

COLÁISTE COIS SIÚIRE



HOMEWORK POLICY

Policy Review History

Date	Comment
November 2021	Published
June 2023	Reviewed

Policy Construction

Step 1: Literature review and study of relevant documents

Step 2: Review of current school provision(s) towards Critical Incident Management

Step 3: Draft of updated policy statement

Step 4: Publicise, amend and finalise draft policy

Step 5: Present policy to Board for ratification

Step 6: Circulate the policy statement and implement policy actions

Step 7: Ensure a timeline for policy review is in place

School

Coláiste Cois Siúire (CCS) is a co-educational, non-designated, post-primary school under the patronage of Kilkenny and Carlow Education and Training Board, with an enrolment of approx. 160 students.

School Mission and Values

Coláiste Cois Siúire is committed to providing quality education in a safe, mutually respectful and innovative learning environment. The school recognises that each student is unique and encourages its students to become enthusiastic and determined learners. It is the aim of the school to facilitate all of its students in fulfilling their academic and social potential

As an ETB school our core values are Excellence in Education, Equality, Care, Community and Respect.

1. Rationale for a Homework Policy

1.1 Research provides strong evidence that homework benefits student outcomes and achievement. It is important to recognise it as an enhancement of the learning process, not as extra work or an addition to student workloads.

The following list supports the purposeful need for homework and is not exhaustive:

- Homework plays an essential role in reinforcing/consolidating classroom-learned knowledge, skills, attitudes and concepts.
- Homework encourages students to research new topics and support a model of inquiry-based learning
- Homework encourages students to practice a skill, process or sequence to develop fluency
- Homework enables students to elaborate on classroom learning to deepen knowledge and/or understanding. Homework provides opportunities for students to explore topics related to classroom learning
- Homework that is scaffolded in design can aid a student in developing confidence around task completion and builds self-esteem around independent/autonomous learning
- Homework can provide a student with differentiated level of challenge and aid students, teachers and parents in assessing a student's understanding of a topic, and, identifying potential areas for revision or remediation
- Homework can encourage student self-reflection on their learning
- Homework can foster, promote and reinforce good study skills and habits
- Homework can provide opportunities for students to collaborate in peer settings and learn the skills of working with people and teams
- Homework can support the learning of students who are absent from school for any reason and prevent erosion in learning progression.

1.2 Homework can be presented in many forms, depending on the subject and topic. Examples of types of homework may include but is not limited to the following:

- Answering questions in a copy or a workbook
- 'Drill and practice' of skills/process
- Preparation/research: collecting information or materials for a topic or project
- Learning information from notes, worksheets or books
- Revision of topics covered
- Work on formative assessments/CBAs, etc.
- Finishing work not completed in class
- Reading and literacy development
- Writing up experiments/notes or missed work
- Practical work e.g. instrumental practice
- Oral: practicing listening/spoken skills
- Aural: practicing listening skills/exercises
- Watching programmes/videos/media and reporting
- Collaborative/group work
- ePortfolio, self-reflection, learning log

2. Time Allocation

School Year	First	Second	Third	TY	Fifth	Sixth
Time (hours)	1-1.5	1.5-2	2-2.5	1-2	2-3	3+

3. Expectations Around Homework Completion

3.1 Teachers

- Homework is assigned in most lessons
- Homework is appropriate to the age, level and ability of the students
- Homework is varied in formats and captures a wide range of learning styles
- Homework may be differentiated to suit the needs of a student
- Homework is clearly written on the board/Teams/OneNote and students have time to write this into their diary
- The homework diary is the written record for both teachers and students: homework is written into the diary or a note is made to consult the relevant digital platform
- Homework is explained and students have an opportunity to seek clarity about it
- The expected completion date for the work is communicated
- Quality formative feedback is provided to students, and, teachers have recorded evidence of this
- Teachers endeavour to use the merit points where they feel students have earned accreditation for their efforts
- Teachers use the relevant demerit system to record instances of students not completing homework to a satisfactory level
- Homework is corrected/marked and formative feedback is provided where necessary (See 4.)
- The Special Education Needs (SEN) of students are taken into account when setting homework.
- Where teachers notice students that appear to be completing homework in mornings, break-time or lunch time to 'get it done' this is challenged and communicated to the subject teacher concerned.

