

SECTION 6: OPERATIONS**Policy 6.18.04 Homework Policy*****Supporting Policies***

[6.18 Assessment, Evaluation and Reporting Policy](#)

[6.18.01 Reporting Below Level 1 and Insufficient Evidence](#)

[6.18.02 Missed and Late Assessment Tasks and/or Assignments](#)

[6.18.03 Academic Honesty Policy](#)

Supporting Procedures***Supporting Protocols******Supporting Templates and Forms******Guidelines, Checklists and Other Board Resources******External Resources***

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Definition:

The purpose of homework is to support student learning and develop learning skills. Homework tasks must connect directly to the learning expectations of the Ontario Curriculum. Homework will support material taught in class and “provide assessment information that both teachers and students can use to adjust instruction and focus learning” (Growing Success p. 34). Homework is not to be evaluated and used as an assessment of a student’s learning.

There are three types of commonly assigned homework and their intended outcomes, are described below:

Type	Definition	Intended Outcomes
Practice	- review and reinforce learning presented in class (e.g. review of daily work)	-helps students independently practice acquired skills and consolidate learning
Preparation	- work that prepares students for upcoming lessons or assessments (e.g. pre-reading, studying)	–students prepare for upcoming learning opportunities (e.g. gather information or materials, activate prior knowledge)
Extension	- expands on and deepens classroom learning	-students problem solve, think creatively and critically to deepen their understanding and relate learning to the outside world

Characteristics of Effective Homework:

- meaningful, engaging, relevant, and curriculum based
- homework criteria are clearly defined
- must not require resources to which student might not have access
- must not require additional teaching outside the classroom
- allows students to perform the skills required independently
- is monitored and when appropriate, includes formative feedback for learning
- may involve parents in supporting their child's learning but must not require the teaching of new concepts
- is differentiated, as appropriate
- is accommodated and/or modified according to the IEP
- shall be clearly articulated and involve consultation/collaboration among core, rotary and subject teachers, where appropriate
- assignments for evaluation and tests or exams are to be completed, whenever possible, under the supervision of a teacher (Growing Success, p. 39)
- assignments for evaluation do not include ongoing homework that students do to practise skills, consolidate knowledge and skills, and/or prepare for the next class (Growing Success, p. 144).

Timing, Scheduling and Quantity of Homework:

From elementary to secondary school the amount of time a student spends on homework depends on many factors. When assigning homework, teachers will consider: prior knowledge and skills and summative assessment schedule. Consideration must also be given to other demands on students' time such as: family time, holidays or culturally significant days, and student commitments with respect to extra-curricular activities.

If parents/guardians choose to take their child(ren) out of school at times other than school holidays, the school cannot provide academic activities that replicate the missed learning which includes opportunities for students to demonstrate skills and engage in learning conversations. Teachers shall not be expected to provide detailed classroom work and homework assignments for students who are away for extended periods of time as a result of family-initiated absences. For absences due to extended illness, parents/guardians may contact the school principal to discuss available options.

Homework is not mandatory. The decision to assign homework is that of the teacher and depends on a variety of factors. The time required to complete homework will vary from student to student and from day to day. The times indicated below are guidelines, not absolutes.

Time Guidelines

Grade	Time Guideline
Kindergarten	<i>Families are encouraged to read, play, and talk with their children about their learning on a daily basis. Teachers may provide resources to support early learning activities at home.</i>
Grades 1 to 6	<i>Homework in the early grades will primarily include reading, having discussions, participating in literacy and math activities. As a result, homework assigned in the early grades shall more often take the form of reading, playing a variety of games, having discussions and interactive activities such as building and cooking with the family. In the late Primary and Junior grades, effective homework may begin to take the form of independent work.</i>
Grades 7 to 8	<i>Homework for practice, preparation or extension for students in grades 7 and 8 shall be clearly articulated and carefully planned, in partnership among core and rotary teachers. Estimated completion time is five hours or less per week.</i>
Grade 9 to 12	<i>Homework for practice, preparation or extension for students in grades 9 - 12 shall be clearly articulated and carefully planned, in partnership among subject teachers. Estimated completion time, inclusive of all courses, is six to ten hours per week for grades 9 – 10, and ten to twenty hours per week for students in grades 11 – 12.</i>

Depending on the type of assignment, course, or program, some students, including those with special needs, may have more of an in-class focus for their learning. If parents/guardians have concerns about the amount or the appropriateness of assigned homework, they are to contact the school.