



HOMEWORK POLICY

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Operating Context

The Patrician Academy Mallow is a Catholic school, and we encourage our students to examine contemporary culture and values in the light of Christian beliefs. We are a centre of education where all stakeholders i.e. management, teachers, pupils, and parents co-operate to help each student reach his full potential. We are committed to the development of the students' moral, social and cultural values. We encourage their creativity and seek to develop fully their academic, intellectual, and physical potential. We provide an education where what is excellent in traditional educational theory is strengthened by what is best in modern educational developments. We stress the importance of enhancing each student's sense of dignity and self-worth to enrich their quality of life. We encourage each pupil to be an influence for good in the society in which he lives.

Mission Statement

The Patrician Academy is committed to ongoing whole school development in collaboration and partnership with the Board of Management, Staff, Parents/Guardians, and the wider community. The Board of Management supports and fully subscribes to the underlying principles of the Education Act 1998, the Education Welfare Act 2000, the Equal Status Act 2000, and the core values of the Patrician Brothers. The Homework Policy reflects curricular changes mandated by the Dept. of Education of Skills and the National Council for Curriculum and Assessment (NCCA) including the Junior Cycle Profile of Achievement (JCPA) and Senior Cycle syllabi.

Patrician Brothers core values

Dedication to compassion and justice

To be set firmly against whatever may cause injustice

A resolve to carry forward educational initiatives

To tend to the marginalised

To promote wholeness, welcome and self-worth

To venture risk and failure that some good may take hold

Homework Policy Statement

The rationale for developing a Homework Policy is to inform the school community of the school's position regarding homework and to promote uniformity and consistency in the approach to homework. The Patrician Academy Mallow believes that homework plays a pivotal role in the provision of a meaningful educational experience.

The self-discipline required to complete a homework task should be fostered from the beginning of first year and continue throughout all stages of secondary education. Student Journals should contain a record of all work to be carried out at home and its correct use leads to vastly improved time management and organisational skills. These journals provide a link between parents/guardians and teachers and this correspondence via the journal is essential.

Homework encourages students to work independently and engage in self-assessment and reflection. Homework also benefits the teacher as he/she can readily access the progress of each individual student and recognise potential problems at an early stage. Homework set by subject teachers will be challenging and purposeful and enhance student motivation. It should be coordinated, regular, marked promptly and followed with relevant feedback.

A homework policy is necessary to ensure that there is a reference point for parents, teachers, and students. It provides transparency and accountability, clarifies procedures, and importantly also complies with the Education Act of 1998.

Aims of Homework

- To enhance the educational experience through the provision of a broad range of purposeful homework tasks.
- To foster self-discipline and self-motivation in the student, which will be beneficial throughout his school career and develops the key skill 'Managing Myself'.
- To engage in self-assessment and reflection as part of homework.
- To consolidate or extend work carried out in the classroom.
- To create a meaningful link between teachers, parents, and students, through journal correspondence.
- To develop an understanding of school journal entry, deadlines, and time management, therefore increasing organisational skills

Definition and Types of Homework

Definition of Homework:

Homework may take several formats; it is not restricted to written work. Homework is subject based work assigned by a teacher, for completion by a student, alone or with others, outside of class. It may include among others; oral, aural, written, reading, practical research, reflections, portfolio, performance, project work or revision. 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. Each Subject Department will develop guidelines on the homework/study skills appropriate for that subject.

Types of Homework

Type	Definition	Intended Outcome	Application	Assessment
Completion	Any work assigned during the school day not completed in class.	Helps students keep up to date with the classroom program.	The classroom program should be differentiated if a student has completed homework on a regular basis.	(Assessment for learning) Viewed by teacher, understanding checked as a priority. Self-management tracked, time required for completion.
Practice	Any work that reviews and reinforces skills and concepts taught in class.	Helps students practice newly acquired skills to develop fluency.	To be effective, practice homework requires students to already be able to independently perform the skills required.	(Assessment of Learning) Viewed by teacher, to check for understanding, self-management tracked. Individual feedback is given (can be verbal).
Preparation	Any work that prepares students for upcoming lessons or classes.	Encourages students to acquire background information or to bring their prior knowledge and experiences to upcoming units of study.	Short preliminary readings or topic specific vocabulary practice in preparation for new material, review of ideas from previous lessons needed for upcoming work.	(Assessment for Learning) Progress/completion tracked by teacher and feedback is provided if required.
Extension	Any work that explores and refines learning in new contexts or integrates and expands on classroom learning.	Encourages students to problem solve, think creatively and think critically.	To be effective, extension homework does not require a student to learn curriculum content independently. Instead, students deepen understanding and relate learning to the real world.	(Assessment for Learning) Work reviewed and corrected by teacher. It is tracked and feedback is provided.

