

Policy on Homework

Implementation Procedures.

- Formation of task group to discuss issue of homework
- Present to Staff at staff meeting
- Present to Parents Council for consultation.
- Present to Student's Council for consultation.
- Present to BOM for final approval.

Relationship to School's Mission Statement.

In keeping with the school policy of collaboration, this policy involves the active participation of students, teachers, Principal and deputy Principal and parents/guardians in the development and nurturing of students abilities.

Rationale

- Homework is a vital part of the learning process. It contributes to the development of sound study skills and consolidates work done in class. This policy encourages independent learning and promotes a sense of responsibility for homework amongst all the school partners.

Objectives

- To promote and develop good and effective study skills amongst students.
- To enable students to work autonomously and develop capacity to organise their own work.
- To ensure that homework is completed to the satisfaction of the subject teacher and thus enhance academic achievements of students.
- To encourage parents to take an interest in and share responsibility for their children's work.
- To keep parents informed if their child is not presenting homework to a satisfactory level.
- To ensure that special consideration is given to students with special needs.

Policy Content

- A time guide for homework and study is suggested for each year group.
- Roles of all members of the school community are outlined. Students, Parents, Subject Teachers, Class Teachers, Year Heads, Deputy Principal and Principal.
- Implementation Procedures, monitoring procedures and review procedures are outlined.
- Criteria for success are outlined.

Roles and Responsibilities in developing and implementing policy:

Student:

- Record all homework, written, oral, and aural.
- Complete all homework to the satisfaction of the teacher.
- Students must present homework on the date specified by the teacher.
- Tick homework as it is completed.
- Record if no homework is given.
- If there is a free period during the school day, it is advised that revision work be done in that subject.
- Students absent due to school related activities (matches, debating, etc) must ensure that homework set in their absence is completed.
- A student absent for an extended period of time should contact school principal for a record of homework set during this period.
- If there are extenuating circumstances for not having homework completed a signed note of explanation must be provided to the teacher.

Parents / Guardians should seek to

- Provide an area in the home, which is conducive to study.
- Agree with their son/daughter when homework and study should be completed.
- Sign School Journal every week and read any comments by teacher.
- Ensure that the recommended amount of time is spent on homework and study.
- Support teaching staff in implementing school policy on homework.

Subject Teachers:

- To set appropriate and relevant homework.
- To monitor its completion and provide feed back to students.
- To give consideration to students with special needs.
- Write homework on board before end of class.
- Outline a revision programme for class before house exams.

Class Teacher:

- To inspect School Journal at their discretion.
- Contact parents if 3 non completions of homework slips appear in class record book.
- To note students who are having difficulty with homework.

Year Head:

- Where there is an ongoing problem with non completion of homework the Year Head will work with parents/guardians, other relevant persons and the student to try and resolve the problem. All sanctions available to the Year Head, as outlined in the school's Code of Behaviour, can be called on at this stage.

Principal and Deputy Principal.

- Provide support to students who have genuine difficulty with homework. These can include; remedial help, help from Career Guidance Teacher, provision of supervised study after school, the provision of a homework club.
- Relevant sanctions will be implemented against those students who regularly fail to present appropriate homework.

Recommended time for homework/ study per night.

- 1st year students should spend up to 1h.30 on homework and study.
- 2nd year students should spend between 2hours on homework and study.
- 3rd years should spend between 2h.30 on homework and study.
- 5th year should spend up to 3hours
- 6th years should spend a minimum of 3hours at their homework.

Success Criteria.

- All homework is accurately recorded.
- Quality of homework improves and homework is completed at all times to the best of the student's ability.
- Students develop good and effective study skills, which allow them to work independently.
- All school partners are satisfied with the effectiveness of the policy.

Monitoring Procedures.

- Subject Teachers monitor homework and record incidents of non completion of homework in record book.
- Subject Teacher informs parents/guardian if homework is not done by means of the homework slip.
- Class teachers will monitor report book
- Discussion at Staff Meeting.
- Discussion at Parent's Council meeting

Review Procedures

- Implement September 2008
- Review at Staff Meetings throughout year
- Feedback from Parent's Council at end of school year
- Feedback from Student's Council at end of school year.
- Any amendments to be introduced in September 2009.

Appendix to Homework Policy

SEN Students

Q. What is a special need?

A. The term ‘special needs’ refers to a diverse range of needs often caused by a medical, physical, mental or developmental condition or disability. Special needs can include cognitive difficulties, physical or sensory difficulties, emotional and behavioural difficulties, and difficulties with speech and language. Professionals (who have the responsibility for helping children with special needs, like paediatricians, psychologists and educators) often use a functional development approach (i.e., looking for delays in functional areas of child development) and a clinical diagnostic approach (i.e., using a set criteria to diagnose conditions or illnesses) to define special needs.

Q. What are some characteristics of students with special needs?

A. The type and extent of difficulties experienced by students with special needs varies greatly, but may include difficulties with:

- Reading, writing, number work or understanding information
- Mastering academic content
- Communication, such as expressing themselves or understanding what others are saying
- Social interaction, such as making friends or relating to adults
- Mobility or movement due to a physical impairment
- Hearing or vision due to a sensory impairment
- Appropriate behaviour

Specific Learning Difficulty - Dyslexia

Students with a specific learning disability need to develop strategies to help remediate and compensate for their difficulties. Techniques can be taught to assist the student in bypassing the problem and reducing the negative impact on learning. This can be accomplished by avoiding the difficulty if possible, changing the assignment expectations or using strategies to aid a particular aspect of the task. Students should be provided with additional structured practice or re-teaching of the skill/concept using specialised techniques that match their processing style and need.

Strategies and Accommodations for students with SLD

- Emphasise oral/practical approaches
- Encourage a child’s strength in homework such as art, graphs etc
- Select material to match the students reading level
- Break tasks into small steps. Allow adequate time for completion. SLD students may take a lot longer to complete tasks for homework
- When correcting select and highlight the most important spelling errors, not all of them.

- Encourage strategies like ‘Look, Say, Cover, Write, Say, Check’ to help compensate for difficulties when completing class work and homework
- Students may need re-teaching of skills/concepts that match processing needs so homework only may not be adequate for understanding.
- Audio recorders can be used to tape work for students
- Lots of praise and encouragement while maintaining high expectations of the student.

Physical Disability

Examples – Arthritis, Dyspraxia

Strategies

- Students with a debilitating condition may miss a lot of school therefore need a structured homework schedule if required
- Students may have muscular control difficulties and coordination and visual perception problems. Therefore written homework cannot always be expected and work may need to be assessed using tape or orally.
- Also students may need communication aids when there are difficulties with oral communication e.g. severe dyspraxia.

Social/Emotional Behavioural Disorders/Disturbance

- Work best when homework and environment is structures and organized.
- Reward appropriately completed homework consistently.
- Ensure work is given at a level at which they can gain success.

Borderline/Mild General Learning Disability

- Slower pace of learning progress
- May have difficulty understanding instructions therefore homework needs to be explained step by step.
- Focus on strengths of student when giving and correcting homework.
- Start from what the student knows when giving homework and should be given at an appropriate pace.
- Ensure homework tasks are within the students’ capacity in order to experience success.
- Use a range of resources when giving homework. Worksheets work well.

Date of Review: _____

Signed by Chairperson: _____

Date: _____