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Louth and Meath Education
and Training Board



Scoil Uí Mhuirí *Homework Policy 2023*

Adopted: 30th November 2023

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Core Values

Be Respectful

Be Responsible

Be Cooperative



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Looking at our Schools



	DOMAINS	STANDARDS
TEACHING AND LEARNING	Learner outcomes	Students: enjoy their learning, are motivated to learn, and expect to achieve as learners have the necessary knowledge and skills to understand themselves and their relationships demonstrate the knowledge, skills and understanding required by the post-primary curriculum attain the stated learning outcomes for each subject, course and programme
	Learner experiences	Students: engage purposefully in meaningful learning activities grow as learners through respectful interactions and experiences that are challenging and supportive reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning experience opportunities to develop the skills and attitudes necessary for lifelong learning
	Teachers' individual practice	The teacher: has the requisite subject knowledge, pedagogical knowledge and classroom management skills selects and uses planning, preparation and assessment practices that progress students' learning selects and uses teaching approaches appropriate to the learning intention and the students' learning needs responds to individual learning needs and differentiates teaching and learning activities as necessary
	Teachers' collective / collaborative practice	Teachers: value and engage in professional development and professional collaboration work together to devise learning opportunities for students across and beyond the curriculum collectively develop and implement consistent and dependable formative and summative assessment practices contribute to building whole-staff capacity by sharing their expertise

LEADERSHIP AND MANAGEMENT	Leading learning and teaching	School leaders: promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment foster a commitment to inclusion, equality of opportunity and the holistic development of each student manage the planning and implementation of the school curriculum foster teacher professional development that enriches teachers' and students' learning
	Managing the organisation	School leaders: establish an orderly, secure and healthy learning environment, and maintain it through effective communication manage the school's human, physical and financial resources so as to create and maintain a learning organisation manage challenging and complex situations in a manner that demonstrates equality, fairness and justice develop and implement a system to promote professional responsibility and accountability
	Leading school development	School leaders: communicate the guiding vision for the school and lead its realisation lead the school's engagement in a continuous process of self-evaluation build and maintain relationships with parents, with other schools, and with the wider community manage, lead and mediate change to respond to the evolving needs of the school and to changes in education
	Developing leadership capacity	School leaders: critique their practice as leaders and develop their understanding of effective and sustainable leadership empower staff to take on and carry out leadership roles promote and facilitate the development of student voice, student participation, and student leadership build professional networks with other school leaders



Scoil Uí Mhuirí Positive Behaviour Matrix



<u>Expectation</u>	<u>Classroom</u>	<u>Corridors</u>	<u>Canteen</u>	<u>Toilets</u>	<u>Lockers</u>
<u>Be Respectful</u> 	<ul style="list-style-type: none"> ✓ Show kindness to others. ✓ Listen carefully while others speak. ✓ Use appropriate language. ✓ Follow teacher instructions. ✓ Be respectful of school property. 	<ul style="list-style-type: none"> ✓ Walk on the left. ✓ Be considerate of people's personal space. ✓ Use respectful language. ✓ Food and drink must only be consumed in the Canteen or outside. 	<ul style="list-style-type: none"> ✓ Queue up in an orderly manner. ✓ Say "please" and "thank you". 	<ul style="list-style-type: none"> ✓ Keep area clean and tidy. ✓ Flush toilet after use. ✓ Wash hands. 	<ul style="list-style-type: none"> ✓ Keep your locker tidy. ✓ Have respect for all student's lockers.
<u>Be Responsible</u> 	<ul style="list-style-type: none"> ✓ Have homework, books and materials for class. ✓ Be on time. ✓ Tidy up after yourself. ✓ Put maximum effort into your work. 	<ul style="list-style-type: none"> ✓ Store bags safely. ✓ Use bins provided. ✓ Go directly to class. ✓ Walk on the left and think of the safety of yourself and others. 	<ul style="list-style-type: none"> ✓ Use the seats and tables appropriately. ✓ Tidy up after yourself. ✓ Finish food and drinks before you leave. 	<ul style="list-style-type: none"> ✓ Only use toilets at break and lunchtime. ✓ Remember to move on quickly. ✓ Report any issues to staff. 	<ul style="list-style-type: none"> ✓ Secure your locker and take care of your key. ✓ Before you go to class, ensure you have all the necessary equipment. ✓ Report any damage to staff.
<u>Be Cooperative</u> 	<ul style="list-style-type: none"> ✓ Work with other students. ✓ Engage with the lesson. ✓ Positive participation in classroom activities. 	<ul style="list-style-type: none"> ✓ Line up in single file. ✓ Follow instructions from staff. ✓ Walk by other classrooms quietly. 	<ul style="list-style-type: none"> ✓ Keep our school/canteen clean, by always using the bins provided. ✓ Wait your turn. ✓ Be mindful of yours and other's safety (Keep hands, feet and objects to yourself). 	<ul style="list-style-type: none"> ✓ Use appropriate tone and volume. ✓ Be mindful of your safety and the safety of others. 	<ul style="list-style-type: none"> ✓ Use lockers before and after school, and at break and lunchtime. ✓ Collect your belongings and go directly to class.

