

The Practice Exploration of Improving After-school Service Quality under the “Double Reduction Policy”

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Abstract

After the implementation of the “Double Reduction Policy”, primary and secondary schools all over the country started after-school service mode. After-school services are a new concept for most schools, and schools are faced with many challenges to provide quality after-school services. Based on this, this paper mainly describes the coupling between the “Double Reduction Policy” and after-school service and the methods to improve after-school service quality under the Double Reduction Policy, hoping to provide help for the improvement of after-school service quality.

Keywords

Double Reduction Policy; After-school services; Primary education.

1. Introduction

General Office of the Communist Party of China Central Committee and the State Council General Office issued *Opinions on Further Reducing the Burden of Homework and Off-campus Training for Students in Compulsory Education Stage* (also known as the Double Reduction Policy) on July 24, 2021, pointing out that "we need build a good education ecology, improve the quality of after-school services, and set up rich interest groups and community activities such as sports, art and reading". The total amount and length of the homework should be cut across the board. Students should be relieved of the heavy homework burden, and after-school services should be improved to meet the diverse needs of students. After-school service in primary school is a service for after-school activities of students, which is an extension of school education, mainly arranging students to do homework, independent reading, sports, art and popular science activities [1]. After-school services are carried out to provide students with various forms of sports and art services, laying a good foundation for the development of students' physical health and comprehensive quality. However, according to the survey, the current after-school services are still in the initial stage, and the functions of after-school services are restricted, but after-school services play an irreplaceable role in the physical and mental health and personality formation of students. Therefore, under the background of the Double Reduction Policy, it is of great theoretical and practical value to strengthen after-school service quality.

2. Coupling of Double Reduction Policy and After-school Service

Since 1990s in last century, as our country began to implement the policy of reducing burden, the after-school services began to rise gradually. In 2000, the Chinese government issued *Emergency Notice on Reducing the Excessive Burden of Students in Primary Schools*, which led to earlier school time for students all over the country. Under this background, the demand for

after-school services from parents continues to increase. Primary and secondary schools across the country began to set up "after-school cram schools" to assume the responsibility of students' after-school learning and supervision, which was the earliest prototype of after-school services. In March 2017, the Ministry of Education issued *the Guiding Opinions on Doing a good Job in After-school Services for Primary and Middle School Students*, and divided "nursing classes" and "after-school tutoring classes" into after-school services. However, few students choose to participate in after-school services organized by schools. The reasons are analyzed in the following two aspects: First of all, during the period of compulsory education, school teachers are forbidden to have paid tutoring, so teachers have no enthusiasm for after-school services. Second, most parents of students choose after-school tutoring institutions to improve their academic performance [4]. The lack of supply and demand makes all parties pay less attention to after-school services. In July 2021, the General Office of the CPC Central Committee and The General Office of the State Council issued *Opinions on Further Reducing the Burden of Homework and Off-campus Training for Students in Compulsory Education Stage*. After the opinions were put forward, off-campus training institutions began to close down gradually, which also provided more space for the development of after-school services in schools. In other words, the Double Reduction Policy clears obstacles for the development of after-school services and is a barrier for the implementation of after-school services, but at the same time, after-school services are also an important focus for the effective implementation of the Double Reduction Policy.

3. Problems Existing in After-school Services Under the Double Reduction Policy

The issuance and implementation of the Double Reduction Policy has, to a certain extent, reduced students' homework burden and the pressure of after-school tutoring classes, enriched students' after-school life, and solved the problem that parents cannot timely pick up their children from school due to work reasons. But behind so many benefits, there are also many temporary problems that have not been solved under the Double Reduction Policy.

Under the Double Reduction Policy, the quality problem of after-school service time period has attracted much attention. But there is no clear quality standard and monitoring mechanism to measure how to reach the quality standard. After-school services are not systematic, so they can not show parents how much students improve with visual scores. This will make parents suspicious of the effectiveness of after-school service time.

