



## INDEPENDENT PROCEDURE

Title: **HOMEWORK GUIDELINES**

Policy No.: **9054**

Effective Date: **2011 April 12**

Department: Learning Support Services

Reference(s): -TVDSB Procedure: Reporting Student Achievement  
-Ministry of Education: *Growing Success, Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010*

### 1.0 **Rationale**

This document has been written following a community survey and committee consultation, a review of the literature as well as the work of other Ontario school boards, and in response to questions and concerns regarding the nature and use of homework in our school communities. It is intended to fulfill the following purposes:

- To provide a clear, consistent guideline for TVDSB students, parents/guardians and teachers for the use of homework as a relevant, purposeful out-of-class learning activity;
- To support the use of homework in effective, intentional ways which directly connect to the student's school program and to the learning expectations as outlined in the Ontario curriculum.

### 2.0 **Definition of Homework**

Homework is an out-of-classroom learning experience, assigned and monitored by the teacher. It is a planned component of the educational process, related to grade and course learning expectations as outlined by the Ontario Curriculum, and designed to enhance individual student learning.

There are four types of assigned homework:

| TYPE        | DEFINITION/EXAMPLE                                                                                                                                                                                                                                                                          |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Preparation | Work that prepares students for upcoming classroom learning, e.g., a new topic is about to begin; students are asked to identify or reflect on what they already know about the topic in order to make links to prior knowledge and to have input into classroom instructional programming. |

Administered By: **Learning Support Services**

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| TYPE                   | DEFINITION/EXAMPLE                                                                                                                                                                                                                                                                                                                 |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Practice / Application | Work that reviews and reinforces concepts and skills taught in class, e.g., a new concept or skill has been taught and students have had guided practice in class; additional practice work may be assigned to help students consolidate skills and demonstrate independent understanding.                                         |
| Completion             | Work assigned during the school day and not completed in class, e.g., a student has been absent from class; they may be assigned a homework activity to ensure understanding of concepts.                                                                                                                                          |
| Extension / Enrichment | Work that refines or expands on classroom learning, e.g., at the end of a lesson, students choose a question or lesson-related topic to explore, reflect on, or interpret independently; students bring their ideas or reflections back to the class to integrate their learning with that of others and with the classroom topic. |

## 2.1 Differentiation

Homework, like any successful instructional practice, is differentiated by grade, age, developmental stage, course, interests, and individual student needs. Effective homework is meaningful to the students, intentionally integrated with ongoing classroom instruction, and appropriately differentiated to support student learning.

The role of homework changes as students mature and they develop independence. Younger students may be expected to complete all or almost all learning activities during the school day while older students are more likely to spend additional time on learning tasks, especially as they move into the senior grades. While assignments for evaluation “must not include ongoing homework that students do to consolidate their knowledge and skills” (*Growing Success*, 2010), homework for students in the senior division (grades 11-12) will vary in their use of out-of-school resources and time, depending on student interests, courses, and post-secondary destination.

## 3.0 The Homework Partnership and Responsibilities

Homework, when required, is intended to be an effective extension of the school program. Teachers, parent(s)/guardian(s) and students are partners in the completion of homework and the development of sound homework habits. Each member of the partnership has specific responsibilities. Successful homework practices help ensure that homework is a valuable tool for enhancing student achievement.

### Principals/Vice Principals/Teachers:

- to review and communicate homework guidelines early in the school year for use by teachers, students and parent(s)/guardian(s);
- offer information/resources to assist the home in helping children (e.g., interviews/conferences, newsletters, school website, planners, library and may offer curriculum nights);

- explain to students (and parent(s)/guardian(s)) the purpose of assigned homework and teach skills necessary for completion: organization, time management and problem-solving (e.g., note-making, preparation for upcoming tests);
- provide homework that is appropriate to the student's age, developmental level, skills and individual needs, differentiating for student diversity, including students in English language learners (ELL) programs, students in special education programs, and post-secondary destinations;
- use homework as a vehicle for developing and reinforcing learning, not as a consequence for misbehaviour or failure to perform as expected;
- monitor homework, provide timely feedback, seek to collaborate among members of the teaching staff in order to assign a reasonable amount of homework;
- communicate using verbal, written and/or electronic means as necessary;
- report on homework completion in the Learning Skills section of the Elementary Progress Report Card and the Provincial Report Card;
- assign projects that can be completed primarily during class time;
- ensure that students have access to required resources and/or technology if needed to complete the assigned homework tasks;
- avoid homework immediately prior to the exam period;
- avoid homework on scheduled holidays according to the Thames Valley District School Board school calendar;
- avoid homework on days of significance (e.g., religious holidays, creed-based or cultural observances);
- allow time for homework to be started during class time.

