



Primary Department

Homework Policy

Definition of homework

Homework refers to any work or activities assigned to students as an extension of classroom work. There are three types of homework:

1. Practice assignments to reinforce newly acquired skills. For example, students who have just learned a new method of solving a math problem are given sample problems to solve on their own.
2. Preparation assignments to help students get ready for future classroom activities. These activities may include doing background research on a topic to be discussed later in class.
3. Extension assignments such as project work. Students must apply previous learning to complete these assignments.

Importance of Homework

Research indicates mixed findings about whether homework actually increases students' academic achievement. Many parents and teachers agree, however, that at the elementary school level homework is important because it encourages good study habits, initiative, and responsibility on behalf of the student. As they get older, students develop the confidence and self-discipline needed to study on their own, and it prepares them for middle and high school. It also promotes positive attitudes toward school because homework allows students to understand that learning can also take place outside of the classroom.

Role of the Administrator

The Head of the Primary Department should:

- ❖ Communicate the homework policy to parents
- ❖ Supervise the implementation of the policy
- ❖ Follow up on students who are habitually delinquent with regards to homework

Role of the Student

Students are expected to:

- ❖ Write assignments clearly and neatly in their diary on a daily basis
- ❖ Show their diary to parents
- ❖ Complete all assignments neatly and honestly
- ❖ Work independently and ask for help only when needed
- ❖ Hand assignments in on time
- ❖ Accept consequences for incomplete or late homework
- ❖ Read independently (or with a family member) on a daily basis

Role of the Teacher

Teachers are responsible for:

- ❖ Administering homework based on the recommended homework policy
- ❖ Writing homework assignments on the board; providing students ample time to copy the assignments in their diary
- ❖ Clearly stating the purpose of the assignment
- ❖ Explaining how the assignment might be carried out
- ❖ Explaining and administering consequences for incomplete or late homework (consequences determined by the individual teacher, however, consistent with the school's discipline programme, every three late/incomplete homework assignments may result in the student receiving additional consequences - dependant on the discretion of the teacher)
- ❖ Praising the student for completing assignments
- ❖ Providing feedback for homework tasks
- ❖ Providing one afternoon a week for additional academic support and further help if necessary

Role of the Parent

Parents are encouraged to:

- ❖ Provide a reasonably quiet, suitable place in which the student can do their homework
- ❖ Provide supplies to enable the student to complete their assignments
- ❖ Limit after-school activities to allow for both homework and family time
- ❖ Plan a homework schedule and time for the student (Allow for free time when homework has been completed)
- ❖ Limit television and electronic games
- ❖ Encourage reading (Although a specific reading assignment may have been given by the teacher, it is important to note that parents should become actively involved and responsible for ensuring that the student is reading on a daily basis at home.)
- ❖ Assist the student if necessary (Go over the assignment and ask the student questions or work through an example rather than simply giving the answer)
- ❖ Check that all homework has been completed and sign the homework diary
- ❖ Encourage the student and praise them when they have completed assignments.

Frequency and duration of homework

K : 10 minutes of daily review activities and 10-20 minutes of a parent reading to the child, either in English or mother tongue

G 1: Five 10 minute assignments per week (numeracy and literacy)
10 minutes of daily reading

G 2 : Five 20 minute assignments per week(numeracy, literacy, spelling)
15 minutes of daily reading

G3 : Five 30 minute assignments per week (numeracy, literacy, spelling, occasional other subjects)
15/20 minutes of daily leisure reading, preferably aloud

ELC1: Daily writing assignment according to language level
10-15 minutes of daily reading

G4: Five 30 minute assignments per week (emphasis on numeracy, literacy including spelling but also ranging widely over the curriculum). 20 minutes of daily reading

G5 : Five 30 - 40 minute assignments per week (emphasis on numeracy and literacy including spelling, but also ranging widely over the curriculum)
At least 20 minutes daily reading

ELC2: Five 30-40 minute assignments that focus on developing language skills (including spelling, vocabulary and writing). At least 20 minutes daily reading

Please note:

Capable students may also need to complete assignments that should've been completed during the regular lesson time. These will be noted in the homework diary with an asterisk *.

ERIC Digests: ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, Urbana, IL. <http://ericeece.org>

Homework: Guidelines for Primary and Secondary Schools, Nov. 1998, Suffolk, England: Department for Education and Employment. pp. 3 -16.

University of Minnesota (College of Education & Human Development)
<http://education.umn.edu/CAREI/Reports/Rpractice/>