

# IKB Homework

The board believes that the purpose of homework is to support classroom learning through pre-learning, checking for understanding, practice, and processing. Homework is to be used as an on-going assessment of learning. Homework is the practice needed to perfect a skill and to judge the student's depth of understanding and ability to apply learning. Homework also provides feedback to the teacher on how well the student understands and has mastered the content.

Homework helps young people develop good study habits, promote positive attitudes towards school and towards themselves, and communicate to students that learning takes place outside as well as inside the school building. Given these parameters, listed below are guidelines to be followed when designing homework assignments:

## [Guidelines:]

A. Homework should have a clear academic purpose and this purpose should be clearly communicated to the students prior to the end of each class. B. Homework should have a positive effect on a student's sense of competence and accomplishment. Homework that requires assistance is not effective homework. C. Homework should be made relevant to students so they can take ownership of it. To promote ownership, homework tasks should allow for choice, offer students opportunities to personalize their work, allow students to share information about themselves, tap into feelings or opinions, and allow students to create products and presentations. D. Homework should be differentiated to ensure that all students can be successful. Homework can be differentiated in numerous ways, including: 1) by difficulty or the amount of work, 2) by the amount of structure or scaffolding provided (i.e. giving a student a skeleton of a graphic organizer as opposed to creating one on their own), and 3) learning style or interest (students choose which method they will use to demonstrate their knowledge) E. Homework should be assigned for academic purposes only, NEVER for punishment. F. Availability of resources in the schools, homes or community of the students should be considered when making homework assignments. G. Homework should be checked in a timely manner. Feedback on homework can be provided through comments and acknowledgement, but grades are not necessary for learning to take place. Homework completion can be part of overall Habits of Work grade. H. Assigning homework during holidays or school vacations should be avoided, except for encouraging students to work on long-term projects. The recommended amount of time for total daily homework completion should be age appropriate. When factoring the amount of homework, other demands placed on students' time should be considered, i.e. extra-curricular activities, outside employment, number of classes, level of class rigor. I. Strategies for homework completion are as follows:

1. Provide timely feedback.
2. Make sure every student has a copy (or copies down) the homework assignment.

3. Limiting homework in elementary grades to one assignment or one subject per night can aid in the completion of that assignment.
4. Give homework assignments prior to the end of the class and when possible given students time to begin the homework within class.
5. Set a maximum amount of time that the student should work on an assignment.
6. Provide peer tutors for some students or assign students homework buddies to work with or call for help.
7. Provide students with homework packets or lists of weekly or monthly assignments.
8. Give all the assignments for the next week on Friday, due the next Friday.
9. Establish intermittent due dates for parts of a long-term project.
10. Provide a course syllabus at the beginning of the year with all homework listed.
11. Allow time to check for understanding before giving practice assignments.
12. Make sure all students have the necessary materials at home to complete specific assignments.
13. Post homework expectations on each teacher's web site.

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