



RCS

**RCS**  
**Homework and**  
**Study Policy**

**2023**

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**Ratified by the Board of management on the 13<sup>th</sup> December 2023**

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### Aims of this policy:

The following homework and study policy has been formulated in accordance with our mission statement. This policy is rooted in the school's fundamental aim to foster in students; a sense of selfreliance, independence, co-operation and responsibility and to provide them with skills for life-long learning. It is designed in such a way as to ensure that high standards are met with the best outcomes, for each, individual student. This homework policy is a whole-school initiative.

## Guiding Statements

### Our mission statement:

*Ramsgrange Community School is a welcoming, open and inclusive school. Our aim is to develop each of our students as a whole person by promoting an atmosphere of respect, honesty and fairness in which all the school community can achieve their full potential.*

We aim to develop the whole person: intellectually, spiritually, socially, emotionally, physically and aesthetically.

We take a holistic approach to teaching students, encompassing subject-specific knowledge, understanding and skills as well as developing life-long learners with broader learning skills. By taking this approach we intend to equip our students with the tools to be successful in life after school. Our aim is to maximise grades by driving student progress through high expectations and challenges so that our students leave Ramsgrange Community School with the confidence and qualifications to successfully compete for a place in their chosen career or university.

This policy is to be read in conjunction with the Code of Behaviour.

### Rationale

Homework is an integral part of every student's learning programme and, without a doubt, is imperative to supporting and further developing learning abilities and academic performances. RCS believes that homework should be **SMART**:

Specific  
Measureable  
Achievable Relevant  
Timebound

It encourages students to develop the skills, confidence, self-discipline, and motivation needed to study effectively on their own. This is vital given the importance for students in the future of life-long learning and adaptability.

### Goals of our Homework and Study Policy

Through our Homework Policy we aim to:

- Consolidate and reinforce skills and understanding developed at school.
- Encourage students to develop the skills, confidence, self-discipline, and motivation needed to study effectively on their own.
- Extends school learning, outside school hours.
- Sustains, extends, and further strengthens the involvement of home in the management of students' learning and keeps them informed about the work students are doing.
- Allow the students to manage particular exam course work.
- Directs *relative, safe and structured* research.
- Ensure equitable distribution of study time for each student. This will promote better and more effective study skills.
- Further enhance the academic achievements of students.

## Roles and Responsibilities

<p><b>Teachers will:</b></p> <ul style="list-style-type: none"><li>• Set homework, regularly (after consultation with students), and in line with the relevant homework timetable.</li><li>• Write homework on the board, and briefly explain, at the beginning of class.</li><li>• Ensure homework is also shared on Teams for students who may be absent.</li><li>• Give students a definite date for the completion of homework and/or in line with the homework timetable for Junior Cycle.</li><li>• Ensure all instructions concerning homework are clear to everybody and allow enough time to write homework into the journal. If homework is set for over a weekly/fortnightly period, teachers should <i>still</i> write a reminder on the board, in each class. Eg. "History: See Teams from Monday".</li><li>• Correct homework and provide formative feedback (individually/class based).</li><li>• Keep record of set homework (electronically or in teacher journal).</li><li>• Differentiate homework appropriately according to the students in the classroom.</li><li>• Set achievable standards of homework.</li><li>• Share success criteria for homework/allow students to co-create success criteria.</li><li>• Use the homework and study policy when setting homework.</li><li>• Ensure students know their target grades, their current grades and give constructive feedback on how to achieve targets</li><li>• Share revision plans with students four weeks prior to key examinations</li><li>• Follow procedure in relation to persistent offenders (see Page 6).</li></ul>
<p><b>Students will:</b></p> <ul style="list-style-type: none"><li>• Record all homework in their journal correctly</li><li>• Ensure they understand the homework before leaving the classroom</li><li>• Understand that homework will vary in nature e.g. Reading, writing, revising, researching, study &amp; preparation for the next day</li><li>• Maintain high levels of academic honesty (homework is their own work and not copied/created from another student/source)</li><li>• Complete a weekly study timetable to plan out their study and homework</li><li>• Get a signed note from a parent/guardian if homework is not completed on time (Please note that this will still count as an incomplete homework)</li><li>• Be proactive in seeking an extension if they realise that homework cannot be completed in time</li><li>• Be proactive in seeking additional support if needed (by asking a friend, contacting a teacher or asking parents/guardians)</li><li>• Be proactive in tracking their attainment and achievement levels</li><li>• Accept constructive feedback and use this to support their study targets</li><li>• Present written homework in a neat and legible manner</li><li>• Have necessary books and equipment to complete homework</li><li>• Ensure they get and complete any homework missed due to school activities.</li></ul>
<p><b>Parents/Guardians will:</b></p> <ul style="list-style-type: none"><li>• Provide a suitable environment for their child to complete their homework</li><li>• Encourage students to spend sufficient time on homework and revision each night</li><li>• Monitor homework and oversee the homework planner (see Appendix B) • Check and sign the journal weekly</li></ul>
<ul style="list-style-type: none"><li>• Help students to manage their time efficiently</li><li>• Attend parent teacher meetings</li></ul>

