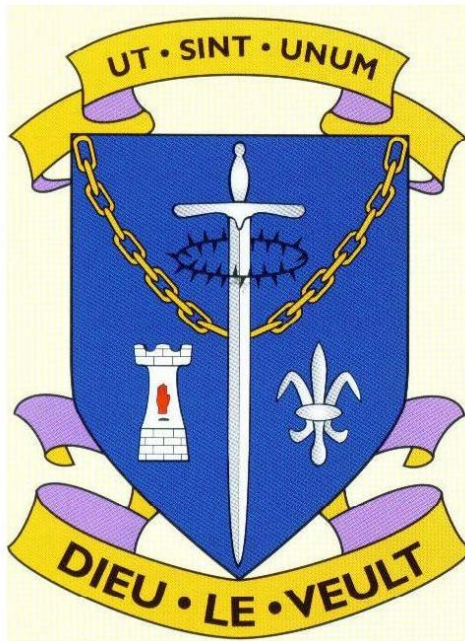


St Louis Grammar School Kilkeel



Homework Policy

***Date of Policy: September 2016
Last Reviewed: September 2024
Reviewed by: Mr K Martin
Date of Review: September 2026***

Homework Policy for St Louis Grammar School

Rationale

Regular homework is a valuable aspect of the learning process. It reinforces and extends classroom learning encouraging pupils to think, work and learn independently. Homework should be purposeful, planned and relevant. It should be discussed as part of the learning Intentions and Success Criteria. Teachers should convey and set realistically high expectations for homework or home learning which challenge and inspire the pupils. Each department has a homework policy that fits into the overall policy of the school.

Aims

To develop to the full the students' potential and to encourage them to aim for the highest possible standards of academic achievement

To encourage good management of work and time

To develop the pupils' independence, creativity and ability to manage risks in their learning.

To promote the interests of parents in their children's work and provide parents with the opportunity to access their child's progress.

To enable the teacher to evaluate the effectiveness of classroom practice

Objectives

To develop the practice of independent study;

To consolidate, complete and supplement the work done in class and to prepare for future work;

To encourage pupils to adopt a positive and conscientious attitude towards work;

To encourage good work habits and to encourage the proper management of work and leisure;

To allow practice, where it is needed of skills learned in the classroom and to consolidate those skills;

To open up areas of study and to make possible the use of materials and sources of information that are not accessible in the classroom through the use of the Google Classroom and ICT;

To permit more ground to be covered and more rapid progress to be made;

To promote the interests of parents and other adults in the pupils school work, thereby strengthening the liaison between home and school;

Types Of Homework

Homework may take different forms such as creative writing, illustration, calculation, experimentation or practice of skills introduced in classwork. Homework is intended to provide pupils with the experience of working by themselves to consolidate or to extend work covered in class. Subject departments vary the type of homework set and use tasks appropriate for assessment purposes.

Time Allocation

The duration and frequency of the homework set will vary according to the year group and frequency of class. The precise amount of time spent on homework is much less important than the quality of tasks set and the way they are planned to support learning. As a guideline pupils should spend the following time on their homework every night

Year 8	1 hr and 30 mins	Year 9 & 10	2 hrs	Year 11 to 14	3 hrs
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Marking and Reporting

Pupil's work must be marked regularly, frequently and consistently in ways which highlight the strengths and give feedback on what the pupil needs to do in order to improve. Marking will vary with year group and topic and each subject department will have their own agreed marking policy applied by all teachers in that department and communicated to pupils and parents. Departments marking guidelines should be issued to pupils at the beginning of the academic year. This should include information on marks for content and presentation. The guidelines should be inserted into each homework book. Teachers may request parents to sign homework when deemed necessary. Pupils' marks will be recorded for specific homework tasks. This record will be used for assessment purposes and available for Form Tutors and Parents at Parent-Teacher Meetings or Interviews. Marked homework should be signed (or initialled) and dated by the teacher. Homework given on Google Classroom, will have comments uploaded and posted back to each student for review. Positive marking strategies should be used to help raise standards. If homework is not completed to an appropriate standard, the appropriate procedures should be followed.

