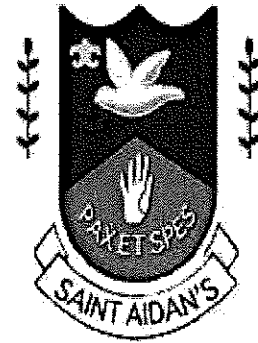


Homework Policy

Our school Mission Statement

St. Aidan's CBS promotes the Edmund Rice Charter through nurturing *faith*, promoting *partnership*, excelling in *teaching*, creating *community* and inspiring *leadership*.



Our school

St. Aidan's CBS is a voluntary secondary school for boys. We are located in north Dublin and we currently have an enrolment of over 700 students. Our school is a Catholic school operating under the patronage of the Edmund Rice Schools Trust (E.R.S.T.). The characteristic spirit of our school is based on the vision and values of the E.R.S.T. Charter as outlined above in our mission statement. This is reflected in the operations of our school and in our school policies.

Rationale

Regular homework is a valuable aspect of the learning process and contributes to the development of sound study skills. It consolidates and supplements the work done in class and promotes independent learning and creativity. In recent years, our school has addressed homework practices as part of School Self-Evaluation. Aspects of this policy link closely to our School Improvement Plan.

Aims

- To enhance the academic achievements of students.
- To promote good habits and effective study skills.
- To enable students to develop the capacity to organise their own work.
- To encourage parents / guardians to take an interest in and share responsibility for their son's work and progress.
- To increase the quality of homework presented by students.

Our Homework Standards

1. Recording and assigning of homework

We have a whole school policy of 'homework time'. If a teacher plans to issue homework, he/she will allow 5 - 10 minutes for 'homework time'. Time allowed should be appropriate to the task in question.

Both teachers and students will use this time. This policy was one of the agreed practices under School Self-Evaluation Strand 1.

During 'homework time', students will:

- record the assigned work in their student journal.
- read the assignment to check for understanding.
- ask questions for clarity on the task.

During 'homework time', teachers will:

- set a deadline for the assignment.
- answer questions about the task.
- ask questions to check for understanding.
- from time to time, set criteria for success.

It is helpful to students to see the assigned homework in writing. It is good practice to write homework on a designated section of the board, or to include it on a projector display. This is particularly supportive of those students with special educational needs.

Teachers will assign work that is meaningful and purposeful. They will also consider a mixture of written, practical, oral, learning, reading, and researching tasks. Students with special educational needs require special consideration.

On occasions, there will be no homework assigned. For those particular lessons, teachers will ask students to take note of material covered in their student journal. If students find themselves with little or no homework on certain days, they should still devote time to study and keep to a routine. Revision will support academic progress.

2. Student journals

All students in our school have a student journal, which they receive at the beginning of each academic year. It is compulsory to obtain this journal and students should have it with them in every lesson. We encourage our students to use their journals effectively in order to support the development of skills such as organisation, time management, and planning.

Each morning / day, in tutor / wellbeing class, students are asked to use the school journal to plan their day. Teachers encourage students to complete the daily planner by filling in the subjects scheduled for the day.

Students must:

- place their student journal on their desk in every lesson.

- record all homework assignments in their student journal.
- take note of material covered in class when there is no homework assigned.
- take note of upcoming exams or project work deadlines.
- present to the teacher for inspection or note making if requested.

Teachers must:

- allow time to record homework assignments in student journals.
- encourage students to take note of material covered in class if homework is not assigned.
- write a note in the student journal when homework is not presented in class on the due date.
- use the appropriate date and subject in the journal, and initial the note.
- use comments to reflect student homework performance. (for example: h/w completed to an excellent standard, h/w not presented, h/w incomplete)

3. Submission of homework

Students must:

- fully complete the assigned work by its scheduled due date.
- complete assignments to their own highest standard.
- present homework in the assigned copybook (or handout) for each subject.
- Note: If the work is to be submitted via other media (for example - google classroom or email), students must endeavour to do this by the scheduled due date.

When students miss class due to extra-curricular activities:

From time to time students will miss class due to extra-curricular and school activities outside the classroom. We like to encourage our students to take ownership for their own learning. It is good practice for students to speak to their teachers to make an agreement. We advise students to do this in advance of the activity to find out what they will be missing. Students must also make an effort to find out what the homework assignment is. It should then be completed as soon as possible. It is the responsibility of the student to catch up on work missed to avoid having gaps in their knowledge.

Teachers:

For every incident of non-submission, for every year group, it is our policy / ~~expected~~ that teachers make a note in the student journal. They should also keep records of non-submission in their own journals.

Please note that repeated incidents of non-submission of homework is a code of behaviour issue. Teachers should intervene in such cases by applying

appropriate school sanctions and/or referring the student to the relevant Year Head.

Rewards System:

Homework is a hugely important part of our students' educational development and should be respected as such. From time to time, we like to acknowledge those students who consistently present quality homework. A rewards system which includes vouchers and homework passes is in place as per our School Improvement Plan.

4. When and where

Homework is best completed at home in a quiet, comfortable place using a suitable desk and chair. We believe that developing regular routines with regard to time and place is beneficial to students.

