



St. Angela's College

Courtesy, Kindness & Respect



Homework and Independent Learning Policy

Revised

15 December, 2025

This Homework and Study Policy has been devised and published by the Board of Management of St Angela's College (*the College*) following collaboration and consultation with the following partners and interested parties:

1. The Trustees of the College('*Le Chéile Trust*')
2. The Teaching staff of the College
3. The Parents' Association of the College.
4. The Students' Council of the College.

INTRODUCTION

St Angela's College is committed to fostering a culture of high-quality teaching, learning and assessment. Homework and independent study are central components of the learning process and support students in developing the skills, knowledge and competencies required for success in school and beyond.

Homework reinforces classroom learning, encourages reflection and revision, and develops the habits of organisation, responsibility and independent learning that are essential for lifelong education.

Within the evolving context of Junior Cycle reform and Senior Cycle redevelopment, homework increasingly includes a variety of learning activities such as:

- research and inquiry
- reflection and self-assessment
- project work
- collaborative learning
- digital learning
- preparation for Classroom Based Assessments (CBAs) and Additional Assessment Components (AACs).

Homework should therefore be viewed not simply as written tasks, but as meaningful learning experiences that deepen understanding and develop key competencies.

RELATIONSHIP TO SCHOOL'S MISSION STATEMENT:

In keeping with the Ursuline tradition of St Angela's College, this policy supports the holistic development of each student.

We aim to nurture:

- intellectual curiosity
- independence in learning
- responsibility and integrity
- resilience and perseverance

Homework and study habits play an important role in helping students realise their full potential while preparing them for the demands of further education, employment and life beyond school.

RATIONALE:

Homework provides an essential link between classroom teaching and independent learning.

It supports the development of key educational skills including:

- critical thinking
- organisation and time management

- reflection and self-evaluation
- collaboration and communication
- digital literacy.

Homework also allows students to consolidate and extend learning, particularly within the frameworks of the Junior Cycle and Senior Cycle curricula.

OBJECTIVES

This policy aims to:

- Promote consistent and effective homework practices across the school.
- Support the development of independent learners.
- Reinforce and extend classroom learning.
- Prepare students for Junior Cycle assessments, CBAs and Assessment Tasks.
- Support students in preparing for Senior Cycle examinations and Additional Assessment Components (AACs).
- Encourage students to take ownership of their learning.
- Foster collaboration between teachers, students and parents.
- Promote responsible and ethical use of digital technologies and AI tools.

THE PURPOSE OF HOMEWORK

Homework serves several important purposes:

- Reinforces learning that has taken place in the classroom.
- Provides opportunities for practice and consolidation.
- Encourages reflection and deeper understanding.
- Develops independent study skills.
- Prepares students for upcoming lessons and assessments.
- Allows teachers to monitor student progress and provide feedback.

Homework is also an important preparation for:

Junior Cycle

- Classroom Based Assessments (CBAs)
- Assessment Tasks
- Development of the Key Skills of Junior Cycle
- Reflective learning practices

Senior Cycle

- Research and project work
- Additional Assessment Components (AACs)
- Extended written responses
- Independent study required for the Leaving Certificate.

Not all homework will involve written work. Increasingly, homework may involve active learning strategies, including:

- mind mapping
- summarising key concepts
- self-testing
- collaborative preparation
- online research
- reflection on learning

TYPES OF HOMEWORK

Homework in St Angela's College may take many forms, including:

- written assignments
- revision and learning
- reading and reflection
- research tasks
- preparation for class discussion
- digital learning activities
- project work
- presentations
- practical or creative tasks
- preparation for CBAs or AAC coursework.

Not all homework will involve written work. Increasingly, homework may involve **active learning strategies**, including:

- mind mapping
- summarising key concepts
- self-testing
- collaborative preparation
- online research
- reflection on learning.

HOMEWORK AND THE JUNIOR CYCLE

The **Junior Cycle Framework** emphasises a balance between knowledge, skills and student engagement.

Homework supports this by:

- reinforcing classroom learning
- encouraging students to reflect on feedback
- preparing for Classroom Based Assessments
- developing the eight key skills of Junior Cycle, including:
 - managing information and thinking
 - being creative
 - working with others
 - Communicating
 - managing myself.

