



WARWICK SCHOOL DISTRICT
Elementary School
Homework Guidelines

Effective Homework:

Regular homework is important because it gives pupils the opportunity to practice at home the tasks presented in class and helps pupils work to improve important skills. It also helps students to become confident and independent in their learning, which will help them throughout their time at school and in adult life. Homework will not be assigned or designed to be punitive or busy work. Family time and activities outside the school day are an important part of a child's life. (Evergreen Elementary, 2011)

Purpose:

- Practice exercises to follow classroom instruction
 - Individualized
 - Encourage critical thinking
 - Support collaboration
- Preview assignments to prepare for subsequent lessons
- Study/review for tests or other important topics

Time Frames:

Homework:

K-2: 10 minutes maximum per night*

3-4: 20 minutes maximum per night*

5-6: 30 minutes maximum per night*

*Parents may sign children's unfinished homework if the time allocation has been used. From time to time, students may need some additional minutes to complete homework based on their individual understanding and availability. If this becomes a concern, the parents should contact the teacher.

Reading for Pleasure:

Reading for pleasure is encouraged for all students and staff. District daily reading expectations (outside of the homework time):

K: 10 minutes*

4: 20 minutes*

1: 10 minutes*

5: 20 minutes*

2: 15 minutes*

6: 20 minutes*

3: 15 minutes*

* Reading in the content areas can substitute for the daily reading expectations. Teachers should clearly state the substitution to students and parents.

Feedback/Review of Homework:

All homework assigned must be corrected for accuracy. Teachers may count homework on the following scale based on frequency of assignment: Minimal homework assignments may count for 0-5%; moderate homework assignments may count for 0-10%; high volume of homework assignments may count for 0-15%. For specific scale, please consult your classroom teacher.

- Limit amount of time for review of homework in class.
- You may choose to provide feedback to students 1:1, in a group or as a class. Feedback can be written or oral.
- Feedback should be:
 - Corrective in nature
 - Timely
 - Specific
 - Students can effectively provide their own feedback (example: keeping track of their own speed/accuracy, graphing progress, etc...)
- Homework completion will not result in a reward/consequence system. Research shows that if students are not at the independent stage for practice, they need extra practice time at school, not homework. If a student

cannot do the homework in the time allotted, the student either needs more instruction or extra help. A portion of recess may be taken for the teacher to provide 1:1 or small group additional instruction on missed homework assignments. If a pattern of missed homework occurs, the teacher will contact the parent.

Projects and Long-term Assignments:

Projects and long-term assignments are encouraged. Projects should be designed to blend multiple standards and be cumulative in nature. Projects should not exceed one per subject per marking period. Teachers will prepare a written summary of the project requirements, timelines, and grading rubrics. Teachers will provide adequate class time to enable the student to complete the project and receive an A or the equivalent. Teachers will utilize class time to conference with students and provide feedback during project creation. Students may use additional time outside of school to enhance the project.

Record keeping:

Keep record of homework completion and/or reading logs, reflected as either one grade per marking period per subject (total amount of assignments completed/total amount of homework given). In the area of Language Arts, the combination of homework completion and/or reading logs should not exceed 5% of the total marking period grade. If a teacher chooses not to grade the completion of assignments in this manner, homework completion may be recorded under "Prepares for Class" in Characteristics for Successful Learners on the report card. In grades 3-6, comment code 32 "Is prepared for class (assignments and materials)" may be used for each specific subject area.

Grade levels should be consistent with their record keeping practices.

Roles and Responsibilities:

Teachers:

1. Adhere to the guidelines provided above.
2. Assign relevant, challenging and meaningful homework that reinforces classroom learning. Assignments should allow for varied learning styles by including choices in the types of assignments when possible.
3. Give clear instructions and make sure students understand the purpose.
4. Give feedback.
5. Involve parents and contact them if a pattern of late or incomplete homework develops.
6. Modify homework assignments/grades based on students' individual needs. (i.e. IEP, 504 Plans)
7. Provide rubrics to score/grade projects.

Parents:

1. Set a regular, uninterrupted study time each day.
2. Establish a quiet, well-lit study area for their child to work.
3. Monitor student's organization and daily list of assignments in their assignment planner.
4. Help student work to find the answer.
5. Be supportive when the student gets frustrated with difficult assignments.
6. Report homework concerns to the teacher.
7. Prohibit cheating, plagiarism and any other dishonest practices in the completion of homework.
8. Parents may sign children's unfinished homework if the time allocation has been used. From time to time, students may need some additional minutes to complete homework based on their individual understanding and ability. If this becomes a concern, the parent should contact the teacher.

Students:

1. Write down assignments in the assignment planner.
2. Be sure you understand assignments; don't be afraid to ask questions if necessary.
3. Set aside a regular time for studying and independent reading.
4. Find a quiet, well-lit study area to complete homework assignments.
5. Work on homework independently whenever possible, so that it reflects your ability.
6. Produce quality work that demonstrates effort according to teacher expectations.
7. Make sure assignments are done according to the teacher's instructions and completed on time.

Resources

- Barber, Bill. "Homework Does Not Belong on the Agenda for Educational Reform." *Educational Leadership*, May 1986: 55-57.
- Bennett, Sara, and Nancy Kalish. [*The Case Against Homework: How Homework Is Hurting Our Children and What We Can Do About It*](#) (New York: Crown, 2006).
- Buell, John. *Closing the Book on Homework: Enhancing Public Education and Freeing Family Time*. (Philadelphia: Temple University Press, 2004).
- Dudley-Marling, Curt. ["How School Troubles Come Home: The Impact of Homework on Families of Struggling Learners."](#) *Current Issues in Education* [On-line] 6, 4 (2003).
- Hinchey, Patricia. "Rethinking Homework." *MASCD* [Missouri Association for Supervision and Curriculum Development] *Fall Journal*, December 1995: 13-17.
- Kohn, Alfie. [*The Homework Myth: Why Our Kids Get Too Much of a Bad Thing*](#) (Cambridge, MA: Da Capo Press, 2006).
- Kralovec, Etta, and John Buell. *The End of Homework: How Homework Disrupts Families, Overburdens Children, and Limits Learning* (Boston: Beacon Press, 2000).
- "The Case For and Against Homework" by Robert Marzano and Debra Pickering in *Educational Leadership*, March 2007 (Vol. 64, #6, p. 74-79). www.ascd.org
- Samway, Katharine. "And You Run and You Run to Catch Up with the Sun, But It's Sinking." *Language Arts* 63 (1986): 352-57.
- Vatterott, Cathy. ["There's Something Wrong With Homework."](#) *Principal*, January-February 2003: 64.
- Waldman, Ayelet. ["Homework Hell."](#) *Salon.com*. October 22, 2005.