

REGULATION – GREENWICH TOWNSHIP SCHOOL DISTRICT

PROGRAM
R 2330/page 1 of 5
Homework

R 2330 HOMEWORK

A. Purposes of homework

The purposes for homework, common to all grade levels are:

1. To promote a sense of responsibility in carrying out a well defined and understood task.
2. To motivate a lesson.
3. To learn how and where to get information.
4. To give parents the opportunity to become involved in our program and familiarize them with the work being done in the classroom.
5. To strengthen an individual weakness.
6. Drill to improve, master, and reinforce skills.
7. To provide opportunity for individual interests, creativity, and investigation.
8. To complement and enrich classroom activities.
9. To complete "make-up" work because of absence.
10. Homework should not be assigned for disciplinary purposes.

B. Content of homework

1. Any homework assigned to pupils must be closely integrated with the curriculum. There should be a direct relationship between classroom studies and assigned homework. Homework should reinforce and extend the lessons learned in school.
2. Homework should help pupils learn by providing practice in the mastery of skills, experience in gathering information and integrating knowledge, and an opportunity to remediate learning problems.
3. Homework should help develop the pupil's responsibility and provide an opportunity for the pupil to exercise independent work and judgment.



REGULATION – GREENWICH TOWNSHIP SCHOOL DISTRICT

PROGRAM
R 2330/page 2 of 5
Homework

4. The concepts on which a homework assignment is based should have been thoroughly taught and reviewed in class. Homework assignments should include only those exercises and activities that a pupil can accomplish independently.
5. Homework assignments should not require the use of research or resource tools that are not readily available in the pupils' homes or in sufficient quantity in the public or school library, or available for borrowing from the classroom.
6. Homework assignments should not require extensive copy work unless the writing of numbers or script is the skill being taught.
7. Homework must never serve a punitive or disciplinary function; learning, in school or at home, must always be a positive experience, rewarding for its own sake.

C. Assignment of homework

1. The number, frequency, and degree of difficulty of homework assignments should be based on the ability and needs of the individual pupil.
2. Homework should be assigned with clarity so that pupils know precisely what is expected of them. It may be helpful for teachers to post the homework assignment at the beginning of the class period and to encourage pupils to ask questions about any aspect of the assignment they do not fully understand. Homework should never be assigned hurriedly or in a confused manner.
3. Teachers should observe the following guidelines for the introduction and assignment of homework. Time allotments include all aspects of the homework assignment—outside reading, research, drill work, and the like.
 - a. Kindergarten

Home experiences related to classroom lessons should be assigned to pupils when appropriate.



REGULATION - GREENWICH TOWNSHIP SCHOOL DISTRICT

PROGRAM
R 2330/page 3 of 5
Homework

b. Grades 1, 2, and 3

Formal homework assignments should be introduced in grade 1. Lessons should be geared to the needs and abilities of individual pupils. The amount of time allocated should increase through the grades from 20 to 30 minutes several times a week.

c. Grades 4 and 5

Homework should be regularly scheduled, should require no more than 45 minutes of preparation daily in grade 4 and 60 minutes in grade 5, and should be based on the needs and abilities of individual pupils.

d. Grades 6, 7, and 8

Homework should be regularly scheduled, should require no more than 60 minutes of preparation daily in grade 6, 75 minutes in grade 7, 90 minutes in grade 8, and should be based on the needs and abilities of individual pupils.

In departmentalized junior high or elementary grades, pupils' total daily homework load and out-of-school responsibilities should be considered in determining the amount of homework to be assigned. Teachers on each grade level or team will meet once a week or as required to review time estimates of homework to be assigned. Major tests that require substantial periods of study will be taken into consideration in determining the total estimated homework load.

4. To the degree reasonably possible, teachers should plan and announce homework assignments, especially long-term assignments, well in advance so that pupils can adjust their schedules appropriately.
5. Pupils in grades 2-8 should be encouraged or required to maintain a homework assignment book, in which the pupil records his or her daily assignment. Pupils and parents may be asked to record the time necessary to complete each assignment; this information will assist teachers in verifying their estimates of the length of time a given assignment will require.



REGULATION - GREENWICH TOWNSHIP SCHOOL DISTRICT

PROGRAM
R 2330/page 4 of 5
Homework

6. A teacher may accede to a parent's request for additional homework assignments for a pupil, provided the teacher, in his or her discretion, believes that the pupil will benefit from the assignment.
7. A pupil who has been absent from school will be given an opportunity to make up homework assignments, provided the assignments are completed during a period equal to the length of his or her absence. That period may be extended for the completion of long-term assignments.
8. The parent(s) or legal guardian(s) of an absent pupil must call by 9:00 am to request homework assignments to be completed during the pupil's absence. If a pupil will be absent for only one day, the pupil should wait until returning to school to request assignments.

D. Evaluation of homework

1. All homework must be evaluated by the teacher and the teacher's evaluation must be communicated to the pupil. Homework is not a learning activity if the pupil receives no acknowledgment of his or her work and no appraisal or criticism of it.
2. Teachers should insist on high standards of quality in homework. The homework lesson should teach the values of thorough preparation, careful research, neat execution, thoughtful work, and prompt submission.

E. Checklist for teachers

Teachers should be able to answer affirmatively the following questions about a homework assignment.

1. Does the homework serve a valid purpose?
2. Is it well within the capacities of the pupil?
3. Has the class been thoughtfully motivated for the work?
4. Does the assignment grow out of school experience?
5. Is the work related to pupils' interests? Is it interesting?
6. Does the assignment extend pupils' fund of information?



REGULATION – GREENWICH TOWNSHIP SCHOOL DISTRICT

PROGRAM
R 2330/page 5 of 5
Homework

7. Is the work adapted to individual needs, interests, and capacities?
8. Are pupils entirely clear about what they are to do?
9. Can the pupils do the work without the assistance of parents or others?
10. Is the assignment a reasonable one and evenly scheduled in view of the pupil's home conditions?
11. Does the assignment minimize the temptation merely to copy information?
12. Can the homework be evaluated fairly and/or be used in the daily program?

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