

## Guidelines for Implementation of Homework Policy and Principles

<b>Transition Years: Grades 7-8-9</b>	
<b>Purpose</b>	<p>By the end of Grade 9, a significant proportion of curriculum outcomes (knowledge, skills, and attitudes) will be attained outside the classroom, by means of homework which extends, supports and reinforces what has been taught in class.</p> <p>Homework promotes valuable study habits, allows the students to learn how to set and accomplish goals, to organize their time efficiently, to establish routines, and to practise or reinforce necessary skills. It also assists the teacher to diagnose individual learning problems, and to plan or modify future programming.</p>
<b>Samples of Appropriate Homework Activities</b>	<p>It should be an established policy in each classroom that work not completed in class must be done at home, and that additional homework assignments will be given to extend the concepts introduced in the class program, for example:</p> <ul style="list-style-type: none"> <li>• reading newspapers and magazines,</li> <li>• obtaining information from the media about current events,</li> <li>• applying formulas,</li> <li>• preparing projects and major assignments,</li> <li>• synthesizing information,</li> <li>• problem solving.</li> </ul> <p>Activities that promote proficiency in basic skills may include:</p> <ul style="list-style-type: none"> <li>• practising reading, spelling and other language activities,</li> <li>• practising mathematics operations,</li> <li>• labelling maps and diagrams,</li> <li>• preparing and practising oral assignments,</li> <li>• practising French and International Languages exercises,</li> <li>• studying for tests .</li> </ul>
<b>Projects/Major Assignments</b>	<p>It is expected that students will be given projects and assignments of which a significant portion may be done at home. Such projects will be characterized by clear instructions, criteria for evaluation and timelines.</p> <p>In addition to work assigned to be completed in class and homework assigned on a daily basis, in Grade 9 a maximum of one Independent Study Project/ major assignment per course will be assigned.</p> <p>In Transition Years, on occasion, projects will begin to rely on resources that are not found in the classroom, although teachers must realize that some students may be unable to acquire adequate resources outside the school.</p> <p>To avoid inequitable burdens on students, teachers should respond favourably to student requests and adjust timelines or grant concessions on an individual basis to students who are burdened with assignments due in several courses at the same time.</p>

<p><b>Assessment</b></p>	<p>Whenever homework is assigned, students must be made fully aware of what is expected and of how their work will be evaluated.</p> <p>Assignments which involve work over an extended period of time should be supported by regular conferencing with the teacher at various stages of the project (research, outline, first draft...)</p> <p>Homework should be collected/ monitored on the due date and assessed according to the teacher's system within a reasonable time frame. Assessment will focus on completion of the task, quality of the work, and directions for improvement.</p>
<p><b>Frequency</b></p>	<p>Homework should be assigned in such a way that all students will devote a significant amount of time to learning activities outside the classroom. Homework is to be assigned regularly, but not necessarily nightly.</p> <p>Recognizing that students work at different rates, 45-90 minutes is an appropriate recommended range of time for homework in the Transition Years. Time expectations for specific grades may be established at school level by the teachers of the division in dialogue with their Catholic School Council. In secondary schools, student workload may at times be more demanding than these guidelines, depending on the types of courses in which students are enrolled in a particular semester.</p>
<p><b>Home-School Partnership</b></p> <p>In this document, the term 'parent' is intended to refer to every parent, guardian, or person who has primary responsibility for the well-being of a child.</p>	<p>Parents share with teacher's responsibility for the educational success of their children, and should participate actively in students' learning and growing process.</p> <p>Students and parents are encouraged to:</p> <ul style="list-style-type: none"> <li>• recognize that the completion of homework activities is integral to school success;</li> <li>• become aware of teachers' expectations with regard to homework by paying careful attention to directions and criteria for assignments, and by attending curriculum nights;</li> <li>• make use of an environment in the home conducive to the completion of homework activities;</li> <li>• establish daily set times for homework completion;</li> <li>• make homework completion first priority;</li> <li>• value self-directed/ independent learning;</li> <li>• seek and provide support, and communicate about completion when necessary;</li> <li>• arrange to have any forms, evaluated assignments or tests signed or returned as requested by the teacher.</li> </ul> <p>Parents whose first language is not English are encouraged to promote their children's learning in their own language. Interpreters are available through the Board's Multilingual Services to facilitate communication between home and school.</p> <p>When appropriate, logbooks/ planners may be used to track students' responsibilities and accomplishments, and to communicate with parents.</p> <p><b>In the Transition Years,</b> parents should:</p> <ul style="list-style-type: none"> <li>• become aware of teachers' expectations with regard to homework,</li> <li>• continually inquire from their children about ongoing homework responsibilities, and monitor completion.</li> </ul> <p>Studies indicate that part-time employment of 10-12 hours per week is acceptable for students. Students should not exceed that amount of time, for fear of harming their academic progress.</p>