

Lucan Community College Homework & Study Policy



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Last Updated 19th June 2024

Signed:  Date: 19/6/24
Chairperson of Board of Management

Lucan Community College Homework & Study Policy

TITLE OF POLICY: HOMEWORK & STUDY POLICY

SCOPE:

1. The policy is for the students, parents/guardians and teachers at Lucan Community College.
2. The policy will be implemented with all year groups.

RELATIONSHIP TO SCHOOL'S MISSION/VISION/AIMS

The motto of the college *Aontas* (Unity) encapsulates the ethos of the college. This policy promotes a whole school approach to homework and study in all year groups inclusive of teachers, parents/guardians and students.

RATIONALE:

1. Good homework/study practice is a foundation of teaching and learning.
2. This homework and study policy will help students to consolidate and to gain a better understanding of skills and information they learn in school.
3. Homework/study enables the student to take responsibility for their own learning in an experiential way and it promotes student independence and initiative.
4. Homework/study facilitates evaluation of both teaching and learning for the teacher, as well as the student.
5. The policy is a means of students and teachers gaining more satisfaction from school/homework/study. This will lead to the highest standard of learning with students achieving their full potential, resulting in satisfied and enthusiastic parents/guardians.

GOALS/OBJECTIVES:

1. To enable both students and teachers to gain more satisfaction from work done in an organised and orderly fashion.
2. To foster a consistent approach to the completion of homework/study and encourage students to take responsibility for homework/study thereby reinforcing the learning that has taken place in the classroom.
3. To encourage parents/guardians to play an active role in monitoring homework/study.

POLICY CONTENT:

1. Students will be assigned between 1.5 to 2 hours homework each weekday night in Junior Cycle and up to 3 hours in Senior Cycle.
2. Each subject department will make decisions and recommendations regarding the implementation of the homework/study policy in their subject area.
3. Teachers and students will implement the 6-step plan through two cycles in the school year as shown in Appendix 1.
4. The following stages are recommended in the giving and monitoring of homework. More details are included in the Appendices.
5. Teachers will:
 - ensure adequate time during class for giving of homework.
 - ensure homework is relevant to current work of the class.
 - record homework on board if appropriate and give the approximate time the homework should take.
 - ensure that students record subject/homework/completion date in journals and note whether this homework will be written (W), Oral (O), Learning (L), Practical (P) etc.
 - give students an opportunity to ask for clarification on homework given.
 - make an attempt to assign a variety of homework types e.g., research, written, oral, practical etc;
 - note that it is advisable to set common achievable homework with varying expectations and for the teacher to apply their knowledge of student ability and reading/writing levels when setting homework.

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- ensure that homework is monitored, and feedback is given and recorded in accordance with the professional judgement of the teacher;
 - present homework as something positive that contributes to learning.
 - initially implement the policy with emphasis on the positive and on encouraging the students to produce a high standard of homework.
6. Students will:
- record and complete homework and will ask for assistance if they experience difficulties;
 - engage in training/support in how to do homework given by each subject teacher (presentation, date, number of copies, etc.);
 - have the necessary equipment in class;
 - participate in a reward and sanction scheme to encourage completion of homework;
 - be offered access to the homework club where operational in 1st/2nd year and to supervised study (payment required) in 3rd and 6th Years.
 - record work done in class for revision purposes if homework is not given;
 - find out work missed when absent and arrange to catch up.
7. Parents/guardians are encouraged to:
- attend parent meetings offered by the school which may include an input on the homework policy and on the role of the parent/guardian in relation to the policy;
 - look at and sign the journal each day for the first two weeks of the 6-step plan (see Appendix 1) and take an interest in the quality of the homework their child is submitting;
 - sign the journal each week;
 - take appropriate action if informed that a student is regularly not carrying out homework;
 - inform the year head if their child is experiencing ongoing difficulties with homework completion.

ROLES AND RESPONSIBILITIES:

Board of Management

1. Approve and support the policy.

Principal, Deputy Principals, Year Heads

1. Monitor the implementation of the policy.
2. Ensure that necessary resources are in place to support the implementation of the policy including tutors having tutorial time with their class group.
3. Organise/coordinate the 6-step plan including reinforcing the policy and ensuring structures and procedures for the consistent and enthusiastic implementation of the policy.
4. Year head to organise the reward and sanction scheme in consultation with class tutors.
5. Year head to regularly visit the classes and engage in spot checks, pep-talks, etc.
6. Year head to organise additional supports for the policy where appropriate (e.g. outside speakers)
7. Principal/Deputy Principals to make spot-checks in classes.
8. Year head to organise and coordinate the initial meeting with parents/guardians if their child is having issues with homework.
9. Meet with parents/guardians regarding homework issues when appropriate.

