



Homework Policy

1. Rationale

Our priority in Limerick ETSS is to ensure a safe, positive, supportive and optimal educational environment for all. Consequently, high expectations will be communicated to and required from all members of the school community.

The Homework Policy works in conjunction with the Limerick ETSS Code of Positive Behaviour. The philosophical foundations of our Code of Positive Behaviour are care, respect, positivity and personal responsibility (Restorative Practice). 'Guidelines for Behaviour in the School' (Education Welfare Act, Section 23), states that the Code of Positive Behaviour shall specify "the standards of behaviour that shall be observed by each student attending the school." Towards this end, our aims are in introducing this Code of Positive Behaviour:

1. To ensure an educational environment that is guided by our Educate Together ethos.
2. To allow the school to function in an orderly way where all students can make progress in all aspects of their development.
3. To create an atmosphere of respect, acceptance, open-mindedness and consideration for others.
4. To promote positive behaviour and self-discipline, recognizing the differences between students and the need to accommodate and accept these differences.
5. To ensure the safety and wellbeing of all members of the school community.
6. To assist parents and students in understanding the school's Code of Positive Behaviour and to ensure their co-operation with its implementation.
7. To ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner throughout the school.
8. To resolve issues arising in a fair and transparent manner.

In Limerick ETSS, students are expected to complete homework when it is assigned. Homework is an integral part of the learning process and learning continues through the completion of homework. Homework plays an important part in helping students to develop to their full potential.

Teachers in Limerick ETSS ensure that homework assigned is meaningful and relevant, differentiated and manageable, as part of enhancing teaching and learning in the classroom as follows:

- It helps students progress through learning outside the classroom
- It allows students to develop the practice of independent learning. This way of working develops lifelong learning skills
- Homework can provide the conditions needed for creative and thoughtful work of all kinds.
- It reinforces valuable practice of skills learned in the classroom and helps the absorption of classroom learning.

- It allows students to use material and other sources of information that are not always available in the classroom.
- It involves parents/carers and others in students work for their mutual benefit.
- It encourages opportunities for long-term research.
- It forms an important part of students' notes.
- It give students valuable experience of working to deadlines.
- It forms a link with the study techniques crucial to success at secondary school.
- It enables teachers to assess students work.
- It can help with preparatory work for the next class.
- Learning is strongly reinforced if students revise at home what was learnt during the class.

2. The Nature of Homework

- Homework is set by subject teachers during class time. The nature of homework will vary between year groups and classes.
- Homework may be assigned to a class or group within a class or individual student according to student needs. It may be short time (due for the next class) or long term (due for the following week).
- Homework forms an integral part of formative assessment (ongoing assessment of learning).
- Students must be prepared to spend time studying and revising as well as completing their homework.
- Homework may include the following:
 - Reading/writing/spelling/learning/summarising/observing/recording/revising.
 - Using iPads to access to research online.
 - Using iPads or copies to prepare project work. Project work could involve an individual or a group.
 - Using iPads or other material to make a model to exemplify an item of work.
 - Watch a video/video clip/TV programme/news item etc. related to a study topic.
 - Completing an exercise to practice, reinforce or apply aspects of the class work, i.e. writing up practice work or notes/updating portfolio in Google Drive.

3. How the school helps students organise their Homework

- Students are giving a school journal at the beginning of the year. They record homework on the page assigned to each school day and record for when the homework is due.
- Homework Whiteboards are in each base classroom and homework is displayed throughout the school day. Students may take a picture of the homework board at the end of the day.
- N.B. Teachers need to record all homework, verbal, study , written homework etc in their subjects Google classroom and show the entry to the students in class. (Please see appendix A for instructions)
- Students should plan their homework so that it doesn't accumulate and have to be completed in one evening.
- Teachers give students clear instructions for homework and students have time to record these in their school journals during class.
- Teachers mark homework regularly and in a way that is helpful to students and appropriate to the subject.
- Year heads monitor school journals to ensure homework is being recorded.
- When students do not complete or finish homework or forget to bring it to class, teachers may make a record of this in the school journal. Students should ask parents and the year head to sign the note. They are expected to present this to the teacher at the next available opportunity.
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4. Suggestions for students organising homework

Students record all homework carefully in the school journal and use Google Classroom homework folder.

