



**Policy #320**  
**Revised Homework Policy**

# What the Research Says

## **Efficacy of homework/ correlation to improved learning & achievement**

- little evidence that homework improves achievement OR learning skills
- some evidence to suggest a stronger correlation in higher grades
- currently strong push to abolish or fundamentally reconsider HW
- clear acknowledgement that all stakeholders have strong opinions about the role of homework

# OISE study in 2008 found:

- A significant number of children now receive homework in kindergarten, 28% in Grade 1 and over 50% in Grade 2 report more than 20 minutes of homework a day. **Children in Ontario receive statistically significant more homework than the sample from the rest of Canada.** From Jr K – Grade 6 “drill and practice” homework is the dominant form and between Grade 7 and 12 it is “projects.”

# Ministry language/ position

[Growing Success](#) (2010) defines homework as: **Work that students do at home to practise skills, consolidate knowledge and skills, and/or prepare for the next class.**

- “Homework tasks designed to help students practise and consolidate new learning can also provide assessment information that both teachers and students can use to adjust instruction and focus learning” (p. 34).
- “Assignments for evaluation must not include ongoing homework that students do in order to consolidate their knowledge and skills or to prepare for the next class (p. 39).
- “When appropriate, a student’s tendency to be late in submitting, or to fail to submit, other assignments (including homework) may also be noted on the report card as part of the evaluation of the student’s development of the learning skills and work habits “( p. 44).

# Criteria for Review/ Revision

1. Well-Being (including home life/ time with family)
2. Equity
3. Characteristics of *effective* homework tasks
4. Personalization—needs of individual learners vs. grade/ time prescriptions
5. The importance of fostering growth mindsets and strong self-efficacy
6. Modern learning—ubiquitous access to learning; role of technology

# Homework Policy 320.0



## Implementation Timeline: September 2017

### What has changed?

- The Homework Policy has been revised in accordance with the board's commitment to both achievement and well-being for all students
- The policy has been broadened beyond a literacy context and places increased attention on the importance of personalization and home-school balance in support of student learning and well-being
- The accompanying procedure seeks to better define types of homework that are purposeful at different stages in the learning cycle; it reflects an increased emphasis on teacher collaboration in the design of homework and a reduction in the maximum time allowances for homework based on grade level



# Board Policy #320.0

## Homework

### Policy Statement

The York Region District School Board recognizes the importance of the intentional inclusion of relevant and purposeful homework in school programs. Clear and direct communication to students and families about the learning goals and expectations related to homework enhances its effectiveness.

### Application

Student learning progresses in different ways and at different times. The same student may find one subject or concept easy to grasp, yet have difficulty with another. For this reason, there is no minimum amount of time that must be assigned for homework; instead, teachers will use their professional judgment to assign homework according to the specific learning profile and well-being of each student, without exceeding the maximum times outlined in the accompanying procedure.

Homework should:

- support the interconnection of student learning and well-being;
- be age and developmentally appropriate;
- respect the need for a balance between academic, personal and family demands;
- recognize the interests, strengths and needs of each student;
- adhere to accommodations and modifications;
- include families as partners in the learning process; and
- ensure equity of opportunity and access to help, technology and resources.

### Definitions

[Homework Policy 320.0](#)

#### *Homework*

The Ministry of Education defines homework as “work that students do at home to practise skills, consolidate knowledge and skills, and/or prepare for the next class.” Homework is part of assessment *for* learning and may not be included in the determination of the grade. (adapted from Growing Success: Assessment, Evaluation and Reporting in Ontario Schools)

# School Holidays and Faith Days

## Teachers Shall:

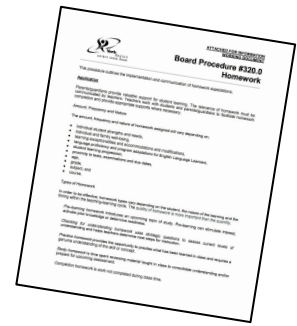
- not assign homework over school holidays or on significant faith days

## Principals Shall:

- ensure that homework is not assigned over school holidays or on significant faith days;



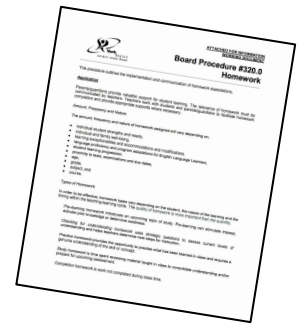
# Types of Homework



In order to be effective, homework types vary depending on the student, the nature of the learning and the timing within the teaching-learning cycle. **The quality of homework is more important than the quantity.**

- **Pre-learning homework** introduces an upcoming topic of study. Pre-learning can stimulate interest, activate prior knowledge or determine readiness.
- **Checking for understanding homework** uses strategic questions to assess current levels of understanding and helps teachers determine next steps for instruction.
- **Practice homework** provides the opportunity to practise what has been learned in class and requires a genuine understanding of the skill or concept.
- **Study homework** is time spent reviewing material taught in class to consolidate understanding and/or prepare for upcoming assessment.
- **Completion homework** is work not completed during class time.

# Time Chart



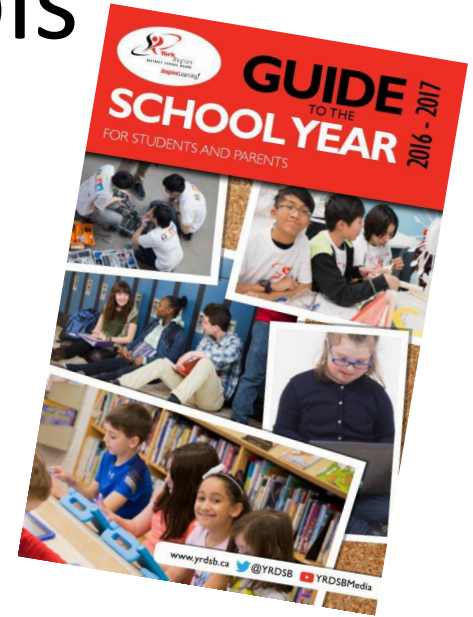
Teachers use their professional judgment to assign homework, adjusting requirements to support individual student learning and well-being (without exceeding maximums). Teachers will consider other subject/ course requirements when assigning homework. Assignments for evaluation being sent home for completion must be considered in the total time allocation.

The following timelines are intended to show daily recommended maximums across all subjects and courses. It is not meant to be an average or expected daily amount.

Grade	Daily maximum
Kindergarten	10 minutes
Grades 1-3	20 minutes
Grades 4-6	40 minutes
Grades 7-9	50 minutes
Grades 10-12	90 minutes

# Supports for Schools

Guide to the School Year has been updated to reflect changes



# Feedback open until January, 2018

Specific recommendations or questions about the policy should be submitted via email to:

[policy.committee@yrdsb.ca](mailto:policy.committee@yrdsb.ca)

*or*

to the attention of the Assistant Manager, Board and Trustee Services at [policy.committee@yrdsb.ca](mailto:policy.committee@yrdsb.ca)