

HOMEWORK

BACKGROUND

Every school is to have a documented approach to homework that takes into account the needs of the students and the phase of their development, and reflects the context of the school.

Homework can support higher levels of student achievement by extending the time available for students to consolidate skills and concepts learned at school. It also extends the time available for the exploration of new ideas and new situations. Homework can also extend the time available to the teacher for the monitoring of student progress.

There is a community expectation that secondary schools, in particular, will set and mark homework. Many community members see homework as tangible evidence that the school cares about the educational progress of students. Homework can also be a means of furthering school-home relationships and can assist in keeping parents informed about the student's learning program and progress.

Consideration may be given to such matters as home reading programs, voluntary projects or activities which might become appropriate in the early childhood phase of development. As students progress through the early and late phases of adolescence, self-planned individual homework anticipated in years to come is not, in itself, a reasonable basis for setting homework.

It should also be noted that there are some learning programs and situations where it may be determined that homework is not useful or appropriate.