Monitoring and Evaluation

The student planner will enable Parents, Form Teachers and Year Heads to monitor the workload given to pupils and how pupils are coping with tasks. Heads of Department will review homework arrangements on an ongoing basis and ensure the

implementation of department guidelines for homework activities. Form Teachers will monitor how homework is recorded in the student planner. Teachers will record the performance of pupils in homework activities. Homework and how it contributes to pupils' learning is evaluated as part of the normal Department self-evaluation processes. Departments carry out internal 'book scoops' during department meetings as part of self-evaluation and quality assurance.

Homework and Blended Learning: Considerations for Teaching Staff

Staff will:

Identify and support those pupils who are most likely to experience difficulties in engaging with homework

Adopt a differentiated approach to address any disadvantage relating to the learner's additional learning needs or family circumstances

Follow an agreed consistent approach for homework across the school including identifying the ICT requirements to allow a pupil to engage in blended learning/ homework (see Appendix 2)

Recognise the importance of maintaining a cohesive learning experience by minimising the number of online learning platforms and tools that pupils have to navigate (see Appendix 3)

Demonstrate the skills required and encourage students to submit homework electronically.

Work within the agreed communication approaches to communicating with pupils and parents (see Appendix 4).

Provide a homework plan for each pupil to outline the work to be completed within their respective subject from home in the event of disruptions caused by COVID-19

Mark homeworks electronically on Google Classroom, or print off tasks for hand marking or leave Class books/ workbooks for 24 hours before being marked

Homework Considerations for Parents and Carers

Parents and carers are encouraged to establish a routine with their children to include:

A planned time for homework each evening/ weekend

The creation of a schedule to co-ordinate the homework provided by the school

Ensuring their child takes a leading role when making choices about how to engage in their homework

A balance between offline and online learning activities

The importance of staying safe online and engaging respectfully and appropriately with others in an online learning environment, in accordance with school policy.

Appendix 2 – ICT Requirements for Engaging in Online and Distance learning

Teachers will use aspects of online learning in order to meet educational aims.

It is recognised that parents / families may have difficulties acquiring the equipment needed to engage in distance and online learning.

In such circumstances where a parent / family has difficulties in acquiring suitable equipment, the school will assist parents in obtaining such equipment where possible or by advising parents on the appropriate equipment to purchase.

If you are having difficulties acquiring a suitable device, please contact a member of Senior Leadership Team (Mr Brown / Mr McGlue / Mrs Cunningham / Miss King / Mrs Morris).

The requirements for engaging in online and distance learning are:

- A computing device to enable pupils to take part in online learning. This should allow pupils to type documents and upload them to either of the online learning platforms or to email work to a teacher. This may be one of:
 - A laptop
 - Desktop
 - Mobile device such as an iPad or tablet (please note in most circumstances a mobile phone is not a suitable device)
- An internet or mobile internet connection that will allow the pupil to watch live streaming video (either as part of a Zoom / Google Meet session or to view video clips from online platforms such as YouTube)

The requirements for engaging in online lessons via Zoom or Google Meet are:

- A computing device that has a microphone built in and / or a video camera / webcam built in
- A suitable internet connection that will allow the pupil to watch live streaming video

Appendix 3 – Online learning Platforms and Communication tools

The school recognises the importance of maintaining a cohesive learning experience by minimising the number of online learning platforms and tools that pupils have to navigate to access blended learning. The school will use the following online learning platforms to enable this approach.

Learning Platforms

Google Classroom

Google Classroom is a new online learning platform for St Louis and has been introduced in some subjects in the 2019-20 school year. It works much like the VLE though has the benefit of not requiring pupils to have a different password than that for their C2K account.

Google Classroom can be accessed by all pupils by first logging into the MySchool portal using their C2K username and password by going to the following web address.

<https://www.c2kschools.net>

Once logged into MySchool, pupils click on the Google Classroom icon to gain access to their online classes.

Communication Tools

Teachers may engage in live online lessons or discussions with pupils, though this is not a requirement of online / blended learning.