Positive Behaviour Matrix - Core Values

Mission Statement

In Scoil Uí Mhuirí we are a learning community committed to the development of the whole person within a context which values each of its members.

Rationale

The Homework and Study policy is a guide for students, teachers and Parents/Guardians on how to improve classroom learning and fulfil students' true potential. It is intended to foster

self-discipline, independent learning and encourage students to take responsibility for their own learning.

Learning is a lifelong skill, and many strategies can be employed to improve learning. Homework reinforces and extends classroom learning. Assessment for Learning helps students to manage their learning. Study and revision embed that learning.

It is essential that students engage and participate in the learning process. To assist learning students, need to develop good classroom skills, learn to plan, manage and organise their work and time at home, develop strategies to improve learning and memory and refine study.

The purpose of homework

- ✚ It consolidates and reinforces skills and understanding developed at school.
- ✚ It encourages students to develop the skills, confidence, self-discipline and motivation needed to study effectively on their own.
- ✚ It extends school learning, for example through additional reading.
- ✚ It contributes toward building personal responsibility, accountability and self-discipline to complete assignments independently with deadlines and consequences.
- ✚ It offers an opportunity to develop links between Parents/Guardians, teachers and students.
- ✚ It provides Parents/Guardians with opportunities to monitor their child's learning and progress.
- ✚ Homework is crucial to improving student academic performance as it:
 - ✓ Encourages the development of regular study.
 - ✓ Stresses the importance of and builds confidence in the area of learning.
 - ✓ Encourages regular revision which necessary for good exam performance.

Appropriate tasks for homework

The range of tasks which are appropriate for students of various ages are many and varied. Some examples are as follows:

- ✚ Written assignments
- ✚ Learning assignments
- ✚ Essay writing
- ✚ Reading Investigations
- ✚ Interviews
- ✚ Simple experiments
- ✚ Research
- ✚ Drafting

- ✚ Report Writing
- ✚ Designing
- ✚ Revision Work Practice of some procedure
- ✚ Problem solving
- ✚ Preparing for debates, role-plays etc
- ✚ Preparing for class tests or exams
- ✚ Making a model Drawing
- ✚ Word processing Projects
- ✚ Watching a television documentary
- ✚ Listening comprehension

Tasks should have a clear objective, linked to study programmes. They should be both challenging and interesting. Teachers are encouraged to check that their overall homework programme is meaningful and balanced in the type and scale of tasks and manageable for students. This balance is not always possible and can vary considerably from day to day. However, it should be noted that homework time devoted to reading and learning is as important as written work. All students should spend time at home on their studies whether or not work has been assigned. If no homework has been set, then students have an obligation to go over material they have recently studied in class to make sure that they have fully understood it.

