



Colegio Albania

Homework Principles and Guidelines at Colegio Albania

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Colegio Albania recognizes the importance of the intentional inclusion of meaningful homework within its academic programs. Maintaining clear and direct communication with students and their families regarding learning objectives and homework expectations enhances its effectiveness.

Homework provides students with opportunities to apply their learning and engage in the practice necessary to reinforce understanding. It also helps develop lifelong learning skills such as self-discipline, self-confidence, commitment, initiative, time management, responsibility, and problem-solving abilities. These competencies contribute to improved student performance and serve as a bridge between home and school, fostering academic success.

Principles

Student learning progresses in different ways and at different times. A single student may find one subject or concept easy to understand while experiencing difficulty with another. For this reason, there is no minimum amount of time assigned to homework. Instead, teachers will use their professional judgment when assigning homework, taking into account each student's individual learning profile and overall well-being, without exceeding the maximum time guidelines outlined later in this document.

Homework should:

- Support the connection between learning and student well-being.
- Be age-appropriate and aligned with the student's developmental stage.
- Respect the need for balance among academic demands, personal life, and family circumstances.
- Recognize each student's interests, strengths, and individual needs.
- Adhere to necessary accommodations and modifications.
- Involve families as supporters or guides (not doers of the homework) in the learning process.
- Ensure equitable opportunities and access to support, technology, and resources.

- Reinforce, extend, and enhance student learning.
- Be engaging, enjoyable, and foster a sense of pride in a job well done.

Home–School Partnership

Parents and guardians are a valuable source of support in students’ learning. Teachers are expected to communicate homework assignments clearly to parents or guardians and collaborate with them when necessary to support the student’s progress.

Amount, Frequency, and Nature of Homework

The amount, frequency, and nature of homework will vary depending on:

- Students’ individual strengths and needs;
- Individual and family well-being;
- Accommodations and modifications outlined in individual learning plans;
- Language proficiency and adaptations for students enrolled in the Language Acquisition Program;
- The student’s learning progress;
- Proximity to assessments, examinations, and other deadlines;
- Age, grade level, and subject area.

Types of Homework

- Completion: Any activity not finished during class time.
- Practice: Review and reinforcement of concepts presented in class.
- Preparation: Gathering and organizing information for use in class.
- Extension: Additional activities designed to deepen and broaden learning.
- Culminating Projects: In-depth assignments requiring work at home, such as the PYP Exhibition, the MYP Personal Project, DP core components (Extended Essay, Theory of Knowledge, and CAS), and Internal Assessments.

Time Guidelines

Teachers use their professional judgment when assigning homework, adjusting expectations to support each individual's learning process and well-being, without exceeding the recommended maximum daily time limits outlined in the table below.

Grade Level	Minutes
Kinder – Transition	20
Grades 1–2	30
Grades 3–4	40
Grade 5	50
Grades 6–7	60
Grades 8–9	80
Grades 10–11	100

In Secondary School, a weekly organization of homework, assignments, and summative assessments is provided for each subject in order to support students and teachers in developing self-management skills and meeting established time expectations.

During examination periods, the Personal Project, DP Internal Assessments, and the Extended Essay, an increase in study preparation time may be required.

In Mathematics classes, a practice of flexible short homework assignments is implemented. These include exercises directly related to the content covered in class.

Responsibilities

The Principal shall:

- Allocate staff and resources to support these guidelines.
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The Vice Principals shall:

- Support the implementation of these guidelines and ensure that staff under their supervision comply with established procedures and responsibilities.
- Communicate the guidelines to students, teachers, and parents/guardians at the beginning of each school year.
- Ensure that no homework is assigned during school holidays or recess periods such as Easter break and October break.
- Promote coordination of homework among teachers whenever possible.
- Help students, parents, staff, and other community members understand the homework guidelines.

Regarding Relationships and Communication

Teachers shall:

- Ensure their homework practices align with these guidelines.
- Respect a healthy balance between school, personal, and family time.
- In Primary School, publish all homework assignments in the communication notebook or on Toddle (Pre-K to Grade 4).
- In Secondary School, publish all homework assignments on Google Classroom (Grades 5–11) and include parents as guardians.
- Maintain ongoing communication with students and parents/guardians regarding homework.
- Share homework expectations with students and parents/guardians.
- Consider the homework calendar and avoid scheduling conflicts with assignments from other teachers.
- Provide timely and effective feedback on completed homework.

Regarding Design and Purpose

Teachers shall ensure that homework:

- Is directly related to classroom learning and supports learning objectives.
- Is clear and meaningful for students.
- Addresses and accommodates individual student needs.

- Strengthens students' Approaches to Learning (ATL) skills.

Regarding Implementation and Use

Teachers shall:

- Adhere to homework schedules and recommended time guidelines.
- Teach the necessary skills for students to complete homework independently.
- Provide class time for students to record assigned homework.
- Teach and support students in practicing academic integrity.
- Ensure that no homework is assigned during school holidays or recess periods such as Easter break and October break.
- Monitor homework completion and provide appropriate and timely feedback.
- Include information about homework completion in academic reports.
- Maintain communication with students and parents/guardians regarding homework completion and study habits.
- Provide accommodations or differentiation according to student needs (English proficiency, individual plans, etc.).
- Assign homework only during the school day.

Parents/Guardians shall:

- Encourage and support their child in completing homework independently.
- Provide an appropriate environment and necessary resources at home.
- Offer time-management strategies to support homework completion.
- Help maintain a healthy balance between homework and other activities.

Students shall:

- Establish homework routines and develop positive study habits.
- Meet assigned deadlines.
- Communicate with teachers when they have questions about homework.

- Understand that homework contributes to personal development but should not negatively affect physical or emotional well-being. If necessary, they should inform parents and teachers.
- Use time-management skills to balance homework and other activities.
- Understand that homework may be used as a self-assessment tool to improve learning skills.
- Organize the materials and resources needed to complete homework.

This document has been adapted from the policies and guidelines of the York Region District School Board (March 2018) and the Bluewater District School Board (2013). Colegio Albania would like to acknowledge and thank these organizations for the partial use of their policies and guidelines in the development of this document.