

The quality improvement path of after-school delayed service in primary schools under the background of "double reduction"

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Abstract: *The implementation of the "double reduction" policy will help education return to its essence and its true nature. Delayed service is a way to strengthen moral education and in-depth exploration of efficiency strategies and methods, which is conducive to reducing the burden on students and parents and better promoting the development of quality education. In order to actively respond to the implementation of the national "double reduction" policy, improve the quality of after-school delay service, and better promote the all-round development of students. This paper believes that the strategies of strengthening the teachers' teaching and research community to improve the quality of classroom teaching, designing "double reduction" new homework to "reduce the burden and increase the quality", improving the "foundation + specialty" mode to promote students' personality growth, and doing a good job in the home school coeducation and co construction of education ecology under the "double reduction" can provide some reference for front-line teachers to carry out after-school delay services.*

Keywords: *"double reduction" policy; after-school delayed service; quality improvement*

1. Introduction

In order to promote educational equity and reduce the homework burden of students and the financial burden of parents, the Ministry of Education requires all parts of the country to ensure full coverage of the "double reduction" policy in 2021. [1] With the implementation of delayed services, after-school delayed services in primary schools in various regions are in full swing. The school has designed a "basic + specialty" after-school delayed service according to the characteristics of the campus and the situation of students. It is conducive to the improvement of students' comprehensive quality, promotes their all-round development, and gives delayed service a taste of quality education. However, with the development of delayed service, the polarization of the class has become more and more serious, and students of different levels have problems such as "can't eat" and "can't eat enough", which is not conducive to the all-round development of students. This paper uses observation and interview methods to understand the situation and problems of students at three different levels, to help them improve the learning efficiency of after-school delayed service, and to propose a quality improvement path for after-school delayed service in primary schools.

2. Case analysis of after-school delayed service in primary schools

The real education should be based on the comprehensive development of students, taking into account the differences of students, and combining the specific conditions of students to achieve the educational effect of "basic + specialty". [2] The first and second lessons of the school's delayed service are usually used to complete Chinese and math homework. The third section is for students to choose football clubs, art clubs, piano clubs and so on independently according to their own interests and hobbies. Classroom learning has relatively fixed teaching content, tasks and time, and students often have problems such as "can't eat enough" or "can't eat" in the classroom. [3] Therefore, the tutoring for students at different levels should be determined according to their specific circumstances, so that after-school tutoring is more targeted.

2.1 Precise guidance to improve effectiveness

Liao Xinchun is a middle-level student in the class. He has low efficiency in completing his

homework. It is common for him to come home from school and fight until midnight. Although parents can help him answer some simpler questions, they are unable to start with most of the homework. Since the start of the delayed service, Liao Xinchun has been able to complete most of her homework at school, and she will also work overtime after returning home.

In response to the above problems, the language and mathematics teacher discussed and formulated a support plan for these students during the grade group teaching and research meeting. Because Liao Xinchun's basic reading skills are very good, the Chinese teacher asked him to take charge of reading the text, and asked him to answer questions in class to increase his enthusiasm for class participation. In the after-school delayed service, the math teacher asked him to summarize the knowledge points by drawing a mind map, and record the wrong questions in the wrong book to deepen his understanding of the knowledge points. In the next two months, the math teacher taught him how to use the error book to analyze the wrong questions, so as to deepen the understanding of knowledge and improve the efficiency of completing homework. At the same time, the language teacher also actively communicated with Liao Xinchun's parents, explained his recent performance to Liao Xinchun's parents every week, and strictly controlled the time he spent playing with his mobile phone. Form a scientific work and rest time and sleep on time to ensure the state of class the next day.

According to Liao Xinchun's personality, the language teacher arranged for class representatives to help him with his homework. After nearly two months of correction and help, Liao Xinchun took part in class activities seriously, completed more and more homework in school, and his mental outlook has also been greatly improved. After completing his homework on time, the math teacher encouraged him to join the school's piano club, and he was often seen in large-scale school performances and district-level TV reporter activities! The whole person has also become very confident.

2.2 Home-school co-education, enjoyment and delay

Li Rui has excellent grades in the class and a high level of comprehensive quality. He can often complete his homework efficiently in the after-school delayed service. But Li Rui often talks to students around him after finishing his homework, which often affects other students. Through home visits, we learned that Li Rui is a left-behind child all the year round and is raised by his grandparents. Due to the long-term lack of parental care, he is eager to get attention, and he is not confident enough in peacetime.

The math teacher took Li Rui's hobby as a starting point and designed interesting math Olympiad problems in his homework. At the beginning, he had no idea what to do with the Math Olympiad questions, and the math teacher gave him appropriate advice and encouraged him to discuss actively with his classmates. A few weeks later, Li Rui actually set up the "Mathematics Olympiad Association" in his class. Students who want to "join" must challenge the five math Olympiad problems given by the successful math teacher. The learning atmosphere of the class is becoming more and more intense. This kind of educational effect of "point to face" is inseparable from Li Rui's excellent leadership! At the same time, Li Rui showed great talent in playing football. The teacher encouraged him to join the football club, expecting him to emerge in the football club.

