



Dilseacht don Fhíor agus don Dúchas

Scoil Ailbe Naofa

St. Ailbe's School

Policy Document

On

Homelearning

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This policy is rooted in the school's fundamental aim to foster in students a spirit of self-reliance, independence, co-operation and responsibility and to provide them with skills for life-long learning.

RATIONALE

Regular homelearning 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.

GOALS

1. To ensure consistent approaches to the setting and reviewing of homelearning across the school
2. To ensure an equitable distribution of study-time for each subject
3. To reduce pressure on students from homelearning overload
4. To promote the development by students of good study habits and effective study skills
5. To enable students to develop a capacity to organise their own work
6. To enhance the academic achievements of students
7. To encourage parents to take an interest in and to share responsibility for their children's work and progress

POLICY CONTENT

1. Each student will be assigned homelearning in 3-4 subject areas each night
2. The amount of homelearning given in each subject area will be specified and agreed by staff
3. Homelearning will be monitored to ensure that students are not overloaded
4. A rough time guide will be suggested for each year group
5. A balance will be maintained between written/practical work and oral/learning work
6. Teachers will correct homelearning and give feedback to students
7. A minimum number of essays per language per year will be agreed for each year group
8. Special consideration will be given to students with special educational needs

9. Homelearning set will be purposeful and meaningful to the work of the class or to some future work
10. Students will be given specific training in homelearning/study skills
11. Parents will be informed, via Journal, when students do not carry out set homelearning tasks and detention may be arranged to enable the student to complete the work under supervision
12. Extended exercises will form part of an on-going assessment of each student
13. Records of homelearning, grades and comments will be kept by each teacher.

ROLES AND RESPONSIBILITIES

Board of Management

1. To ensure that the policy is developed and evaluated from time to time
2. To approve the policy
3. To consider reports from the Principal on the implementation of the policy

Principal, Deputy Principal and Year Heads

1. To establish structures and procedures for the implementation of the policy
2. To monitor the implementation of the policy

Subject Teachers

1. To implement the policy, review homelearning assignments and provide feedback to students
2. To keep records of homelearning set
3. To instruct students in homelearning/study skills

Pastoral Care Personnel (Class Tutors, Guidance and Remedial Personnel)

1. To monitor the effects of the policy and to identify students experiencing difficulty
2. To provide support and guidance, especially for those experiencing difficulty
3. To liaise with subject teachers, especially in relation to consideration for students with special educational needs

Parents are encouraged

1. To support school policy

2. To provide suitable conditions for homelearning
3. To ensure that the suggested amount of time is spent on homelearning
4. To check and sign students' Journal on a weekly basis.

Students are required

1. To do homelearning set, both oral/learning and written/practical
2. To present written homelearning properly

IMPLEMENTATION PROCEDURES

1. Each Subject Department will develop agreed guidelines on the amount of homelearning and the balance between written/practical work and oral/learning work that is desirable for each year group
2. Each Subject Department will develop guidelines on the homelearning/study skills appropriate for that subject
3. Each Language Department will decide on the minimum number of essays per year group per year
4. The Year Head and Class Tutors of each year group, in consultation with the relevant subject teachers, will develop a homelearning schedule and time guide for the year group
5. The Guidance Counsellor and Remedial Teacher will advise on designing homelearning for students with special educational needs.

SUCCESS CRITERIA

1. Good quality homelearning is being presented
2. There is a reduction in the pressure on students in relation to homelearning
3. Parents and students are satisfied with the effectiveness of the policy
4. The goals are being attained

MONITORING PROCEDURES

1. Class Tutors and Year Heads will conduct on-going monitoring through informal discussion with students and subject teachers, and through

homelearning spot checks, and will note feedback from students, teachers and parents

2. Subject Departments will review implementation once per term
3. Principal and Deputy Principal will meet with Subject Departments, Year Heads, Class Tutors, and Pastoral Care Personnel once per term
4. The Principal will report to the Board of Management once per term

REVIEW PROCEDURES

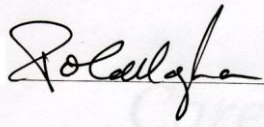
The policy will be reviewed after two years. The review team will comprise the Principal, Deputy Principal and Year Heads.

1. Views and experiences of teachers, students and parents will be surveyed in relation to the success criteria
2. School records will be analysed to assess impact on students' academic progress

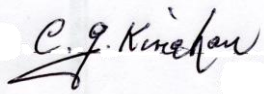
The progress of students with special educational needs will be given particular consideration

This Policy was ratified by St. Ailbe's School Board of Management on January 20th 2009.

Signed :



Mr. P.O'Callaghan (Principal)



Mr.C. Kihinan (Chairman B.O.M.)