Subject teacher

1. Set appropriate homework and give a time indication for completion.
2. Leave sufficient time in class for students to take down homework especially in the initial phase.
3. Check students are recording the homework in journals.
4. Ensure students are clear as to what they are expected to do.
5. Undertake initial training of student in best practice, encourage good homework practice and effective study skills.

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6. Implement the reward and sanction scheme.
7. Monitor homework, provide feedback to students and keep records in accordance with the professional judgement of each teacher.
8. Reinforce skills learned by students in SPHE or during tutorial time.
9. Refer issues of repeated homework issues to tutor for appropriate action.

Tutor

1. Reinforce the homework policy and positive aspects in relation to homework.
2. Foster good practice in terms of time management.
3. Help students to organise themselves.
4. Check and sign the journal weekly.
5. Implement the agreed reward and sanction scheme.
6. Refer repeated homework issues to the year head for appropriate action and keep the year head and support personnel informed.

Guidance Department and Additional Educational Needs Team

1. Provide support and guidance to students/teachers/parents/guardians, in particular concerning students with additional educational needs.

The Parents' Association is encouraged to:

1. Actively support the policy.
2. Promote the policy among parents/guardians by whatever means is appropriate.

Parents/Guardians are encouraged to:

1. Actively support the policy.
2. Provide suitable conditions in the home for homework.
3. Monitor their child's homework and encourage good practice regarding time spent, quality of presentation and quality of work.
4. Sign the journal daily for the first two weeks of the 6-step plan and weekly for the remainder of the year.
5. Show support for the reward and sanction scheme applied by the school in relation to homework.

Student

1. Record homework in journal: subject/homework/completion date/estimated time.
2. Record actual length of time taken for each task set in journal.
3. Record work done in class if homework is not given.
4. Present homework properly.
5. Complete homework to the best of their ability.
6. Use homework as an opportunity to improve their learning.
7. Communicate difficulties with homework to subject teacher.
8. Show their journal and homework as requested to a parent/guardian daily/weekly for signing.
9. Find out work missed when absent and arrange to catch up.

IMPLEMENTATION PROCEDURES

1. Subject Department
 - (a) Discuss different kinds of homework appropriate to subject.
 - (b) Discuss appropriate time period for homework.
 - (c) Discuss various ways to monitor and correct homework.
2. Year head
 - (a) Input to staff meetings to promote/explain/evaluate policy and 6-step plan.
 - (b) Issue reminders to staff/students at transition phases of 6-step plan for its duration.

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- (c) Organise meetings of all parents/guardians of year group during the school year with an input on promoting/explaining policy.
 - (d) Liase with tutors throughout the year to support implementation of policy.
 - (e) Follow up on students who have several non-completion of homework incidents by interviewing students, applying appropriate sanctions, meeting with parents/guardians, etc.
 - (f) Praise/reward students who regularly complete homework.
3. Year management team
- (a) Devise a suitable reward and sanction scheme in relation to homework.
 - (b) Discuss effectiveness of homework policy regularly at their meetings.
 - (c) Use SPHE class to reinforce positive attitude to homework where possible.
4. Guidance Department and Additional Educational Needs Teams.
- (a) Follow-up on students experiencing difficulties with homework in consultation with tutors and year head.
 - (b) Offer advice to teachers/students/parents/guardians regarding homework.
5. Principal/Deputy Principals
- (a) Ensure that policy document is included in the staff handbook and website.
 - (b) Ensure that new members of staff are aware of and understand policy.
 - (c) Promote and encourage implementation of policy among students, parents/guardians and teachers.

SUCCESS CRITERIA:

1. Students express satisfaction with level and amount of homework within the guidelines.
2. Quality of homework is high.
3. The academic performance of students is enhanced.
4. Students are more organised and journals are neater.
5. Teachers express satisfaction with the completion and standard of homework.
6. Teachers experience increased levels of understanding from students in terms of learning.
7. Parents/guardians and students are satisfied that the policy is being implemented.

MONITORING PROCEDURES:

1. Guidance and learning support team note the frequency of referral of students who experience difficulties with completion of homework and the action taken.
2. Class tutors and year heads will conduct ongoing monitoring through informal discussion and use of journals to assess the effectiveness of the policy.
3. Parents/guardians will be consulted if ongoing homework issues occur.
4. Tutors will note if parents/guardians are signing the journal regularly and contact parents/guardians if a reminder is needed.
5. Principal and Deputy Principals will monitor progress with year head.

REVIEW PROCEDURES:

The policy will be reviewed regularly. The review team will include a post holder who will form a review team.

Staff, students, parents/guardians will be consulted as part of the review process.

TIMEFRAME:

Subsequent reviews: May 2027 and every three years.

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Appendix 1: The student plan for improving learning from homework

This appendix outlines the plan that will be implemented during the first term and possibly at other times during the year. It aims to teach students how to get the most benefit from doing homework. All subject teachers are encouraged to focus on the particular area outlined below during the relevant stage. The year head will issue reminders as to the focus each week. What follows are guidelines for teachers in these areas.