Different schools are located in different geographical locations and have different social resources that they can use. Therefore, the after-school service content of each school is also different. Some schools may be more inclined to help children with after-school homework, some schools may be more inclined to help students with difficulties, and some schools may be more inclined to cultivate students' recreation and sports abilities.

In addition, "what should be done" during after-school service time is also a question of social concern. There are two groups of people facing this problem. One is "only trusteeship", in which schools only have to keep students safe during the period before parents pick them up from school. One is "allow class", which supports a variety of classes taught by teachers during after-school service time. Schools do not have a clear list of after-school services for parents and the community to choose from.

What's more, due to the promulgation of the Double Reduction Policy, the traditional teaching model, educational concept and teaching strategy all need to make some changes. In addition to daily lesson preparation, teaching, teaching and research, teachers also need to provide diversified and high-quality after-school services. Because they need to spend more time and energy on school work, teachers' care for personal families will be relatively reduced. Therefore,

teachers' work pressure and job burnout will increase to a certain extent.

4. Methods to Improve After-school Service Quality Under the Double Reduction Policy

4.1. Improve working mechanisms and regulations

Under the Double Reduction Policy, after-school services, as the "necessary supplement" of school education, are in essence "the return of the origin of education", and the underlying logic is "the rediscovery of people" [3]. A good after-school service is conducive to promoting the supply-side structural adjustment of education, and plays an important role in building a good education ecology, satisfying parents' needs for education quality and cultivating students' comprehensive quality. The after-school service has its special tasks: first, it is to help students do their homework, reduce their homework burden, and help students with ability to develop their interests. The second is to assist parents to deal with the problem that students cannot receive on time after school [5]. If the classroom is regarded as the "first class", the extracurricular activities are regarded as the "second class". To do a good job in the "first class" is the school's advantage, how to do a good job in the "second class" for the school needs to face many new problems. In order to better provide quality after-school services for the vast number of students, the school must establish an "after-school service work leadership team", led by the principal and attended by all relevant departments of the school. The leadership team should have a clear division of responsibilities in the work and do a good job of coordination. The "after-school service work leading team" should formulate scientific and reasonable homework assignment quality control standards, evaluation methods, safety precautions and emergency plans, flexible after-school management methods for off-peak, teacher quality evaluation, and introduction of excellent teaching resources for after-school services.

4.2. Make a reasonable plan based on the situation of the school

Under the background of double reduction, relevant departments will continue to strengthen the management of extracurricular training institutions in the future, so that more students will return to campus for further study. In the content of after-school services, schools should make a comprehensive plan to combine work and rest. First of all, the time should be arranged reasonably. According to the physiological and psychological characteristics of students, the after-school service can be divided into three stages. The first stage is the special homework time, which is also the main content of the after-school service. The second stage is to arrange sports activities or sports skills and other courses for some classes that do not have physical education on the day, to ensure that students exercise in school for 1 hour every day, and to implement the spirit of the "Notice on Further Strengthening the Physical Health Management of Primary and Middle School Students"; The third stage is to cultivate the overall quality of students and provide time for solving doubts and answering questions for individual students with learning difficulties. Secondly, to make full use of "subject" teachers, do a good job of professional homework guidance for students and students with learning difficulties accurately stratified guidance. Finally, make "non-subject" teachers undertake sports, art, labor and other interest training work. Have the "teaching staff" do administrative support work for interest groups or societies with a large number of people. In the establishment of interest groups, the special skills and professional skills of "non-subject" teachers should be fully considered. At the same time, attention should be paid to the exploration of a certain "subject" teachers such as literature, sports, labor practice and other talents.

