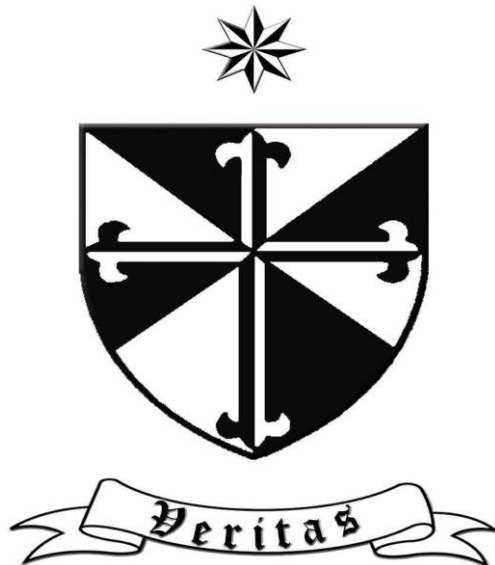


Dominican College



Homework Policy

September 2017

This policy will be reviewed three years after it has been ratified by the Board of Governors of the College.

Other Related Policies

- Assessment & Reporting Policy
- Literacy Policy
- Target Setting Policy
- E-Safety Policy





Dominican College

HOME
WORK

Homework Policy

Introduction

"Dedicated to Truth and Respect, Committed to realising the potential of all".

The development of each individual is the central aim of education in Dominican College.

The engagement in a home learning strategy is to ensure that every learner fulfils her potential at each stage of her development.

Homework is seen as one of the principal ways in which pupil achievement can be raised.

Definition of Homework

Homework is any work or activity which pupils are asked to do outside of lesson time either on their own or with parents or guardians.

Homework also supports the development of independent learning skills and provides parent/guardians with an opportunity to take part in their daughter's education.

1. Rationale

This policy has been produced following consultation with Staff, Pupils and Parents. The aim is to provide a coherent framework from which all departments can develop a consistent and effective approach for all pupils in Dominican College.

For homework to be effective it has to be stimulating and challenging whilst being supported through high quality teaching and learning.

At Dominican College we believe that homework is important in

- Reinforcing positive attitudes to work.
- Encouraging self-organisation and self-discipline.
- Reinforcing, broadening and extending the school curriculum.
- Developing a home/school partnership.
- Reinforcing learning that has taken place during the lesson.
- Stimulating interest outside of school.
- Improving academic performance and raising personal standards.
- Preparing pupils for life opportunities and experiences.

2. Aims of the Homework Policy

There are many reasons for setting homework, the most important ones being:

- To support and extend personal learning.
- To encourage and support organisational and study skills.
- To encourage pupil engagement in the subject matter.
- To reinforce class work and consolidate learning
- To assess level of learning and understanding.
- To develop in pupils a sense of responsibility for and commitment to their own learning.
- To provide an opportunity to develop essential GCSE/AS/A2 skills and techniques.
- To offer access to resources which are available outside school.
- To provide an opportunity for parental support and engagement.
- To provide parents with an insight into the educational development of their child.
- To provide the teacher with an opportunity to evaluate effective teaching.

3. Principles underlying homework policy and practice

- Homework should be carefully planned and an integral part of ongoing classwork.
- Homework should be differentiated to meet the needs of individual pupils.
- Pupils should be adequately prepared for the completion of the task.
- Homework should be issued to all year groups, in all subjects and to all pupils.
- Homework should be issued in appropriate amounts.
- Completion dates for homework should be both clear and reasonable.

4. Types of Homework

Homework tasks should be set to reflect ongoing class work across the curriculum. The list below is not exhaustive.

Homework can take the form of:

- A specific self-contained project, exercise or task based on previous classwork.
- Further examples of tasks undertaken in class and is designed to reinforce what has been learned.
- Completing work commenced in class.
- Reviewing and if appropriate memorising what has been learned in class.
- Follow-up work to assessment
- Individual planning of a programme of homework or study. This is seen as a key study skill central to the successful organisation and completion of homework programmes.
- Researching outside of classroom using a variety of sources including the use of technology.

5. The Role of Staff.

The Senior Leadership Team will provide support for the development of homework programmes in terms of time and resources. The SLT will also take responsibility for informing parents of the whole school policy through the use of the school website.

