

**PRESENTATION COLLEGE.  
BRAY.**

*-all are welcome, all are included, all are enriched-*

**HOMEWORK POLICY:**

**This policy has been drafted in consultation with all stake-holders and ratified by the Board of Management on 22/06/2012. It is informed by the PBST Charter (see Charter).  
Reviewed May 2013.**

**Mission Statement Presentation College.**

Presentation College is a Catholic Boys' School. The staff, students and parents of Presentation College, Bray, seek to promote a safe, caring environment and a well-balanced student-centred curriculum which encourages self-reliance, respect and responsibility. Parents are recognised as the primary educators while teachers nurture and develop student learning. In partnership, we hope to enable all students to leave school with the skills necessary to participate fully in society and to live independent and fulfilled lives.

**Scope:**

This policy is for the students, parents/guardians and teachers of Presentation College, Bray.

## **Link to Mission Statement:**

In Presentation College, Bray "the partners are invited, welcomed and enabled to participate in all aspects of school life". This policy promotes a whole-school approach to homework, inclusive of teachers, parents/guardians and students and the Board of Management.

Presentation College, Bray is committed to excellence in teaching and learning in a fully inclusive education environment, so that all of our students are well prepared and equipped with the necessary competencies and skills to take their place as responsible adult members of society. The competencies and skills learned through completing homework are an integral part of this.

## **Rationale:**

1. Homework is an essential part of the learning process. It enables students to develop independent thinking, retention and life-long learning skills.
2. Homework enables the student to take responsibility for his own learning.
3. Research into memory representations and processes has shown that in order for information and skills to be retained in long-term memory, a learning experience must be repeated within 48 hours of initial exposure. Failure to do so may mean that the entire exercise may have to be repeated.
4. Homework consolidates and supplements the work done in class and promotes independent learning and creativity.

5. All homework, whether reading, writing or the memorising of work given, is of equal importance.

6. This policy is the means by which students, teachers and parents/guardians will have a common understanding of the value and role of homework in the learning process.

### **Goals/Objectives:**

- To encourage consistent approaches to the setting and reviewing of homework.
- To foster a consistent approach to the completion of homework and encourage students to take responsibility for homework.
- To encourage parents/guardians to take an interest in and monitor their son's work and progress,

### **Content:**

- Where feasible, teachers will endeavour to take account of the possibility of overloading and be aware of differing abilities.
- Appropriate guidelines for the length of time spent on homework are:

1st years — 1 –  $\frac{1}{2}$  hours

2nd years—1  $\frac{1}{2}$  -2 hours

3rd years — 2 - 3 hours

4<sup>th</sup> years (see note <sup>2</sup> below)

5th years — 3 - 4 hours

6th years — 4 hours and upwards.

**Note:** The quality of the completed homework is paramount, regardless of the time spent on it.

Note<sup>2</sup>: **Transition Year** - Homework and assessment is a very important part of Transition Year. Methods used can be different from the traditional familiar forms of assessment used in other years. In addition to traditional styles of homework, TY students are also asked to undertake projects, assignments, interviews, research and other demanding tasks. Time spent on homework tasks and projects will vary over the course of the year

\*Where appropriate, students in exam classes should spend some time over the weekend completing homework assignments.

## **Roles & Responsibilities**

### **1. Board of Management:**

- To ensure that the policy is developed and evaluated from time to time
- To ratify the policy
- To consider reports from the Principal on the implementation of the policy

### **2. Principal & Deputy Principal**

- To establish structures and procedures for the implementation of the policy
- To monitor the implementation of the policy

## **EXPECTATIONS:**

### **Parents should:**

1. Support the school policy on homework.
2. Provide suitable conditions for homework (quiet space, free of electronic equipment, unless needed for research).
3. Ensure that adequate time is spent on homework.
4. Check journals weekly and sign comments regarding homework.
5. Inform the teacher(s) if their son is experiencing on-going difficulties with homework completion.
6. Furnish a note of explanation if homework is incomplete or not done.
7. Support students in carrying out assigned homework.
8. Emphasise that homework is something positive that contributes to learning.

### **Students should:**

1. Record homework (written, learning and research) and completion dates in journal.
2. Make an honest effort to complete homework - oral, written, learning, practical - fully and on time.
3. Find out work missed when absent (including for school activities) and arrange to catch up.

4. Ask for assistance if they experience difficulties when recording homework if there is something they do not understand.
5. Present written homework to a high standard in terms of presentation and content.
6. Have the necessary equipment, books, copies, etc. to complete homework properly.
7. Appreciate that homework is something positive that contributes to learning,

**Teachers should:**

1. Ensure adequate time during class for the giving of homework.
2. Ensure homework is relevant (to class work).
3. Record homework on the board, if appropriate.
4. Instruct students to record subject/homework/completion dates in journal.
5. Give students an opportunity to ask for clarification on homework given, and ensure that homework is fully explained.
6. Make an attempt to assign a variety of homework types - research, written, oral, printed, etc. - where appropriate.
7. Be aware homework should be differentiated.

8. Ensure that homework is monitored and corrected and that feedback is given and recorded in accordance with the professional judgement of the teacher, dependent on the type of homework set.
9. Present homework as something positive that contributes to learning.
10. Encourage the students to produce a high standard of homework.
11. Ensure that adequate allowance is made for time-consuming homework such as essays, projects, etc.
12. Give students adequate time to catch up on homework missed because of absence.
13. Ensure that homework in each subject area will not take up an unreasonable amount of time.
14. Keep parents informed of any difficulties re. homework through the journal or standard letter.
15. Be available (by appointment) to discuss homework problems with parents/students.

## **SANCTIONS**

### **6th Years**

- No sanctions will apply.
- Individual teachers may inform the Year Head that a student is consistently failing to produce homework.

- The Year Head may inform parents by means of a standard letter.
- Failure to produce homework could also be recorded in the student's journal and they could be referred to the Guidance Counsellor.

### **1st, 2nd, 3rd, 4th & 5th Years**

- Sanctions will apply.
- The subject teacher can write a note in the journal that will count towards a sanction (such as detention) in the same way as any other note in regard to a breach of the Code of Behaviour.