



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
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POLICY TITLE: HOMEWORK

SECTION A

1. PURPOSE

Homework is a relevant, purposeful out-of-class learning activity undertaken in partnership between school and home, which supports learning in an effective, intentional manner directly connecting the student's school program to the learning expectations outlined in the Ontario Curriculum.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board that all schools develop homework guidelines that are meaningful to the students, integrated with ongoing classroom instruction, differentiated by grade, age, developmental stage, course, interests, and individual student and family needs.

3. PARAMETERS

- 3.1 Homework is an integral component of education and shall be assigned in accordance with the principles and guidelines outlined in this policy.
- 3.2 While it is appropriate that students continue to work on projects and long term assignments or prepare for upcoming tests/quizzes/examinations, no assigned dates for the completion of homework or performance of tests should fall on the days immediately following the days listed:
 - 3.2.1 Religious Holidays, Religious days of observance
 - 3.2.2 Formal School events (i.e., award ceremonies, concerts, plays)
 - 3.2.3 New Year's day
 - 3.2.4 Family Day
 - 3.2.5 March Break
 - 3.2.6 Thanksgiving Day
 - 3.2.7 Halloween
 - 3.2.8 Secondary Fall Award Ceremony
 - 3.2.9 Any Statutory Holiday

- 3.3 Homework guidelines shall be communicated to the school community on an annual basis through school agendas, school newsletters and school websites.
- 3.4 Homework will give students opportunities to complete work begun in class and to apply the skills and knowledge taught. When checking if the homework has been completed, teachers are only assessing the learning skills and work habits of students'. Only the final products (e.g., assignments) should be included in evaluating students' marks or grades.

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance with the Homework Policy and related guidelines and procedures.

4.2 Superintendent of Education

- 4.2.1 To support the implementation and compliance with the Homework Policy and related guidelines and procedures.

4.3 Principal

- 4.3.1 To review and communicate homework guidelines early in the school year for use by teachers, students and parents/guardians.
- 4.3.2 Homework guidelines shall be communicated to the Catholic School Council on an annual basis.
- 4.3.4 To offer information or resources to assist parents/guardians in helping students learn at home.

4.4 Teachers

- 4.4.1 To teach skills necessary for successful homework completion such as materials, organization, time management, problem solving.
- 4.4.2 To provide clear, purposeful, and developmentally appropriate homework respecting individual learning needs and differentiating for student diversity, including English language learners (ELL), special education programs, and all post-secondary destinations.
- 4.4.3 To monitor homework and provide regular feedback.
- 4.4.4 To summarize and report on homework completion in the Learning Skills and Work Habits section of the Report Card.

4.5 Students

- 4.5.1 To manage time and materials appropriately (e.g., use school agenda or school planner appropriately, submit homework on time, organize necessary materials).
- 4.5.2 To ensure they understand and ask for clarification or assistance if the homework assignments or expectations are not clear (e.g., assignments, criteria, timelines).
- 4.5.3 To assume responsibility for the completion of all homework carefully and with pride to the best of their ability.
- 4.5.4 To take full advantage of in-class time offered for assignment completion to help reduce what is left for homework.
- 4.5.5 To prepare and study appropriately for assessments.
- 4.5.6 To communicate with the teacher in advance if they expect that they may not be able to accomplish the required homework due to special circumstances.

4.6 Parents/Guardians

- 4.6.1 To promote a positive attitude and outlook toward homework.
- 4.6.2 To show an interest in their child's schoolwork and progress.
- 4.6.3 To provide a suitable environment for the completion of homework (e.g. work space, regular scheduled block of time) and the needed supplies.
- 4.6.4 To provide encouragement and support (e.g. clarify expectations, establish homework routines, provide guidance as necessary).
- 4.6.5 To support a healthy balance among homework, co-curricular activities and family commitments.
- 4.6.6 To participate actively in the home and school partnership and communicate student needs/frustrations to the teacher.
- 4.6.7 To ensure their child gets adequate sleep whether homework is completed or not.