How Homework Develops the Key Skills of JCPA

All types of homework set by subject teachers foster the development of the key skill 'Managing Myself' and depending on the nature of the assigned task develop a selection of the key skills of the JCPA. Key skills are activated in the classroom and further consolidated through homework.

Managing Myself: Homework tasks encourage students to work independently. This key skill helps students to understand themselves both as individuals and as learners so that they can develop personal goals and plans. It also helps them develop strategies to make considered decisions, to take action and to reflect on their progress.

Communicating: Homework helps students develop good communication skills using a variety of media. As well as developing literacy skills it also develops learners' confidence in communicating, expressing opinions, writing, making oral presentations and presenting.

Being Creative: Homework tasks enable students to develop their imagination and creativity as they explore different ways of doing things and of thinking. Students' learn to stay with challenges or tasks to completion and to learn from their assigned homework.

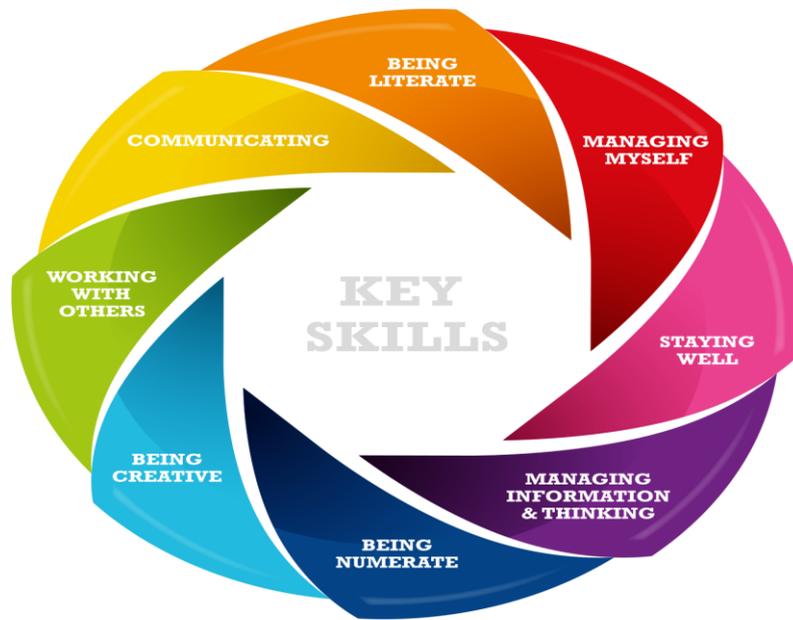
Working with Others: Homework may be completed alone or as part of a group e.g. pair or group project work, drama performance, using ICT for a group presentation.

Managing Information and Thinking: Homework tasks may involve gathering, recording, organising and evaluating information and data. Homework also promotes student self-reflection and fosters critical thinking.

Staying Well: Homework tasks in some subject areas may develop some of the 6 Indicators of Wellbeing and our Wellbeing programme aims to foster happy, confident, responsible, and resilient students who feel connected to Patrician Academy Mallow.

Being Literate: Homework develops literacy by encouraging students to write/read/speak for a variety of purposes, to express ideas clearly and accurately, and to explore and create a variety of texts, including multi-modal texts. Homework assigned which promotes literacy helps students to develop their understanding and enjoyment of words and language.

Being Numerate: Homework tasks may involve students expressing ideas mathematically Estimating, predicting, and calculating. Students develop a positive disposition towards investigating, reasoning and problem solving. Homework linked to numeracy may require students to see patterns, trends or to gather, interpret and represent data.