Students include the details of when it is due and record a tick when completed.

Students and teachers use the Homework Whiteboards which will display homework for the entire day, located in each of the base classrooms.

Ask teachers questions when necessary to clarify what is expected.

Ensure all the necessary material is brought to school and home again; iPad, copies, school journal, folders etc.

Find a quiet place to complete homework and establish a homework routine.

Design a personal homework timetable allowing for short breaks as well as time to study and revise.

Avoid distractions; mobile phones, television, social media etc.

Avoid doing homework late at night and complete it early in the evening.

Try to complete homework on the night it is set even if it may not be due immediately.

Plan the completion of long-term projects; identify goals and establish requirements.

Takes notes and highlight areas of importance. These will be useful for revision.

Save research, articles, videos or websites on the Drive.

Study examples given in class.

Check all work in order to self-correct minor grammar, spelling or factual errors.

Keep written work neat, tidy and clearly legible.

Save documents on the iPad in Google Drive.

On completion of homework, check school bags and organise material for the next day.

5. How Parents/Carers can help with homework

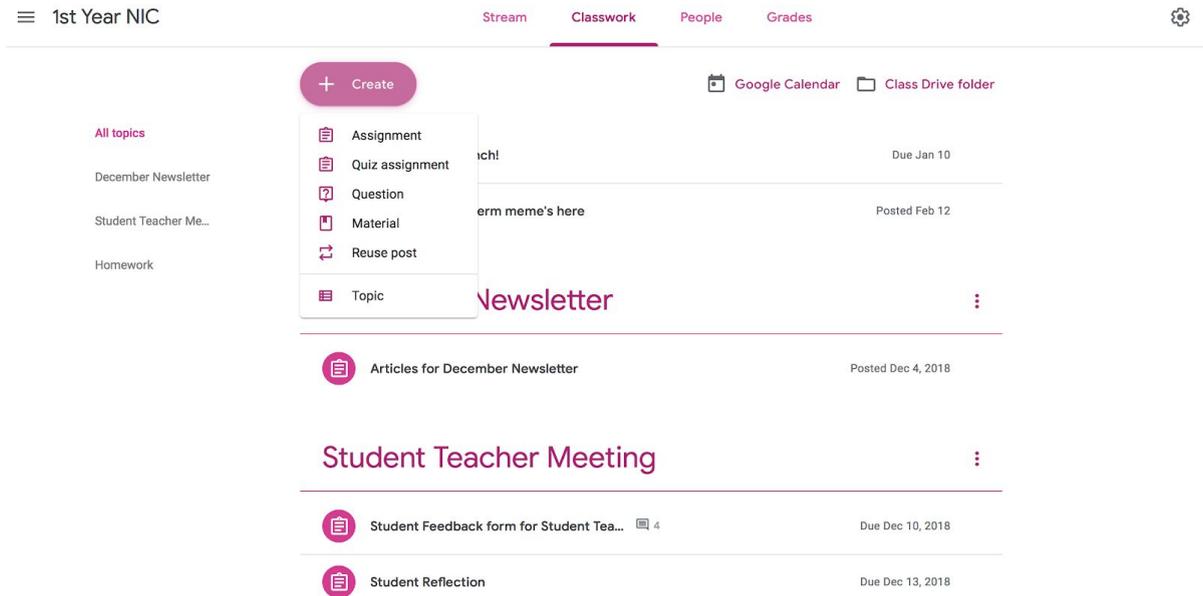
- Encourage young people to have a positive attitude towards homework.
- Help young people to organise their time, establish a homework plan and use their school journals as an aid.
- Make sure there is a space suitable for completing homework.
- Take a positive and active interest in young people's work rather than just insisting it is completed.
- Encourage young people to do their best and attempt all homework. Valuable learning comes from attempting as well completing work.
- Contact the subject teacher by writing a note in the school journal if you have a concern about homework in a particular subject.
- Monitor school journal to ensure homework is being recorded.
- Sign journal weekly in the space provided.

