



HOMEWORK GUIDELINES

Sir Wilfrid Laurier School Board supports homework based on current research. The effectiveness of homework varies greatly depending on the age of the child. Research indicates that homework has little positive effect on learning outcomes at the elementary level, as opposed to having a positive influence on learning at the high school level.

To promote student success, the issue of homework assignments must be decided at the school level, where it is possible to better consider the range of student needs and characteristics of their families and community. The intention of this document is to provide a general framework for effective homework practices for schools that wish to develop their own homework guidelines.

Under the right conditions, homework may:

- Reinforce previously learned skills¹;
- foster a connection between home and school as well as positive attitudes toward school;
- Promote better academic-related behaviors.

Effective homework assignment practices will:

- clearly illustrate the purpose to students;
- underscore the connection between the assignment and the learning experiences in the classroom;
- reinforce, enrich, or help students prepare for classroom learning;
- be directly related to the curriculum;
- respect cultural, religious or other **days** of significance for individual students and their families;
- be differentiated to reflect the learning needs of a student in a fair and realistic manner;
- not involve learning new concepts, but rather, will provide the students with opportunities to be autonomous in their learning;
- never used for evaluation purposes;
- never used to penalize.

¹ Quebec Education Act:

19. In accordance with the educational project of the school and subject to the provisions of this Act, the teacher has the right to govern the conduct of each group of students entrusted to his care. The teacher is entitled, in particular, (1) to select methods of instruction corresponding to the requirements and objectives fixed for each group or for each student entrusted to his care;

ELEMENTARY

For elementary age students we recommend short, frequent homework assignments that support student *motivation* for learning. It is important to promote collaborative homework practices among different subject teachers in order to assign the total recommended amount of time to homework per cycle level.

Time Allocation and Content Guidelines

Grade Level	Daily Time Allocation	Content
Kindergarten		Activities to support early learning activities at home (e.g., reading to children, counting activities).
Cycle 1	15 minutes	Activities that promote literacy and numeracy.
Cycle 2	30 minutes	Read on a regular basis, practice basic math skills, and carry out simple reference work.
Cycle 3	45 minutes	Read on a regular basis, practice math skills, and carry out simple project oriented tasks.

SECONDARY

For students at the secondary level, there is a direct impact on homework and academic achievement. The purpose of homework, therefore, is to facilitate the acquisition of subject-specific knowledge and promote the practice, or rehearsal of the subject matter. It is of paramount importance that homework assignments are purposeful and directly connected to daily lessons.

It is also important to promote collaborative homework practices among different subject teachers in order to assign a reasonable amount of time to homework, and help reduce students' homework-related stress.

Types of Homework Assignments

Preparation: Homework assignments that involve researching and preparing information and materials for future classroom activities and lessons.

Practice: Homework assignments that reinforce and review subject related concepts and skills.

Enrichment: Homework assignments that extend students' understanding of a topic. These include tasks that involve: (a) exploring the application of concepts and skills in new contexts (e.g., applying skills to a class project), (b) expanding on classroom learning (e.g., research local news and important events), and (c) refining understanding (e.g., reflection assignments such as a journal).

Completion: Homework assignments that involves completing work assigned during the school day but not completed in class. Consideration must be made regarding the individual's ability to complete the work autonomously.