If a teacher wants to engage in a live online lesson, they may use one of two video conferencing tools to schedule online lessons with pupils.

Launch



Google Classroom



Office 365



Connecting Schools to EA
EA Services for Schools



Collaborate Ultra



C2k Media Library



Identity Manager



MyFiles



C2K Exchange



Admin Utilities

[View All](#)

Google Meet (All pupils)

Google Meet is a video and audio-conferencing tool provided by C2K that allows teachers to collaborate in real time with pupils / parents / carers, and to record online lessons for later playback.

When using Google Meet teachers will follow the guidelines for video conferencing (see Appendix 5). In order for participants to engage in Collaborate Ultra sessions, they will need a suitable piece of ICT equipment as detailed in Appendix 2. If a pupil is not able to be present in the lesson real-time, they will be able to access the recording at a later time via the school's Google Classroom.

In order to schedule a Google Meet session, teachers will email the Collaborate Ultra web to the relevant parties using their C2K account only.

Zoom (For use with pupils aged 16+ only and parents / carers)

Zoom is a video and audio-conferencing tool that allows teachers to collaborate in real time with pupils / parents / carers, and to record online lessons for later playback. Teachers will follow the guidelines for video conferencing (see Appendix 5) when undertaking Zoom teaching sessions. In order for participants to engage in Zoom sessions, they will need a suitable piece of ICT equipment as detailed in Appendix 2. If a pupil is not able to be present in the lesson real-time, they will be able to access the recording at a later time via the school's VLE or Google Classroom.

In order to schedule a Zoom session, teachers will email the Zoom meeting room ID and password to the relevant parties. All participants will be held in the virtual "waiting room" until the teacher allows them entry to the online session.

Pupil participants will be encouraged to join Zoom sessions by audio connection only in order to minimise any safeguarding issues (as advised by the Child Protection Services). In some circumstances teachers may ask a pupil to use their video camera / web cam to enable meaningful discussions or when a pupil wishes to ask a question.

NOTE: All participants must adhere strictly to the school's online communication protocols which foster and encourage an environment of mutual respect.

Appendix 4 - Agreed communication approaches

It will be understood by parents, pupils and teachers that all communications with pupils and their parents / carers will take place within the hours of the school day where possible.

Communication with pupils

Teachers will provide regular and timely communication with pupils as part of learning and teaching using the blended learning approach. This may include:

- Providing support or additional materials to pupils to enable them to complete tasks
- Providing feedback on tasks completed and or uploaded to either of the schools online learning platforms

In certain circumstances teachers may communicate electronically with pupils outside of school hours. Additionally, teachers may set and mark work, and provide feedback to pupils on work submitted via either of the school's online learning platforms outside of school hours using the agreed communication approaches below.

Teachers and classroom assistants will communicate with pupils by:

- Writing electronic comments to provide feedback for work submitted via either of the online learning platforms.
- Sending emails to a pupil's **school email address only**. Pupils may not use non-school email addresses to communicate with teachers.
- Using live online chat facilities within either of the online learning platforms.
- Telephone, in exceptional circumstances, using the home phone number as stored in the school SIMS system. Teachers will first contact the pupils' parent / carer before making direct contact with the pupil.
- Groupcall – the groupcall system may be used to pass on relevant information to pupils via their parents using their home telephone number, mobile phone number, or email address stored in the school SIMS system.

It is recognised that whilst teachers may communicate with pupils outside of school hours, such as by marking work submitted online or setting work for the next lesson online, the teacher will not expect a response from the pupil outside of school hours. Teachers will not be expected to respond to pupils' communications outside of school hours.

Communication with parents

In certain circumstances teachers may communicate with parents within and outside of school hours, such as via telephone, SMS text and / or email.

Teachers and classroom assistants will communicate with parents by:

- Parent's email as stored in the school SIMS system.
- The home phone number / mobile number as stored in the school SIMS system.
- Groupcall

NOTE: Whilst teachers may use email or Groupcall to communicate with parents, this is not the appropriate format for parents to engage in discussions with teachers. A face-to-face meeting, or telephone call, would be the most appropriate means to discuss any concerns a parent may have about their child's learning.