6. Failure to hand in homework

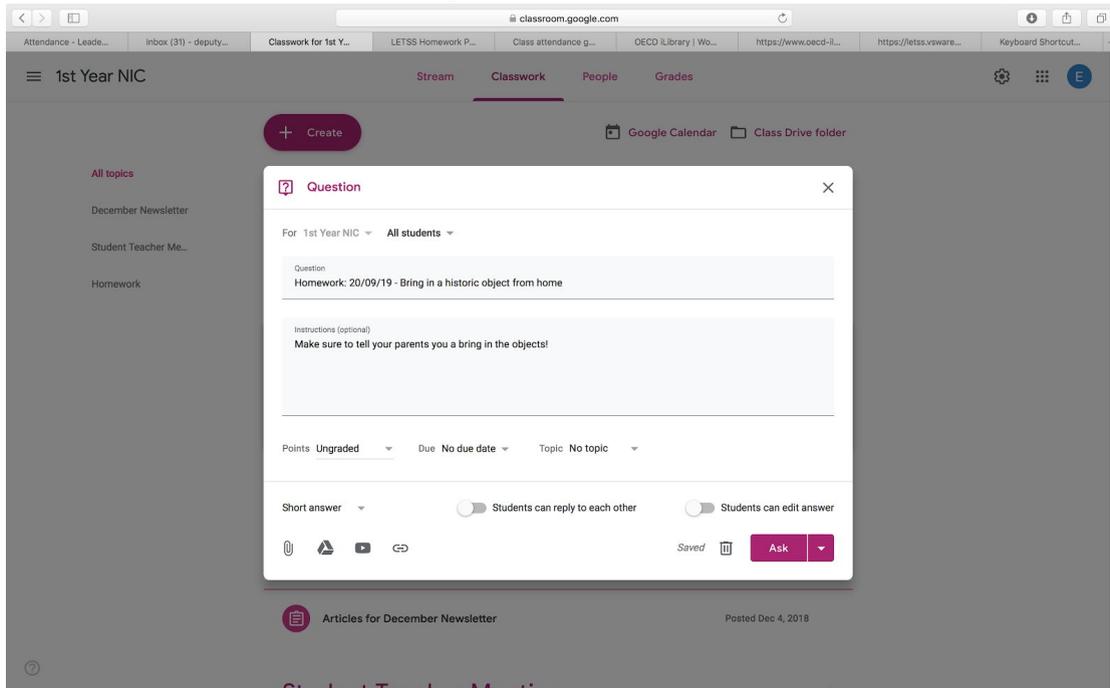
- Teachers expect completed homework to be submitted on time. If homework is not submitted, the **Ladder of Referral** (Appendix 1) is followed.
- **Subject teachers record with a note in the school journal. This should be read, signed by parents and year head and presented to the subject teacher at the next opportunity.**
- The Ladder of Referral is followed to reinforce a positive approach and attitude to homework and to reduce incidents of persistent failure to complete homework.
- Community Tasks and/or Subject Support Sessions will be assigned to students weekly during lunchtime **every Tuesday and Thursday from 1pm-1.40pm.** Students assigned Community Task and/or Subject Support Session are expected to present themselves with their lunch and complete any tasks/subject support work as instructed by the teacher supervising.