The Pastoral Team will provide support by discussing the importance of homework with individual pupils, classes and parents through the Tutor programme and Parental/Guardian contact.

SENCO will support the school's Homework Policy and will assist departments through:

- Collaborating with subject departments on any aspect of homework provision.
- Collaborating with departments on differentiated homework provision.
- Collaborate with subject departments and individual teachers on the development of differentiated homework materials.
- Provide advice and support for parents and pupils on request.

Departments will provide a Departmental Homework Policy based on whole school principles and practice. Departments will also plan, prepare and implement realistic and manageable programmes of homework.

The Head of Department will ensure that the whole school policy is embedded firmly in departmental provision and that this is regularly monitored and reviewed.

Subject Teachers will issue, monitor and assess regularly homework undertaken by pupils. It is important that a realistic timescale for completion of homework is set and that pupils are made aware of how homework is to be assessed. All teachers should check on the use of the homework planner and that homework is written down. While class teachers will praise pupils for the consistent return of homework, they will also follow the whole school policy on the non-submission of homework. Positive reinforcement will also be provided and achievement celebrated.

6. The Role of the Parents/Guardians

Parents/Guardians should appreciate that homework is an important activity and that they have a key role to play in ensuring that homework will be completed.

Parents are encouraged to give practical support for homework by:

- Establishing a routine whereby homework is given an important recognition.
- Discussing homework with the young person regularly.
- Checking and signing the homework planner/homework when required.
- Providing an appropriate place where home study can be undertaken.

7. The role of pupils

Pupils will:

- Recognise the value of homework and be made aware of its capacity to improve learning.
- Be encouraged to use Homework Planner to ensure workload is as evenly spread as possible.
- Meet the expectation of staff that homework will be completed and returned to the teacher on time.
- Make use of the support available to them.
- Be made aware of the consequences of non-completion and or non-submission of homework.

8. Reporting to Parents

Reports at every stage will comment on homework. Tutors and subject teachers will provide clear and concise information as provided by subject teacher. Year

Heads and subject teachers should maintain accurate records of completion and non-completion of homework so that parents will receive accurate information on the progress of their daughter.

9. Monitoring and Evaluation

Homework will remain an important feature of whole school and departmental development plans. The Senior Leadership Team will be responsible for monitoring the implementation of the policy across the school and for identifying and disseminating good practice. Evaluating the policy will involve consultation with staff, pupils and parents. All members of staff will be involved in monitoring and evaluating the effectiveness of the Whole School Homework Policy.

10. Homework Provision for the More Able Learner/Gifted and Talented.

The needs of the Gifted and Talented pupil will be more effectively met when that pupil is:

- Encouraged to undertake personal research
- Given opportunities to follow personal interest pathways
- Given access to resources in school and the wider community.
- Given opportunities to work alongside similar ability pupils.
- Given an element of control over nature of homework activity
- Give opportunities to present findings to peers.
- Allocated extra time to enable in-depth study
- Supported through teacher direction/guidance through next steps
- Rewarded/praised for independent study.

11. Good Practice: Homework Checklist

Routine

- ✓ Homework is issued at a specific time in the lesson.
- ✓ Homework is recorded in the pupil planner
- ✓ Teacher keeps a record of homework given
- ✓ Homework is commented upon using positive correction methodology
- ✓ Homework is given a mark/grade in line with departmental assessment policy.
- ✓ Submission and non-completion of homework is recorded by the class teacher.
- ✓ Pupils are rewarded/praised for consistent high standard of homework.

- ✓ Pupils are rewarded/praised for consistent submission of homework.
- ✓ Pupils are rewarded/praised for consistent high level of effort shown in homework.

Methodology

- ✓ Homework is a planned element of classroom teaching.
- ✓ Homework takes into account the different learning styles of individual pupils.
- ✓ Homework takes into account the ability range of pupils.
- ✓ Homework takes into account the variation in resources available to pupils.
- ✓ Homework tasks are varied.
- ✓ Homework tasks are challenging and allow for differentiation.
- ✓ Homework tasks are interesting.

Homework activities for the Gifted/Talented pupil

- ✓ Homework tasks are open-ended and promote imagination and creativity
- ✓ Homework tasks are research based and promote enquiry skills
- ✓ Homework tasks involve investigative skills
- ✓ Homework tasks are long term project based
- ✓ Homework tasks promote self-reflection
- ✓ Homework tasks involve collaboration with peers, parents and wider community.
- ✓ Homework tasks are monitored closely by the class teacher.

