

HOMework

A major goal of the instructional program is to assist students in becoming committed to the process of learning. Learning is not restricted to the classroom, but is a continuous process. The individual school can only teach a small portion of that which is valuable and available to be learned. More importantly, the school can stimulate, within the student, the thirst for knowledge and the desire to pursue solutions to problems. The home is a vital partner in this process and a systematic approach to homework can assist the teacher, parent, and student in achieving common learning goals.

The basic objective of homework is the reinforcement and application of previously learned concepts, principles and skills. Homework assignments, therefore, should be structured to reinforce and apply that which has been introduced and explained in the classroom.

Homework provides an essential communication link between the school and the home. One measure of a program or course is the quality of the work done at home by the student. A strong home-school partnership, with many lasting benefits for the individual student and the student's family, can be greatly enhanced by a sound program of homework. In addition, homework should be an important tool in developing independent thought, self-direction, and self-discipline. It assists the student in developing good work habits and wise use of time.

Guidelines for homework include:

1. Homework should be assigned after introduction and thorough explanation of the skills necessary to successfully complete the assignment.
2. Homework should be assigned in such a manner that it will be clearly understood by all students.
3. Homework should serve a valid purpose and be closely related to current classroom activities.
4. A student's access to resource materials should be considered when making assignments.
5. Homework should be evaluated promptly and returned to the student. Appropriate rewards should be given to those students who successfully complete assigned work. Effort and competency should be recognized and rewarded.
6. Teachers should seek to determine the causes if a student regularly fails to do assigned work. Teachers should not avoid giving homework because they believe students will not do the work.
7. Excessive homework, like the absence of homework, should be avoided.
8. Homework should not be used for disciplinary purposes.

9. Teachers and administrators should take appropriate steps to communicate with parents regarding the division's homework policy and to solicit their support.
10. Teachers should decide the frequency and length of homework based on student ages and maturity level.

Adopted: July 1, 1993
Amended: December 11, 2008; September 11, 2014
Reviewed: July 12, 1999; December 9, 2004

Legal Refs.: Code of Virginia, 1950, as amended, §22.1-78.

Cross Ref.: IB Academic Freedom