Homework at Junior Cycle should increasingly promote:

- inquiry and investigation
- active learning
- reflection on progress
- preparation for CBAs and project work.

HOMEWORK AND THE SENIOR CYCLE

Senior Cycle learning requires students to develop greater independence and responsibility for their learning.

Homework plays a critical role in preparing students for:

- Leaving Certificate examinations
- extended written responses
- practical coursework
- Additional Assessment Components (AACs) in subjects such as Biology, Chemistry, Physics, Business and other subjects.

Homework may therefore include:

- project research
- data analysis
- drafting coursework
- exam preparation
- independent reading and study.

Students must ensure that all coursework submitted as part of AACs reflects their own work and complies with SEC guidelines.

USE OF DIGITAL TECHNOLOGIES

Technology plays an important role in modern learning.

Students may be required to:

- access learning materials online
- submit work via Google Classroom
- complete research tasks
- collaborate digitally with classmates

Students must use digital technologies responsibly and ethically, particularly when:

- completing homework
- preparing coursework
- conducting research.

The use of Artificial Intelligence (AI) tools must comply with school policy and State Examinations Commission guidelines, particularly in relation to coursework and AAC submissions.

All submitted work must represent the student's own independent learning and understanding.

WHOLE SCHOOL APPROACH TO HOMEWORK AND STUDY SKILLS

The school expects that all homework will be completed on time and to the best of a student's ability. The school supports students in their endeavours in the following ways:

- **School Journal:**
 - Each student has a Homework Journal. Students are asked to record **all** aspects of homework for every subject
 - Time is given during class to record assigned work. Journals are not private to students and act as a link between parents / guardians and teachers.
 - Homework is corrected regularly and in a timely fashion.
 - Students are encouraged to track their progress in subjects in their School Journal.

- **SEN:**
 - The Learning Support Department assists SEN students.
 - Homework Club for SEN students.

- Homework and Study Skills workshops are provided to 1st, 3rd, 5th and 6th year students.
- Afternoon and Evening study for 3rd, 5th & 6th years is available
- Saturday and periodic holiday study sessions is available for Sixth years.
- The school offer Homework and Study modules to 1st years on planning and organisation skills, and to 2nd years on strategies to improve learning.
- The IT systems in the school facilitate the completion and correction of homework online. Student engagement with Google Classroom facilitates the flow of information between student and teacher and provides a long-term record of student's independent learning and progress at home. All students are introduced to this technology in First Year and are expected to become familiar with its use, and to utilise it as a primary means of communicating with their subject teachers and allows for individual feedback to reach the student in a timely manner. **Students should only submit work electronically to teachers during the weekdays and between the hours of 9.00-5.30 p.m.**

RECOMMENDED HOMEWORK TIME

As students differ in terms of their ability and speed of completion of work, it is impossible to be specific as to the amount of time to be spent on a daily basis on homework and revision

by each individual student. However, the following general guidelines are recommended for homework and revision each school day.

Year Group	Average time recommended for homework during the week	Average time recommended for homework at the weekend
Year 1	1.5 hours per night (15 mins/subject)	2 – 2.5 hours
Year 2	2 hours per night (20 mins/subject)	2 – 3 hours
Year 3	2.5 hours per night (25mins/subject)	4 hours
Transition Year	3-4 hours per week in Core Subjects (English, Irish, Maths and Modern Foreign languages)	Similarly, homework in TY may take a different format e.g. working with a group, carrying out research, building projects or rehearsing – reflecting the variety of learning experiences made available to students during this programme.
Year 5	3 hours per night (25 mins/subject)	4 – 5 hours
Year 6	3 hours per night (30 mins/subject)	6 – 8 hours

Additional time may be required during:

- assessment periods
- CBA preparation
- AAC coursework periods
- examination preparation.

Wherever possible homework should recognise the place of technology in today’s world and the benefits of using technology such as; Google Classroom, home computers, e-mail and the internet for organising and accessing information. The school, however, has regard for equity issues when setting homework that relies upon the use of technology. Students who do not have access to such technology at home will not be disadvantaged and local arrangements can be made to address this issue.

FEEDBACK FOR STUDENTS

Effective homework must be accompanied by constructive feedback. Students look mainly to teachers for a response on the quality of their work. Effective and timely marking and feedback have always placed demands on teachers, but both are fundamental to helping students make progress. Teachers check homework regularly as they deem appropriate in line with student learning needs. Teachers may provide feedback through:

- written comments
- oral feedback
- class discussion

- peer assessment
- self-assessment
- digital feedback via Google Classroom.