4.3. According to the students' learning situation, scientific assignment

Strengthen the management of homework quality and learning quantity. Assignments should be closely integrated with the course objectives, meet the learning needs of students at different

levels, and have a high degree of interest [2]. Assignment is an aid to effectively expand and strengthen classroom teaching. Good homework should be carried out according to the teaching design. Homework should reflect the basic and expansive characteristics of teaching, and reflect the characteristics of students' learning ability in stratification and classification of homework. From the practical point of view of homework, homework not only helps students to consolidate knowledge, improve ability, cultivate habits, but also helps teachers to test the teaching effect, analysis of learning situation, improve teaching methods and so on. First, under the overall planning and control of the class teacher, the teachers of Chinese, mathematics, English and other courses of each class should make appropriate arrangements for the daily homework of each subject to control the total amount of homework, and at the same time note the importance of homework quality [6]. Secondly, according to the students' learning level, the students who take part in the after-school service should be given hierarchical guidance. According to the accuracy of daily work and speed of completion, cleanliness and recent test results, the students are classified by academic difficulties, medium and outstanding students. Arrange difficult and challenging assignments for top students to ensure that top students "learn enough"; Arrange consolidation and understanding homework for secondary students to ensure that secondary students "learn well"; The homework arranged for students with learning difficulties should fully reflect the characteristics of basic knowledge and supplementary knowledge to ensure that students with learning difficulties "learn", so as to improve the quality of homework arrangement. Multi-level homework requires teachers to continuously explore the function of knowledge and discipline ability cultivation, so that every student can feel their own growth, and truly feel that "homework is hard and interesting".

4.4. Diversified interest projects to improve students' comprehensive quality

In order to cultivate students' interest and improve their comprehensive quality, schools should first focus on their own sports and artistic characteristics, adjust and supplement with other activities to meet the needs of families for the development of students' talents. The superiority of the school in resources such as teachers, equipment and venues is a necessary condition for the development of non-subject interest classes. In order to make students and parents aware of the importance of developing students' interests in the process of development, teachers should consider specific interest classes and club activities in accordance with normal curriculum standards. In terms of literature and art, it will stimulate students' strong interest in art learning according to the characteristics of music, art, calligraphy and dance, and cultivate students' healthy aesthetic taste on the premise of mastering basic knowledge and skills. On this basis, establish the semester education objectives of interest classes and associations, and set clear goals for students in the classification of certain skills and specialties. According to the teaching method of "church, diligence and constant training", learning materials are selected from the perspective of "large unit", and strive to make the learning content of each level be connected and coordinated with each other. The teaching method of "structured" is adopted in the class of interest, which focuses on training students' professional ability and core quality, so that they can have a certain skill or artistic specialty. In this way, the non-disciplinary interest group becomes the most attractive activity, which promotes students to complete their homework seriously and efficiently and gives them the opportunity to participate in the interest activities of quality expansion.

4.5. Mobilize the enthusiasm of teachers and make them the main force of after-school services

Some schools let old teachers volunteer to participate in after-school services. The shortcoming of this behavior is "only some teachers are participated, others are not willing to do it with many opinions", resulting in the lack of understanding of after-school services in the whole school, and it is difficult to form a positive impact. Therefore, under the premise of carrying out the

strategy of "double reduction", the teaching staff should study hard and fully implement the policy of "double reduction" and the document of "Five Management" of the Ministry of Education, so that the teachers can improve their understanding from the ideological perspective and realize that after-school service is the new task of national education to give compulsory education in the new era. Strengthening after-school services is the main channel for schools to give play to public education services [7]. The new strategy of public satisfaction education is a key measure to ensure the implementation of double reduction work. In order to improve the effect and level of students' after-school service and strengthen the staff's sense of responsibility, the school should develop a set of scientific after-school service evaluation system and reward system, linking all kinds of service activities, students' progress and performance effects with teachers' performance assessment, combined with salary assessment and payment, and combined with teachers' professional title evaluation standards. The advantage of combining with teachers' evaluation is that teachers' working attitude has changed from "let you do it, to now I have to do it". If someone organizes and manages after-school services, the occurrence of unsafe incidents will be reduced to a certain extent. Such high-quality after-school services will certainly be welcomed by most parents.

