



中華人民共和國香港特別行政區政府總部教育局
Education Bureau
Government Secretariat, Government of the Hong Kong Special Administrative Region
The People's Republic of China

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23 February 2018

Ms Angel WONG
Clerk to Panel
Legislative Council Panel on Education
Legislative Council Complex
1 Legislative Council Road
Central, Hong Kong
(Fax Line: 3151 7052)

Dear Ms WONG,

Panel on Education
“No Homework Day” in primary schools

Thank you for your letter dated 24 January 2018. Please find our reply attached at the Annex for the captioned for your follow up.

Yours sincerely,

(Sheridan LEE)
for Secretary for Education

Encl.

**Response from the Education Bureau to the Panel on Education
Regarding the Hon SHIU Ka-chun’s Proposed Inclusion of
“No Homework Day for Primary School Students” into the
Agenda**

At the Panel meetings on 1 December 2017 and 5 January 2018, homework policy and means to relieve students’ homework stress were discussed in detail. The Education Bureau (EDB) considers homework an important component in the learning and teaching in schools. Homework comes in different forms outside the lesson time. It enables students to consolidate their learning in class, stimulates thinking, enhances their understanding of lesson topics and helps them construct their knowledge. It is the quality of homework rather than the quantity that matters. To cater for the diverse learning needs and abilities of students, schools should design effective homework based on their specific contexts. The factors behind whether a student would feel that there is pressure from homework are multifaceted and complicated. It is not desirable to require schools to have a “No Homework Day” as a single solution to reducing homework pressure. At present, some schools have taken the initiative to implement a “No Homework Day”. We consider it prudent to give due respect to the professional judgement of teachers and schools at their discretion and it is not necessary to make any changes to the current practice.

Under the principles of school-based management, transparency and effective communication, parents may directly put forward their views and suggestions for improvements in respect of their children’s homework and assessment matters to the schools for refinements of their homework and assessment policy. The EDB will gain an understanding of the implementation of schools’ homework policies continuously through various means, including external school reviews, focus inspections, school visits and daily contacts, etc. If there are cases where schools are unable to formulate appropriate homework policies or there is still room for improvements in their homework policies, we will urge the schools to make improvements. Based on our understanding, many schools have adopted different measures such as adding/extending “homework

lessons”, coordinating the daily homework load of different class levels; adjusting the homework policy taking into account the views of parents collected through surveys; adopting diversified and interesting forms of homework; and reducing exercises which focus on mechanical drilling and rote learning etc., so as to make learning more effective and meaningful.

We will also reach out to major stakeholders in a timely manner. For example, the EDB had approached major school sponsoring bodies (SSB), primary and secondary schools councils, regional school heads associations, etc. before the Chinese New Year holiday this year to discuss homework arrangements. Their responses were very positive. They agreed that interesting homework tasks would be more desirable, and less homework should be assigned for students in the holiday as far as possible so as to enable students to have more time to enjoy with their family and friends during the Chinese New Year. We understand that the SSBs and some school councils have communicated with heads of schools under their sponsorship/member school heads (for example, issuing circulars/letters, SSB’s meeting with school heads, etc.) to deliver the above message on holiday homework arrangements.