Feedback supports students in reflecting on their learning and identifying areas for improvement.

ACADEMIC INTEGRITY

Students are expected to complete homework independently and honestly.

Students must not:

- copy work from other students
- submit work generated by AI tools as their own
- submit work that is not their own

Where academic dishonesty occurs, teachers will address the matter in accordance with school policy. Maintaining integrity in homework is particularly important in preparation for Junior Cycle assessments and Leaving Certificate coursework.

MONITORING PROCEDURES

- It is recommended that a policy of positive affirmation is fostered in the classroom. Students should receive praise for achievements made.
- Both formative and summative assessment methods will be used as part of the monitoring of student homework.
- On-going monitoring by subject teachers.
- Deputy Principal/ Class teacher does random spot-checks on homework journals.
- Each subject department should monitor homework at subject meetings; teachers need to evaluate the quality of homework and the contribution it is making to learning.
- Attainment and completion of homework will also form part of the reporting process that takes place at the end of each Teaching, Learning and Assessment Cycle and will contribute to a students' overall attainment in a subject.
- Learning support teachers will monitor the effectiveness of the policy for students with additional needs

Persistent non-completion of homework may result in:

- communication with parents/guardians
- intervention from student support structures
- appropriate sanctions in line with school policy

HOMEWORK FOR CHILDREN (A) ATTENDING LEARNING SUPPORT (B) THOSE WITH ADDITIONAL EDUCATIONAL NEEDS (C) GIFTED CHILDREN:

Teacher's will differentiate homework as appropriate to suit the needs of any SEN students in their class. In setting homework for students with additional needs teachers are encouraged to balance the right of students to share fully in the work of the class, including homework tasks, with their individual learning needs. These needs may include consolidation and reinforcement of specific skills. Subject teachers will collaborate where possible with Learning Support teachers to ensure class tasks are manageable, and individual skill practice can be incorporated without overloading the student. Subject teachers will also guide the gifted student(s) in their learning and research by providing additional homework and also by encouraging their participation in competitions/activities to challenge their range of abilities.

PROCEDURES ON NON-PRESENTATION OF HOMEWORK

- It is the responsibility of all students to record homework for all subjects in their school journal. If a student fails to present their homework in class, the teacher may record non-presentation of same in the journal. The same procedure applies to work due to be submitted via Google Classroom.
- It is recommended that all teachers keep a record of homework presented/not presented in the teacher's journal or via Google Classroom.
- A student that has a valid reason for non-completion of homework must have an explanatory note from a parent/guardian dated and signed in her journal. The student must show the note to all relevant teachers.
- Persistent non-presentation of homework will be brought to the attention of the Learning Monitor, in written report form, to allow the situation to be further investigated. Teachers that notice students copying homework in their class should bring this to the attention of the relevant class teacher.
- Sanctions for non-presentation of homework will be at the discretion of the individual class teacher and in accordance with school policy. Teachers can also record this as negative behaviour points on TYRO.

HOMEWORK REWARDS:

TYRO points will be awarded by subject teachers to any student where homework is considered to be of a consistently high standard. Parents may be asked to sign homework by a classroom teacher.

REVIEW

This policy will be reviewed every 2 years. The review team will comprise of the Principal, Deputy, Student Support Team, Leading Learning & Teaching Team, Care Teams and Board of Management.

- Views and experiences of teachers, students and parents/guardians will be obtained
- School records will be reviewed to examine the impact on students' academic progress
- The progress of students with special educational needs will be given consideration
Views and experiences of students, teachers and parents will be sought.
- School records will be analysed to assess the impact of the policy on the academic progress of students.

Signature: 
Chairperson, Board of Management

Date: 15 December, 2025

Signature: 
Principal

Date: 15 December, 2025

HOMWORK GUIDELINES FOR PARENTS OF 1ST YEARS.

PLAN IT.....DO IT.... REVISE IT....

HOMWORK JOURNAL

This is the key to success- not a private diary.

- Parents and teachers can look at it whenever they wish.
- Each class must be written in it.
- Journals should be checked regularly by parents.
- Have e-mail address of a number 'Homework Buddies" if in doubt about homework.

