

1. Rationale

The Simcoe County District School Board (SCDSB) is committed to supporting students to make progress towards learning goals and the Ontario curriculum expectations. Age-appropriate homework that encourages students to practice skills, consolidate understandings, and/or prepare for upcoming learning is part of this commitment.

The SCDSB values the diversity of students and is committed to supporting the achievement and well-being of all students while fostering a safe, inclusive, and accepting learning environment.

2. Policy

It is the policy of the SCDSB that homework, when assigned appropriately, is purposefully planned, and directly related to current classroom instruction. For students and parent(s)/guardian(s), homework shall help to address areas for improvement and next steps for learning. For teachers, homework shall inform necessary instructional next steps to address identified learning needs.

3. Definitions

3.1 Homework is defined as work that students do outside the instructional day to practice skills, consolidate understandings, and/or prepare for new learning.

3.2 Types of homework include:

3.2.1 homework that provides practice/consolidation of skills and concepts learned in class;

3.2.2 homework that extends learning, including but not limited to, projects and assignments, and/or applies learning in new contexts; and,

3.2.3 homework that prepares students for new learning opportunities.

4. Guidelines

4.1 When assigned, homework shall be:

4.1.1 purposefully planned, differentiated, related to current classroom instruction, and directly connected to the Ontario curriculum expectations.

4.1.1.1 Teachers are expected to make the purpose of homework clear for students and their parent(s)/guardian(s).

4.1.1.2 Homework is to be differentiated based on the student's age, current progress towards goals, and stage of development. Students should be able to complete homework that offers appropriate challenge independently with relatively high rates of success.

4.1.2 part of the feedback cycle.

4.1.2.1 Feedback shall be focused on the degree to which the student has made progress towards established learning goals.

4.1.2.2 Feedback shall include comments that focus on success and improvement.

- 4.2 The assignment of homework shall occur as follows:
 - 4.2.1 No homework shall be assigned before holidays that is due immediately following holidays, or lengthier school breaks (e.g., Winter Break or March Break).
 - 4.2.2 Homework assignments that are intended to extend learning (e.g., projects or assignments) shall be assigned over blocks of time so that parents/guardians can best support homework completion. Homework that is due the next day shall be minimized.
 - 4.2.3 Teachers shall be flexible in their deadlines and be responsive to individual student circumstances and needs, including accommodation for faith-based days of significance, extracurricular activities that are scheduled outside of the school day, and activities that support personal and family well-being.
 - 4.2.4 In instances where students are assigned homework that requires resources or technology that they do not have access to at home, students will be given an alternative assignment or be provided with access to necessary technology and resources during the school day.
- 4.3 Roles and responsibilities
 - 4.3.1 Administrators, teachers, students, and parents/guardians all have mutually supportive roles and responsibilities. Homework is designed to encourage parent/guardian involvement, where appropriate, in supporting student learning but does not require additional teaching outside of the classroom.
 - 4.3.2 School staff, teachers, students, and parents/guardians are encouraged to use the Ministry of Education's licensed and/or board-supported digital tools to support homework completion.
- 4.4 Student absences
 - 4.4.1 Teachers will collaborate with colleagues, parents/guardians, and administration when homework is requested due to a student's prolonged absence.
- 4.5 Assessment, evaluation, and reporting
 - 4.5.1 Evidence of learning gathered from homework supports teachers to determine student progress towards learning goals and Ontario curriculum expectations. This information is used to develop in-depth understanding of student knowledge/skills and to be responsive with instructional next steps.
 - 4.5.2 Assessment, evaluation, and reporting shall be in accordance with Policy 4180 – Assessment, Evaluation, and Reporting of Student Achievement, and the Ministry of Education policy *Growing Success – Assessment, Evaluation and Reporting: Improving Student Learning*.

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5. Administrative procedures

The Director of Education is authorized to provide the administrative procedures necessary to implement this policy.

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