



LORETO COLLEGE ST STEPHEN'S GREEN HOMEWORK POLICY

1. Introduction

“Each Loreto school aims to set each student on a pathway to personal excellence, recognising different aptitudes and gifts.” (*Continuing the Journey...A Loreto Education*)

Students should “experience opportunities to develop the skills and attitudes necessary for lifelong learning.” (*Looking at our Schools 2022*)

Students should reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning.” (*Looking at our Schools 2022*)

The Junior Cycle Key Skill, ‘*Managing Myself*’ states that “students should be able to reflect on their own learning, set personal learning goals and evaluate their own progress in achieving these goals.”

The Senior Cycle Key Skill, ‘*Being Personally Effective*’ states that students should be given opportunities to “engage in self appraisal, goal setting and action planning and...to act autonomously according to personal identities and personal values.”

This policy should be read in conjunction with the *Assessment Policy*, the *Code of Behaviour* and the *Acceptable Use Policy*.

2. Rationale

- Homework reinforces the skills and understanding that students develop during the school day.

- It encourages independent thinking and self-directed learning. Students who complete homework regularly will gain self-discipline and motivation, skills that are intrinsic to their futures as life-long learners.
- Homework allows students to develop the key skills 'Managing Myself' and 'Being Personally Effective'.
- It encourages self-directed learning. Formative feedback on homework enables students to recognise areas for improvement and identify elements of success in their own work. These skills are required for classroom-based assessments (CBAs) at Junior Cycle and project work in Senior Cycle.
- It allows parents to play a central role in their daughters' learning. Assigning work to be completed at home ensures that parents are informed about the work that students are doing in school.
- It allows students to form positive working habits outside of the school day which are crucial for exam preparation.
- It consolidates and supplements the work done in class and promotes independent learning and creativity.
- In conjunction with other formative and summative assessments, homework allows teachers to monitor students' progress and identify areas where students may need additional support.

3. The Role of the Journal, Vsware and Google Classroom

- Each student is expected to keep a record of all homework in their Journal, which is given by the school to the students specifically for this purpose.
- Journals may be monitored by subject teachers and Tutors and should be kept neat.
- Parents/guardians are encouraged to check the Journal regularly to gain an understanding of the homework that is being assigned and their child's organisation.
- Subject teachers will check homework regularly and will speak directly to the student in relation to incomplete homework and non-compliance with the homework policy. When necessary, teachers will record repeated unsubmitted homework or materials/books/equipment not brought to class via the 'Behaviour Tab' on VSware. If a teacher feels it is necessary, they will liaise with the Year Head and appropriate interventions may be made to support or sanction students.
- With good habits established, it is hoped that students in Senior Cycle can take full responsibility for their Journal.
- Google Classroom may be used by the classroom teacher to share resources and communicate with students.

4. Copies/Materials

Each student must have the required materials (copy, book, equipment, device etc) for each subject. It is the student's responsibility to charge their iPad each evening so that it can be used throughout the full duration of the school day. If a student does not have the materials necessary for the lesson, they should alert the classroom teacher at the beginning of class so that this may be recorded when appropriate.

5. Time Spent on Homework

The amount of time spent on homework will vary according to each individual student's ability and will fluctuate throughout the school year due to House and State Examinations or curricular requirements.

- Homework should be completed within the timeframe identified by the class teacher.
- Students should work to the best of their ability within the timeframe given. If they have difficulty completing their homework within this time, they should not spend lots of additional time attempting to complete the task. Instead, they are encouraged to speak to the teacher directly about their difficulties at the beginning of the next class.

6. Hours Per Day for Homework and Revision

Students should spend a maximum of:

1st Year	20 minutes per subject
2nd Year	1.5-2 hours
3rd Year	2-2.5 hours
4th Year	Will vary depending on amount of project work
5th Year	3 hours
6th Year	3 hours

7. Responsibilities of the Student

- It is the responsibility of the student to record all homework in their journal.
- Homework should be completed on time and to the best of the student's ability in a neat and tidy fashion.
- If a student has been absent, the student should establish what homework has been set and complete it within a reasonable time frame agreed with the subject teacher.
- Students may ask a peer to assist them in establishing the homework set when they have been absent. If this is not possible, they should speak to the class teacher upon their return.
- It is important for students to alert the teacher if they do not understand the homework that has been assigned before they leave the classroom.
- If a student has difficulty understanding their work when at home, they should attempt the task to the best of their ability. Students should not spend longer than the time suggested by the teacher or the recommended time frame in this policy. Instead, students should speak to the classroom teacher about their difficulties during class time.

- Meeting homework deadlines may not always be easy for students. They are encouraged to inform the relevant subject teacher if they need extra help with strategies to manage the difficulty or amount of homework assigned. The subject teacher and student may make a local arrangement to support the student in completing homework assignments.
- It is the responsibility of the student to keep a copy of all completed written homework for the duration of the academic year. Some of these pieces are necessary for the Classroom Based Assessments which students will complete in 2nd and 3rd Year or contribute to Senior Cycle projects.
- All work completed at home must be authentic and reflect the student's own ability. Students are not permitted to use any forms of AI to complete their work or assignments unless specifically instructed to do so by a teacher.
- Students must not engage in plagiarism of any kind.
- Students should understand that all homework given, when completed to a high standard forms part of their ongoing study. When students ensure that they have fully understood the content covered in class and completed the assigned homework, they have engaged in very meaningful study.

