



1. Rationale

Given the growing amount of research on the effectiveness of homework in the learning process, and input from our school communities regarding the need for increased clarity and consistency in homework policies across schools, there was a need to develop a SCDSB policy on homework.

2. Policy

This policy establishes that homework is: 1) assigned in a purposefully planned manner directly related to classroom instruction and the Ontario Curriculum expectations; 2) an engaging and relevant learning activity that can be independently completed by the student; 3) differentiated by student strength and needs; 4) inclusive of meaningful teacher feedback; and 5) sensitive to scheduled holidays and days of significance.

3. Definitions

3.1 "Purposefully planned and related to instruction and curriculum":

Homework is assigned in a purposefully planned manner directly related to classroom instruction and the Ontario Curriculum expectations. This purpose is clearly identified by teachers for students and their parent(s) / guardian(s). Homework is clearly articulated and carefully planned, and involves consultation among core, rotary and subject teachers.

3.2 "Engaging and relevant learning activity":

Homework is an engaging and relevant learning activity that can be independently completed by the student. Homework does not require resources or technology to which students may not have access.

3.3 "Differentiation":

Homework meets the developmental and individual needs of the student through differentiation and modification. "Differentiation is an organized yet flexible way of proactively adjusting teaching and learning to meet students where they are and help them to achieve maximum growth as learners." (Tomlinson, 1999. Literacy and Numeracy Secretariat website)

**CURRICULUM
AND INSTRUCTION**

4100

**HOMEWORK: ACTIVITIES TO
SUPPORT STUDENT LEARNING**

4106

Page 2

3.4 “Feedback”:

Homework is commented on, where applicable, to provide feedback for future learning. Feedback should identify next steps in the student's learning. Students should be given multiple opportunities to practice, apply the new learning and refine their work. Strengths are identified in addition to next steps for improvement. This feedback should be timely, explicit, meaningful and constructive in order to assist students in helping them move their work forward.

3.5 “Time sensitive”:

No homework shall be assigned immediately before a holiday that is due immediately following holidays, significant faith days, or lengthier school breaks (December or March Break). Homework assignments shall be assigned over blocks of time so that families can best support homework completion. It is important to minimize ‘next day’ completion assignments. It is critical to balance the time required to complete homework with extra curricular activities scheduled outside of the school day and activities that support personal and family wellness.

4. Guidelines

4.1 Types of homework include:

- Completion: any work assigned during the school day not completed in class;
- Practice: any work that reinforces skills and concepts taught in class;
- Preparation: any work that prepares students for upcoming lessons or classes;
- Extension: any work that explores and refines learning in new contexts or integrates and expands on classroom learning.

Page 3

4.2 Roles and Responsibilities

School staff, teachers, students, and family all have mutually supportive roles and responsibilities. Mutual support will have a positive impact on student success in the homework process. Homework is designed to encourage parent/guardian involvement, where appropriate, in supporting their children's learning but does not require additional teaching outside of the classroom. In instances of group work, sufficient time shall be provided within the instructional day(s) for students to meet the required learning outcomes. In some cases, students may require additional time beyond the instructional day to complete their individual portion of the group work.

4.3 Extended Absences

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 or parent-initiated absences. Students on extended absences would be missing the necessary direct instruction and learning required to complete the classroom work and homework. As described in both the Definitions and Guidelines of the policy, students cannot be expected to complete work that is not directly related to classroom instruction. For absences due to extended illness, parents / guardians (or the student if the student is 18 or over) may contact the school principal to discuss available options.

4.4 Reporting

Assessment, evaluation, and reporting shall be in accordance with the SCDSB policy on assessment, evaluation and reporting, and the Ministry policy entitled *Growing Success – Assessment, Evaluation and Reporting: Improving Student Learning (Draft, Fall 2008)*.

5. Administrative Procedures

The Director of Education is authorized to provide the administrative procedures necessary to implement this policy.

ADOPTED OCTOBER 28, 2009