- Support the school with any sanctions employed to deal with incomplete homework
- Provide teachers with a note of explanation for incomplete or failure to complete homework.
- Contact the class teacher if they feel their child is struggling to independently complete work at home using the notes to/from teacher section of the journal
- Contact the class teacher if they feel their child is struggling to complete it within a reasonable amount of time using the notes to/from teacher section of the journal.

## Homework Quantity

### Homework in Junior Cycle Subjects

Students should allow for 20 minutes of reading for pleasure every evening in addition to the following as a minimum:

1 <sup>st</sup> Year	90 minutes homework/study per evening.
2 <sup>nd</sup> Year	100 minutes homework/study per evening.
3 <sup>rd</sup> Year	120 minutes homework/study per evening.

A homework timetable will be shared at the start of the academic year to determine when subject homework is due for submission weekly. This is to support our younger students in managing their time and avoiding overload. All staff are expected to follow this.

### Homework in Senior Cycle Subjects

Students should allow for 20 minutes of reading for pleasure every evening in addition to the following:

Transition Year	Variable depending on project work and activities.
LCA 1 and LCA 2	Some project work may be required. No homework expected but students are encouraged to redraft assignments outside of class time.
5 <sup>th</sup> Year Leaving Cert	150 minutes homework/study per day minimum.
6 <sup>th</sup> Year Leaving Cert	180 minutes and above of homework/study a day and weekend study is expected as a minimum.

