



Book	Radnor Township School District Policy Manual
Section	100 Programs
Title	Homework AR
Code	130
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A. Purposes of Homework

1. Develop students' background knowledge or interest in a topic that will be taught in greater depth during school hours.
2. Provide information that informs the teacher's instruction.
3. Provide practice that develops student's knowledge and skills, including their study skills and ability to work independently.
4. Help students reflect upon and apply their learning of major concepts from the curriculum.

B. Quality Homework Assignments

1. Have an academic or social-emotional purpose aligned with curricular goals.
2. Help students achieve learning targets without requiring unnecessary time or effort.
3. Can be completed independently by students and have a positive effect on student sense of competence.
4. Promote student ownership of their own learning.
5. Are not assigned as a punishment or reward.

C. Role of the Teacher

1. Ensure homework aligns with one or more of the purposes identified above.
2. Ensure the quality of homework aligns with characteristics identified above.
3. Maintain consistent homework expectations with teachers of the same grade-level/course.
4. Communicate how homework will be assigned, the purpose of homework, and average completion time for homework with parents and students at the beginning of each course.
5. Differentiate tasks for students, as appropriate, to address student interest, learning needs, and achievement levels.
6. Ensure students know the purpose of each homework assignment, estimated completion time, and what students are required to do to complete it.
7. Assign homework during class time and provide enough notice and time for students to complete the assignment outside of school hours.

8. Include checkpoints/schedule for longer-term homework assignments.
9. Provide timely and appropriate feedback for assigned homework to promote learning and check for student understanding.
10. Communicate with parent(s)/guardian(s) if a student is not accurately completing homework assignments.
11. Be flexible with due dates for students who have multiple tests or major assignments on the same day.
12. Do not assign homework that must be completed during non-instructional days (e.g., Saturday, Sunday, district holidays).
13. Do not assign homework during times when their students have PSSA/Keystone exams, finals/midterms, or Advanced Placement exams.
14. Regularly gather feedback from their students about their experiences with homework regarding purpose, independence, time required, and usefulness.

D. Role of the Student

1. Make sure they understand the purpose, requirements, and due dates of their homework.
2. Assume responsibility for completing homework as instructed by their teacher.
3. Limit distractions, especially from technology, while completing homework.
4. Communicate their experiences with homework to their teachers as needed.

E. Parent(s)/Guardian(s)

Parent(s)/guardian(s) are encouraged to assist in the homework process by:

1. Providing an atmosphere which is conducive to studying and completing assignments.
2. Encouraging their child to work independently, consistent with teacher expectations and student ability.
3. Communicating with teacher(s) as needed regarding purpose, independence, time required, and usefulness of their child's homework.
4. Working with their child to select appropriate courses, considering student interests, family commitments, activities, and student physical/mental health.

F. Homework in Elementary School

On average, time for all homework should not exceed the following limits:

Grade	Time Per Instructional Day
K	5 minutes
1	10 minutes
2	20 minutes
3	30 minutes
4	40 minutes
5	50 minutes

1. Students shall not miss recess to complete homework.
2. Homework shall not be given over breaks, but reading may be recommended.
3. Elementary performance indicators reflecting a student's homework completion will be addressed through the "Qualities of a Learner" portion of the progress report.

G. Homework in Middle School

1. On average, time for all homework across all subjects should not exceed a total of 1.5 hours per instructional day.
2. Homework expectations will be identified in the RMS Programs of Studies.

3. Course levels may have different homework workloads.
4. Homework in Accelerated, Seminar, and Honors courses should reflect greater depth and complexity than grade-level courses.
5. If a parent/guardian overrides a course placement recommendation, they should be aware that it may take their child more time to complete homework.
6. Homework shall not be given over breaks, but summer assignments may be required. Summer assignments should be designed so students have access to all necessary materials and can complete them independently.

H. Homework in High School

1. On average, time for all homework across all subjects should not exceed a total of 2.5 hours per instructional day.
2. Homework expectations will be identified in the RHS Programs of Studies.
3. Course levels may have different homework workloads.
4. Homework in AP, Integrated, Seminar, and Honors courses should reflect greater depth and complexity than in Advanced courses.
5. If a parent/guardian overrides a course placement recommendation, they should be aware that it may take their child more time to complete homework.
6. Homework shall not be given over breaks, but summer assignments may be required. Summer assignments should be designed so students have access to all necessary materials and can complete them independently.

I. Resolving Student Situations

1. As a general matter, questions or concerns about homework should first be directed to the teacher(s) involved and attempts should be made to resolve the situation at that level.
2. If a situation remains unresolved, it should be reviewed, as needed, through successive administrative levels in sequential order starting with the school Principal, then the Assistant to the Superintendent for Teaching and Learning, then the Superintendent, and subsequently, to the Board, where appropriate.
3. Depending on the specific circumstances, the Superintendent or designee may direct the complaint to be handled through an alternative procedure where such a procedure is afforded by law or other Board Policy (e.g., complaints involving alleged discrimination or harassment, those that are governed by any applicable collective bargaining agreement, etc.).