

# Current Situation Analysis of Homework Design Optimization in Ningxiang Xinkang Primary School under the “Double Reduction” Policy

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**Abstract:** The implementation of the “double reduction” policy has reduced the burden of homework and after-school training for students in compulsory education. In this context, how to reasonably design primary school homework, improve the quality of homework on the basis of meeting the requirements of the “double reduction” policy, and promote the all-round development of students, has become the primary content of primary school teachers’ teaching research. The author takes all the teachers of a primary and secondary school in Ningxiang city as the investigation object, and makes a detailed investigation and analysis of the specific measures of homework design optimization from the two general directions of the significance and current situation of homework design.

**Keywords:** “Double reduction” policy homework design; Optimization strategy

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General office of the central committee of the communist party of China, the State Council general office in July 2021 on further reduce the compulsory education stage students homework burden and the opinions of the external training burden, points out that to adhere to xi jinping, the thought of socialism with Chinese characteristics as a guide, fully implement the party’s education policy, the implementation of khalid ents fundamental task.<sup>[1]</sup>After the implementation of the “double reduction” policy, each school held relevant working meetings for after-school services and homework design and carried out relevant design competitions. The investigation of the optimization of primary school homework design under the policy of “double reduction” is of great significance, both theoretical and practical.

## 1. Survey method and survey object

This study mainly adopts the investigation method and the literature review method, which can make the article get some pillars both in practice and in theory. The policy of “double reduction” has become a hot topic in the education system. The author uses the questionnaire survey method to investigate the teachers of Ningxiang Xinkang Primary School.

## 2. Analysis of the current situation of teachers’ operation optimization after the implementation of the “double reduction” policy

Homework is an important part of classroom teaching. Homework design should grasp the interactive relationship between teaching and learning, and accurately design it according to the teaching function of homework and the classification of students’ learning process.<sup>[2]</sup>

The Opinions on Further Reducing the Homework burden and After-school Training burden of Students in Compulsory Education clearly stipulate: “ Give full play to the functions of homework diagnosis, solid, learning situation analysis, incorporate homework design into the teaching and research system, and systematically design basic homework that conforms to the age characteristics and learning rules, and reflect the quality-oriented education orientation. Encourage the arrangement of stratified, flexible and personalized operations, resolutely overcome mechanical and ineffective, operations, and eliminate repetitive and punitive operations.”

In the new Kang Primary School actively responded to the call after the implementation of the “double reduction” policy, held relevant working meetings, and carried out regular inspection of teachers’ homework design. In This paper, the current situation of

homework optimization of teachers in Xinkang Primary School is analyzed as follows:

## 2.1 Arrange stratified homework according to students' different abilities and interests

Table 1 After the implementation of the "double reduction" policy, teachers assigned homework according to students' different abilities and interests

option	scale
q.d	20.4%
often	40.9%
a fat lot	35.5%
never	3.2%

Relevant data show that there are differences in students' intellectual development level, and they have the ability to master new knowledge."Encourage layered, flexible and personalized homework" is "double reduction" policy about one of the main requirements of homework design work, accordingly, teachers can design hierarchical homework, give students the opportunity to choose, from the subjective level to complete the homework interest and desire, and improve the level of homework design. From the data in Table 1, it can be found that more than 95 percent of the teachers will achieve stratified homework according to the assignments corresponding to the abilities and interests of different students. Most teachers are able to often assign stratified homework. But there are still teachers who rarely assign or even layered homework.

## 2.2 Optimize the duration of classroom homework and homework assignments

Table 2 Changes in the proportion of classroom homework and homework after the implementation of the "double reduction" policy

option	scale
Streamline homework, and the proportion of classroom consolidation practice has increased	87.1%
unchanged	8.6%
other	4.3%

The "double reduction" policy compresses the time that students complete homework and the number of homework, but in order to ensure students 'cultural performance on the premise of reducing the number and time of homework, it puts forward high requirements for teachers' classroom teaching effect and teaching ability. After the implementation of the "double reduction" policy, teachers in Xinkang Primary School made adjustments to the proportion of classroom homework and homework allocation. As can be seen from Table 1,87.1% of the lower grade teachers in Xinkang Primary School focused on the classroom consolidation exercises, and made measures to streamline the homework and increase the proportion of classroom consolidation exercises. However, 8.6% of teachers did not make any changes, and 4.3% made other changes in the proportion of homework allocation.

## 2.3 Do not pay attention to the discussion and reflection of homework optimization design

Table 3 Optimization design of homework assignment sections in teachers' teaching reflection under the "double reduction" policy

option	scale
Every teaching reflection will have a homework optimization design	43%
Occasionally, there is a reflection on the optimized design	49.5%
Never reflected in the homework design section	6.5%
other	1.1%

Teaching reflection is an activity in which teachers summarize and analyze their own success and failure, highlights and regrets and instantaneous inspiration in students' learning activities, and improve their learning activities. The teaching reflection of homework design provides valuable first-hand information for teachers to carry out the discussion of homework design. From the data in Table 3, it can be seen that 92.5% of the lower grade teachers have optimized the design of the homework assignment section in the teaching reflection, and 43% of the teachers will have reflected on the optimal design of the homework in each teaching reflection. However, very few teachers did not include the optimization of homework design into their teaching reflection.

## 2.4 Not paying enough attention to the evaluation and feedback of homework

Table 4 Under the policy of "double reduction", teachers timely correct all homework and make evaluation and feedback statistics

option	scale
Each assignment is corrected and provided with timely feedback	50.5%
Only correct the written homework, practice homework and read and recite homework in the small program card	20.4%
Correct their own written homework, oral homework and practical homework for parents to urge to complete	23.7%
other	5.4%

Homework feedback is the basis for teachers to judge the students' mastery of knowledge. Under the background of "double reduction", teachers should not only optimize the homework design, but also give timely feedback to the completion of students, modify and optimize the homework based on the feedback and experiment it again. The data in Table 4 show that 70.9% of lower grade teachers were able to personally check all homework feedback from students, and 20.4% were able to use network tools to assist themselves in collecting homework of lower grade students for result analysis. However, there are still 23.7% of teachers who give non-written homework to parents to complete, and do not really implement the requirements of the "double reduction" policy in place. In addition, 5.4% of teachers have other situations, not every homework to their own correction, nor did they ask parents to help supervise.

### **3. Epilogue**

To sum up, most of the new kang elementary school teachers under the background of "double minus" let their education concept and homework design concept has changed before the traditional design method, according to the "double reduction" policy to the specific requirements of the homework design made the adjustment, its adjustment also basically meet the "double reduction" policy during the requirements of homework design reduction. However, less than 10 percent of the teachers have not made relevant adjustments to the traditional homework design, and some lower grade teachers have cognitive deviations in the requirements of the "double reduction" policy.

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