Recommendations for homework

- ✚ 1st years – 10 - 20 mins per class
- ✚ 2nd years – 10 - 20 mins per class
- ✚ 3rd years – 10 – 20 mins per class
- ✚ TY – 10 - 20 mins per class
- ✚ 5th years – 20 – 30 mins per class
- ✚ 6th years – 20 - 30 mins per class

Study skills

It is very important that students should have frequent and increasing opportunities to develop and consolidate their competence as independent learners. These can be achieved through study skills and target setting. Each individual class teacher provides tips on the specific requirements within their own specialist subject area. Meeting homework deadlines may not be always easy for students. They should not be excused homework but may need extra help with strategies to manage it.







Additional educational needs

In setting homework for students with additional educational needs, teachers are encouraged to balance the right of students to share fully in the work of the class, including homework tasks, with their individual learning needs. These needs may include consolidation and reinforcement of specific skills. For some students, the continuing involvement of

Parents/Guardians is very valuable. Subject teachers will collaborate where possible with Learning Support teacher to ensure class tasks are manageable, and individual skill practice can be incorporated without overloading the students. Exceptionally gifted students will be provided with the appropriate level of homework that challenges them and supports their development.

Feedback for pupils

Students look mainly to teachers for a response on the quality of their work and feedback on improvement. Teachers check homework on a regular basis. A variety of methods are used to correct homework:

-  Teacher correction.
-  Class correction.
-  Class discussion.
-  Students exchange work for correction.
-  Students write out answers in the form of a test.
-  Some items of homework (and class work) may be checked by students themselves under the direction of a teacher. This can be a useful part of the learning process for students and supports self-assessment skills development.

The school reports to Parents/Guardians on the progress of students. Reporting is a crucial part of the relationship between school and Parents/Guardians. Traditional school end of-term reports that take the form of a grade/mark and a comment for each subject can be reassuring and supportive for the Parents/Guardians of students. Parent/teacher meetings offer valuable opportunities for the school to move beyond the marks and to present a more comprehensive assessments of progress. As well as allowing a focus on progress achieved, such meetings provide an opportunity to discuss areas that need specific attention and to indicate what needs to be done to improve student performance.












Arrangements for monitoring and evaluating homework policy

The effectiveness of this homework policy needs to be monitored and evaluated. It is envisaged that each subject department monitors homework within the department at subject department meetings. Teachers need to evaluate the quality of homework and the contribution it is making to learning. The policy can be evaluated through the school policy review team. In addition to monitoring arrangements the homework policy needs to be reviewed regularly to assess its effectiveness. The key criterion should be the extent to which the policy is contributing to the progress students make at school and their attitude to learning.









Roles and Responsibilities

Set out are the roles and responsibilities of teachers, students and Parents/Guardians in relation to homework procedures:




Teachers will:






-  Set homework regularly.
-  Assign the homework during class time.
-  Write homework on the board.
-  Give students an estimated completion time.
-  Ensure all instructions concerning homework are clear to everybody and allow enough time to write homework into the journal.
-  Correct homework and provide feedback.
-  Keep record of set homework.
-  Differentiate homework when needed.
-  Set achievable standards of homework.
-  Refer to the homework code when setting homework.
-  Implement policy if homework is persistently incomplete.

Students will:

-  Record all homework in their journal correctly.
-  Ensure they understand the homework before leaving the classroom.
-  Understand that homework will vary in nature e.g. Reading, revising, researching, study & preparation for the next day.
-  Make sure their homework is their own work and not copied from another student.
-  Get a signed note from a parent/guardian if homework is not completed on time.
-  Present written homework in a neat and legible manner.
-  Have necessary books and equipment to complete homework.
-  Ensure they get and completes any homework missed due to school activities.

Parents/Guardians will:

-  Provide a suitable environment for their child to do homework in.
-  Encourage students to spend sufficient time on homework and revision each night.
-  Monitor homework.

-  Check and sign the journal weekly.
-  Help students to manage their time efficiently.
-  Attend parent teacher meetings.
-  Support the school with any consequences employed to deal with incomplete homework.
-  Provide teachers with a note of explanation for incomplete or failure to complete homework.