5. DEFINITIONS

5.1 Homework

Homework is an out-of-classroom learning experience, assigned and monitored by the teacher. It is what students do outside of the instructional day, in partnership between school and home, to practise skills, consolidate knowledge and skills, and/or prepare for the next class. It is a planned component of the educational process, with relation to grade and course learning expectations as outlined in the Ontario Curriculum, and is designed to enhance individual student learning.

6. CROSS REFERENCES

[Growing Success – Assessment, Evaluation and Reporting in Ontario Schools](#)

[Ontario Ministry of Education, Parents in Partnership: A Parent Engagement Policy for Ontario Schools, 2010](#)

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POLICY TITLE: HOMEWORK

SECTION B: GUIDELINES

York Catholic District School Board recognizes and supports families as partners in the learning process. As a Catholic Learning Community, we recognize that the stronger the partnership, the more effectively students are able to learn and to develop the unique talents and gifts with which they are blessed.

Homework is a co-operative out-of-classroom effort between home and school involving parents, teachers, and students. Homework should cover material taught in class, directly connecting the student's school program to the learning expectations outlined in the Ontario Curriculum.

Homework is an opportunity for parents/guardians to have meaningful conversations with their children about their learning, and to provide support and encouragement.

It is a requirement that homework be understood, purposeful, and developmentally appropriate while respecting individual needs and differentiating for student diversity, including English language learners (ELL), students with special education needs and all post-secondary destinations.

Homework gives students opportunities to complete work begun in class and to apply the skills and knowledge taught. When checking if the homework has been completed, teachers are evaluating the learning skills and work habits which should not be included in students' marks or grades.

The amount of homework assigned to students will vary from the Elementary to Secondary panel while the amount of time a student spends on assigned homework will depend on such factors as: student's needs, learning ability, subject, school schedule, proximity to tests, examinations and assigned homework due dates. Time spent on homework should be balanced with the importance of personal and family wellness and the wide array of obligations experienced in our society today.

As a general guideline, the daily average number of homework minutes is ten (10) minutes per grade as follows:

Grades 1-3: 10 – 30 minutes

Grades 4-6: 40 – 60 minutes

Grades 7-8: 70 – 80 minutes

Grades 9-12: 90 - 120 minutes*

*Certain programs of study such as International Baccalaureate (I.B.) and Advanced Placement (A.P.) may require daily averages that exceed these guidelines in order to meet curriculum expectations.

Guidelines for Implementation of Homework Policy and Principles

	The Early Years: Kindergarten Year 1 and Year 2
Purpose	As the student begins school, in-home activities become an extension of the classroom. In Kindergarten, homework while not formally assigned or assessed, may be embraced by the student and their parents through the extension of classroom activities which will develop the student's language and mathematics concepts, social skills and personal learning development.
Samples of Extended Learning Opportunities in the Home	<p>Activities could include:</p> <ul style="list-style-type: none"> - read aloud to your child - listen to stories - have conversations with your child about daily events and activities - sing songs and say rhymes repeatedly to help your child develop an ear for language - visit the public library - play games with simple rules <p>Activities:</p> <ul style="list-style-type: none"> - encourage independence - provide opportunities for your child to take turns, share and cooperate - give your child a choice in learning experiences - provide opportunities for your child to: <ul style="list-style-type: none"> • collect materials for classroom inquiries • interview family members • talk about items that were created at school • take neighbourhood walks • collect words related to theme <p>Parents whose first language is not English are encouraged to promote their child'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.</p>
Projects/Major Assignments	Not age appropriate
Assessment	Not age appropriate
Frequency	Homework shall not be assigned to students in kindergarten. The frequency and duration of extended learning opportunities are based on classroom and student profiles.
Home-School Partnership 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>Parents share the responsibility with teachers for the educational success of their child, and should participate actively in their child's learning. At this level, it is essential for teachers and parents to communicate information that would support student development and learning.</p> <p>Parents are encouraged to attend curriculum nights and read class and school communications.</p>