Time Allocation

The following recommended times are based on the findings of the 2016-2017 Working Party which carried out an audit of the opinions of pupils, parents and academic departments.

| Year | Recommended time per week |
|-------|---------------------------|
| 8 | 10 Hours |
| 9 | 11 Hours |
| 10 | 12 Hours |
| 11-12 | A minimum of 12 hours |
| 13-14 | A minimum of 15 hours |

At Key Stage 3, the recommended time allocation reflects the number of periods available to the different subjects.

Year 8-Total 10 hours

| Subject | No of periods per week | No of Homework per week | Recommended weekly time for homework |
|----------------|------------------------|-------------------------|--------------------------------------|
| English | 5 | 3 | 1 hr |
| Mathematics | 6 | 3/4 | 1 hr |
| Science | 4 | 2 | 40 mins |
| Religion | 4 | 3 | 1 hr |
| French | 4 | 3 | 1 hr |
| Irish | 4 | 3 | 1 hr |
| Geography | 4 | 2/3 | 1 hr |
| History | 4 | 3 | 1 hr |
| Spanish | 4 | 3 | 1 hr |
| Art | 2 | 1 | 40 mins |
| Drama | 2 | 1 | 20 mins |
| Home Economics | 2 (Carousel) | 1 | 20 mins |
| Music | 2 (Carousel) | 1 | 20 mins |
| Technology | 2 | 1 | 20 mins |
| ICT | 1 | 0 | 0 |



Year 9-Total 10 hours

| Subject | No of periods per week | No of Homework per week | Recommended weekly time for homework |
|----------------|------------------------|-------------------------|--------------------------------------|
| English | 5 | 4 | 1 hr 20 mins |
| Mathematics | 6 | 3/4 | 1 hr 20 mins |
| Science | 4 | 2 | 40 mins |
| Religion | 4 | 3 | 1 hour |
| History | 4 | 3 | 40 mins |
| French | 3 | 3 | 1 hr |
| Geography | 3 | 2/3 | 1 hr |
| Irish | 3 | 3 | 1 hr |
| Spanish | 3 | 3 | 1 hr |
| Art | 2 | 1 | 50 mins |
| Drama | 2 | 1 | 20 mins |
| Home Economics | 2 | 1 | 20 mins |
| Music | 2 | 1 | 20 mins |
| Technology | 2 | 1 | 20 mins |
| ICT | 2 | 0 | 0 |

Year 10-Total 12 hours

| Subject | No of periods per week | No of Homework per week | Recommended weekly time for homework |
|----------------|------------------------|-------------------------|--------------------------------------|
| English | 5 | 3/4 | 1 hr 20 mins |
| Mathematics | 5 | 5 | 1 hr 20 mins |
| Science | 6 | 3 | 1 hr |
| Religion | 4 | 3 | 1 hr |
| Geography | 4 | 3/4 | 1 hr |
| French | 3 | 3 | 1 hr |
| History | 3 | 3 | 1 hr |
| Irish | 3 | 3 | 1 hr |
| Spanish | 3 | 3 | 1 hr |
| Art | 2 | 1 | 1 hr |
| Drama | 2 | 1 | 30 mins |
| Home Economics | 2 | 1 | 30 mins |
| Music | 2 | 1 | 30 mins |
| Technology | 2 | 1 | 30 mins |
| ICT | 1 | 0 | 0 |

THE COMMON MARKING GRID FOR LITERACY

| Symbol | Meaning | What should be done |
|---|-------------------------------------|---|
|  | Correct Answer/credit worthy answer |  |
| Sp | Spelling mistake | Sp - Find and write the correct spellings. |
| NP | New Paragraph | NP -Why should you have taken a new paragraph? |
| ^ | Missing word | ^ - Write the missing word. |
| _ | Punctuation error | _ - Write the sentence with the correct punctuation . |
| <u>underlined</u> | e.g. Capitol Letter | - Write the sentence with the correct word |
| ? | Meaning unclear | ? - Re-write the sentence or point to make the meaning clear |
| V/V/V/V | Error/inaccurate answer | V/V/V/V/V - Write the correct answer. |