Li Rui often discusses Mathematical Olympiad problems with his classmates in his spare time, and Mathematical Olympiad is no longer so "sacred" to children. The "Mathematics Olympiad Association" he runs with heart will also be promoted in other classes after it has been "officially certified" by the teachers in the office; On the other hand, Li Rui's expertise in football brought him more confidence and a more cheerful personality.

2.3 Encourage self-confidence with "preference"

The delayed service should pay attention to special groups of students, and strengthen support and guidance for students with learning difficulties. [4] Ran Maocen's math performance in the class has always been unsatisfactory. Facing the math homework assigned after school, he often feels embarrassed, unable to complete the homework on time, and lacks self-confidence. Every time he studied hard, he got failed again and again, and he gradually lost confidence in things related to study, resulting in learned helplessness. [5]

In order to help him regain his self-confidence, the teacher of language and math paid special attention to him in class, and left him with simple questions, so that he could pick apples even if he jumped, and taste the joy of success. The math teacher makes a special worksheet for him every day, and selectively assigns homework with basic and core knowledge points. Starting from the most basic content of each

unit, the math teacher of the day's homework will mark him and give him individual tutoring. Although he did not have a high rate of correctness in completing his homework at the beginning, the math teacher praised him for his serious work, and he also showed a satisfied smile on his face, and he also had many novel ideas when discussing the topic with the teacher.

As he progresses, the math teacher keeps adjusting the amount and difficulty of the assignments until he meets the same requirements as the other students. Two months later, he was able to complete his homework independently in the delayed service, and he also got satisfactory results in the mid-term exam. I believe that with the development of the delayed service, he will make more and more progress!

3. The quality improvement path of after-school delayed service in primary schools

In order to improve the quality of after-school delayed services, the key is to improve the quality of classroom teaching. [6] The quality of students' classroom learning directly determines whether students can truly "reduce the burden" and whether they can achieve personalized growth in the after-school delayed service. This also requires teachers to effectively prepare lessons according to the teaching content and the situation of students at different levels. Therefore, we can focus on the construction of a teacher-teacher teaching-research community, and brainstorm ideas for improving the teaching quality of new classrooms under the "double reduction" policy. Writing delayed service assistance plans for students at different levels is not only conducive to the development of delayed services, but also provides examples for teachers, which is conducive to reducing the pressure on teachers.

Secondly, the design of "double reduction" new operations is conducive to reducing burden and improving quality. With the implementation of the "double reduction" policy, teachers also need to think about how to design a small number of high-quality homework and avoid mechanical and repetitive homework. The homework that can be closely designed with the curriculum objectives, the core literacy of the subject, and is highly interesting, and the homework that meets the learning needs of students at different levels. Combining a variety of methods, such as active homework, online homework under the epidemic, etc., improves the efficiency of students' homework completion, thereby promoting students' willingness and willingness to complete the homework assigned every day.

Continue to improve the "basic + specialty" model to promote the all-round development of students. Every student has his own "flowering period", students with learning difficulties also have their hobbies and specialties, and students with excellent academic performance are not perfect. The diversified projects of after-school delayed service can not only provide students with personalized development, but also help students to comprehensively improve their own qualities, such as enhancing their self-confidence and personality. [7] When carrying out such activities, it is also possible to make full use of resources inside and outside the school, and properly integrate various disciplines, which is conducive to making students receive more professional and interesting guidance; At the same time, with the development of delayed service, teachers and students are a little tired because they spend more time in the classroom, so they can expand the space and content of the "basic + specialty" model, walk out of the classroom, go to the playground, and approach every corner of the campus.

Doing a good job of home-school co-education under the "double reduction" is conducive to the joint construction of an educational ecology. As soon as the "double reduction" policy came out, many parents thought that education was biased towards schools and completely handed over education to schools. In fact, there are many similar misconceptions. If teachers can actively communicate with parents and understand students' living habits and physical and mental conditions, they can better target students' "root causes" and "good medicine", and jointly create a good atmosphere for home-school cooperation. At the same time, teachers can continue to thoroughly implement the concept of Internet education, and guide parents to set up family courses, such as housework, in combination with online education resources. And through certain evaluation criteria, honorary titles such as "Little Cooking Expert" and "Family Labor Pioneer" were selected to achieve diversified evaluation and better promote the healthy growth of students.

4. Conclusion

In order to summarize the strategies for improving the quality of after-school delayed service in primary schools and promote the development of delayed service, this paper understands the situation of students through observation and interviews, and takes relevant measures to help them. Through in-depth analysis of cases, it is proposed that (1) strengthen the construction of teacher-teacher teaching and

research community, actively think about the teaching of new classrooms under the "double reduction", and improve the quality of classroom teaching; (2) by designing new assignments under the "double reduction", realize burden reduction and quality improvement; (3) further optimize strategies such as the "basic + specialty" model; (4) On the premise of forming a joint force of home and school under the "double reduction", extend the space and time for educating people, comprehensively coordinate, and achieve overall planning, so as to promote the implementation of the "double reduction" policy and promote the improvement of the quality of primary education.

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