



FIRESIDE HOMEWORK POLICY:

At Fireside we believe the purpose of homework is to support students in establishing strong study habits and an understanding that learning continues outside the school setting. Homework is intended to practice or explore studies taught in the classroom, with the primary focus on reinforcement of what has already been taught or as a means of building background knowledge before introducing new content. We also believe that quality family time is essential and that learning often occurs through quality discussions and experiences at home.

The highest leverage for a student's long-term academic success is reading. It is expected in grades K-5 that students are reading nightly - to, with, or by themselves- in order to practice and improve fluency and comprehension skills. While it is up to grade level's discretion what homework is assigned, the average time spent nightly is approximately 10 minutes per grade level, beginning at Kindergarten and 1st grade. This time includes nightly reading, assigned homework, and use of online learning tools.

Grade:	Average Minutes:
K, 1	10
2	20
3	30
4	40
5	50

If students are spending an inordinate amount of time on homework, parents or students should inform the teacher. Based on students' individualized learning needs, teachers may also differentiate homework and modifications may be necessary for homework assignments.

Homework guidelines and expectations are communicated by teachers during the Parent Information Night at the beginning of the school year. We value the partnership and communication between home and school and intend for homework to be a positive experience for your child and family.

Research-Based Homework Guidelines for Teacher and Parents

A summary of research reviewed by Marzano and Pickering (2007), found strong evidence that, when used appropriately, homework benefits student achievement. To make sure that homework is appropriate, teachers should follow these guidelines:

- Assign purposeful homework. Legitimate purposes for homework include introducing new content, practicing a skill or process that students can do independently but not fluently, elaborating on information that has been addressed in class to deepen students' knowledge, and providing opportunities for students to explore topics of their own interest.
- Design homework to maximize the chances that students will complete it. For example, ensure that homework is at the appropriate level of difficulty. Students should be able to complete homework assignments independently with relatively high success rates, but they should still find the assignments challenging enough to be interesting.
- Involve parents in appropriate ways (for example, as a sounding board to help students summarize what they learned from the homework) without requiring parents to act as teachers or to police students' homework completion.
- Carefully monitor the amount of homework assigned so that it is appropriate to students' age levels and does not take too much time away from other home activities.

[The Case For and Against Homework](#)

Marzano, R.J., & Pickering, D.J. (2007). The case for and against homework. *Educational Leadership*, vol 64, number 6, 74-79.