

ASHBOURNE COMMUNITY SCHOOL POLICY ON HOMEWORK

This policy is rooted in the school's fundamental aim to foster in students a spirit of responsibility, respect and care and to provide them with the skills for life-long learning.

Rationale:

Regular homework is a valuable aspect of the learning process and contributes to the development of sound study skills. It consolidates and supplements the work done in class and promotes independent learning and creativity.

Goals:

- To ensure consistent approaches to the setting and reviewing of homework across the school.
- To ensure the equitable distribution of study time for each subject.
- To reduce pressure on students from homework overload.
- To promote the development by students of good study habits and effective study skills.
- To enable students to develop a capacity to organise their own work.
- To enhance the academic achievement of students.
- To encourage parents to take an interest in and to share responsibility for their children's work and progress.

Policy content:

- Each student can expect to be assigned homework each night.
- The amount of homework given in each subject area will be specified and agreed by subject departments. A rough time guide will be suggested for each year group. (*See Guidelines for Parents & Students*)
- Homework will be monitored to ensure that students are not overloaded.
- Homework will involve the following: written/practical work and oral/learning/aural work.
- Teachers will correct homework and give feedback to students.
- Students will correct their own work in class under the instruction/advice of the teacher.
- Special consideration will be given to all students' needs.
- Homework set will be purposeful and meaningful to the work of the class or to some future work.
- Students will be given training homework/study skills.
- Parents will be informed when students do not carry out set homework tasks and students may be placed on Subject Report or Year Head report to monitor progress and seek improvement.
- Students may have to redo homework that is not satisfactory.
- Records of homework, grades and comments will be kept by each teacher.

ROLES AND RESPONSIBILITIES

Board of Management:

- To ensure that the policy is developed and evaluated from time to time.
- To approve the policy
- To consider reports from the Principal on the implementation of the policy.

Principal/Deputy Principal

- To establish structures and procedures for the implementation of the policy.
- To monitor the implementation of the policy.

Year Head

- To implement the policy.
- To liaise with, and support tutors and subject teachers in relation to homework.
- To monitor student progress and to provide guidance in study skills.

Subject Teachers

- To implement the policy, review homework assignments and provide feedback to students.
- To keep written records of all homework set.
- To instruct students in homework/study skills.

Pastoral Care Personnel (Class Tutors, Guidance and Resource Personnel)

- To monitor the effects of the policy and to identify students experiencing difficulty.
- To provide support and guidance, especially for those experiencing difficulty.
- To liaise with subject teachers, especially in consideration for students with special educational needs.

Parents are encouraged

- To support school policy.
- To provide suitable conditions for homework. (*See Guidelines for parent & students*)
- To ensure that the suggested amount of time is spent on homework. (*Guidelines for parents & students*)

Students are required

- To do homework set: oral/learning/aural and written/practical.
- To present all homework properly and on time.
- To redo work that is not done properly.
- To catch up on homework after absence.

IMPLEMENTATION PROCEDURES

- Each subject department will develop guidelines on the amount of homework and the balance between written/practical work and oral/learning/aural work that is desirable for each year group.
- The Year Head and Class Tutors of each year group, in consultation with the relevant subject teachers and Guidance Counsellors, will develop a homework schedule and time guide for the year group.
- Resource Teachers will advise on designing homework for students with special educational needs.

SANCTIONS

- If homework is not presented the matter will be recorded in the Student Journal.
- The Journal will be signed by the Parent/Guardian. Supplementary work may be given.
- A Standard Homework letter may be sent home.
- The Student's homework may be monitored through a Subject Report and/ or Year Head Report.
- The sanctions set down in the Code of Discipline apply.

SUCCESS CRITERIA

- Good quality homework is being presented
- Teachers, parents and students are happy with the effectiveness of the policy
- The goals are being attained

MONITORING PROCEDURES

- Class Tutors /Year Heads/Guidance Counsellors will conduct ongoing monitoring through informal discussion with students and subject teachers, and through homework spot checks, and will note feedback from students, teachers and parents.
- Subject departments will review implementation once per year.
- Principal/Deputy Principal will meet with subject department, year heads, class tutors and pastoral care personnel once per year.
- The Principal will report to the Board of Management once a year.

REVIEW PROCEDURES

The policy will be reviewed after two years. The review team will comprise the Principal, Deputy Principal, Year Heads and other interested teachers.

- Views and experiences of teachers, students and parents will be surveyed in relation to the success criteria.
- School records will be analysed to assess impact on students' academic progress.
- The progress of students with special educational needs will be monitored through the Resource Department's own monitoring procedures.

TIMEFRAME

This policy will come into force on 7th June, 2007 and will be reviewed after two years.