Appendix 1 Google Classroom Homework Folder

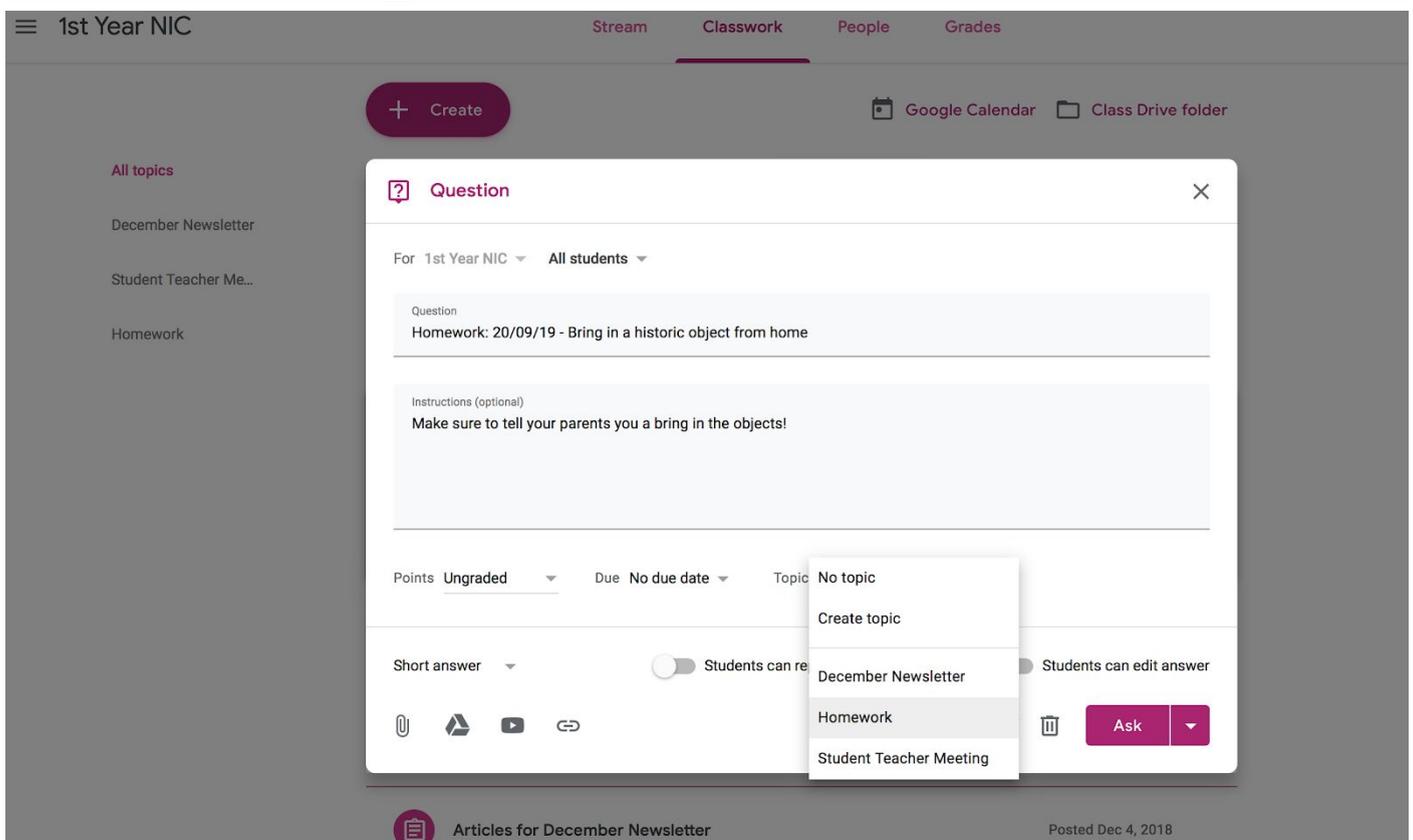
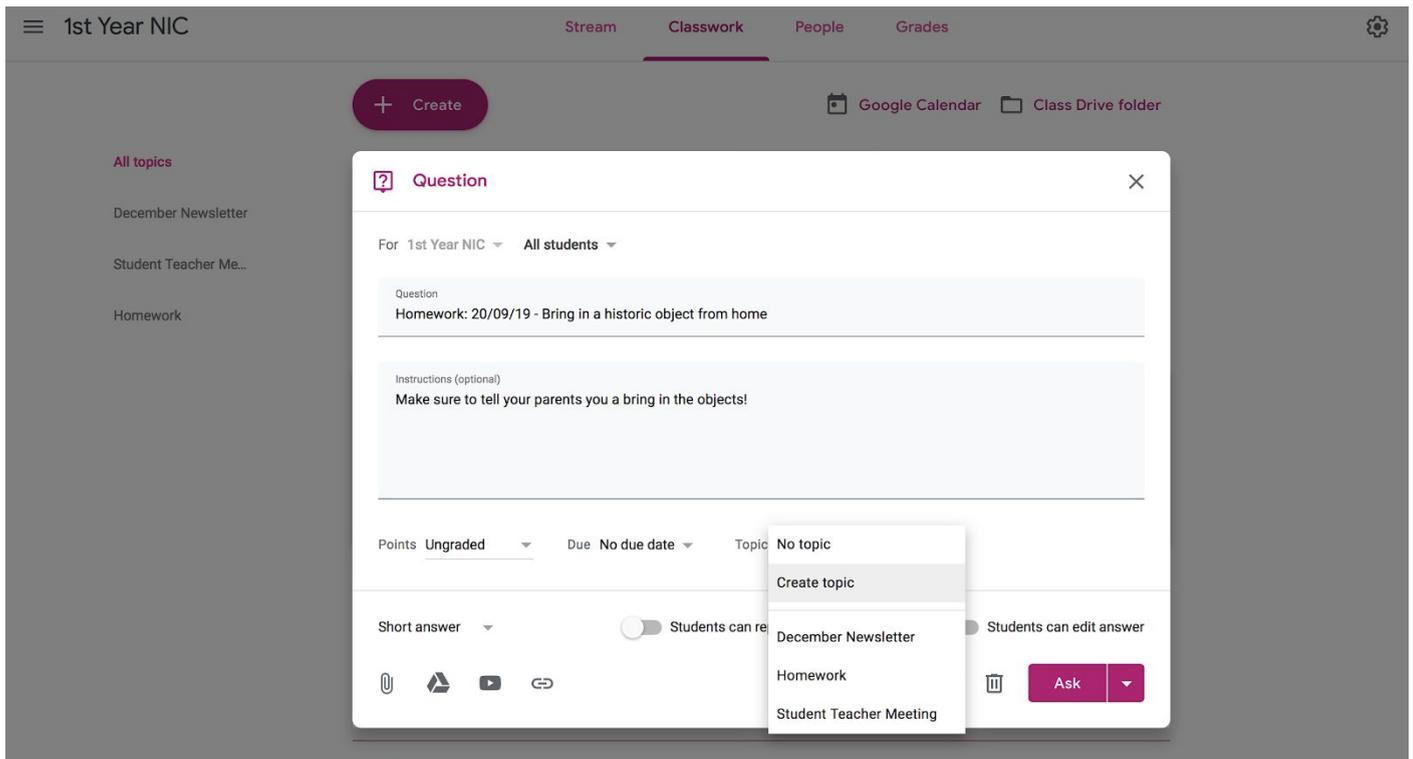
1. Go to Google Classroom - **Classwork**
2. Click on create and create new **'Topic'** called **'Homework'**.