Teachers will differentiate homework as appropriate to suit the needs of any students in their class.

Non completion of Homework:

Teacher will record in the notes section of the homework journal that homework has not been completed, Parents/Guardians will be asked to sign the note.




An appropriate consequence for not completing homework will be assigned by the teacher.

Parents/Guardians may be required to assist in the implementation of a plan to support homework completion if deemed necessary.

If there is no improvement in homework the student is referred to as per Behaviour matrix.

Homework Rewards:

In Scoil Uí Mhuirí we have a system of rewards and encouragement in line with NEWB Guidelines as follows:

-  Stickers in Journal will be awarded by classroom teachers to any student who shows consistent improvements in homework.
-  A teacher may decide to reward a student with a postcard home when that student submits a piece of homework that is of a very high standard or when the student has demonstrated a substantial effort.
-  Teachers may have their own in class reward system for encouraging participation with homework.

Appendix 1

Study booklet - Best Practice Homework Guidelines for Teachers

Appendix 2

Study booklet - Homework Guidelines for Parents/Guardians of Junior Cycle Students

Appendix 3

Study booklet - Homework Guidelines for Students in Junior Cycle

Appendix 4

Study booklet - Homework and Study Guidelines for Senior Students

Appendix 5

Study booklet - Information Sheet for Parents/Guardians of Leaving Cert Students

BEST PRACTICE GUIDELINES FOR TEACHERS OF JUNIOR CYCLE HOMEWORK SKILLS

1. Recording Homework

- ✚ All Subjects must be recorded.
- ✚ Homework should be recorded.
- ✚ Assign a variety of homework types.
- ✚ Students must record all aspects of homework.
- ✚ Use the code to record (W) written, (O) oral work, (L) Learning, (R) revision and (P) practical.
- ✚ Give adequate time in class to assign and record homework. Check to ensure this is being done.
- ✚ Students should know the completion date.
- ✚ When using e-learning platforms homework may be posted on Teams.

2. Completing homework – advise to students.

- ✚ 1 1/2- 2hours per night X 5 nights.
- ✚ Do on day given where possible.
- ✚ 10-15 mins. per subject (all aspects)
- ✚ After 20 mins. approx. leave it, come back to it and ‘have another go’ when finished other homework. Record time spent in Homework Journal if still unable to complete homework. Parents/Guardians/guardians should sign Homework Journal at this stage.
- ✚ Teachers will ask to see evidence of effort made.

3. Ask for evidence of active learning of work.

- ✚ Check in Homework Journal that learning/homework was written down.
- ✚ Check students’ homework copy.

4. Revision

- ✚ Revision Targets/Plan for exam years.
- ✚ Set revision for assessments.
- ✚ Include as part of homework.
- ✚ Model quick test recall & brainstorming as part of learning.

5. Teach students to be responsible for tracking their academic progress

- ✚ Encourage & give time to fill in key test results in Homework Journal.
- ✚ Facilitate **realistic target setting** for your subject.
- ✚ Tutor / class teacher encourage students to talk about progress with Parents/Guardians.
- ✚ Ask Parents/Guardians to sign Homework Journal at the end of each week.

6 . Focus on how to learn

Refer to POKER method in Parents/Guardians Booklet

HOMework GUIDELINES FOR PARENTS/GUARDIANS

Homework journal

- ✚ This is the key to success- not a private diary.
- ✚ Parents/Guardians and teachers can look at it whenever they wish.
- ✚ Each class must be written in it.
- ✚ Journals should be checked and signed weekly by Parents/Guardians.

What is homework?

- ✚ It is the revision of the day's work.
- ✚ It is written work, oral work, practical work revision (relearning)
- ✚ Students should use the code for recording homework.
 - ✓ W = written, L= learning, O= oral, P= practical/do, R = revision T= test

Where?

- ✚ The same place and time every day, if possible. **Routine is very important.**
- ✚ A quiet room with required equipment/environment/resources.
- ✚ Check regularly to see what work is being done.

When and how long for homework?

