



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Policy 6154.00 - Homework **Board Policy Statement approved on March 19, 2018**

The School District recognizes that homework is a learning activity and an important adjunct to regular class work at all grade levels. It provides students with an opportunity to use acquired skills and knowledge and the teacher with information about student performance and progress.

Homework should be an extension of the lessons taught in class, be clearly understood by students, be well planned and meaningful, and should be evaluated and corrected, with prompt feedback provided to students to enhance learning and student growth. Where appropriate, homework should be a factor in grading.

In addition to serving as an extension of classroom learning, appropriate and meaningful homework assignments may also:

1. Strengthen basic skills, especially in primary grades.
2. Reinforce and enhance independent study skills.
3. Develop initiative, responsibility, and self-direction.
4. Provide opportunities for differentiation, providing review for developing students and extensions on classroom learning for proficient or advanced students.

It is also important that homework is implemented in accordance with the following principles:

1. Students should understand not only what to do, but how to do it.
2. Students must understand the purpose of homework in relation to classroom lessons for the work to have educational value.
3. As with all instruction, homework should strive to address the specific needs of each student.

The length of an assignment should be designed to provide students with an opportunity to acquire and demonstrate proficiency in learning. An increase in the time required to complete homework assignments and in the complexity of assignments can be expected as students progress through school. When a teacher notices a student who continually performs poorly on homework or does not complete homework on a regular basis, the teacher shall communicate with the parents or guardians regarding their concerns and work to implement reasonable strategies to address barriers that may be hindering the student's ability to complete the homework.

The Board expects each department and school to develop exact and clear homework policies that align with this overall policy regarding the frequency, time requirements, and grade weighting of homework within each department and school. Such policies shall be subject to principal and Superintendent approval.



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Policy 6154.00 - Homework

Administrative Procedure approved on March 19, 2018

Homework Policy

The New Britain Board of Education defines “homework” as independent practice and learning that happens outside of the classroom. These learning opportunities can help to serve as a connection between home and school. Independent practice reinforces skills that students should be able to practice with little support. Learning outside of the classroom may include work on long-term projects and tutorials or readings to prepare for new learning.

To be educationally meaningful, independent practice and learning assignments should:

1. Reinforce skills introduced in the classroom by providing additional practice
2. Be at an appropriate level of challenge and allow for personalization
3. Promote engagement in classroom activities and student success
4. Provide opportunities for students to reflect on their learning and current performance

Guidelines for Homework

A. Guidelines for teachers are:

1. Design practice opportunities tied to academic standards and assign only when necessary to reinforce skills.
2. When giving assignments, be sure to explain the purpose, give clear directions, provide timely and consistent feedback to students, and suggest a recommended time allotment.
3. Plan and support long-term assignments in and out of the classroom, in segments that allow students to receive feedback.
4. Create opportunities for students to reflect on their learning and performance.
5. Encourage students to advocate for additional help and support as needed to reach mastery.
6. Independent practice should not count negatively towards a student’s academic grade.
7. Differentiate expectations of student work performed outside the classroom, when appropriate.

B. Guidelines for students are:

1. Follow the directions and complete each assignment to the best of his/her ability.
2. Reflect on learning and current performance.

3. Advocate for additional help and support as needed to reach mastery.
4. Budget time realistically and meet due dates.
5. Actively seek missed work/assignments by asking teachers before or upon return from an absence.

C. Guidelines for parents are:

1. Support students in identifying a time and place to carry out his/her assignments.
2. Encourage students to share reflections on their learning and performance.
3. Encourage independence and help students self-advocate for support as needed.
4. Encourage students to take pride in their work.
5. Contact the teacher in the event of questions or concerns.

Administrative Procedures - 6154

The Board of Education of the Consolidated School District of New Britain defines “homework” as independent practice and learning that happens outside of the classroom. These learning opportunities can help to serve as a connection between home and school. Independent practice reinforces skills that students should be able to practice with little support. Learning outside of the classroom may include work on long term projects and tutorials or readings to prepare for new learning.

Families are encouraged to support learning opportunities outside of the classroom. They can do this by supporting students in identifying a time and place to carry out his/her assignments; encouraging students to share reflections on their learning and performance; encouraging independence and helping students to self-advocate for support as needed and encouraging students to take pride in their work. Families should communicate with their child’s classroom teacher regarding homework, if needed.

A. Elementary School

Reading and developing literacy skills is a priority in the elementary curriculum. Ideally, students should read outside of school daily, in addition to any other homework assigned. Students in grades 3 – 6 may also be expected to complete other independent practice assignments and long-term projects in addition to daily reading. Teachers are not expected to assign homework every day. Time allotments for homework are general guidelines. Some students may require less or more time than that which is indicated for a grade level.

1. Kindergarten to Grade 2

The expected length of time for reading at home is 10 – 20 minutes of reading/being read to each day.

2. Grades 3, 4, 5

The expected length of time for reading at home is 20 – 30 minutes each day, or 100 – 150 minutes across a week. Other independent practice assignments and work on long term projects should not exceed an average of 10 – 15 minutes daily.

B. Middle School

Reading continues to be a priority for learners at the middle school. Ideally, students should read outside of school daily, in addition to any other homework assigned. Students in grades 6 – 8 may also be expected to complete other independent practice assignments and long-term projects in addition to daily reading. Time allotments for homework are general guidelines. Some students may require less or more time than that which is indicated for a grade level. At the middle school level, teachers should communicate among their teams and departments to be aware of the amount of work being expected from students and should be responsive to student feedback regarding the quantity and quality of homework being assigned.

1. Grades 6, 7 and 8

The expected length of time for reading at home is 30 minutes each day, or 150 minutes or more across a week. Other independent practice assignments, work on long term projects, and studying should not exceed an average of 15 – 20 minutes daily across courses. Teachers are not expected to assign homework every day.

C. High School

Reading through the content areas is a priority for learners at the high school. Ideally, students should read outside of school daily, in addition to any other homework assigned. Students in grades 9 – 12 may also be expected to complete other independent practice assignments and long-term projects in addition to daily reading. Time allotments for homework are general guidelines. Some students may require less or more time than that which is indicated for a grade level. At the high school level, teachers should communicate among their teams and departments to be aware of the amount of work being expected from students and should be responsive to student feedback regarding the quantity and quality of homework being assigned.

1. Grades 9 – 12

The expected length of time for reading at home is 30 minutes each day, or 150 minutes or more across a week. Other independent practice assignments, work on long term projects, and studying should not exceed an average of 15 – 20 minutes daily per course. Teachers are not expected to assign homework every day.