Students:

- ensure that they understand and ask for help if the homework assignments or expectations are not clear (e.g., assignments, criteria, timelines);
- assume appropriate responsibility for homework completion as they proceed through school;
- manage time and materials appropriately (e.g., uses school planner, submits homework on time, organizes necessary materials);
- make use of assigned class time to complete work;

- prepare for tests and examinations;
- complete and submit class work, homework, and assignments according to agreed upon timelines.

Parent(s)/Guardian(s):

- provide encouragement and appropriate support, without doing the homework for the student;
- support a healthy balance between homework, co-curricular activities and family commitments;
- provide a suitable environment for the student to complete work (e.g., work space, block of uninterrupted time);
- participate actively in the home and school partnership and communicate with the teacher;
- communicate with the teacher if homework is incomplete for any reason.

## Homework Guidelines

| GRADE                      | CRITERIA                                                                                                                                                                                                                                                                                                                                                                                        | TIME                                                                                                                                                                                                                                                    | ASSESSMENT                                                                                                                                                                                                             | EXAMPLES                                                                                                                                                                                                                                                               |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Kindergarten               | <ul style="list-style-type: none"> <li>There is a strong connection between parental involvement and student achievement. As a result, families are encouraged to engage in early learning activities such as reading, playing and talking together in English and/or in the family's first language. Teachers may provide resources to support home-based early learning activities</li> </ul> |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                        |
| Primary<br>Grades 1-3      | <ul style="list-style-type: none"> <li>Homework assignments should be curriculum based and clearly articulated and communicated to students and parent(s)/guardian(s).</li> </ul>                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Homework should not exceed 20 minutes per evening.</li> <li>Parent(s)/guardian(s) are encouraged to end homework at this time and communicate progress with the teacher.</li> </ul>                              | <ul style="list-style-type: none"> <li>Homework should provide teacher feedback to the student for future learning and is reported in the Learning Skills section of the Elementary Provincial Report Card.</li> </ul> | <ul style="list-style-type: none"> <li>reading</li> <li>playing educational games</li> <li>interactive activities such as building, cooking, talking and interviewing family members/guardians/friends.</li> <li>on occasion, finishing work from the class</li> </ul> |
| Junior<br>Grades 4-6       | <ul style="list-style-type: none"> <li>Homework assignments should be curriculum based and clearly articulated and communicated to students and parent(s)/guardian(s)</li> <li>Homework assignments should be designed to require no additional teaching outside the classroom.</li> </ul>                                                                                                      | <ul style="list-style-type: none"> <li>Homework should not exceed 40 minutes per evening.</li> <li>Parent(s)/guardian(s) are encouraged to end homework at this time and communicate progress with the teacher.</li> </ul>                              | <ul style="list-style-type: none"> <li>Homework should provide teacher feedback to the student for future learning and is reported in the Learning Skills section of the Elementary Provincial Report Card.</li> </ul> | <ul style="list-style-type: none"> <li>reading</li> <li>playing educational games</li> <li>interactive activities with family members/guardians</li> <li>finishing work from the class</li> <li>reviewing concepts</li> <li>practising skills</li> </ul>               |
| Intermediate<br>Grades 7-8 | <ul style="list-style-type: none"> <li>Homework assignments should be curriculum based and clearly articulated and communicated to students and parent(s)/guardian(s).</li> <li>Homework assignments should be designed to require no additional teaching outside the classroom.</li> </ul>                                                                                                     | <ul style="list-style-type: none"> <li>Homework should not exceed 60 minutes per evening.</li> <li>Parent(s)/guardian(s) are encouraged to end homework at this time and communicate progress with the teacher.</li> </ul>                              | <ul style="list-style-type: none"> <li>Homework should provide teacher feedback to the student for future learning and is reported in the Learning Skills section of the Elementary Provincial Report Card.</li> </ul> | <ul style="list-style-type: none"> <li>reading</li> <li>practising skills</li> <li>reviewing concepts</li> <li>finishing work from the class</li> <li>preparing for lessons</li> <li>independent research</li> </ul>                                                   |
| Secondary<br>Grades 9-12   | <ul style="list-style-type: none"> <li>Homework assignments should be curriculum based and clearly articulated and communicated to students and parent(s)/guardian(s)</li> <li>There should be no homework during the final examination period other than preparation for the examination itself.</li> </ul>                                                                                    | <ul style="list-style-type: none"> <li>Homework should not, on average, exceed 90-120 minutes per evening in the senior grades.</li> <li>Parent(s)/guardian(s) and students are encouraged to communicate with teachers if this is an issue.</li> </ul> | <ul style="list-style-type: none"> <li>Homework should provide feedback to the student for future learning and is reported in the Provincial Report Card under Learning Skills and Work Habits.</li> </ul>             | <ul style="list-style-type: none"> <li>reading</li> <li>practising skills</li> <li>reviewing concepts</li> <li>finishing work from the class</li> <li>preparing for lessons</li> <li>independent research</li> </ul>                                                   |