GHS Guidelines for Homework

Guilford High School challenges students to be lifelong learners who aspire to academic excellence, cultural awareness, and social responsibility in an environment that is safe and respectful. Our community nurtures students’ creative and critical thinking skills while developing their personal, intellectual, and physical capabilities. Research supports our belief that purposeful, appropriate homework is an integral component of the learning process, and our approach to homework balances the development of our students as learners with their non-academic commitments, including extracurricular activities, work, and family time. The following general guidelines provide the framework within which effective homework is designed to meet the specific learning needs of the students at Guilford High School.

- Homework should be designed to emphasize quality tasks aligned with curricular objectives, have a clear academic purpose, support a student’s sense of competence, and be relevant to students. Research-supported purposes for homework include:
  - Introducing background content or activities, including readings that support classroom instruction
  - Checking for understanding
  - Practicing for skill development
  - Processing via reflection, questioning, applying skills, or synthesizing
  - Tasks designed to include out of school resources, situations, or experiences

- Though the quantity of homework may vary, in general, students might expect about 2 hours of homework per class per week. Students taking AP/Honors courses may expect a higher volume. Long-term assignments during the school year should be designed in order to provide students opportunities to complete the homework prior to or several school days after longer breaks or recesses in the district calendar.

- Homework tasks should consider varying student needs and include resources that provide for those needs. To that end, homework tasks should be designed to account for the level of difficulty, amount of work, need for structure or scaffolding, and/or variety of learning interests.

- Homework should be designed primarily as a means of supporting and assessing ongoing learning. To that end, students will be provided effective feedback on their work via teacher comments, peer feedback, self-assessment strategies (such as using exemplars or criteria-based rubrics), and/or class review.

- Parents and guardians are encouraged to play an active role in communicating with their students and teachers about class assignments and expectations. Parents and guardians might support students by providing them with encouragement, an appropriate place and time to do homework, appropriate resources, organizational strategies to complete homework, and a work environment free from distractions in order to ensure focus. Parents should not be responsible for teaching students new skills or concepts nor should they complete assignments for student(s).

- Teachers are responsible for providing parents and students with their homework expectations. These should be clearly communicated via syllabi or other means. Teachers may post specific assignments online (via Google Classroom, websites, etc.) as a reference for students and parents. The use of handouts and displays of assignments in the classroom are encouraged in order to reinforce expectations for specific tasks.

The mission of Guilford High School is to focus on learning in a rigorous academic learning community that is safe and respectful.