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MEÁN SCOIL NAOMH IOSAIF

ST. JOSEPH'S
SECONDARY SCHOOL

Homework Policy

Date staff consulted:	September 2017
Date parents consulted:	Sept/Oct 2017
Date students consulted:	Sept/Oct 2017
Date ratified at B.O.M. meeting:	29th November 2017
Date for Review:	Annually

Home Work Policy

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

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

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

Policy Content

1. Each student will be assigned homework in every subject area each night
2. The amount of homework given in each subject area will be specified by the individual subject teacher. Homework will be monitored to ensure that students are not overloaded.
3. A balance will be maintained between written/practical work and oral/learning work.
4. Teachers will correct homework and give feedback to students.
5. When a teacher gives an essay assignment there will be a minimum time of one week for submission.
6. Special consideration will be given to students with special educational needs.
7. Homework set will be purposeful and meaningful to the work of the class or to some future work.
8. Students will be given specific training in homework/study skills
9. Parents will be informed when students do not carry out set homework tasks
10. Extended exercises will form part of an on-going assessment of each student in some subject areas.
11. Records of homework, grades and comments will be kept by each teacher.

Roles and Responsibilities

Board of Management

1. To ensure that the policy is developed and evaluated from time to time.
2. To approve the policy
3. To consider reports from the principal on the implementation of the policy

Principal, Deputy Principal and Year Heads

1. To establish structures and procedures for the implementation of the policy e.g. the provision of a homework journal for each student.
2. To monitor the implementation of the policy.

Subject Teachers

1. To implement the policy, review homework assignments and provide feedback to students.
2. To keep records of homework set.
3. To instruct students in homework/study skills

Pastoral Care Personnel

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

Parents

1. To support school policy
2. To provide suitable conditions for homework
3. To ensure that the suggested amount of time is spent on homework

Students

1. To write all homework into school journal
2. To do homework set, both oral/learning and written/practical
3. To present written homework properly

Implementation procedures

1. Each subject department will develop agreed guidelines on the amount of homework and the balance between written/practical work and oral/learning work that is desirable for each year group.

2. Each subject department will develop guidelines on the homework/study skills appropriate for that subject.
3. The additional educational needs department will advise on designing homework for students with special educational needs.

Success criteria

1. Good quality homework is being presented
2. There is a reduction in the pressure on students in relation to homework
3. Parents and students are satisfied with the effectiveness of the policy.

Monitoring Procedures

1. Class tutors and year heads will conduct on-going monitoring through informal discussion with students and subject teachers, and through homework spot checks, and will note feedback from students, teachers and parents.
2. Subject departments will review implementation on a regular basis.
3. Principal and Deputy Principal will meet with year heads on a weekly basis.
4. The principal will report to the Board of Management once per term.

Review procedures

The policy will be reviewed after two years. The review team will comprise the principal, deputy principal and year heads.

1. Views and experiences of teachers, students and parents will be surveyed in relation to the success criteria in association with the school self-evaluation process
2. School records will be analysed to assess impact on students' academic progress
3. The progress of students with special educational needs will be given particular consideration.

Appendix to Homework Policy

SEN Students

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.

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

In our school;

Homework given by class teacher may be reduced for a student to compliment work given by Resource teacher.

Homework should be differentiated for the student using their strengths/mode of learning to full advantage.

Homework may be done on a different medium eg.using laptop/I pad/visual diagrams etc to suit their needs

Spelling/Grammar Waivers will be allowed for those students who will have these in their State exams. Some students will use I pad/video clips to study as will learn to best advantage through this medium.

No matter how much or how a student does their homework they will be complimented for any progress/effort made. They will be accepted as part of their class and not made feel different.