

HOMWORK POLICY

Homework is an out-of-classroom learning experience assigned by a teacher to enhance student learning. The purpose of homework is to ensure it is both effective in promoting high quality student learning and achievement and it nurtures a desire for students to keep learning.

In the TDSB Effective Homework:

- Is curriculum based and meets the developmental and individual needs of the student through differentiation and modification;
- Wherever possible, homework shall be assigned to be returned using blocks of time so that families can best support homework completion by balancing the time required to complete homework with extra-curricular activities scheduled outside of the school day and activities that support personal and family wellness;
- May be used to provide feedback to the student;
- Is designed to require no additional teaching outside of the classroom and is engaging and relevant to student learning;
- Has a direct link to the topic or skills that have been taught in class;
- Ensures that students understand what is expected of them before leaving school;
- Is intended to be a positive experience and not punitive;
- May be designed to involve parents/guardians in supporting their children's learning but does not require them to teach concepts;
- Is communicated to parents in many ways including curriculum nights, parent-teacher conferences, student agendas, School Council meetings and newsletters.

Students are responsible for:

- Recording homework in his/her agenda or student planner;
- Ensuring that he/she clearly understands the homework assigned, i.e. homework criteria, and timelines, and asks for clarification or assistance from the teacher when homework tasks or the expectations are not clear or there is a time conflict due to homework in many different subjects;
- Managing time and materials, e.g. by bringing home necessary materials;
- Regularly completing assigned homework in a timely manner to the best of his/her ability.

Timing, Scheduling and Quantity of Homework

Homework assigned for completion, practice, preparation or extension should be clearly articulated and differentiated to reflect the unique needs of the child in all grades.

Grades 1 to 6

Homework will often take the form of reading, playing a variety of games, having discussions and interactive activities such as building and cooking with family. In late primary and junior grades, homework may begin to take the form of independent work.

Grades 7 to 8

Homework in grades 7 and 8 shall be clearly articulated and planned in partnership among core and rotary teachers. Estimated completion time should be one hour or less.

Grades 9 to 12

Completion of homework can contribute to improved student achievement, particularly in upper grades. Homework in grades 9 to 12 shall be clearly articulated and planned with an estimated completion time of two hours or less.