

Instruction

Homework

The responsibility of the school district to educate the student is carried out by the teachers through effective classroom instruction and the careful delegation of independent study. It is important for the student to be taught the concepts related to the subject area and how to study in school before he/she is given work to do at home. There is, therefore, a steady increase in the amount of homework expected of students from the elementary grades through the senior high school.

Worthwhile homework benefits students. Homework should be an extension of the class lesson, be clearly understood by students, be well planned and meaningful, and be evaluated, corrected, and count for class credit.

The immediate purpose of a specific homework assignment may be to:

1. Strengthen basic skills
2. Extend classroom learning
3. Stimulate and further interests
4. Reinforce independent study skills
5. Develop initiative, responsibility, and self-direction
6. Stimulate worthwhile use of leisure time
7. Acquaint parents with the work students do in school.

Homework assignments shall be planned in accordance with the following principles:

1. If homework is to have value, its purpose and relation to what has been learned in the classroom must be clearly understood by the student.
2. Students should understand not only what to do, but also how to do it.
3. Homework should grow from classroom problems, projects, and concerns.
4. The student's age, need for play time, and out-of-school responsibilities must be considered when deciding upon length of any assignment. The student must bear responsibility for managing his time in a way that homework can be completed and be submitted on time.

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Homework (continued)

5. Assignments should make use of a variety of skills.
6. Every homework assignment must be properly corrected and/or evaluated in keeping with the purpose of the assignment. To the extent possible such corrections/evaluations shall be shared with the students involved in a timely fashion.
7. When a student's grade is being adversely affected by poor homework performance, the teacher shall communicate orally, or in writing, in a timely fashion with parents/guardians concerning the problem.
8. All homework assigned will be reflected in the child's grade.

The Board encourages the administration to assist teachers in planning homework assignments in keeping with the above guidelines. Additionally:

1. The Board expects that Principals (or department heads/supervisors where appropriate) will monitor the implementation of this homework policy through various approaches such as review of lesson plans, observation of classes, conferences with teachers, examination of student papers and/or other related activities.
2. The Board expects that each department head will clearly define the homework policy of his/her department. All such departmental policies must keep with this Board of Education homework policy.

Level	Average Time (minutes per week)
K	(45 minutes)
1-3	(150 minutes)
4-5	(175 minutes)
6-7-8	(300 minutes)
9-12	(600 minutes)

Legal Reference: Connecticut General Statutes
10-221 Boards of Education to prescribe rules, policies and procedures.

Policy adopted: April 11, 2000

HAMDEN PUBLIC SCHOOLS
Hamden, Connecticut

Instruction

Homework/Make-Up Work

Homework

Homework is an important part of a student's school experience from elementary school through high school. The program of homework is geared closely to the developing maturity of children throughout the grades and their increasing ability to profit from independent study. It is, therefore, important for the student to be taught the concepts related to the subject area and how to study in school before he is given work to do at home. There is a steady increase in the amount of homework expected of students from the elementary grades through the senior high school.

The educational value of homework assignments depends, to a large extent, on the independent study skills that the youngster has acquired. Beyond the control of the school, but still very important, are the conditions provided in the home whereby the student is encouraged to work independently and to do the best possible job with the assignment at hand. A quiet, secluded spot and an encouraging attitude on the part of the parent will be major factors in the effectiveness with which a student undertakes the task of homework assignments.

Homework during a student's school experiences includes many kinds of learning activities. Two types are essential to an adequate program:

1. Short-Term assignments are to be completed by the next class period. They are intended to reinforce academic learning which have been presented in class. They frequently involve specified reading or drill and practice exercises. Specified reading includes preparation of reports. Topics of mastery and practice exercises provide practical application of this material. Such assignments are often completed during the school day under the supervision of the teacher.
2. Long-Term assignments are spread over a number of days or weeks. This type is outlined and explained in school to be completed outside of class hours. Long-term assignments include such school activities as: social studies research, science projects, creative writing and extended reading.

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Homework/Make-Up Work (continued)

Homework to be educationally meaningful should serve some or all of the following purposes:

1. Encourage the student to think and search for new ideas.
2. Help the student to develop self-direction, self-reliance, a sense of responsibility, and the ability to make decisions.
3. Broaden the student's experience for increased class contribution.
4. Reinforce school learning by providing practice and application.

The homework regulation provides for a planned sequence during the course of a student's total school experience. There are four stages in the sequence during which assigned school work is adapted to the maturity and achievement level of the students: primary, intermediate, middle and senior high school.

Elementary School: Homework will vary with the needs of the small groups or individual students. Independent study skills, the groundwork for success in homework, should be taught in school.

Primary Grades (1-3): The student is given short-term assignments based on his needs and level of maturity and is gradually introduced to the long-term type of assignments.

Intermediate Grades (4-5): There are additional study skills taught in these grades. The skills are emphasized, and practice in them is provided through long-term projects in many content subjects.

Much of the work in relation to these projects is to be completed outside of class time and will require study at home. Short-term assignments are completed at home when the teacher feels additional practice in skills, already taught, is needed. The teacher provides specific directions and materials for these home assignments. There is an increase in these short-term assignments as students become more independent as they advance in the grades.

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Homework/Make-up Work (continued)

Middle School (Grades 6, 7, 8): Homework in grades seven and eight becomes the responsibility of several teachers in the various subject areas. Each teacher has the responsibility for setting reasonable limits on the requirements for preparation beyond class time. This should be done in cooperation with other teachers.

Senior High School: The amount of outside preparation required increases markedly at the senior high school level, particularly for the college bound student. The ability to work successfully without supervision is one of the most important attributes a student can offer in his/her candidacy for college acceptance. Independent study by means of both short-term and long-term assignments becomes a valuable preparation for the more rigorous requirements of the curriculum at college.

Each academic subject calls for an average preparation time of approximately one hour outside the class period. This time estimate is for the average student, but does not imply that assignments are or should be the same for all students.

Teachers, in making homework assignments, will bear in mind that the foregoing time requirements include the total time allotted for both the short-term everyday type of assignment as well as the long-term type of assignment required in several subject areas. Teachers should consider the possibility of reductions in daily assignments when demands for long-term assignments are heaviest.

Suggested Time Guidelines

The suggested time guidelines presented below must be considered in reference to the following:

1. Homework should only be used as an instructional supplement when it can constructively help the student better understand the work being taught in the classroom or for adequate preparation for following class session(s).
2. Assignments should be coordinated so that the student is not overloaded on one night with homework from several classes.
3. Homework should not be assigned unnecessarily.
4. Teachers should return homework in a prompt manner.

Instruction**Homework/Make-up Work****Suggested Time Guidelines** (continued)

GRADES	AVERAGE DAILY TIME	AVERAGE TIME PER WEEK
K		45 Minutes
1 - 3	30 Minutes	150 Minutes
4 & 5	35 Minutes	175 Minutes
6, 7 & 8	60 Minutes	300 Minutes
9-12	120 Minutes	600 Minutes

Individual differences of student performance levels will be considered in the assignment of homework.

- * Where students are enrolled in honors, gifted, or certain academic programs, these requirements may be increased. Parents and students would be notified of the additional requirements prior to selection of the programs.

