At CDNIS, it is our belief that homework helps children achieve better results in school when homework assignments are meaningful, completed successfully and when feedback on assignments is timely. Homework is not formally assessed nor is it considered when determining a student’s level of achievement. However, it is considered when reporting on a student’s Personal and Social Skill development.

Definition of Homework
In order to have a common understanding within the school community, we adopt homework-expert Harris Cooper’s definition of homework, which states that,

“homework is typically defined as any tasks assigned to students by school teachers that are meant to be carried out during nonschool hours”

Rationale
As we strive towards developing lifelong learners, homework is regarded as a means of helping students develop good study habits and positive attitudes. Homework can teach students to work independently and encouraging self-discipline and a sense of responsibility.

Homework can also create greater understanding between families and teachers and provide opportunities for increased communication between home and school.

Policy
All students from Prep to Grade 6 will be assigned homework most nights from Monday to Thursday. All homework will have a specific purpose related to the Teaching and Learning Programme and individual student’s needs. All students are expected to complete all assigned homework, as well as reading on a daily basis.

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HOMEWORK PROCEDURES

Roles and Responsibilities

Teachers
1. Establish a regular homework routine and communicate to parents the manner in which reminders and information will be sent home.
2. Assign homework only from Monday to Thursday during school terms (not on weekends or school holidays) and then only if it is necessary and of benefit for student learning.
3. Involve students in deciding what homework to do and how much to do.
4. Ensure students have the necessary skills to complete tasks.
5. State clearly the purpose, how it relates to the topic under study, how it might be carried out, and what the student must do to demonstrate it has been completed.
6. Encourage students to develop responsibility with increasing independence.
7. Provide short- and long-term deadlines for longer assignments.
8. Provide prompt and constructive feedback.
9. Ensure homework has been noted in the student planner.
10. Check student planners on a regular basis to ensure that students are using planners effectively to record assigned work.
11. Keep students in during recess/play time to incomplete homework and supervise students at such times as required.

Students
1. Record homework assignments in the student planner, share the planner with parents, and return to school with the planner each day.
2. Understand what is expected for each assignment and ask questions to clarify expectations.
3. Inform the teacher if an assignment is not understood or there will be difficulty completing it on time.
4. Ask for assistance from teacher, peer, parent or tutor to clarify instructions or expectations.
5. Establish a homework routine that is free from distractions.
6. Complete homework assignments to the best of your ability, in proper form, clearly identified, legibly written, and grammatically correct.
7. Submit assignments on time.
8. Confer with parents/teachers regarding homework concerns.

Parents
1. With your child, negotiate a suitable homework schedule, location and materials needed.
2. Ensure the student planner is used as an organizational tool.
3. Keep assistance to a minimum. The following suggestions are given should assistance be sought:
   a. Ask your child to describe the assignment before beginning and later summarize what has been learned.
   b. Encourage your child to work independently but indicate that you are available for help.
   c. Be a resource and consultant but do not hover with constant advice.
   d. Encourage your child to put the assignment away for a while and move to something else, or take a break, if frustration occurs.
   e. Check whether an assignment is complete.
4. If you note a problem or have any questions, contact the appropriate teacher immediately.
5. Be encouraging and supportive, praising your child for completing homework; your attitude is contagious!
6. Model reading habits, read to your child daily and also listen to them read.
Administrators
1. Communicate the homework policy to the school community
2. Monitor and review the implementation of the policy and procedures
3. Meet with teacher, parent and student if homework completion and submission becomes a chronic problem for a student

Homework Allocation: Time
There is a consensus amongst the proponents of homework in the educational literature that the “10-minute rule” is the most appropriate guideline in terms of time spent on homework. According to the 10-minute rule, a student should spend 10-minutes for each grade level, e.g. Grade 1: 10 minutes, Grade 2: 20 minutes, Grade 3: 30 minutes, etc. This 10-minute rule accounts for the time it should take the majority of students to complete assignments, assuming that students work without interruption. However, the time it takes for individual students to complete work differs, as there are many variables that affect the rate at which students complete homework.

Please note that it is expected that all Lower School students will read or be read to daily. This time is not included in the times listed below.

The following are guidelines for each grade level:

Pre Reception – Reception
It is expected that all students will read or be read to daily

Prep – Grade 2
The allocated time includes that which is spent on assigned on assigned academic tasks, including Chinese studies. Students in advanced Chinese classes may expect to spend more time on homework than other students.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>10-15 minutes</td>
</tr>
<tr>
<td>Grade 1</td>
<td>10-15 minutes</td>
</tr>
<tr>
<td>Grade 2</td>
<td>20 minutes</td>
</tr>
</tbody>
</table>

Grades 3-6
The allocated time includes that which is spent on assigned tasks, including Chinese studies and instrument practice. Project work may extend this homework time on occasion. Students in advanced Chinese classes can expect to spend more time on homework than other students.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Grade 4</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Grade 5</td>
<td>50 minutes</td>
</tr>
<tr>
<td>Grade 6</td>
<td>60 minutes</td>
</tr>
</tbody>
</table>

Differentiating Homework Tasks
Teachers will negotiate with students, parents and/or the Learning Services Team to set appropriate tasks and time allocation for students with more specific academic needs. It is assumed that not all students in a class will be expected to complete the same homework.

Extended Absence From School
Parents whose children have been absent from school through illness or other approved short-term absence may contact teachers for work to be completed at home in the event they are well enough to do so.
Teachers are not expected to prepare or assess work for students who choose to take holidays during the school term. It is recommended that these students continue to read daily.

**Non-Completion of Homework**

1. A student whose homework is overdue may be kept in at recess and/or lunch at the discretion of the teacher but, **ONLY** for half of the allotted break time in order to complete such work.

2. A student who fails to submit assigned work punctually on a regular basis will be spoken to by their teacher, and the teacher will contact the child’s parents to attempt to bring about change.

3. A student who is continually late with homework or does not submit assigned work after repeated attempts by the teacher to bring about a change will have a parent-teacher-student conference.

4. A student who continues to have problems with submitting assigned work on time will have a parent-teacher-student-administrator conference. This conference will be aimed at determining whether or not the student is able to meet the School’s standards for academic achievement and responsibility.

**Policy Review**

This policy will be reviewed by the Lower School Leadership Team in consultation with staff according to the Lower School Policy Review Schedule.

*Approved June 2010*