- ✚ Ensure your student spends the recommended time at her homework.
- ✚ As soon as possible after school.
- ✚ It is important to develop a homework routine and to learn to manage their time well.
- ✚ It **should not** be done in the morning before school or at lunch time.

Time management

- ✚ Use a homework timetable.
- ✚ 15 – 20 minutes a subject is recommended. (Check guidelines in this policy).
- ✚ After 20 mins. approx. leave it, come back to it and 'have another go' when finished other homework. Record time spent in Homework Journal if still unable to complete homework. Parents/Guardians should sign Homework Journal at this stage.
- ✚ Take breaks (max 3 mins) and allocate EXTRA time at the end of the homework time for a particular subject if needed.

How to learn?

- ✚ Do homework on the night given.
- ✚ Offer advice if your child find a particular piece of homework difficult. Encourage doing their best, making an effort.

- ✚ Make sure to concentrate and pay attention when learning.
- ✚ Use active learning methods when memorising. Memory works best when you see it, hear it, do it.
- ✚ Use the '**POKER**' method.
- ✚ Pre-test (what do I know?)
- ✚ Overview -read-scan (what is this about?)
- ✚ Key words+ key diagrams
- ✚ Etch & Sketch -make notes/mind maps =be active!
- ✚ Retest-write /hear/ draw. Check/circle mistakes.

✓ **Remember –‘Look: Cover: Say/Write: Check:’**

- ✚ 'Reading over' is not learning to remember.

Coping with tests

- ✚ Help your child to learn to cope with anxiety.
- ✚ Help them set realistic targets per night for a test that may be coming up.
- ✚ **PLANNED rather than CRAMMED study.**

This means learning every night rather than trying to do it all just before a test.

- ✚ Ensure that they are doing regular learning.
- ✚ Use the weekend for revision.
- ✚ Encourage self -testing regularly & practice recalling information by saying & writing.
- ✚ Help them to learn from mistakes and make sure that corrections are done.

HOW PARENTS/GUARDIANS CAN HELP DURING SCHOOL TERM

As a Parent/Guardian you need to stay involved with homework. Try to negotiate and advise. It is important to make homework a priority.

This can be done in the following way:

- ✚ Encourage homework being done before going out to other activities in the evening where possible.
- ✚ Check homework journal regularly.
- ✚ Check & monitor homework environment at home.
- ✚ Check presentation of written work.
- ✚ Insist that the bag is packed the night before.
- ✚ Encourage doing their best.
- ✚ Encourage asking questions in class.
- ✚ Help & encourage self-testing of learning.
- ✚ Encourage the gradual moving towards independent responsibility & own homework space.
- ✚ Encourage the development of a homework routine at weekends.
- ✚ Encourage regular exercise, relaxation and participation in extra-curricular clubs/sports at lunch time in school.
- ✚ Encourage going to bed early on school nights and avoid using devices late at night.

Appendix 3

HOMEWORK GUIDELINES FOR STUDENTS IN JUNIOR CYCLE

In class

- + Always have student Journal for class.
- + Fill in every class in Student Journal.
- + Always take down all the Homework in each class. (Ask appropriate questions if unsure).

Recording homework:

- + All subjects must be recorded.
- + Code to record all aspects.
 - ✓ (W)written
 - ✓ (O) oral
 - ✓ (L) learning
 - ✓ (R) revision
 - ✓ (P) practical
- + **Do not write 'no homework' unless the teacher says so.**

AT HOME

- + **Set aside 1 ½ -2 hours X 5 nights**
- + Do homework on the night given if possible.
- + Do homework early.
- + **Ensure your Homework area is:**
 - ✓ available when you need it.
 - ✓ free from distractions and interruptions - phone, TV, games etc.
 - ✓ contains all your study materials.
 - ✓ contains a large enough workspace.
 - ✓ has a comfortable chair.
 - ✓ has enough light.
 - ✓ 15-20 mins. per subject (8 subjects)-all aspects.
 - ✓ After 20 mins. leave it & come back to it at the end.
 - ✓ If in difficulty record time spent.
- + Do not leave Homework until Sunday evening.
- + **Packing of bag** for next day is part of Homework.

