CD's
- Preparing for debates, role-plays etc
- Development of oral skills
- Writing of essays/articles/speeches/short stories/dialogues/poems
- Learning by rote
- Listening to and/or viewing radio or TV programmes/use of internet
- Drawing and illustrating
- Making notes
- Reviewing
- Reading for pleasure
- Reading for information and memorising
- Preparation of presentations
- Practice of exam techniques
- Project Work

- CBA Presentations
- Research
- Revision work /revision notes
- Visits to relevant museums, art galleries, theatre and other places of interest and relevance to subjects and related assignments.

Guidelines on time to be spent doing homework:

The time spent working on each subject will vary depending on the nature of the assignment and the number of class periods per week allotted to the subject in the timetable.

Consideration should be given to

The length of time spent doing homework will increase with each year in school. In the run up to school and state examinations, students are expected to do extra revision and study.

The following are guidelines relating to the length of time which should be spent at homework:

1st Year: 1 hour

2nd Year: 1.5 hours

3rd Year: 1.5 - 2 hours

Transition Year: Variable

5th Year: 2.5 - 3 hours

6th Year: 3 hours >

After school study provides a paid study option for students that lasts for 2 hours approx each day after school and depending on demand at school breaks and on Saturdays leading up to the state examinations.

Guidelines for Parents/Guardians:

Parents/Guardians can support the school in regard to homework assignments by assisting in the following:

- Providing continued interest and concern for the student's successful performance in school through encouraging the student in his performance of homework assigned.
- Ensuring the students at home are provided with a quiet well- ventilated area to study, equipped with desk and chair and good quality of lighting free of distractions such as television or other electronic devices.

- Assisting the school in stressing the importance of reading and its benefits.
- set a regular time for homework
- establish a homework routine
- provide a good diet
- monitor their son's progress by listening to any difficulties which he may encounter.
- inform the school or class teacher of any reasons why a student was unable to complete a homework assignment (note in diary/email)
- acknowledge and sign notes from teachers (in school diary)
- monitor their son's progress on VS Ware.
- communicate with a class teacher at Parent-Teacher meetings regarding homework
- monitor their son's use of the internet while completing homework
- Ensuring that any part-time jobs held by students do not interfere with the completion of homework and revision.

Guidance for students:

Students must:

- Have the journal on the desk at the beginning of class and record all homework in it
- Ask the teacher if they are unsure of what the homework entails
- Make an honest effort to complete all homework assigned to the best of their ability
- Follow the guidelines given by teachers
- Have the necessary books, materials and equipment necessary to complete the homework
- Revise work from earlier lessons and focus on keywords if no specific homework is assigned
- Learn from the corrected homework and feedback given by the teacher
- Find out work missed when absent and arrange to catch up
- Have the journal signed by a parent/guardian each week
- Students must record all assigned homework in their school diaries.
- Students must complete all homework to the best of their ability.

- It is the responsibility of students involved in extracurricular activities or who may be absent for other reasons to ascertain and complete homework assigned in their absence.
- Students should seek clarification from the teacher on any aspect of their homework of which they are unsure.
- Students must ensure that their homework is completed and available for correction at the allocated time.
- Students are expected to present all homework on time and in a tidy, legible and organised form.

Guidelines for teachers:

Teachers are required to:

- Set homework early in the lesson and allow sufficient time for students to take it down
- Have a procedure in place for checking that students record homework accurately and comprehensively in Journal
- Give guidelines as to what is required for successful completion of homework including an indication of the amount of time that the performance of a particular task or tasks should take
 - Give students the opportunity to ask for clarification or advice in class
 - Demonstrate and give examples of correctly completed homework
 - Ensure that the homework is relevant to the work done in class
- Assign a variety of homework types e.g., research, written, oral, practical etc.
- Be mindful of differing levels of ability among students and pitch expectations accordingly. The must, should, could yardstick can prove very helpful (See Appendix 1: Differentiation)
- Monitor and correct homework and give feedback to students (See Appendix 1: Assessment)
- Offer a comment and/or a mark (See Appendix 1: Assessment)
- Keep records
- Present homework as a positive learning experience
- Promote independent learning
 - Engage students in peer and self- evaluation
- Participate in the implementation of the school's 'Rewards and Sanctions' scheme as per Code of Behaviour (compliment letters etc)

- Follow the school's agreed procedure for dealing with students who fail to make an honest effort with regard to the satisfactory completion of their homework.