WHAT IS HOMEWORK?

- It is the revision of the day's work.
- It is written work, oral work, practical work revision (relearning)
- Students should use the code for recording homework W = written, L= learning, O= oral, P= practical/do, R = revision T= test (in red)
- It is work to be learned ...to be remembered.

WHERE?

- The same place and time every day, if possible. Routine is very important.
- A quiet room and a business-like atmosphere.
- A table and supportive chair are recommended.
- Good lighting is essential and the room should not be too hot.
- No FRIENDS / TV / PHONES / MUSIC during homework time.
- Check regularly to see what work is being done.

WHEN AND HOW LONG FOR HOMEWORK?

- Ensure your daughter spends the recommended time at her homework. It is recommended to spend approximately 1.5 to 2 hours five nights a week.
- As soon as possible after school.
- It is important to develop a homework routine and to learn to manage their time well. Homework is not advisable after 9.00 P.M.
- It should not be done in the morning before school or regularly at lunch time.
- Encourage completing weekend homework on Friday or Saturday morning.

TIME MANAGEMENT

- Use a homework timetable.
- 15 – 20 minutes a subject is recommended.
- Do not spend a long time on any one subject. Come back to the subject and have another go at the end. Take breaks (max 3 mins) and allocate EXTRA time at the end of the homework time for a particular subject if needed.

HOW TO LEARN?

- Do homework on the night given?
- Offer advice if your daughter find a particular piece of homework difficult. Encourage doing her best, and making an effort.
- Make sure to concentrate and pay attention when learning.
- Use active learning methods when memorising. Memory works best when you see it, hear it, do it.
- Key words+ key diagrams
- Make notes/mind maps
- Retest-write /hear/ draw. Check/circle mistakes.
- Remember, 'Reading over' is not learning to remember.

COPING WITH TESTS

- Help your daughter to learn to cope with anxiety
- Help her set realistic targets per night for a test that may be coming up.
- PLANNED rather than CRAMMED study. This means learning every night rather than trying to do it all just before a test.
- Ensure that she is doing regular learning.
- Use the weekend for revision.
- Encourage self -testing regularly & practice recalling information by saying & writing ... be active ... do it....
- Help her to learn from mistakes and make sure that corrections are done.

HOW PARENTS CAN HELP DURING SCHOOL TERM

As a parent you need to stay involved with homework. Try to negotiate and advise. It is important to make homework a priority. This can be done in the following way:

- Encourage homework being done before going out to other activities in the evening.
- Check homework journal regularly.
- Check & monitor homework environment at home.
- Check presentation of written work.
- Insist that the bag is packed the night before.
- Encourage doing their best.
- Encourage asking questions in class.
- Help & encourage self-testing of learning.
- Encourage the gradual moving towards independent responsibility & own homework space.
- Encourage the development of a homework routine at weekends.
- Make sure that your daughter eats well (having a breakfast, lunch etc.).
- Encourage regular exercise and relaxation at lunch time in school.
- Encourage going to bed early on school nights and avoid using devices late at night.
- Parents can contact teachers directly by email if they have specific subject queries

HOMWORK & STUDY GUIDELINES FOR JUNIOR STUDENTS



PLAN IT.....DO IT.... REVISE IT....



IN CLASS

- Concentrate in class.
- Look at the teacher.
- Sit away from distractions.
- Wait! Ask appropriate questions if unsure.
- Always have your student Journal for class.
- Fill in every class in Student Journal.
- Always take down all the Homework in each class.
- Recording homework:
 - all subjects must be recorded
 - code to record all aspects
 - ✓ (W)written
 - ✓ (O) oral
 - ✓ (L) learning
 - ✓ (R) revision
 - ✓ (P) practical
- **Do not write 'no homework' unless the teacher says so.**

AT HOME

- Set aside 1 ½ -2 hours each night for 5 nights
- Do homework on the night given?
- Do homework early
- Do homework IN A QUIET PLACE?
- Ensure your Homework area is:
 - available when you need it
 - free from distractions and interruptions- phone, TV, games etc
 - contains all your study materials
 - contains a large enough work space
 - has a comfortable chair
 - has enough light
 - has a comfortable temperature
- Have 2-3 'Homework buddies'
- 15-20 mins. per subject
- After 20 mins. leave the subject & come back to it at the end
- If in difficulty record time spent
- No Homework after 9pm-Relax before going to bed
- Try to do Homework on Friday.
- Do not leave Homework until Sunday evening
- Packing of bag for next day is part of Homework