HOMework & STUDY GUIDELINES FOR SENIOR CYCLE STUDENTS

IMPORTANT BASICS

- ✚ You as a Learner- exercise/food/ sleep/ relax.
- ✚ Place of Study -desk/no distractions/books/good light.
- ✚ When - begin early & finish early/revision **before** or after homework.
- ✚ No disturbances- no phones/pals/have equipment /books.
- ✚ 3 - 4 hours Homework and Study per night x 6 to include weekend. More at weekend for personal study if doing a lot of HL subjects.
- ✚ Homework includes W & L assigned for class. Revision may be for a test or your own study topics.
- ✚ Do difficult subjects early and then easy /enjoyable subjects towards end.
- ✚ Monitor time when doing homework / study. Max 30/40 mins. per subject then change-if not finished come back at the end.
- ✚ Breaks between subjects should only be 3-5 mins.
- ✚ Use Active Learning Strategies. – reading is not memorising.
- ✚ Extra revision-assign subjects to different days. WHAT SUBJECTS DO **YOU** NEED TIME FOR?
- ✚ Set a **realistic target** in each subject.
- ✚ Have a study folder for each subject.
- ✚ Make out a Revision Topic List for each subject –what needs to be revised.
- ✚ Make out a revision plan (do a little often)
 - ✓ TARGETS
 - ✓ TOPICS
 - ✓ TIME

SENIOR BOOKLET
INFORMATION SHEET FOR PARENTS/GUARDIANS OF LEAVING CERT
STUDENTS

“Plan your Success-Now!”

Senior Cycle is a time of hope and often some anxiety for both students and Parents/Guardians. It is vital that students plan their time wisely. As Parents/Guardians you play an important role in supporting your child. We ask you to be actively involved in assisting them to set goals and to manage and organise their time.

Throughout this time stay involved and please ‘check in’ regularly with them.

SCHOOL ATTENDANCE

Coming to school every day is essential. Students should not take unnecessary days or half days off school as course work covered by teachers each day is very difficult to catch up on when missed.

PART-TIME JOBS










If working a part time job, please ensure an appropriate work/school balance is found.

STUDY

All senior students attend a study skills seminar at the beginning of the school year. The focus is on note making, active learning styles and realistic revision planners.

Students need to include regular revision as well as homework each night.

Advice:

-  Have a quiet place to study.
-  Have a definite study routine each day. A minimum of 3.5 hours homework/study 6 nights per week.
-  Set reasonable Targets.
-  Have a Revision Plan - Set out times and topics to be revised, before/after homework.
-  Make sure all subjects are studied.
-  We suggest 30/40- minute study /work periods with 5-minute breaks in between.
-  Use active study methods.
-  Supervised study is available in school and is recommended that students avail of this.
-  Students need to pace their study throughout the year. They should break up the year into manageable blocks. The intensity of studying should change at various times to avoid burnout.

LIFESTYLE BALANCE

Proper diet, regular exercise, other activities and time to relax should be encouraged and are vital as they provide a balance to the hours of study in this highly stressful year.

STRESS MANAGEMENT

A certain amount of stress can help to bring out the best performance in senior cycle, but excessive stress can be damaging. Working outside of school, having too many extra-curricular activities, unrealistic expectations or not managing study can lead to overload.

Symptoms include; tension & irritability, disturbed sleep pattern, withdrawal, absenteeism, poor timekeeping, low morale and physical disorders such as ulcers, skin & dietary problems.

We would encourage students to:

- 1) Make school a priority for the next two years.
- 2) Organise a study plan in. September!
- 3) Maintain a balanced lifestyle----relax, eat and sleep well, take some exercise.
- 4) Plan some time off at the weekend.
- 5) Practise relaxation techniques like breathing exercises, meditation etc.
- 6) Recognise distress signals and get help early to cope.
- 7) **Talk to someone at home or at school.**

