

HOMEWORK

Statement of Policy

The Peel District School Board supports the inclusion of homework in school programs, and recognizes the need for educators to clearly and effectively communicate the learning expectations related to homework. Homework is defined as “work that students do at home to practice skills, consolidate knowledge and skills, and/or prepare for the next class” (*Growing Success*, 2010, p. 148).

The Peel District School Board recognizes that homework expectations must be balanced with the student’s life outside of school. As a result, it is recommended that homework not be assigned on scheduled holy days and holidays as outlined on school calendars and that flexibility be granted to students and families around these days.

This policy is aligned with and supports the principles and expectations of the Board’s Human Rights policy (Policy 51) and the Equity and Inclusive Education policy (Policy 54). At all times, this policy should be interpreted to be consistent with the Board’s policies and the *Human Rights Code*.

Effective Practice

Based on evidence gathered from a review of both research and practice, it is expected that homework will:

- be differentiated to reflect the student’s learning profile;
- appropriately reflect the student’s grade level, pathway, and obligations in other classes;
- be responded to by the teacher in a clearly communicated and timely manner;
- take into consideration the need to balance school, social/emotional well-being, and family life;
- 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;
- supplement and support in-school experiences through related out-of-class activities;
- prepare, practice, or consolidate learning;
- promote positive and enthusiastic attitudes towards independent study and lifelong learning;
- be created in a way that meaningful feedback **as** and **for** learning can be provided;
- not make unfair or unreasonable demands on parents/guardians; and
- not be punitive.

Communication

Effective communication of homework expectations ensures that homework is a positive experience for students and families. Communication between school and home will acquaint parents with the student's in-school learning experiences and strengthen the essential links between home and school. Teachers will clearly communicate the purpose for homework assignments.

21st Century Teaching and Learning

Technology is playing an increasingly larger role in student learning both inside, and outside the classroom. As a result, homework assignments and teacher feedback both might look differently than they have in the past. When using technology as a tool to enable student learning outside the classroom, the teacher will:

- confirm that students have access to the technology required for the homework assignment;
- clearly communicate when and how feedback will be provided; and
- remind students of their responsibilities as digital citizens.

Homework and Assessment

If assigned, teachers will use data collected from homework as assessment **for** learning, not as assessment **of** learning. Teachers will/may report on homework only when referencing the learning skills. Homework assignments that are "designed to help students practice and consolidate new learning can also provide assessment information that both teachers and students can use to adjust instruction and focus learning" (*Growing Success*, 2010, p. 34).

Homework During Extended Absences

The Peel District School Board expects that students will attend school on scheduled school days and take holidays according to the school year calendars. If parents choose to take their child(ren) out of school at times other than school holidays, the school cannot provide academic activities that replicate the missed learning which includes opportunities for students to demonstrate skills and engage in learning conversations.

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