Step	Focus	Remember
1	Get it done RECORD BEST EFFORT NEAT CLASS EQUIPMENT	Write your homework or what you did in class into your journal after every subject. Subject/homework/estimated time. Ask the teacher questions to make sure you understand the homework. Do your homework neatly When finished your homework tick it off and write down the time it took you to do it. Have all necessary equipment in class each day.
2	Understanding WRITE DOWN USE EXAMPLES USE TEXTBOOK ASK FOR HELP	Your teacher will explain good ways to do homework in different subjects. Write down any difficulties you had with your homework after you make a real effort at each part. Underline key words. Follow an example done in class. Find the section in the book that might help you. Ask for help from someone.
3	Correcting homework CHECK LEARN IMPROVE	Teachers will correct homework in different ways. You can also correct homework yourself - reread, check answers in book, compare your work to that of another student. Be sure you know what you did well and what you need to improve on. Make sure you rewrite anything that could have been better. If your homework seems to be wrong, try to learn from your mistakes and try again.
4	Taking notes OWN WORDS SHORT FOR YOU ORGANISE	Ask your teacher for suggestions on note taking in each subject Use your own words Use headings, key points, diagrams, etc. Note what you have difficulty remembering/understanding Organise your notes
5	Studying SURVEY QUESTION READ RECALL REVIEW	SURVEY: Skim through whatever you want to learn to get an idea of what it is about QUESTION: Ask yourself what you expect to learn from this? READ: in detail RECALL: Try to remember the main points and write them down in note form REVIEW: Check what you want to learn to make sure that your Recall was correct.
6	Revision OFTEN ACTIVE TEST YOURSELF	Your homework before an exam should involve mostly revision Revision should be done continuously Make a revision timetable Be active - write, draw, notes, tests After studying, close book/copy and try to do it yourself

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Appendix 2: Teacher approaches to monitoring, homework and providing feedback

This appendix outlines a variety of approaches to monitoring, correcting and recording homework. Different strategies are appropriate for different situations and the teacher will choose methods that best suit their subject and their learning outcomes for the lesson. This list is not conclusive and offers merely a sample of possible approaches that can be used in accordance with the professional judgement of each teacher.

Monitoring

- Spot check on a sample of the students in the class by subject teacher to check work is done
- Students self correct their work from a master sheet or from the board
- Students swap copies and correct each others work while teacher circulates
- Use of homework stamp in students copies
- Oral correction – teacher and/or student calls out homework solutions and other students correct their work
- Collection of copies – for whole class or for a different sample of students from week to week
- Quick test on homework that involved learning to check if students learned their work effectively
- Student asked to state what they learned from doing their homework at the start of class
- Subject teacher to notify tutor if a student is regularly not complying with the homework policy
- Tutor to notify year head if a student is regularly not complying with the homework policy
- Photocopy and display a sample of well-presented or well done homework as an example to others in class (ensuring a wide range of students' work is displayed)
- Highlight common errors by asking where students went wrong and what have they learned from their mistakes

Recording of Monitoring

- Teacher records standard of homework for a sample of students in their teacher journal regularly – mixture of good and unsatisfactory notes
- Teacher records standard of homework in a number of student journals or on VSware.
- Notes: Teachers may use stamps or stickers to record standard of homework.

Some Methods of Feedback

- Give descriptive feedback where possible to students.
- Focus on feedback that encourages students to think through their learning.
- Avoid closed questions in favour of posing more open-ended ones.
- Keep feedback focused on what's important for the learner - product, process and self-regulation.
- Restrict comments to key strengths and areas for improvement that will make the most difference.
- Divide the time between collective, group, pair and individual feedback.
- Ensure students understand the feedback and give them time and opportunity to respond to it.
- Ensure opportunities for peer and self-feedback/reflection.

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- Identify something that was done well and something that needs improvement - and provide specific suggestions for how to improve.
- Provide a range of improvement prompts to guide student learning - reminder prompts, scaffolded prompts and example prompts.
- Ensure the feedback provided was useful in helping the student progress in their learning.

Reference: <https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/feedback-to-students/feedback-practices-and-strategies>

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Appendix 3

This appendix outlines the process of review April-May 2024.

The Parents' Association, Student Council and all teachers in Lucan Community College were consulted for feedback on the policy.

Taking into account this feedback, the following changes were made:

- Removal of masculine and feminine pronouns: 'His/her' was changed to 'their'.
- Minor edits were made in relation to correct procedures following the code of behaviour.
- The 'Learning Support Team' was renamed 'Additional Educational Needs Team' in line with current school practice. Similarly, 'special needs' was replaced by 'additional educational needs'.
- 'Non-completion of homework' was replaced with 'homework issues' to encapsulate issues with forgetting homework and incomplete homework presented.
- Reference to homework club and supervised study was updated.
- Feedback suggestions were added to Appendix 2.