Adopted: 04 July 2000





Math drills and spelling lists are traditional forms of homework which are popular with some parents, but research suggests that despite their appeal they are of dubious academic value for students in early primary, although they probably also do no harm in moderation.

All things considered, homework for students of this age may be better conceived as observations in the home, discussions with adults, drawing to express ideas, collecting information from newspapers or magazines, visiting the library and other such activities which can be used to promote thinking and learning. In Grades 2 and 3, limited amounts of individual memory and practice activities become increasingly more appropriate.

Regular, structured communication between home and school is essential in order for parents to know how they can participate in homework activities to support their child's learning, and provide the teacher with feedback about the child's experiences. This may take the form of a sheet attached to a home-reading program envelope, parent initials in a student journal, or a special "back-and-forth" book, but should be informal in nature and



Secondary students are responsible for ensuring that they understand what has been

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The request for assignments to cover extended absences is more appropriately understood as a request for an individual program for the period of absence than as homework. Teachers are not obligated to provide assignments for extended absences or to mark work which is submitted upon the student's return. On the other hand, it is illogical and unfair to penalize students for work not submitted during such an absence. Schools may choose not to loan textbooks or other materials for such extended periods. Moreover, the school may not be able to guarantee that the student will be able to return to the same class, or even to the school, if the absence is extended beyond a reasonable period because another student may arrive and require the place.

Parent Involvement in Homework.pdf