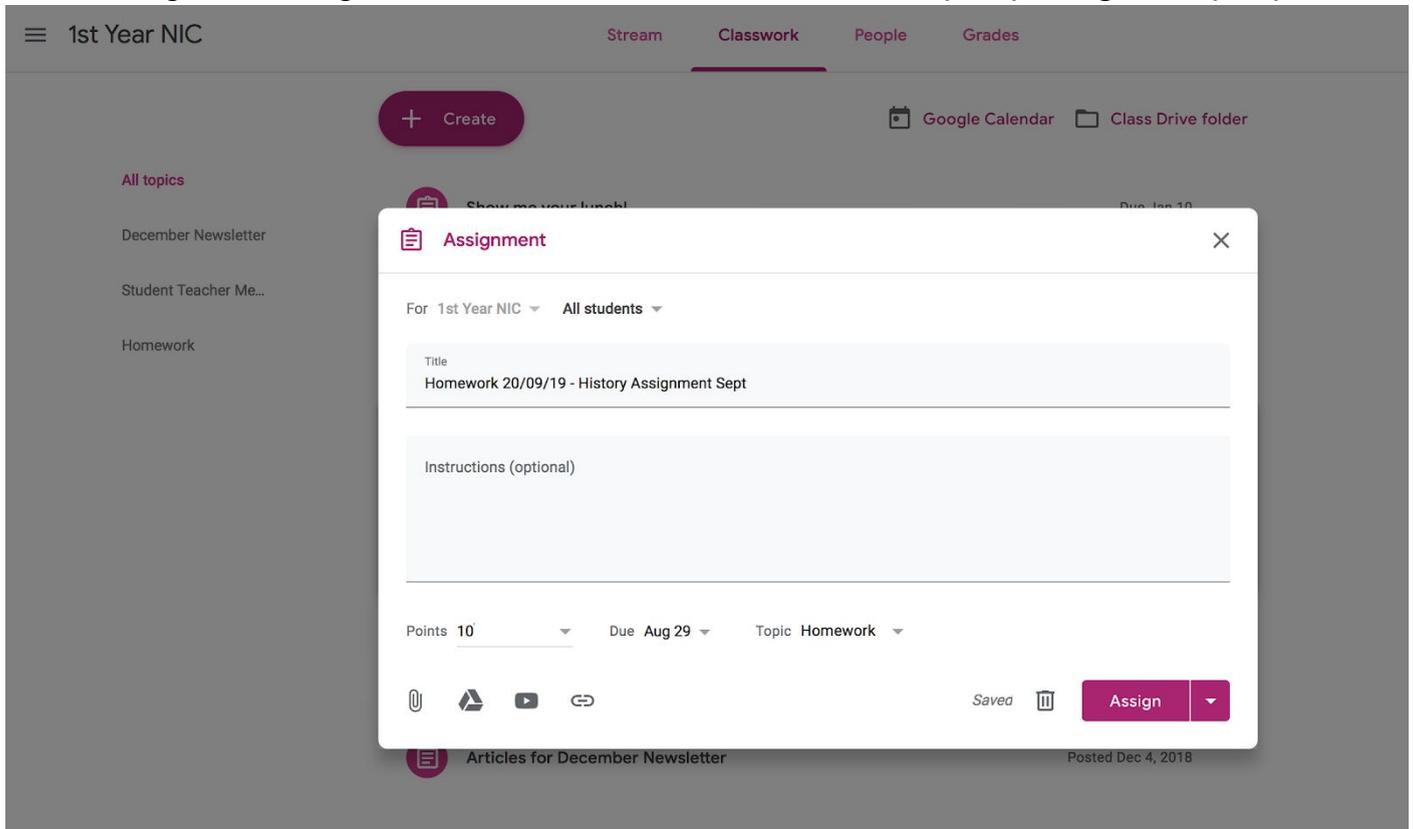
3. For all homework, oral learning , aural, written etc create an entry in your subject's Google Classroom.
4. Go to 'Create' click on 'Question' . Always give the title **'Homework'** and the **'date'** . (Example below)



5. After you created you homework entry , select **'Topic'** on the entry and click on **'Homework'** topic. This is like a folder and your entry will appear in the topic **'Homework'** folder. Students and parents can then view your dated homework for every lesson , whether recorded in journal or not.



6. if you want the homework as an assignment that is sent and dated in students calendar, go to 'Create' click on 'Assignment' and give a title similar to below with: **"Homework (date) - Assignment (title)"**



7. Finally for all entries you can attach a document , a weblink, give points (marks) or ungraded. You can also give detailed instructions . You can select all students in the class, or one or more. You can

APPENDIX 2

Ladder of Referral

