

HOMEWORK & STUDY POLICY

Web site: www.stpaulsmonasterevin.ie

Review No.	Approved by BOM	Operational period	Review Date
1	08 - 06 - 2010	2 years	08 - 06 - 2010
2	29 - 05 - 2013	1 year	29 - 05 - 2014
3	07 - 10 - 2015	1 year	07 - 10 - 2016
4	13 - 03 - 2019	3 years	12 - 03 - 2022
5	22-01-2025	3 years	22-01-2028

St Paul's Secondary School Mission Statement

St. Paul's Secondary School provides an inclusive climate of learning based on the key value of respect within a nurturing and stimulating educational setting.

We are a secondary school of the community for the community. Each student is expected to strive to fulfil his or her potential. Each person is encouraged to develop personally, academically, spiritually, socially and culturally.

“When we aspire, believe and achieve, together we can succeed.”

St Paul's Secondary School Ethos

St. Paul's Secondary School is a Catholic voluntary co-educational secondary school under the Trusteeship of the Bishop of Kildare and Leighlin. St Paul's is a welcoming and inclusive school. It is the secondary school of the community, for the community. It is the natural extension of the family with brothers and sisters, neighbours and relations learning, sharing and growing together.

The school strives to maintain and promote an atmosphere of Christian care, concern and respect where our students grow into well-adjusted men and women. The school has a strong Christian tradition, in which the Sisters of Mercy have had, and continue to have, an important role.

Inbuilt structures and procedures in the daily life of the school offer the students opportunities to develop personal initiative and responsibility, together with a questioning mind, which will help them assess, with a critical eye, the wide and varied values of the world they live in today. In school they also learn the importance of personal commitment, punctuality, regular attendance, planning for the future and working as a team.

At St Paul's the holistic development of each student is supported, promoted, encouraged and celebrated. On completion of their education students will be prepared for life, further education, work and the varied and exciting challenges of adult life. In preparation for life, students at St Paul's will be taught essential habits, skills and values. Christian values and the key principles of "respect" and "doing one's best" will remain central to what we are and all we do.

Through its curriculum, teachers and timetable, the school will provide a comprehensive education for its students. Subjects will be offered at all levels and programmes and specific courses of study will be tailored to the students' needs. A wide range of additional academic opportunities will be afforded to students. Support, advice and guidance on further education and careers will be extensive.

Through its unique atmosphere, the school will help students develop into well-adjusted men and women. Through its pastoral care and guidance, students and their families will be supported through difficult times. The provision of physical education, sports and the promotion of healthy living will remain paramount. Through extra-curricular, subject and programme related activities students will have many opportunities to showcase their talents, perform or experience the arts. The School Charter sets out the conditions and the expectations for all the school partners to achieve St Paul's Mission Statement through the school ethos.

Scope of the Policy:

The Study and Homework policy outlines the importance of homework and the key role Students, Parents and teaching staff play in supporting this policy document.

Policy Statement:

Regular homework is a key aspect of the learning process and contributes to the development of sound study skills. It consolidates, reinforces and supplements the work done in class and promotes independent learning and creativity. This policy is in line with our School's Mission Statement.

Aims of the Policy:

1. To outline the main types of homework;
2. To outline the benefits of regular homework and study;
3. To outline the role and responsibility of students regarding homework
4. To outline the role and responsibility that parents and teaching staff have in promoting effective study skills and homework routines for the students;
5. To outline the action to be taken when students fail to comply with the policy guidelines and;
6. To promote effective study guidelines.

Homework and Study:

Refers to tasks assigned to students by their teachers to be completed mostly outside of school hours – at home or at supervised study in school. Homework involves ongoing and regular revision of course work.

Main types of Homework

Teachers assign different types of homework to accomplish specific purposes. It is an essential part of the learning and teaching process and may be set in a number of different ways.

Practice homework - helps a student gain specific knowledge and skills that have been presented in class. This type of homework includes completing worksheets, answering questions from a chapter and studying for tests.

Extension homework - sometimes students need to communicate their mastery of knowledge and skills by using different media such as writing compositions, preparing a demonstration, drawing maps, making models, or other visual displays.

Projects - at times teachers want students to complete projects that combine many skills and require a depth of knowledge such as preparing oral reports, preparing for debates, preparing for Classroom Based Assessments, role plays, written reports, science projects, or artistic productions. These projects often extend over a few weeks.

Preparation homework - is designed to motivate or prepare students for knowledge and skills which they have not yet mastered. Teachers may assign students to read text, take notes on reading, work on solving a problem that will illustrate the need to learn upcoming material, or gather information from sources outside of class.

Differentiated Homework - homework will be differentiated so as to take account of differing levels of ability within a classroom. Class teachers will differentiate work given to students based on their ISP and after consulting with the Special Educational Needs Team if necessary. The teacher may set expectations about the length of time to be spent on homework depending on the subject level and programme course/year and student ability. Exceptional students may be provided with additional homework if necessary.

Benefits of Homework and Study:

1. Homework helps to form good study habits. All homework is essentially a form of study;
2. To develop the necessary and important skills required for written examinations and maximise student performance;

3. To reduce exam stress;
4. To develop study skills, self-discipline, motivation needed to study effectively on their own;
5. To be thoroughly familiar with the course content of various subjects;
6. To give students the opportunity to practice and revise work done in class;
7. To foster good study and research practices among students;
8. To provide teachers and students with feedback on the student's progress;
9. To help teachers to monitor progress and to identify problem areas in their subject and;
10. To involve parents in students study and homework and facilitate communication between home and school.