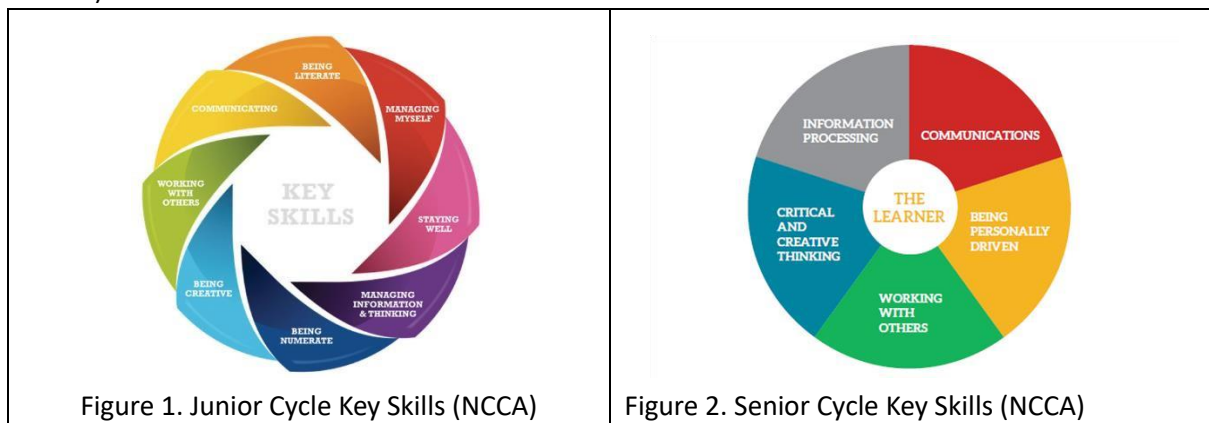
## Guidelines to Assigning Homework

- Where possible, homework should not be set for the next day. However, in core subjects which require frequent exposure and knowledge retrieval (e.g. languages and Maths), homework may be set for the next day but this will be a reasonable amount of work.
- Students must be given reasonable time to complete tasks.
- Homework should not be regularly set for non-examined subjects.

- Students should be given optional enrichment tasks to complete over longer holidays to maintain learning skills.
- Exam year students will be expected to complete additional tasks over the holidays such as revision and study support materials. This is to maintain preparation for state examinations.
- For the Junior Cycle, homework will be due in on the day set out in the Homework timetable.
- Subjects that set homework more than once a week may check for homework every lesson to evaluate the effort of students. However, only the last lesson of the week should be used to award sanctions for non-completion. In this case and as students will have already received reminders, a teacher may record it on VShare directly at step 2 or step 3 at the teachers' discretion based on Table 1 below.

## Types of Homework

The range of tasks which are appropriate for students of various ages and abilities are many and varied. Tasks, however, should have a clear objective and be linked to study programmes. They should, where possible, allow students to develop the programme relevant learning skills (see Figure 1 and 2).



Teachers are encouraged to check that their overall homework programme is balanced in the type and scale of tasks. The tasks set should be manageable for students of different abilities. It should be noted that homework time devoted to reading and learning is as important as written work.

Homework tasks can include, but are not limited to:

Written assignments	Solving problems	Reading and comprehension tasks
Peer corrections	Watching subject related materials	Flipped classroom
Reflection/Metacognition tasks (what did you learn today/how did you learn?)	Research or Inquiries/Investigations (data collection, collation and producing a report/project/essay etc.)	Learning assignments (mind maps/concept maps/memorising etc)
Examination questions	Interviews/surveys with wider community/organisations.	Student led discussions at home and with others in the community.

## How is homework shared?

Teachers should share homework on the top right corner of the whiteboard at the start of every lesson. Teachers should also put homework on Teams to allow absent students to catch up. Any additional information/guidance should also be shared on Teams. Students should be given the time to write down their homework in their journal at the start of the lesson. The instruction should be specific enough so that parents can check if it's complete. For example: *See Teams, History Exam Question.*

## How homework will be evaluated and/or assessed?

Students should receive quality feedback on all substantial pieces of homework. This feedback may include:

- Written feedback
- Verbal feedback
- Peer feedback
- Marking Crib Sheet
- Rubrics

## Procedures for non-completion of homework

Non-completion of homework, submission of incomplete or homework of an unacceptable quality will be recorded by the subject teacher. Sanctions and supports will be put in place as appropriate.

A student's academic achievement takes priority over school activities. Students are expected to catch up on any missed work, including homework, if absent due to extra-curricular activities. If a student is not completing homework due to missing classes for sports/clubs etc., they risk losing out on future opportunities to participate in these activities.

If a student becomes aware that they may/will not complete homework in time, they should speak to the teacher to negotiate an extension. This approach is supported to encourage student self-confidence in advocating for themselves.

Parents are expected to provide a note if homework has not been completed and a one-off extension will be given in this case for that specific piece of homework. Teachers will sign this note to acknowledge receipt.