3.2 Students

- All subjects, Monday to Friday, should be written into the homework diary at the start of each week.
- Homework should be recorded for every class in the student diary. If there is 'no homework' the lesson's topic should be written in as a record of learning/revision
- The 'Due Date' columns should be used to keep track of deadlines
- Students should carefully work through their list of homework, ticking off work when completed so that no homework is missed
- Students should try to do homework:
 - at a fixed time each day
 - as soon as is reasonably possible after school each day
 - in a suitable space where distractions can be managed

- on the day the work is given preferably while the lesson is fresh in your mind
- Students should make a genuine effort to complete work fully, writing full sentences where required, showing equations/workings, drawing graphs/labelling, and, presenting neat work
- Students should be careful not to attempt homework too late in the night when tired
- Students away on school-based activities (e.g. a match) ensure they get the homework from another student
- Students should not leave homework until the morning of the next day (etc.) just to 'get it done' – this is ineffective reinforcement of learning
- Students should be careful to balance homework with exercise, hobbies and breaks and to be mindful of their wellbeing

3.3 Parental Involvement

Parents play a key role in ensuring that students have appropriate time, space and resources to complete homework. Parents are encouraged to:

- Promote a positive attitude towards homework
- Set high expectations around completion of all homework comparable to a student's ability
- Check VSWare to monitor student recording of merits/demerits in relation to homework
- Support the school's Homework Policy and engage early with their son/daughter if issues relating to homework appear
- Support the provision of a suitable time and space to complete homework each day
- Check the homework diary on a regular basis and sign it weekly
- Support and help students with homework where possible
- Attend the annual Parent/Teacher Meeting and any other meetings that may be requested by the school
- Foster study skills in their son/daughter and attend information sessions provided by the school to support parents overseeing homework and study

4. Feedback

Correction and marking of homework is an important part of the learning process and can provide both teacher, student and parent with an assessment of student understanding. Formative feedback is recognised as being superior to marking work as correct or incorrect. This may take the form of:

- In-class teacher questions
- Students correcting homework from the board
- Homework collected, corrected and returned by the teacher
- Peer assessment in class
- Student self-assessment in class
- Presentation in class
- Project work
- Group work/collaboration
- Electronic/Digital feedback

Students may be asked to complete corrections e.g. check facts/structure, or, repeat an exercise if not completed to a standard comparable with that students ability.

5. Homework Support

5.1 After-school Study

After-school supervised study is available to students from second year to sixth year each Monday, Tuesday and Thursday from 1600-1715. After-school study affords students a quiet and familiar environment in which to complete homework and/or study.

5.2 Homework Club

Homework Club is available to all first year students from 1600-1700 each Monday, Tuesday and Thursday. First year students are encouraged to attend and to form positive habits around homework completion in a familiar and quiet environment.

5.3 School Completion Programme

School Completion na Siúire works closely with Coláiste Cois Siúire to provide additional assistance to students who require support around school work and academic progression. In conjunction with school management, an SCP project worker has provision to offer a range of supports to students on a one-to-one basis.

5.4 Learning Support

Coláiste Cois Siúire resource teaching hours, allocated based on the NCSE Continuum of Support framework model, to those students who require additional support around class and homework completion, self-management, time-management, literacy and numeracy promotion, and, study skills.

5.5 Special Educational Needs

The SEN department provides teachers with an overview of all recognised SEN students at each staff meeting during the academic year. Teachers should consider the SEN of students, if any, when setting homework. Teachers are also encouraged to liaise with any Learning Support or Resource teachers that students may have in order to maximize the benefit of such entitlements.

5.5 Other Supports


Coláiste Cois Siúire offers additional programmes that may serve to promote the completion of homework e.g. Maths Clinic running each Thursday at lunch time, free to attend by any student of the school to avail of additional assistance with maths.

5.6 Microsoft Office 365

Coláiste Cois Siúire uses Microsoft O365 – namely Teams and OneNote – to support student learning. Each class and subject has an MS Team which contains many additional resources. Each Team is also a communication platform for students to ask questions of the teacher and/or each other. Many teachers are also directly contactable via Teams messaging or email.

This policy has been formed in consultation with teachers, student and parents. It has been reviewed and ratified by the Board of Management as dated below.

Signed: 
(Chairperson of Board of Management)

Signed: 
(Principal)

Date: _____

Date: _____