Guidelines for Implementation of Homework Policy and Principles

	Primary Division: Grades 1 to 3
Purpose	The purpose of homework is to practice skills, consolidate knowledge and skills, and/or prepare for the next class.
Samples of Extended Learning Opportunities in the Home	<p>Activities that practice and consolidate concepts introduced in the classroom program, may include:</p> <ul style="list-style-type: none"> - reading to and with your child - reading, writing, and talking about current subject content and daily school events - listen to stories (e.g. audio books, eBooks) - have conversations with your child about daily events and activities - sing songs and recite poems to build fluency and vocabulary - visit the public library - play a variety of indoor and outdoor games with increasing complexity - encourage independence with homework and routines - provide opportunities for your child to take turns, share and cooperate - give your child choices in learning experiences - provide opportunities for indoor/outdoor creativity
Projects / Culminating Tasks	Projects/Culminating tasks are not age appropriate as homework at this level. Skills and strategies for completing projects/culminating tasks are to be taught in class, with time provided for completion.
Assessment	When checking if homework has been completed, teachers are evaluating Learning Skills and Work Habits and these should not be included in students' marks or grades. To ensure equity for all students, assignments for evaluation are to be completed whenever possible under the supervision of a teacher. Assignments for evaluation must not include ongoing homework that students do in order to consolidate their knowledge and skills to prepare for the next class or to be introduced to new content.
Frequency	Homework is realistic and appropriate in frequency and length. The amount and time required to complete homework is modified to meet individual student's home situation, needs, and abilities. Differentiation of homework is essential. The daily average for Grades 1-3 is ten (10) minutes per grade ranging from 10 - 30 minutes.
Home-School Partnership 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>Parents share the responsibility with teachers for the educational success of their <i>child</i>, and should participate actively in their child's learning. At this level, it is essential for teachers and parents to communicate information that would support student development and learning.</p> <p>Parents are encouraged to:</p> <ul style="list-style-type: none"> • attend curriculum nights, and read class newsletters and school communications • provide an environment in the home conducive to the completion of homework activities • establish daily set times for homework completion • encourage self-directed/ independent learning • provide support and monitor completion when necessary • monitor whether their child is experiencing difficulty in completing homework, and contact the teacher should concerns arise. <p>Parents whose first language is not English are encouraged to promote their child's learning in their own language. Interpreters are available through the Board's Multilingual Services to facilitate communication between home and school.</p> <p>The school agenda can be used to communicate with parents.</p>

