

## Guidelines for Implementation of Homework Policy and Principles

<b>The Early Years: JK &amp; SK</b>	
<b>Purpose</b>	As children begin school, in-home activities become an extension of the classroom. In Junior and Senior Kindergarten homework, while not formally assigned or assessed, may be embraced by the children and their parents through the extension of classroom activities which will develop the children's language and mathematics concepts, social skills and personal learning development.
<b>Samples of Appropriate Homework Activities</b>	<p>Activities that are related to current theme:</p> <ul style="list-style-type: none"> <li>• sharing books on theme topic</li> <li>• collecting materials</li> <li>• interviewing family members</li> <li>• talking about items that were created at school</li> <li>• neighbourhood walks to look for objects related to theme</li> <li>• collecting words related to theme</li> <li>• talking about the theme</li> <li>• preparing for show and tell</li> <li>• practising counting</li> <li>• identifying or collecting geometric shapes.</li> </ul>
<b>Projects/Major Assignments</b>	
<b>Assessment</b>	<p>Assessment of homework is an integral part of the active teaching and learning process.</p> <p>Teachers can acknowledge and assess the completion of a task by praising the child, writing a comment on the work, or placing a sticker on the work.</p>
<b>Frequency</b>	Opportunities to participate in appropriate homework activities such as those listed above will be made available on a regular basis in the Early Years.
<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 their children's learning and growing process. At this level, it is essential for teachers to provide parents with information about the class program through the use of newsletter, conversations, etc.</p> <p>Parents are encouraged to:</p> <ul style="list-style-type: none"> <li>• recognize that the completion of homework activities is integral to school success for their children;</li> <li>• become aware of teachers' expectations with regard to homework by attending curriculum nights, and reading class newsletters and directions and criteria for assignments;</li> <li>• provide an environment in the home conducive to the completion of homework activities;</li> <li>• establish daily set times for homework completion;</li> <li>• encourage their child(ren) to make homework completion first priority;</li> <li>• encourage self-directed/ independent learning;</li> <li>• provide help (but never do the work for them!) and monitor completion when necessary;</li> <li>• sign or return any forms, evaluated assignments or tests as requested by the teacher.</li> </ul>

**Home-School  
Partnership  
continued....**

Parents should continually assess whether their children are experiencing difficulty in meeting homework demands/ expectations, and initiate contact with the teacher should concerns arise.

Parents whose first language is not English are encouraged to promote their children's literacy by reading and telling stories in their own language. Interpreters are available through the Board's Multilingual Services to facilitate communication between home and school.

In Junior and Senior Kindergarten,

- it is essential for parents to provide teachers with information about their child, through notes, letters, conversations, pictures, photographs, etc.
- parents can initiate children's literacy, develop and reinforce skills, and help their children to embrace learning by
  - > making regular visits to the library,
  - > retelling and creating stories,
  - > illustrating stories,
  - > reading to and with the child,
  - > letting the child see that adults read for pleasure