

# HOMEWORK POLICY



YOKOHAMA INTERNATIONAL SCHOOL



## RATIONALE

The Elementary School Homework Policy is a document intended for parents, teachers and students at YIS. It lays out the clear expectations, beliefs and practice of homework assignments.

The document provides information about the type, and timing of homework for our students from Kindergarten to Grade 5.

The policy articulates consistent and developmentally appropriate practices across grade levels and at each grade level. It also specifically addresses the role of homework for successful learners of the Japanese language at the native and near native level.

## Teachers' responsibilities

Teachers are expected to:

- provide homework information through the class website
- provide feedback
- collaborate with colleagues to ensure consistency across the grade level
- monitor time taken to complete homework assignments
- select appropriate, meaningful tasks, which will reinforce classroom learning.

Japanese Language homework will be linked to each class teachers web page through a blog which will be in both English and Japanese.

## Students' responsibilities

Students are expected to:

- establish good learning habits that extend in to the home
- be responsible for their homework, and being prepared for their lessons
- be honest about the levels of support to complete assignments.

## Tips for parents

Parents are recommended to:

- check the class website regularly
- develop a positive environment for their child's work space
- help their child to setup a homework routine
- support, but not actively complete their child's homework task
- not make comparisons with other children, as homework may be customized.



## OUR BELIEFS AND PHILOSOPHY

The YIS community believes that it is important:

- for children to read every night in English and/or their Mother Tongue
- for children to be read to regularly
- that homework should be able to be done independently
- that the type of homework is consistent between classes at grade level
- that no new concepts/skills be introduced through homework
- to clarify levels of parent involvement to understand that homework may be negotiated
- that the purpose of given assignments be made clear to students (and parents) through web-based communication and through explanation to children in regular lessons.

**Teachers should communicate expectations with parents and students through the web page and homework diary.**

**Teachers will provide timely feedback for all homework tasks.**

**Children who have extended absences from school will not normally be assigned homework tasks, however teachers may offer suggestions for children to maintain or develop levels of literacy or mathematics.**

**Periodically children and parents will be asked to review and provide comments on time commitments associated with homework.**

## RECOMMENDED READING

Bennett, S., Kalish, N. (2006). *The Case Against Homework: how homework is hurting children and what parents can do about it*. New York: Three Rivers Press.

Kohn, A. (2006). *The Homework Myth: why our kids get too much of a bad thing*. Cambridge MA: De Capo Life Long.

Kohn, A. (2006). *The Truth About Homework*. Retrieved January 7, 2009, from, [www.alfiejohn.org/teaching/edweek/homework.htm](http://www.alfiejohn.org/teaching/edweek/homework.htm)

Kohn, A. (2007). Rethinking Homework. *Principal*, January/February, 35-38

Marzano, R., Pickering, D., Pollock, J. (2004). *Classroom Instruction that Works: Research – Based Strategies for Increasing Student Achievement*. Homework and Practice, 60-66 Prentice Hall College Div. Alexandria, VA: ASCD

Marzano, R., Pickering, D. (2007). The Case For and Against Homework: Teachers should not abandon homework. Instead, they should improve its instructional quality, *Educational Leadership*, March. 74-79

Vatterott, C. *Mom and Dad Aren't Taking Algebra this Year: Hints to Help Reduce Homework Stress*, Retrieved January 7, 2009, from, [www.thefineartofparenting.com/public/167print.cfm](http://www.thefineartofparenting.com/public/167print.cfm)

陰山英男 (2003) 「学力は家庭で伸びる」 小学館

向山洋一 (2000) 「どんな子だって勉強できる子になれる！」 PHP研究所



# Elementary Homework Policy

## EXPECTATIONS

Homework may only be assigned Monday to Friday, with no compulsory homework on weekends and holidays. However, children who are engaged in homework or research tasks have the freedom to work on weekends and holidays.

Homework may be assigned on an individual basis in an effort to directly support a student's classroom learning. Students within grades and classes may receive different amounts and types of homework on a case by case basis.

Japanese language homework will be assigned on one night per week. The night will be agreed to with the homeroom teachers, on a night when no other homework will be assigned. Children who are taking Japanese Language at the native or near native level may have a more demanding homework schedule, as developing literacy skills may require repetitive practice.

In case of an inability to attend school, children will not be expected to complete missed homework.

In a developmental and positive approach to fostering life-long learners, homework tasks may be assigned by teachers. If assigned, it will be based on the guideline of 10 minutes per night, increasing each year by increments of ten minutes. Reading is not considered part of this time allocation.

## TIME ALLOCATION

### HOMWORK SCHEDULE

~IN ADDITION TO READING~

GRADE	HOMEROOM - NIGHTLY	JAPANESE - WEEKLY
KINDER	-	-
GRADE 1	10 MINS	20 MINS
GRADE 2	20 MINS	20 MINS
GRADE 3	30 MINS	30 MINS
GRADE 4	40 MINS	40 MINS
GRADE 5	50 MINS	50 MINS

**When children exceed the recommended time allocation, parents should inform the teacher.**

## IMPLEMENTATION AND REVIEW DATES

This policy will come into effect from the beginning of the 2009/10 academic year and will be reviewed by a representative team of teachers from K-2, Grades 3-5 and single subject teachers in April 2010

