

Eureka Secondary School Kells



Home Work Policy

Eureka Secondary School is a voluntary Catholic school for girls, under the Trusteeship of CEIST, and under the direction of a Board of Management. The school was first established in the Mercy Convent in 1924, and moved to Eureka House in April 1956.

Mission Statement

1. Eureka Secondary School aims to provide the highest quality education possible to meet the needs of all students, within the limits of available resources, and within an environment and ethos that promotes Christian values, mutual respect and responsible citizenship.
2. The school aims to offer opportunities equally to all its students, whatever their ability, circumstances or religious experiences, in order to develop each person's potential to the full. Programmes are provided to facilitate students whose goal is further education; those who wish to enter the world of work; and those who wish to return to full-time study.
3. The school is committed to maintaining a supportive partnership with parents who are the primary educators of their children; with employers, schools, the local community, and the parishes from which the pupils come.
4. The staff, the school's most valued resource, are supported and encouraged in their work, and we aim to promote their individual and corporate development through supportive structures and in-service training, both internal and external.
5. The school is committed to developing a community where mutual respect reigns, where personal standards of work and behaviour are high, and where students grow to recognise fully their responsibilities both to themselves and to others. Our hope is that when they leave school they may be better able to take their place in society as mature and responsible citizens imbued with the Christian values, which are the inspirations of this school.

Rationale

This policy is part of the school's fundamental aim to foster in students a sense of responsibility and to provide them with the skills for life-long learning.

Aims

- To consolidate and supplement work done in class, promoting independent learning and creativity.
- To instil a sense of responsibility so that students can achieve their full potential.
- To improve students organisational and time management skills.
- To improve literacy & numeracy.
- To provide feedback on students' progress and allowing both teacher and student an opportunity to identify individual students' areas of strength and difficulty.
- To encourage parental/guardian involvement in student learning.

Objectives

- To enable students to become efficient learners
- To enable the student to master skills, concepts and principles demanded by the curriculum
- To enable the teacher to monitor on a regular and continuous basis, the progress of the student
- To encourage parents/guardians to share responsibility for their child's work and progress

Forms of Homework

Homework can be comprised of the following types:

- Written assignments
- Oral Learning
- Aural Listening
- Understanding & Memorising notes
- Practicing diagrams
- Creative assignments
- Revision work
- Researching
- Watching educational documentaries
- Preparing for debates, role plays etc

The Journal

As stated above the Journal is not a personal diary, but a document used

- i. To record homework
- ii. To record the progress of the student
- iii. For communication between home/school

As such, any defacement or use of the journal contrary to the above will result in an appropriate sanction being issued under the Code of Behaviour. This may result in the student having to purchase a new Journal.

The Teacher: Will use the Journal to communicate with home.

The Student: Will record the assignments prescribed each day in school.

Parent(s)/Guardian(s): Will use the Journal to communicate with the school and sign it each week

The Tutor: Will check and sign Journal on a regular basis.

The allocation of homework is contingent upon the nature of the subject (skill based versus non-skill based) and the level at which the subject is being studied. The teacher will keep a record of homework assignments and will contact home, if required.

Study Skills

In order to assist students organise homework tasks and differentiate between study and written homework requirements, a module on "Study Skills" will be delivered to students

as

part of the School Wellness Programme.

In Junior and Leaving Certificate Year groups, students will be given the opportunity to take

part in a study skills seminar.

An after-school supervised study programme is available to a limited number of students.

Evaluation of the Policy

The Policy will be subject to review annually by the policy working group and school management.

The Policy will be evaluated according to the following criteria:

- Feedback from teachers, students and parents/guardians regarding the effectiveness of the policy in achieving the stated aims.
- Improved recording and monitoring of homework as evidenced in the student Journals.
- Increased student responsibility for homework completion.
- Increased involvement of parents/guardians with regard to homework/assessment.

Students

- The student is obliged to record homework appropriately in the journal.
- If a student is uncertain as to the nature of the task it is her/his responsibility to communicate this to the teacher whereupon it will be clarified.
- The onus is on the student to complete homework in a satisfactory fashion (paying particular attention to their Literacy and Numeracy skills).
- All school work must be neat, tidy, and reflect the best efforts of the student.
- Copying and/or plagiarising homework is not permitted.
- The parent/guardian must write in his/her school journal the reason for the lack of or incomplete homework on the part of the student.
- The student must ask a parent/guardian to write in the journal giving the reason for the lack of homework on the part of the student.
- A student who participates in extra-curricular activities is expected to catch up on classwork and homework by asking for assistance from the class teacher or from a fellow student. The work must be completed prior to the next class.
- As a general guideline it is recommended that the following amount of time be spent on homework per night during the school year. The ability of each student is an important consideration.

Year	Recommended hours per day for homework/revision
First Year	1.5 hours
Second Year	2 hours
Junior Cert	2.5 hours
Transition Year	Varies depending type of assignment given
Fifth Year	3 hours
Leaving Cert	3.5 hours

The school strongly recommends that casual part-time employment not to be undertaken by students during the week as it prevents the doing of homework and is therefore a serious impediment to progress in school.

Parents/Guardians

It is important for parents/guardians take responsibility for their role in their students learning.

- The parent / guardian should help the student get into a regular routine of doing homework by checking journals, on a weekly basis, to see if homework is being recorded and completed regularly.
- An appropriate study environment and conditions should be made available to the student
- A parent / guardian should sign notes written home by teachers and also use the school Journal to write a note to the teacher giving the precise reason for incomplete homework on the part of the student.
- It is important that parents take an active role in monitoring their child's progress in improving their literacy and numeracy skills.
- Parents should discourage students from working in part-time jobs during school term.
- It is important that parents/guardians take an active role in helping to improve their child's literacy and numeracy skills

Teachers

- It is important that teachers emphasise the importance of homework/revision as an integral part of the school dynamic.
- It is important that teachers communicate homework clearly to the class as well as telling students to note homework in their journals.
- It is advisable that homework be noted on the board in order to avoid confusion.
- Homework should be given on a regular basis as well as being corrected regularly.
- Regular feedback, either verbal or by means of written comments and/or grades, should be given regarding the homework task.
- Homework tasks should be appropriate to the level of the class.
- In monitoring and correcting of homework/revision, teachers should reinforce the importance of improving literacy and numeracy skills as per school policy in this area.
- Where homework has not been satisfactorily attempted the teacher should communicate this by writing a note home to parents/guardians in the student journal. The teachers should record when and what homework tasks are not complete. On occasion, it may be necessary for the teacher to contact the parent/guardian.
- The teacher is entitled to give an appropriate sanction if a student fails to do homework.
- It is important that teachers leave enough time to communicate homework clearly.

Management

- In the duty of Management to facilitate the implementation of DES guidelines on literacy and numeracy.

- It is also the role of management to emphasise the importance of homework/revision as an integral part of the school life.
- Management should clarify the importance of homework by communicating it to the parents and student body. This can be achieved through parent information nights, regular school assemblies, by speaking to classes individually, and by speaking with the individual students who are failing to complete homework on a regular basis.
- Along with the class teacher, class tutors and the Year Head can also stress the importance of homework/revision and adherence to the school's homework/revision guidelines to the students at the beginning of the year, and throughout the school year.