PLAN YOUR SUCCESS-NOW

IMPORTANT BASICS

- **School attendance:** coming to school every day is essential, not take unnecessary days or half days off school
- **Proper diet,** regular exercise, other activities and time to relax are vital as they provide a balance to the hours of study in this highly stressful year.
- You as a **Learner-** maintain a balanced lifestyle- relax, eat and sleep well, take some exercise.
- **Place of Study** -desk/no distractions/books/good light/room temperature
- **When** - begin early & finish early /revision before or after homework.
- No disturbances- no phones/buddies/have equipment /books.
- 3 -3.5 hours Homework and Study per night and to include weekends. More at weekend for personal study if doing a lot of H.L subjects.
- Homework includes written & learning assigned for class. Revision may be for a test or your own study topics.
- Do difficult subjects early-easy /enjoyable subjects towards end.
- Watch time when doing homework / study. Max 30/40 mins. per subject then change- if not finished come back at the end.
- Breaks between subjects should only be for 3-5 mins.
- Do not do similar subjects together- e.g. not Irish then French.
- Use Active Learning Strategies. -reading is not memorising.
- **Extra revision-assign subjects to different days.**
- **Remember to allow for Higher & Ordinary Levels.**
- Set a realistic Target in each subject. (generally, no more than 2 grades above your current grade).
- Have a Study Folder FOR EACH SUBJECT.
- 6th years -have exam requirement of each subject on the inside of each folder.
- Make out a Revision Topic List FOR EACH SUBJECT -what needs to be revised.
- Make out A REVISION PLAN (do a little often)

STRESS MANAGEMENT

A certain amount of stress can help to bring out their best performance in 6th year but **excessive** stress can be damaging. Working outside of school, having too many extra-curricular activities, unrealistic expectations or not managing study can lead to overload.

BEST PRACTICE GUIDELINES FOR TEACHERS

HOMEWORK SKILLS

Recording Homework

- All Subjects must be recorded.
- Homework should be recorded on board in homework box.
- Assign a variety of homework types
- Students must record all aspects of homework.
- Use the code to record (W) written, (O) oral work, (L) Learning, (R) revision and (P) practical.
- Give adequate time in class to assign and record homework. Check to ensure this is being done.
- Where possible estimate how long homework should take.
- Students should know the completion date.
- **Google classroom**
 - ✓ Homework **must** be posted on Google classroom before 6pm, Monday to Friday.
 - ✓ Only work that was communicated during class should be posted on Google classroom.
 - ✓ Categorise work on Google classroom, homework, notes, revision etc...
 - ✓ Google classroom work should be set as an **Assignment** and not an **Announcement**
- When using Email, homework should be submitted before 6pm or scheduled to be sent during the school day

Completing homework – advice to students

- Depending on the year group, discuss the amount of time a student should allocate to homework per night X 5 nights.
- Do homework on day given where possible or schedule the work on a calendar.
- Amount of time in mins. per subject
- Have 2-3 'Homework Buddies' -If missing for class e-mail them for a photo of Homework Journal
- After 20 mins. approx. leave it, come back to it and 'have another go' when finished other homework. Record time spent in Homework Journal if still unable to complete homework. Parents should sign Homework Journal at this stage or submit a notification on the school app.
- Teachers will ask to see evidence of effort made.
- Ensure student cannot access other student's submitted work on- line prior to submitting homework.

Ask for evidence of active learning of work

- Check in Homework Journal that learning was written down.
- Check student's homework copy.
- Check for date & written attempts to self –test, key notes, sentences, list of key words, diagrams, pictures etc.

Monitor

- Monitor and record homework assignments.
- Give feedback in a variety of forms e.g. '2 stars and a wish.'
- Oversee peer and self-assessment e.g. correct on board and student's self-assess, use rubric for success criteria

Revision

- 4/6week Revision Targets/study Plan for Term Tests (TLA₁, TLA₂ & TLA₃) in Homework Journal
- Introduction of "Revision only weekends" during each TLA Cycle
- Week 10 of each TLA cycle
 - ✓ Homework should be targeting revision for the TLAs and not new material
- Set revision for each week in T.L.A Cycle.
- Include as part of homework.
- Model quick test recall & brainstorming as part of learning.