	Teacher	Form Tutor	Year Head
<b>Step 1: 1<sup>st</sup> offence (in any subject)</b>	Verbal warning is given and student is given a chance to submit.		
<b>Step 2: 2<sup>nd</sup> incident</b>	Recorded on VSware but no negative point.		
<b>Step 3: 3<sup>rd</sup> incident</b>	Recorded on VSware as one negative point. Text sent home.		
<b>Step 4: 4<sup>th</sup> incident</b>		Tutor has a restorative conversation.	Afterschool detention given by Year Head (unless student completes homework)

<b>In the case of multiple incidents across subjects.</b>	All non-completions of homework are tracked on a fortnightly basis through the School's Student Support Team meeting which includes Year Heads, Deputy Head, Home School Liaison, School Completion officer and AEN lead. A student who has a consistent pattern or trend of noncompletion of homework tasks (more than three 2 <sup>nd</sup> /3 <sup>rd</sup> offences in a
	two week cycle) will also be referred to the Student Support Team for further investigation and support.

**Table 1. Sanction steps for non-submission of homework**

## Positive reinforcement

While the most obvious reward for completing homework consistently and to the best of one's ability will be better academic outcomes, we also realise that teachers play a role in acknowledging excellent efforts too.

Students who consistently demonstrate excellent self-management skills or who create individual outstanding homework pieces can expect to receive rewards in the form of positive correspondence home, verbal praise, positive points, praise postcards or reward certificates.

Teachers should refer to our Code of Behaviour to ensure that positive points are awarded for effort, consistency, quality of work, improvements etc.

## Study and Revision Expectations

All students should spend time at home or at supervised study on revision and studying. In addition to the homework assigned, students have an obligation to go over material they have recently studied in class to make sure that they have fully understood it and they can use it to answer examination style questions.

Revision and study strategies include, but are not limited to:

- Students being aware of what their targets are in every subject and what they need to do to achieve these
- Responding to teacher feedback by redrafting/resubmitting/correcting work as appropriate based on teacher feedback
- Being aware of each subject syllabus content and topics. This includes knowing which areas they are proficient in and which areas need further work and putting plans in place to address these
- Completing a weekly homework and revision guide to ensure they stay focused on (see Appendix B)
- Completing past exam papers independently.

## School Supports for Homework and Revision

Ramsgrange Community School encourages students to avail of supervised study (where homework can also be completed) provided each evening at school throughout the school year.

Study skills workshops and/or dedicated tutor periods delivered to students across all year groups. Homework club and Seomra Ciúin are also available for students in other year groups during lunch times.



During the academic terms, students who work part-time are encouraged to reduce their hours, particular in 6<sup>th</sup> year. This will allow them more time for revision for their Leaving Certificate.

## Monitoring, Reviewing and Evaluating

The school will monitor, review and evaluate the policy and all related work and procedures on an ongoing basis to ensure legal compliance and the maintenance of best practice.

## Appendices

### Appendix A: Sample Homework Timetable for 1<sup>st</sup> Years

	Monday	Tuesday	Wednesday	Thursday	Friday
1A	Irish Geography French	Irish Maths	Block A Block B Block C	English Maths	Maths History
1B	Irish French	Irish Maths Geography	Block A Maths Block B Block C	Maths History	English
1C	Irish Maths French	Irish Geography	Maths Block A Block B Block C	English History	Maths
1D	Irish Geography French	Irish Maths	Maths Block A Block B Block C	History	English Maths
Notes: <b>Homework is <u>due for submission</u> on the days identified on the timetable.</b> Block A: Engineering/French/Home Economics/Science/Art Block B: French/Graphics/Science/Art/Woodwork Block C: Business/Graphics/Science/Woodwork					

## Appendix B: Sample Student Homework/Study Weekly Planner

Week: \_\_\_\_\_

**studyclix**

Time	Mon	Tue	Wed	Thu	Fri	Sat	Sun






 You got this!