8. The Role of Parents/Guardians in Supporting Students

- Parents/guardians are encouraged, as far as possible, to provide a peaceful, suitable place with a desk/table and adequate lighting in which students can do their homework free of distractions and interruptions.
- A regular time should be set aside for homework.
- 6th, 5th, and 3rd students may attend after-school study in Loreto College.
- It is the parents/guardians responsibility to inform the relevant subject teacher of any reasons why a student was unable to complete a homework assignment. A parent/guardian should communicate this via a note to the subject teacher in the school journal.
- If a parent/guardian feels that his/her daughter is struggling with the amount or degree of difficulty of homework, he/she should encourage their child to speak to the relevant teacher first and if needed, arrange a phone call with the subject teacher or Year Head.
- Parents/guardians may communicate with the subject teacher at parent/teacher meetings regarding homework.
- For students with additional educational needs, the continued support of parents/guardians is particularly valuable and vital to reaching their full potential.
- iPads are an integral part of today's educational experience and the internet will play an important role in homework. Parents/guardians are encouraged to monitor their daughter's use of the internet and ensure that no forms of AI are used to complete homework tasks. (*See the school's "Acceptable Use Policy" document*)
- Parents should note that homework tasks may be differentiated by the classroom teacher to meet the needs of each student.
- While parents may support students in completing homework assignments, all work must be the student's own. It is vital that students' work reflects their own ability so that teachers may use homework as an accurate means of monitoring students' progress.

9. The Role of the Classroom Teacher

- The classroom teacher will assign homework during class time. They will communicate the task to students in oral and written form and allow reasonable time for students to record their homework in their journal.
- Teachers will provide appropriate time within the lesson for students to ask questions regarding the homework and ensure that all students understand the task.
- Teachers may differentiate homework in response to the diverse needs of the class.
- Teachers will monitor students' progress by regularly checking homework. (See *'Feedback for Students'*)
- Teachers will not assign homework during school holidays or set assessments for the day of and day after return. This is to allow students to rest during school holidays. 6th years may complete their own revision where appropriate with guidance from the classroom teacher.
- To reinforce the school's "Study Skills" programme, teachers will provide students with subject-specific guidance and strategies on how to approach study.
- Teachers will endeavour to return homework within a reasonable timeframe.

10. Study Skills

In order to assist students in organising homework tasks and differentiating between study and written homework requirements, the school will provide students with specific guidance through a number of programmes during their time in Loreto College.

11. Appropriate Tasks for Homework

Classroom teachers will assign exercises through a broad selection of activities and methodologies. Such activities include but are not limited to:

- Written assignments
- Revision of material covered in class
- Essay writing
- Reading
- Investigations
- Interviews
- Simple experiments
- Research
- Drafting
- Report writing
- Designing
- Revision work
- Practice of a procedure
- Problem solving
- Preparing for debates, role-plays etc
- Preparing for class tests or exams
- Mind-maps
- Drawing
- Key words

- Projects
- Watching a documentary
- Listening to a podcast
- Listening comprehension etc.

** this list is not exhaustive

It should be noted that no category of task should be prioritised over another e.g. time devoted to learning is as important as written work. As homework is designed to reinforce the learning completed in class, it forms an integral part of students' study. If students have completed their homework to the high standard and ensured that they understand the material, they have engaged in meaningful study.

9. Additional Educational Needs and Differentiation

In setting homework for students with additional 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. Teachers may set differentiated homework as a means of supporting students in their learning.

Subject teachers will collaborate with the Additional Education Needs Team to ensure class tasks are manageable, and individual skill practice can be incorporated without overloading the student.

10. Feedback for Students

Effective marking and feedback are fundamental to helping students make progress. A variety of methods are used to correct homework depending on the content and length of the assignment. Approaches include but are not limited to:

- Teacher correction
- Class correction
- Class discussion
- Peer-assessment
- Self-assessment under the direction of the teacher
- Formative feedback whereby the teacher identifies what the student has done right, what weaknesses there are in the students' work and what the next steps should be to improve performance or understanding.

In line with Assessment for Learning, teachers will utilise the correction of homework to help students to recognise the standards they are aiming for, will involve students in assessing their own learning when appropriate and will provide feedback which helps students to recognise what they must do to address any gaps in their knowledge or understanding.

This formative approach to feedback is integral to the Junior Cycle Framework (2015) and Senior Cycle Reform.

11. Feedback to Parents/Guardians

Reporting is a crucial part of the relationship between school and parents/guardians. The following supports are offered to parents:

- End-of-term reports that take the form of a descriptor and/or grade and a comment for each subject that acknowledges the efforts made and points to how improvements may be made where necessary.
- Parent/teacher meetings offer a valuable opportunity to present a more comprehensive assessment of progress.
- The Junior Cycle Profile of Achievement will provide information on Classroom Based Assessments and extra-curricular involvement in addition to grades in State Examinations. It will function as an additional and important element of feedback for parents/guardians and students.

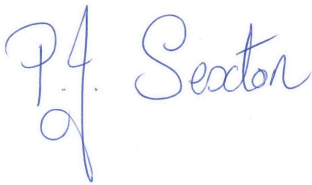
Implementation Date

This policy was ratified on: 16th January, 2025.

Timetable for Review: Five Years

Ratification & Communication: The policy was circulated to the members of the Board of Management prior to the meeting at which it was formally ratified.

Notification that the policy is available for viewing will be communicated to the parents via the school app.



Signed by PJ Sexton
Chair of the Board of Management

16th January, 2025

Date ratified by the Board of Management