Homework cannot be completed during the 10-minute break or outside the school building. In our school, we do not approve of homework being done in the GPA. These spaces are for socialising and having lunch. Similarly, homework must not be scribbled down moments before classes start. Our aim is to encourage students to complete homework to a high standard, which we believe is best done at home without distractions and with the support of a parent / guardian.

5. Timing

General guidelines on the amount of time that students should spend daily on homework and study combined is as follows:

- First Year students: at least 1 hour
- Second Year students: at least 1.5 hours
- Third Year students: at least 2 hours
- Transition Year students: varies in accordance with amount of project work
- Fifth Year students: 3 hours
- Sixth Year students: 3+ hours

6. Role of the parents / guardians

We require a parent / guardian to check the school journal regularly. He/she must sign the school journal once per week. Tutors will also conduct regular checks during tutor time and may assign a particular day to each student.

A parent / guardian could do the following to support his / her son:

- provide a quiet space for his / her son to complete homework assignments.

- encourage him to develop good habits in meeting homework deadlines.
- help him with challenging homework.
- encourage him to use his journal effectively.

7. Developments

The Junior Certificate programme (Year 1 -3 of Post-Primary school) is currently in the process of being phased out. A new programme called Junior Cycle has replaced it. It seeks to address the development of key skills in junior students nationally. Skills such as communication, problem solving, analytical, working with others, and managing information require a different teaching approach and with that comes different types of homework assignments. Our students may now be asked to conduct research, prepare presentations, draft reports, investigate, complete projects, and design posters / leaflets. In order to do these tasks well, students would benefit from having access to the internet, a computer, and maybe a printer. From time to time, they may need to read instructions on the school's google classroom account. We ask students, teachers, and parents / guardians to be mindful of this and to try, as much as is practicable, to be prepared for these new developments.

8. Assessment of homework

Assessment is the process of generating, gathering, recording, interpreting, using and reporting evidence of learning in individuals, groups or systems. Educational assessment provides information about progress in learning, and achievement in developing skills, knowledge, behaviour, and attitudes (NCCA Assessment and Reporting Guidelines). Our School Self-Evaluation process focuses on homework and its assessment. We have examined our practice, and have been making changes to it in the areas of success criteria, self, and peer assessment, and teacher feedback.

Our aims:

- To ensure that homework is regularly monitored.
- To keep track of submission/non-submission.
- To allow students to demonstrate what they have learned.
- To give the students feedback for the purpose of progressing their learning.
- To develop the skill of independent learning.
- To emphasise the importance of meeting agreed deadlines.

Success criteria

As often as is practicable, teachers will speak of success criteria when assigning homework exercises. The teacher and/or the students develop the success criteria and they describe what success looks like. They help the teacher and students to make judgments about the quality of learning.

Homework assignments

Assignments might include:

- Questions from a textbook/workbook
- Exam focused questions
- Research work
- Project work
- Posters
- Preparatory work for oral assessment
- Preparatory work for presentations
- Revision work - note making, mind maps etc.
- Reading work
- Exam focused study
- Collection of materials

Under School Self-Evaluation, we developed a School Improvement Plan with a focus on the assessment of homework. We agreed to broaden our range of assessment techniques to include more self-assessment and peer-assessment exercises. We also agreed to include more feedback of a formative nature when issuing comments to our students about their homework.

In St. Aidan's we now use a range of methods of assessment for homework assignments including questioning, self-assessment exercises, peer-assessment exercises, and collection of copybooks / posters / project work for further examination. When giving feedback to our students, we inform them of what they have done well, what needs attention, and how they can improve. Feedback often comes in a written form but if given verbally, we advise our students to record the feedback in their copybooks.

Other school policies

This policy should be read in conjunction with other school policies. Policies of particular interest are the Code of Behaviour and the Parental / Guardian Involvement Policy.

Communication, involvement and dissemination

The Policy Coordinator and the Homework Working Group wrote this policy. A process of collaboration followed involving school management, staff, the students' council, and the parents' council.

Evaluation

We are committed to monitoring and evaluating the effectiveness of our school policies. Specifically important to this policy is:

- Student feedback
- Staff feedback
- Parental / guardian feedback

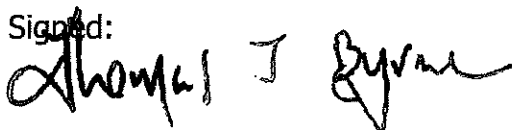
Review and Development

We are also committed to the review and development of our school policies. As part of our ongoing review process, an examination of this policy will take place to reflect our evaluation practices, to ensure legal compliance, and to support the maintenance of best practice.

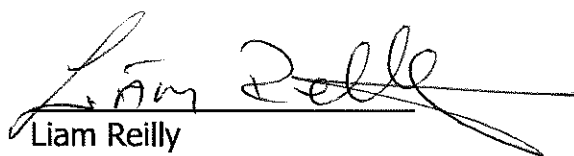
Ratification

- This policy was ratified by the Board of Management on 13th May 2026

Signed:



Thomas J Byrne
Chairperson of the Board



Liam Reilly
Principal