



GEMS Winchester School Dubai



Home Learning Policy (Whole School)

Person Responsible: Executive Heads of Primary & Secondary

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1. Introduction

Home learning is an integral part of the learning process. It reinforces the learning that takes place in the classroom and provides an additional resource for students to help further their understanding. Home Learning is an essential part of school life.

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2. Purpose

Home Learning is intended to further the study of a subject. It must be related to what students have done in class or are going to do, and should have an identifiable and recognisable purpose.

Feedback on Home Learning will be given in accordance with the school's Feedback Policy. The teacher may share answers/solutions to home learning so that students can self-assess as required, depending on the task.

The purpose of Home Learning is to:

- Increase the understanding of the material covered in class
- Provide students with an additional opportunity to explore and work with new material
- Improve skills crucial to studying certain areas/subjects
- Promote independent learning
- Develop a work ethic within students
- Encourage parents/guardians to become involved in their child's education

Home Learning might take the form of 'Flipped Learning', which provides opportunities for students to prepare for upcoming learning before the lesson, rather than responding to material and ideas taught during a completed lesson. These might include tasks such as reading a text, conducting some research, or preparing a presentation. The purpose of 'Flipped Learning' is to allow students to access learning in a more accelerated way by reducing the time spent in the classroom on reading, familiarisation with content, knowledge acquisition and increasing the time spent on discussion and interaction with innovative ideas and key learning.

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3. Types of Home Learning

Home Learning might consist of:

- Reading tasks
- Written task
- Research
- Project work
- Vocabulary acquisition
- Revision of material covered in class
- Studying for a test
- Aural/oral work
- Gathering resources for a project.
- Drawing/sketching
- Practising a particular skill e.g., playing sport
- Preparation for the next class
- Activities on learning apps e.g. Century Tech

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4. Procedures

Early Years

The teachers in Early Years set Home Learning via the online application Seesaw. This allows parents to access the information easily and efficiently. The Home Learning is designed to support the students at Home with current and prior learning. All tasks assigned are play-based and designed to help parents support their children's learning around their daily routines. FS2 begin Home Learning after baseline assessments have been completed in Term 1, and FS1 are assigned Home Learning from Term 2.

Primary

The homeroom teacher will share the Home Learning via e-mail and/or Microsoft Teams every Friday morning. The Home Learning tasks are then expected to be completed by the following Thursday.

Secondary

Teachers should ensure that work set for Home Learning is clearly explained and properly understood. Even if the Home Learning assigned was a verbal task with no resources, the Home Learning should be documented in the planner and/or posted to MS Teams. Students are expected to write homework in their planner.

Checking-measures include, but are not restricted to:

- Setting Home Learning at an appropriate time in the lesson based on the class dynamic
- Presenting Home Learning in written form to the student (on the board / on paper / MS Teams)
- Assigning all Home Learning deadlines clearly
- Clear instructions for when the work is to be completed and, where applicable, for handing it in
- Provision of exemplar materials
- Provision of attainment descriptors

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5. Feedback and Return of Home Learning

Early Years

Home Learning in Early Years does not receive feedback because it is an optional activity provided to support learning at Home, as and when the parents can help their child/children. Since it is up to parents to decide whether or how their child completes it, teachers are not expected to assess or mark it. This approach enables families to engage with learning in a flexible and low-pressure manner that suits their individual needs. The teachers in Early Years will approve all home learning tasks completed to show acknowledgement and will offer praise in class to help children to continue building positive routines at home around their home learning tasks.

Primary

Home learning in Primary is self-assessed by the students and/or parents, and answers for all tasks are shared. Where the home learning is conducted on an online platform, it is automatically assessed and then reviewed by the homeroom or subject teacher.

Secondary

Positive reinforcement and rewards are given for good work when it is handed back to a student. The Behaviour for Learning Policy should be consulted for further details. Where home learning has been completed from the learning menu, students will be rewarded for carrying out these tasks.

Secondary Teachers should keep accurate records of missing or late work which can be fed-back to parents should they need to. For compulsory homework, a behaviour point may be issued by the teacher if not completed.

If a student has missed work through illness or for compassionate reasons, they should, where possible, be given the opportunity and time to catch up on missed work.

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6. Students with Additional Needs

Teachers are encouraged to consider the Special Educational Needs (SEN) of students, if any, when setting Home Learning. Information on these students will be made available to teachers through the Senior Director of Inclusion. Teachers are also encouraged to liaise with any Learning Support Teacher that students may have to maximise the benefit of such entitlements.

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7. Guidelines for Home Learning

WSD does not have a fixed Home Learning timetable with time allocated for different subjects on different evenings. Students will need to learn to manage their time so that they do some Home Learning each evening.

Early Years

In Early Years, a weekly PPT is sent via Seesaw to inform parents of the tasks assigned for the week. The tasks are clearly explained with the following:

- Task Name
- Task Learning Outcome
- Instructions with photographs
- Resources required
- Links to videos to support parents at home

The Home Learning in Early Years is tailored to meet the needs of the children and is reviewed termly to support the children's learning and development.

Primary

In the Primary school, a weekly e-mail is sent to families explaining the home learning requirements for that week. This includes:

- 10-20minutes daily reading
- Minimum of X1 Bug Club (KS1) or Accelerated Reader (KS2) Quiz to be completed per week

- Weekly spelling words to be learnt, ready to be tested the following Friday
- Weekly grammar/English, Maths and Science task (may be app based e.g. Century Tech or paper)
- Weekly tasks for: Arabic A, Arabic B, Islamic A, Islamic B

The home learning should be completed by Thursday of each week. The class teacher does not mark the home learning but is either automatically marked by the online platform or self-marked using an answer key.

Secondary

Home Learning is **compulsory for Mathematics, Reading and all IGCSE and Post-16 subjects**; teachers should allow seven days for this to be completed. Students are then able to choose which day they do the Home Learning assigned. In addition to this, Home Learning may be offered by other subjects which is optional to complete.

For most tasks, students are expected to self-mark their Home Learning; the subject teacher should review this, feedback, and reward students for completion.

The table below indicates the approximate amount of Home Learning that students should expect per subject:

Subject	Key Stage 3 Year 7/8	Key Stage 3 Year 9	Key Stage 4 Year 10/11 -
Mathematics	1 hour each week	1.5 hours per week	1.5 hours each week
Reading for Pleasure	20 minutes every day	1.5 hours per week	1.5 hours per week
Arabic and Islamic	Half Termly Learning Menu	Half Termly Learning Menu	Half Termly Learning Menu
Other subjects	30 minutes per subject per week	30 minutes per subject per week	1 hour per week for each IGCSE subject

For post-16 students, the following shall apply:

AS and A Level Subjects	4 hours per week, per subject
BTEC	10 hours per week
Arabic and Islamic	Half Termly Learning Menu

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