Teach students to be responsible for tracking their academic progress

- Encourage & give time to fill in key test results in Homework Journal.
- Provide success criteria and ensure students understand what is expected.
- Facilitate realistic target setting for your subject in general no more than 2 grades higher eg C₃- C₁).
- Do not use target setting process with first & fifth years until TLA₁ is completed.
- Learning Monitor / class teacher encourage students to talk about progress with parents.

Learning Styles



7 study techniques

THAT WORK FOR ANY SUBJECT

1. Condensing



- useful for information-heavy, easy based subjects
- Reduces temptation to mindlessly copy everything down

HOWTO: CHALLENGE YOURSELF TO SUMMARISE A PARTICULAR CHAPTER / TOPIC / PAGE WITHIN A LIMITED SPACE, SUCH AS A SIDE OF A4, #OR A CERTAIN NUMBER OF SENTENCES. REPEAT AND SEE HOW FAR YOU CAN CONDENSE THE INFORMATION

- Use this to remember information & understand difficult concepts!



2. Flashcards

- Great for remembering definitions, dates, facts etc.
- If stuck, give yourself a few minutes to think about the answer before checking
- MAKE THEM YOURSELF OR USE A WEBSITE SUCH AS QUORLET



3. Memory maps

- This is essentially taking notes without any guidance

HOWTO: Write down a few clues on a plain sheet of paper. THEN, SET A TIMER AND WRITE DOWN AS MUCH AS YOU CAN AROUND EACH HEADING, MAKING LINKS and NOT USING ANY RESOURCES. ALTERNATIVELY, DO THIS W. OUT A

TIMER AND SIMPLY WRITE 'TO FAILURE' (when you can't remember anything etc)



* ADDITIONAL ELEMENTS TO FACILITATE MEMORISATION!

4. (Pretend to) teach someone

→ THIS IS THE ULTIMATE TEST OF YOUR UNDERSTANDING

- If none of your friends / family willing to be volunteers, simply pretend to teach (call or an audience)

- Try to find a person who is unfamiliar w. your subject / topic

5. Practice questions and essays

→ APPLY YOUR KNOWLEDGE AS MUCH AS POSSIBLE. Get your hands on past papers / questions and practice in exam conditions when you can.

→ Get someone else to mark your work OR practice honestly when doing it yourself.



7. Visualisation / association

- Associate difficult contents with familiar objects or words.
- **THE JOURNEY:** assign facts, arguments etc to different points in a real or imagined journey

- FACILITATES RECALL OF ABSTRACT INFORMATION

6. Pomodoro technique

- developed by Francesco Cirillo

- work for 25 minutes;
- 5 minute break



REPEAT x4 BEFORE TAKING A LONGER BREAK (25-30 minutes)

- Try this if you struggle w. procrastination and getting started on hard task

* Remember to check against your notes / sources afterwards!

LEARNING STYLES

abc **4**

All about words, spoken and written

- writing notes, outlines
- reading about topic, researches
- group discussions
- word games like Scrabble, Boggle, or Hangman

Verbal (Linguistic)



7

Learning Styles

3

Finds success with hands-on opportunities

- doers and movers, likes obstacle courses,
- enjoys building models
- conducts experiments, does artwork, crafts, projects
- harder time sitting still

Kinesthetic (Physical)

7

Prefers independence

- needs own quiet space
- self-reflection, awareness of your moods, feelings
- self-regulates, soothes self, owns tasks, time management aware
- self-motivated to acquire mastery, not outside praise

Solitary (Intrapersonal)

2

Process information best that is heard

- lecture style teaching
- sounding out words
- reading aloud, audiobooks
- can become easily distracted by sound

Auditory (Musical)

6

Thrives around other people

- likes to communicate and receive feedback
- group projects
- group discussions and planning
- social butterfly

Social (Interpersonal)

1

Process information best that can be seen

- pictures over words
- graphs, tables, maps
- see images of ideas
- image of details or instructions

Visual (Spatial)

5

Thrives on learning through logical reasoning

- likes steps or systems
- enjoys facts, order, math
- organized, methodical
- think and plan before taking action

Logical (Mathematical)