Roles and Expectations

Teachers, students, and parents/guardians play a significant role in implementing the Homework Policy.

Teachers may expect that:

- Students will record all homework in the school journal
- Students will meet agreed deadlines
- Students will make an honest effort to complete homework fully
- All work will be well presented
- Parents will supervise homework as appropriate
- Parents will furnish a signed and dated explanatory note in the event that homework is incomplete or not done
- Students missing class time due to extra-curricular activities will obtain and complete assigned homework

- Students will make every effort to catch up on work when absent for a period of time due to illness or other reasons
- Students will regularly monitor and check their online learning hub, Google Classroom, and ensure that deadlines are met for all work posted. Work done online will be posted promptly back to the issuing teacher before the assigned deadline.

Students may expect that:

- Each subject teacher will set homework regularly. The nature of the work will vary between year groups, different classes, and topics of study.
- Homework in each subject area will take up a reasonable amount of time
- Adequate allowance is made for time-consuming homework, such as essays etc.
- Homework will be challenging and purposeful.
- Adequate time will be given in class for the recording of homework
- Homework will be corrected in a timely manner and students will be provided with feedback in a way that facilitates ongoing improvement and learning, and acknowledges achievements made. Feedback may be verbal or written.
- That the correct sanctions as outlined in the policy will be applied upon non-completion of assigned homework.
- That completion of homework will be positively reinforced by individual classroom teachers.

Parents may expect:

- To be given the opportunity to discuss homework problems with relevant teachers, at a time mutually convenient to the teacher and parent.
- That teachers would be conscious of learning difficulties when assigning homework.
- When deemed necessary an alert letter will be sent home to inform parents of difficulties regarding homework.
- Parents should monitor their son's completion of homework.

Monitoring Procedures

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. Subject Departments will review implementation once per term. Principal and Deputy Principal will meet with Subject Departments, Year Heads, Class Tutors and Pastoral Care personnel once per term. The Principal will report to the Board of Management once per term.

Non-Completion of Homework

A student that has a valid reason for non-completion of homework must have an explanatory note from a parent/guardian dated and signed in his journal. The student must show the note to all relevant teachers. Sanctions for non-presentation of homework will be at the discretion of the individual class teacher and in accordance with The Patrician Academy Code of Behavior Policy.

Students have a responsibility to get and do homework they have missed due to absence from school (i.e. illness, school activities).

If students have difficulty in getting and completing homework satisfactorily due to involvement in school activities, they may be withdrawn from such activities for a period of time.

Subject teachers are responsible for the implementation and monitoring of the homework policy in their own class. They may contact parents directly by phone or by letter and may impose appropriate sanctions for failure to do homework.

Sanctions may include:

- Note in School Journal - teachers note that homework is not done or is not done satisfactorily. Three notes will result in referral to the Year Head and a comment on VS Ware. Students may be given extra homework.

Where a student refuses to do homework or complete homework in a satisfactory manner the following procedure will be implemented:

- A student who fails to do homework or complete homework satisfactorily on a continuous basis will receive a note in his School Journal from his Subject Teacher.

- On receipt of a third note, the student will be referred to the Year Head by the Subject Teacher, and a comment will be posted on VS Ware.
- The Year Head will place the student on a Homework Monitoring Report for one week.
- Parents / Guardians will be informed in writing that the student's homework and progress is unsatisfactory, and they will be invited to contact the school to arrange a meeting with the Year Head and Deputy Principal to discuss the issue if they so wish.
- Following a second referral to the Year Head, (upon receipt of six more notes in his School Journal or two more notes in VS Ware), the student's parents / guardians will be invited to the school to discuss the student's progress with the Year Head and Deputy Principal prior to putting the student on report.
- Following this meeting the student will be placed on a Homework Monitoring Report for one week.
- At the end of the week the Deputy Principal, in liaison with the Year Head, will review the Homework Report with the student. The student will be placed on another Homework Monitoring Report if deemed necessary.
- Where a student continually fails to do homework or continues to do homework unsatisfactorily, he may be placed on a homework Monitoring Report for a further agreed period of time.
- Students will be provided with relevant assistance and guidance to ensure that they comply with the homework policy.
- When this procedure is exhausted and the student continues to refuse to do homework or complete homework satisfactorily on a continuous basis the matter will be deemed to be a behavioural / discipline issue.