Weekly Study Planner

## Appendix C: Marking Crib Sheet Sample

### History Marking Crib Sheet

Date: 17th November Class 9B

<p><b>Praise:</b></p> <p>Ellie – causes of disease annotations            Nick – Road Map Activity            Arwen – overall detail in answers &amp; literacy.            Dan H – Effort in history lessons is outstanding.            Maddy – Sydenham, Renaissance developments            Nicola – Stepping stones            Michael Lawton – Consistent excellent effort in class            Daniel M – Stepping Stones activity            Rebekah H - Causes of disease            Azure – Road Map            Lexi – Consistently excellent work in history – well done            Harry – Stepping Stones &amp; Sydenham            Shakil – Stepping stones</p>	<p><b>Missing/Incomplete Work:</b> </p> <ul style="list-style-type: none"> <li>Complete <b>ALL</b> tasks with 'To do' and 'Finish me' next to them</li> <li>DIY Knowledge Organiser</li> <li>Complete 4 Marker EBI</li> <li><b>ALL</b> finish to progress road map</li> <li>Stepping Stones – Nick, Jude, Josh T, Josh H, Rebekah</li> <li>Sydenham – Ethan, Ellie, Katie, Freya, Rebecca T, Natalia, Nicola, Matty, Azure, Lexi</li> <li>Vesalius – Josh T, Rebekah H</li> <li>Causes progress – Ethan, Rebecca T, Emily,</li> </ul>	<p><b>SPaG:</b> </p> <ul style="list-style-type: none"> <li>Capital letters for all people/periods and events and at the start of a sentence</li> <li>Question marks at the end of questions</li> <li>Spelling rule – drop the y add ies</li> <li>Royal Society, Great Plague, Vesalius</li> <li>Still spelling DISEASE wrong</li> <li>Making sure all sentences are complete – don't stop mid sentence</li> </ul>												
<p><b>Even Better If:</b></p> <p>Ellie, Ethan, Rebecca T, Jude T, – Consistent effort needed across lessons            Josh T - Lack of detail across most lessons            Olivia – More detail on Stepping stones activity            You focus on the key points within the longer tasks and aim to use as many key terms from your knowledge organiser as possible</p>	<p><b>Presentation &amp; GMS:</b> </p> <ul style="list-style-type: none"> <li>Use a ruler to underline titles</li> <li>Write in paragraphs – Dan H, Maddy H, Matty.</li> <li>Label ALL Sheets and diagrams</li> <li>No writing in pencil or mad colours</li> <li>Check all presentation and see where improvements can be made to your work</li> <li>Dan – Missing pages out</li> <li>Use a highlighter to pick out key terms</li> <li><b>DIRT is GMS</b></li> </ul>	<p><b>DIRT Activities:</b>  <b>NEXT?</b></p> <p><b>Consolidate</b>            Complete sticker tasks where appropriate</p> <p><b>Develop</b></p> <ul style="list-style-type: none"> <li>– What was biggest development in the Renaissance?</li> <li>– Why was the reduction in power from the church so significant?</li> </ul> <p><b>Stretch</b>            Explain one way in which ideas about the causes of illness were the in the 14<sup>th</sup> and 17<sup>th</sup> century. (4)</p>												
<p><b>Misconceptions:</b></p> <p>People did not really believe anymore that God was the cause of disease.            They didn't know rats and fleas caused the Plague at the time</p> <p><b>Actions:</b></p> <p>Correct anywhere you might have written this </p>	<p><b>Polaroid Moments</b></p> <table style="width: 100%; font-size: small;"> <tbody> <tr> <td>• Nick – Summary pyramid</td> <td>• Nicola – Stepping Stones</td> <td>• Nicola – Stepping Stones</td> </tr> <tr> <td>• Katie – Renaissance Pyramid</td> <td>• Mikey – Causes answer</td> <td>• Rebekah – Causes</td> </tr> <tr> <td>• Freya – Stepping Stones</td> <td>• Jude – Sydenham</td> <td>• Lexi – Pyramid</td> </tr> <tr> <td>• Natalia – Stepping stones</td> <td>• Emily J - Road Map</td> <td>• Olivia – Road Map</td> </tr> </tbody> </table>		• Nick – Summary pyramid	• Nicola – Stepping Stones	• Nicola – Stepping Stones	• Katie – Renaissance Pyramid	• Mikey – Causes answer	• Rebekah – Causes	• Freya – Stepping Stones	• Jude – Sydenham	• Lexi – Pyramid	• Natalia – Stepping stones	• Emily J - Road Map	• Olivia – Road Map
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