

CVR's HOMEWORK POLICY

Research shows that, at the secondary level, homework is an integral part of student success due to: the increased content demands and the practice necessary to master the curriculum, as well as to learn valuable life skills such as time management and task prioritization. Homework is a normal extension of lessons taught in class, whether to allow more time to complete assignments or to reinforce concepts taught. It can include study, review, written assignments, reports, practice exercises, and/or project work. It is assigned at the discretion of the teacher depending on the course objectives and grade level. A supervised after school homework room in the library is open on specific days.

The following is a guide to the amount of time to be spent on homework, and is expected to be averaged out over the course of the term among the subjects:

Cycle I (Secondary I & II) - one hour to one hour 15 min. per night
Cycle II (Secondary III, IV, V) – from 90 min to 2 hrs per night

Students should have a routine time and place for homework which is free from distraction. It is important to allow enough time for a good job. As well, parent/guardian interest and assistance in homework encourages most students to do well.

CVR ENGLISH DEPARTMENT's HOMEWORK POLICY ADDENDA

In Senior English classes, homework is ALWAYS an extension of what was done in class time. It may include reading, watching films, doing internet research, or building media projects using various online platforms. The expectation is, on average, that a student spends 30 minutes per day on English homework – assuming they have not completed all the necessary work in class time. It is important to note that the English department takes a process approach to learning and that class time is used to explicitly teach skills, show models, and actually work on assignments, including using peer review / editing as a key step in the process and improving one's ability. Students who skip steps in the process are at a disadvantage and almost always produce work that is below the expected outcome.

So, in order to help students perform to the best of their ability, and learn to better manage their time and tasks, checkpoints for key parts of each assignment will be posted. Coming to class unprepared for the checkpoint mini-due date will result in a loss of up to 5% on the assignment, depending on how much is actually done. Students may recoup lost marks the very next class by showing that they have caught up – but they will always lose at least 1% for being unprepared in the first place.

However, for those who have consistently been on time and on target for checkpoints, up to 2% will be applied to enhance the student's overall term mark at the teacher's discretion.

In this way the English department is pulling a Jerry Maguire – we are helping them to help themselves, because fundamentally learning to prioritize tasks, organize and manage one's time effectively, and work efficiently are important skills to have in school, in life and in the workplace. ☺