Role and Responsibilities of the Student:

1. At the beginning of First year establish a good study/homework routine;
2. Students must have their homework journal in class;
3. All homework assignments should be recorded before the end of each class and entered into the homework journal;
4. If necessary, to check the assignment with the teacher before the end of the class;
5. Complete and present homework to the required standard and given deadline;
6. Ensure that written homework is their own work;
7. To complete homework on time;
8. To have music, the television and the phone switched off during homework and study periods and;
9. To check and complete what homework was assigned after a return to school from illness or during a time of absence such as extra curricular events.

Role and Responsibilities of the Parents / Guardians:

1. To encourage and provide a supervisory role in ensuring students do homework and establish a good study and homework routine at home;
2. Arrange for after-school study, if applicable;
3. To provide suitable conditions so that students can do homework, free from distraction, suitable desk, chair light and heat. Ensure television, music and mobile phone is switched off;
4. To ensure that adequate time is spent at homework;
5. To check and sign the homework journal at least weekly;
6. To read and sign notes from the teachers;
7. To contact the subject teacher if concerns arise about homework;
8. To be available to discuss concerns regarding homework and study with the subject teacher;
9. To provide a written explanatory note in the students journal if a student is unable to do homework;
10. To attend annual Parent/Teacher meetings and;
11. To support the Homework and Study Policy of the school.

Role and Responsibilities of the Classroom Teacher:

1. To give clear instructions on homework assignments;
2. To ensure students have sufficient time to write their homework into their journal;
3. To keep an account of the homework assigned to and completed by students;
4. To apply the sanctions as outlined in the Homework and Study Policy;
5. To provide differentiated homework in line with student's ISP recommendations;
6. To give homework from examination papers, when suitable;

7. To provide regular and effective feedback to students on their homework performance and;
8. To be available to discuss concerns regarding homework and study with parents.

Role and Responsibilities of the Form Teacher:

1. To explain the importance of study and homework to students;
2. To check the students' diaries for the recording of homework
3. To keep an account of students' patterns of instances of no homework and;
4. To apply the sanctions as outlined in the Homework and Study Policy.

Agreed actions in the event of a student's non-compliance with Policy guidelines.

1. All instances of no homework should be recorded by the subject teacher in the appropriate section of the student's journal and apply one of the following sanctions to the student:
 - a. Homework to be done for the next class with a parent or guardian's signature;
 - b. Subject relevant work to be completed by an agreed date.
2. If a student has three instances of no homework in any one subject area a Friday Detention will be issued by the subject teacher and subject relevant work is to be provided by the subject teacher for the student to complete during detention.

3. If a student has five instances of no homework across all subject areas the form teacher will place the student on Diary Signing for a week with a focus on homework and contact the parent/guardian.
4. If a student has ten separate instances of no homework in the student journal the Form teacher will make a pastoral referral to the relevant Year Head under the heading 'Educational' and contact home explaining the same.
5. Failure to comply with any of the above sanctions will be dealt with through the school disciplinary system.

Appendix

Academic Mentoring

A programme of academic mentoring is offered to all students in St. Paul's with a particular focus at Junior Cycle students. Targets are agreed by the student and class teacher in every individual subject and recorded in each student's journal. A class period is then set aside following a review where the form teacher and student discuss the students' results in each subject.

The Form teacher offers encouragement, affirmation and positive reinforcement in subjects where the students is excelling and meeting their targets. There is a firm focus on subjects where a student may be having difficulties. The Form Teacher offers the student guidance, reassurance and academic support by proposing other learning strategies and methodologies which the student may find useful. Each Form Teacher acts as an academic mentor to every student in their form group thus building up a strong and close relationship with their student.

Through academic mentoring, the student reflects on his/her learning strategies and academic success at regular intervals throughout the year. In total six classes are set

aside for academic mentoring in the year. Academic Mentoring fosters a positive, holistic and all- inclusive learning environment in the school and offers pastoral care to the student at an academic level.

Study time Guidelines:

1. Students are advised to draw up a study/revision timetable for themselves;
2. Guidelines on homework/study skills shall be made available to students;
3. The quality of homework is far more important than the amount of time devoted to it;
4. Special needs students will be given due consideration in consultation with the learning support teacher and parents;
5. Extra Curricular activities i.e. sport, recreation or part-time work should not interfere with completing study or homework;
6. Absence from class for extra-curricular activities is never acceptable for failure to complete assigned homework and;
7. Many students have part-time employment which is commendable. Careful consideration should be afforded if the commitment to employment is negatively impacting students ' results or ability to study effectively.

Year	Recommended times for Homework & Study per night
Year 1	1.5 - 2 hours
Year 2	2 - 3 hours
Year 3	2 - 3 hours and increasing approaching exams
Year 4	Varies depending on project work and activities
Year 5	3 - 3.5 hours
Year 6	3.5 to 4 hours hours and extra time at weekends

Please note that the above table is simply a guide for students and their parents and times can vary throughout the academic year. The timings listed above are inclusive of both homework as well as study. Homework will vary from day to day depending on students timetables and workload.