Guidelines for Implementation of Homework Policy and Principles

	Junior Division: Grades 4-5-6
Purpose	The purpose of homework is to practice skills, consolidate knowledge and skills, and/or prepare for the next class. Homework activities will continue to reinforce and extend concepts, while learning skills and work habits continue to be developed.
Samples of Extended Learning Opportunities in the Home	<p>Activities that consolidate concepts introduced in the classroom program, may include:</p> <ul style="list-style-type: none"> - <i>Practice</i> - Review and reinforcement of learning presented in class - <i>Preparation</i> - Provides background information for future class work - <i>Extension/Creative</i> - Creative applications that integrate and/or expand upon classroom learning - <i>Completion</i> - Unfinished class work assigned when the student has not effectively used the time allotted in class <p>Activities that promote proficiency in basic skills may include:</p> <ul style="list-style-type: none"> - encouraging parents to have conversations with their child about daily events and activities - memorizing prayers, songs, poems, number facts, times tables - practising reading - studying for tests
Projects/Major Assignments	Strategies for completing major assignments, such as project work, are to be taught in class, with time provided for completion. Some elements of a project (e.g. summarizing in point form, collecting resources, preparing diagrams, revision and refining, developing final copy) may be assigned as homework after necessary skills are taught in class and appropriate guidelines are provided.
Assessment	When checking if homework has been completed, teachers are evaluating Learning Skills and Work Habits and these should not be included in students' marks or grades. To ensure equity for all students, assignments for evaluation are to be completed whenever possible under the supervision of a teacher. Assignments for evaluation must not include ongoing homework that students do in order to consolidate their knowledge and skills to prepare for the next class or to be introduced to new content.
Frequency	Homework is realistic and appropriate in frequency and length. The amount and time required to complete homework is modified to meet individual student's home situation, needs, and abilities. Differentiation of homework is essential. The daily average for Grades 4-6 is ten (10) minutes per grade ranging from 40 - 60 minutes.
Home-School Partnership 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>Parents share the responsibility with teachers for the educational success of their child, and should participate actively in their child's learning and growing process. Parents are encouraged to:</p> <ul style="list-style-type: none"> • recognize that the completion of homework activities is integral to school success for their child • become aware of teachers' expectations with regard to homework by attending curriculum nights, and reading class newsletters and directions and criteria for assignments • provide an environment in the home conducive to the completion of homework activities that will contribute to the development of good study and work habits. • establish daily set times for homework completion • encourage their child to make homework completion first priority • encourage self-directed/ independent learning • provide assistance and monitor completion when necessary • encourage child to proofread and evaluate their own work, • sign or return any forms, evaluated assignments or tests as requested by the teacher

It is essential for parents to provide teachers with information about their child, through notes, letters, conversations, etc. Parents should continually assess whether their child is 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 child's learning in their own language. Interpreters are available through the Board's Multilingual Services to facilitate communication between home and school. When appropriate, logbooks/ planners may be used to track the student's responsibilities and accomplishments, and to communicate with parents.

Guidelines for Implementation of Homework Policy and Principles

	Grades 7 - 12
Purpose of Homework	<p>The purpose of homework is to practice skills, consolidate knowledge and skills, and/or prepare for next class.</p> <p>On-going homework also helps develop study, organizational, learning skills and work habits which are reflected in the provincial report card.</p>
Types of Homework	<p>Types of homework activities to practice and consolidate learning may include the following:</p> <p>COMPLETE -to complete unfinished classwork</p> <p>PRACTICE -to give students opportunities to practice skills</p> <p>PREPARE -to prepare students for a new topic (access prior knowledge, reflect on what they've learned, review materials for evaluation)</p> <p>ELABORATE -to elaborate on introduced material (extend and apply knowledge)</p>
Projects/Major Assignments	<p>Assignments for evaluation must not include on-going homework that students do in order to consolidate their knowledge and skills, to prepare for the next class, or to be introduced to new content.</p>
Assessment	<p>When checking if the homework has been completed, teachers are evaluating learning skills and work habits and these should not be included in students' marks or grades.</p> <p>To ensure equity for all students, assignments for evaluation are to be completed, whenever possible, under the supervision of a teacher.</p>
Frequency	<p>The allotment of homework is realistic and appropriate in frequency and length. The amount and time required to complete homework is modified to meet individual student's home situation, needs, and abilities. Differentiation of homework is essential.</p> <p>The daily average for Grades 7-8 is ten (10) minutes per grade ranging from 70 - 80 minutes.</p> <p>The daily average for Grades 9-12 is ten (10) minutes per grade ranging from 90 - 120 minutes.</p> <p>Certain programs of study such as International Baccalaureate (I.B.) and Advanced Placement (A.P.) may require daily averages that exceed these guidelines in order to meet curriculum expectations.</p>
<p>Home-School Partnership</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 the responsibility with teachers for the educational success of their child, and should participate actively in their learning.</p> <p>Students and parents are encouraged to:</p> <ul style="list-style-type: none"> • practice self-directed, independent learning • provide an environment in the home that fosters effective learning skills and work habits • communicate with teacher(s) when necessary