The Assignment of Homework for Special Educational Needs Students

- Any relevant information relating to individual students with special educational needs is provided to staff by school management and/or the Special Education Needs (SEN) team.
- The SEN co-ordinator and Special Education Teacher (SET) work with individual teachers as required.
- SEN students are identified at Junior Cycle level. They may be assessed, and appropriate support facilities be put in place e.g. one-to-one tuition which may include help with homework.
- Each student's experience and grasp of a subject is naturally going to be different. It is not expected that the same standards will be achievable from all students. Each student is encouraged to develop to the best of his ability and to engage with his subjects at the appropriate academic level.
- Subject teachers will collaborate where possible with SET to ensure class tasks are manageable.

Feedback for Students

Students look mainly to teachers for a response on the quality of their work. Effective marking and feedback are fundamental to a student making progress. This is in line with the school's belief in the value of Assessment for Learning. Teachers check homework on a regular basis. A variety of methods is used to correct homework:

- Teacher correction
- Class correction
- Class discussion
- Students exchange work for correction
- Students write out answers in the form of a test

- Some items of homework (and class work) may be checked by students themselves under the direction of a teacher. This can be a useful part of the learning process for students.
- Students are encouraged to evaluate their own learning.

Procedures for non-completion of homework/managing homework incidents:

When performance of homework is persistently negligent, lacks proper effort or is in other ways inadequate, teachers will record this for their own records and in the student diary.

They may use the Ladder of Referral to deal with homework problems (persistent negligent or under performance) teachers will refer to the Code of Behaviour

- A student who has a valid reason for non-completion of homework must have an explanatory note from a parent / guardian dated and signed in his journal. The student must show the note to all relevant teachers.
- Persistent non-presentation of homework will be brought to the attention of the class tutor/year head to allow the situation to be further investigated.
- Teachers who notice students copying homework in their class should bring this to the attention of the relevant teacher.
- Sanctions for non-presentation of homework will be in accordance with school policy. If a student fails to attempt work, or shows an obvious disinterest in doing same, this will be noted in the student diary and on VS Ware.
- In the event of repeated failures to complete homework the teacher will apply the agreed sanctions as outlined in the School's Code of Behaviour. Records will be kept for future Parent–Teacher meetings.
- Parents will be contacted in writing (email) when a student regularly fails to present appropriate homework following consultation with the Year Head and or Senior Management.

Appendix 1:

Differentiation of Homework:

Differentiation of homework is the setting of homework tasks which match the current stage of student development and ability. This is particularly important in a mixed ability class setting but it applies equally to class settings where students are grouped according to their ability level at a particular subject.

Ideally, written homework would include graded questions incorporating those which all students must do and more challenging questions which students should be encouraged to attempt. Homework should be varied and manageable. It should include challenges and aim to build confidence.

As confidence grows, students should be able to cope with increased depth and challenge in a wider range of questions and assignments. If homework is set to target all abilities appropriately, students will experience success and challenge in relation to it.

Students with learning needs and those for whom English is not a first language should be assigned homework which is appropriate to their stage of development.

Teachers should consult the student Resource and EAL files and the Learning Support and Language Support teachers for information on the most appropriate homework to assign.

Assessment:

All homework should have a clear and specified purpose. Students should be told exactly what criteria will be used to assess the work, which aspects of an assignment will be judged and marked and what they can do to achieve the best possible result.

When homework is returned students should be equipped with the tools and the skills necessary to judge the corrected assignment against the criteria set.

Preparation for examinations must include grading of assignments if students and teachers are to build a profile of summative achievement. However, grading of all assignments may be counterproductive as students may judge themselves on the grade only and may not focus on feedback given. 'Comment only' marking should be used on selected assignments and feedback given. Feedback should inform the student of strengths and weaknesses in the assignment as well as ways in which the assignment could be improved. It will be particularly beneficial where the learning intention and the criteria for success are understood by the student.

Teachers may grade all work but retain the grades in their own records and use them to build up a picture of graded achievement for the students, their parents and other relevant parties. All grades can be given to students at the end of an agreed period of time or on school reports.

Approval:

This policy has been distributed to staff, parents and students for their approval. Amendments have been made after consultation with these stakeholders.

This policy has been ratified by the Board of Management of ERSS Carrick-on-Suir;

Chairperson: _____

Date: _____

This policy will be due for review on:

Date: _____