Links with other School Policies

The Code of Behaviour Policy: The Patrician Academy Code of Behaviour Policy stipulates the importance of good relationships, sound self-discipline, positive patterns of behaviour and necessary habits of study. The Patrician Academy Code of Behaviour Policy states that all students are required to have a pupil's journal and that this journal is a means of informing parents of homework assigned by teachers. Homework may also be posted by teachers on google classroom. In this instance parent's /guardians may be invited by individual classroom teachers to Google classroom groups to review and monitor any work set. Sanction for non-completion of homework can include a verbal warning by the teacher, a note in the student's school pupil journal and a comment on VS Ware should it be merited. The embedding of positive patterns of behaviour and necessary habits of study are further supported by the Patrician Academy Homework Policy.

Wellbeing and Pastoral Care Policies: Our Wellbeing Policy aims to foster happy, confident, responsible, and resilient students who feel connected to The Patrician Academy. The Wellbeing programme includes guidance on the effective use of lockers, study skills and organisation. Student responsibility for learning is also aligned to the homework policy. Student wellbeing is present when students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of purpose and belonging to a wider community. There is overwhelming evidence that students learn more effectively, including their academic subjects, if they are happy in their work and believe in themselves. The Pastoral Care Policy supports students' wellbeing and provides clear support structures to nurture the holistic development of each student in the Patrician Academy.

The Assessment Policy: Homework supports the *Assessment for Learning* (AfL) strategies contained in the Patrician Academy Assessment Policy. AfL is on-going and formative, providing students with rich learning experiences. Learning intentions and success criteria are shared with students. Students engage in self-assessment and reflection as part of homework e.g. the TY Portfolios. Teachers provide formative feedback on homework in a way that facilitates ongoing improvement and learning, and acknowledges achievements made. Feedback on homework may be verbal or take the form of written comments and/or grades.

Homework Guidelines for Parents

Homework is an integral part of school life and must be included in a daily routine. As parents/guardians, you play an important role in creating an environment where your son can complete all homework tasks effectively.

Routine

Establishing a homework routine will help encourage your son to view homework as a daily and necessary exercise.

Atmosphere

It is of paramount importance that the correct atmosphere is created for undertaking homework. A quiet place without distractions should be used. Television, use of social media tablets, computer games and such activities should only be permitted when homework has been completed. Ensure others in the household respect the efforts of your child in doing his homework. Provide a well-ventilated room, with good lighting, a desk/table without clutter, and a comfortable chair. Parents may also choose the option of sending their son to supervised evening study in school.

Diet

A good diet, including plenty of water, is essential to maintain and sustain your son's hydration and concentration.

Communicating and Listening

Homework for students of all ages is particularly important. Look at your son's homework and display an interest in their activities. If your son is showing signs of stress, or is struggling with his homework, enquire how you may help him. Ensure the school journal is checked regularly.

Homework Guidelines for Students

- Homework should be completed in a quiet room and free of distractions.
- Students should establish a homework routine.
- Students must record all homework in their School Journal.
- Students must complete all homework to the best of their ability.
- It is the responsibility of students involved in extra-curricular activities to find out and complete homework assigned in their absence.
- Students should seek clarification from the teacher on any aspect of their homework of which they are unsure.
- Students must make sure their homework is completed and available for correction at the allocated time.
- Students must be on time for class and should develop good organisational skills, including accessing lockers at the designated times (before school starts, at break and at lunch) to ensure they have the required books and materials for class.
- Students should have their books, copies/subject materials out at the start of class ready to commence work.
- Students are expected to complete all homework on time and ensure that it is well presented.

School Supports

Supervised Study

Supervised Study is available to all students and takes place Monday and Tuesday from 3.45pm to 6pm. The Supervised Study programme begins in September and continues for the duration of the school year. Students register for supervised study in September for the first term which runs until May. All relevant information about supervised study is communicated to interested students in September and January of each academic year.