4.6. Combine traditional Chinese culture and vigorously cultivate national pride

Since the 18th National Congress of the Communist Party of China, "cultural confidence" and "Telling China's story Well" and other cultural countermeasures have been put forward. Culture, as a part of China's soft power, plays an indispensable role in national construction. At the same time, it is also a distinctive banner to display national characteristics. The purpose of vigorously developing culture is to make China go to the world with a better face, which will help the world better understand China and enhance China's international influence. As the main force of China's future construction, the cultivation of primary and secondary school students' cultural literacy is indispensable. Primary and secondary school students are in the golden stage of mastering basic knowledge and basic skills, but also in shaping the world outlook, outlook on life, values of the important period. The content of Chinese excellent traditional culture is the key content to cultivate morality and cultivate people, and also the important after-school service content under the background of Double Reduction Policy. By skillfully using after-school service period and strengthening the input of traditional Chinese culture knowledge to primary and middle school students, they can have a more comprehensive understanding of the historical tradition and basic national conditions of the Chinese nation. The traditional Chinese culture education is deeply integrated into after-school services and into the whole education process. At the same time, based on the characteristics of primary school students, immersion teaching and personalized service are adopted to integrate cultural knowledge into interesting activities. Based on the Chinese language, we will build students' traditional cultural literacy, bring students to feel the beauty of traditional Chinese culture and personally feel the essence of red culture and absorb the essence of traditional culture. By comparing the present and the past, we can understand the practical significance of social issues such as cultural inheritance and great historical achievements in poverty alleviation in an easy-to-understand way.

4.7. Combine activities with the stage to promote after-school service better and better

After-school service is a new thing, which requires schools to evaluate the quality of after-school service. Comprehensive use of various ways to make after-school service evaluation more standardized, build after-school service students ability development files, to achieve the goal of after-school service ability of students. Therefore, we should often organize after-school service competition activities, and invite parents' representatives to participate in and visit, so

as to fully realize the creative design, organization and management of the school and the degree of specialization of the school. At the same time, the students also enjoy it and have great interest in it. For example, with the Children's Day, Dragon Boat Festival, Teachers' Day, National Day and other major holidays, as well as the campus culture festival, all kinds of sports and other activities, to provide each student with an opportunity to show their talents and hobbies, create a good learning environment, improve students' confidence. At the same time, the school will also design corresponding competitions for students with excellent learning skills, such as "Dynasty Sorting" and "Rubik's Cube Restoration Competition", so as to give full play to the advantages of after-school services and create service projects to attract students. For each activity, the school should vigorously publicize it from the perspective of the school, the class and the students, and timely publicize the significance of the school's after-class service by using the school's public account and Weibo, etc., so as to lay a solid foundation for promoting the comprehensive development of students and promoting their personal growth.

5. Conclusion

To sum up, since the promulgation and implementation of the Double Reduction Policy, after-school service has become the most important part in promoting the healthy growth of students, helping parents solve the difficulty of picking up students on time, and comprehensively cultivating the comprehensive quality of primary and middle school students. In recent years, our primary and secondary school after-school service has achieved remarkable results, but there are still many shortcomings. Therefore, improving after-school service quality has become a new goal orientation. Firstly, schools need to further standardize the form and content of after-school services by improving the working mechanism and rules and regulations. Secondly, school need to make reasonable plans according to the school situation, promote the integration of in-class education and after-class education, so as to improve the after-class and after-class service ability of the school. Thirdly, school need to cultivate students' interest and improve their comprehensive quality according to the students' learning situation. After-class service can effectively make up for the problems existing in class, but also improve students' all-round ability in areas such as morals, intelligence, physical fitness, work and aesthetics. Fourthly, schools need to arouse the enthusiasm of teachers, make teachers become the main force of after-school service. By having the after-school services, teachers can find the problems in students' learning, check and make up for deficiencies, so as to improve education and teaching. Fifthly, schools also need to enrich the content and form of after-school services. After-school services are not only the class to guide homework, but more importantly, the development of interest activities. To promote the personalized and comprehensive development of students in an all-round way, we need to introduce the traditional Chinese culture and activities. Promoting after-school service quality can lay a solid foundation for the all-round development of students.

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