



GEMS Winchester School Dubai



Home Learning Policy (Whole School)

Person Responsible: Heads of Primary & Secondary

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1. Introduction

At WSD, home learning is an important part of supporting student progress and developing independent learning skills. Purposeful home learning helps students consolidate their understanding, practise key concepts, and/or prepare for future learning. Through a range of carefully selected resources and/or online platforms, students will have access to engaging activities that complement and extend their classroom learning.

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2. Purpose

At WSD, home learning is an integral part of the learning process and is designed to complement, reinforce, and extend learning beyond the classroom. Effective home learning helps students consolidate knowledge, strengthen long-term retention through retrieval practice, develop independence, and take greater ownership of their learning. Home learning should be purposeful, meaningful, and aligned with curriculum goals, enabling students to build confidence, deepen understanding, and achieve their full potential.

The purpose of Home Learning is to:

- Reinforce and consolidate classroom learning.
- Strengthen long-term retention through retrieval practice.
- Develop independent learning habits and study skills.
- Encourage responsibility and ownership of learning.
- Practise and apply knowledge and skills.
- Identify and address gaps in understanding.
- Foster resilience, confidence, and perseverance.
- Promote wider reading, research, and independent inquiry.
- Strengthen links between home and school.

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3. Types of Home Learning

Home Learning might consist of:

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

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4. Procedures

Early Years

Teachers in the Early Years assign Home Learning through the Seesaw application, enabling parents to access activities easily and efficiently. Home Learning is posted every Friday and is due by the following Thursday. Parents should upload photographic or video evidence of their child completing the assigned activities at home through Seesaw.

Primary

The homeroom teacher will share the Home Learning via e-mail and/or Microsoft Teams every Friday morning. Students are expected to complete the Home Learning tasks by the following Thursday. Tasks may be assigned through digital platforms, printed materials, and/or textbooks.

Secondary

Home learning is assigned primarily as a retrieval practice activity, enabling students at WSD not only to learn more but also to retain their learning more effectively. Departments and teachers regularly review prior learning and assign homework to ensure students revisit key concepts at appropriate intervals. At times, home learning may also support preparation for internal and external examinations. Tasks may be assigned through digital platforms, printed materials, and/or textbooks.

Teachers are expected to:

- Clearly communicate the purpose of the home learning, the task requirements, available sources of support, and any associated deadlines. Students should record this information in their planners.
- Ensure home learning is accessible to all students through an adaptive, inclusive approach that meets a range of learning needs.
- Provide appropriate feedback on written tasks (noting that online platforms may provide automated feedback) and review all home learning to identify strengths, gaps, and misconceptions. Use these insights to inform subsequent classroom teaching and future home learning tasks.

Home Learning may take the form of 'Flipped Learning', which gives students opportunities 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 help students access learning more quickly by reducing classroom time spent on reading, familiarisation with content, and knowledge acquisition, and increasing time for discussion and interaction with innovative ideas and key learning.

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5. Feedback and Return of Home Learning

Early Years

Home Learning in the Early Years is optional and is intended to support and reinforce learning at home when parents are available to work with their child. As families determine whether, when and how each activity is completed, teachers are not expected to assess, mark or provide individual written feedback on submitted tasks. This approach allows families to engage with learning in a flexible, enjoyable and low-pressure way that reflects their individual circumstances. Early Years teachers will approve completed Home Learning submissions on Seesaw to acknowledge participation and will offer verbal praise and encouragement in class, helping students to develop positive routines and attitudes towards learning at home.

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

Feedback on home learning should help students understand their progress, recognise strengths, and address areas for improvement. Where home learning is completed through digital platforms (such as Century Tech, Dr Frost, Reading Wise), students may receive immediate automated feedback that helps them identify misconceptions and take corrective action independently. For written or non-digital tasks, teachers will provide feedback appropriate to the task and its purpose, which may include written comments, whole-class feedback, verbal feedback, model answers, self-assessment, peer assessment, or discussion during subsequent lessons. Regardless of the format, teachers should review all home learning to identify strengths, knowledge gaps, and misconceptions. Teachers should use these insights to inform future teaching, intervention, and the planning of subsequent home learning activities.

Achievement points may be awarded for exceptional engagement with home learning, including completing tasks ahead of deadlines or undertaking additional independent learning beyond the minimum requirements—record such achievements under the ‘Learning Beyond the Subject’ category. Completing home learning by the stated deadline is an expected responsibility and will not ordinarily attract achievement points.

Achievement points may also be awarded where students demonstrate meaningful engagement with learning beyond the classroom, for example by completing additional practice questions not covered in class, undertaking further study through textbooks, or engaging with independent learning activities on approved digital platforms.

Secondary teachers should maintain accurate records of incomplete, missing, or late home learning and communicate these to parents when appropriate. For compulsory home learning tasks, teachers may issue a behaviour point where work is not completed without a valid reason.

Where a student has missed learning due to illness or exceptional personal circumstances, they should, wherever possible, be provided with an appropriate opportunity and reasonable timeframe to complete outstanding work and catch up on missed learning.

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6. Adaptive approach to home learning

Teachers should consider learners' diverse needs when setting home learning. Tasks should be designed using an adaptive and inclusive approach, ensuring appropriate levels of support, accessibility, and challenge for all students, including those with Special Educational Needs and Disabilities (SEND), students with high prior attainment, and those requiring additional support. Home learning should enable all students to engage meaningfully with the task and make progress from their individual starting points.

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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 the Early Years, a weekly PowerPoint is shared with parents through Seesaw to explain the Home Learning activities assigned for the week. Each activity includes:

- The task name.
- The intended learning outcome.
- Clear instructions supported by photographs or visual examples.
- A list of any resources required.

Home Learning is tailored to students' ages and developmental needs and is reviewed termly to ensure that it continues to support their learning and development.

FS2 students begin receiving Home Learning once baseline assessments have been completed after October mid-term break. Tasks are linked to the learning objectives taught in school that week and may cover:

- Phonics
- Mathematics
- Understanding the World (UW)
- Finger Gym and fine-motor development
- Arabic
- Handwriting

FS1 Home Learning begins in Term 3, with carefully selected, age-appropriate activities designed to reinforce learning, establish positive Home Learning routines and support students' transition into FS2.

Primary

In the Primary school, we send a weekly email to families explaining the home learning requirements for that week. See below Home Learning expectations:

Year 1

Students in Year 1 are expected to complete the following Home Learning activities:

- **Daily reading:** Students should read their Read Write Inc. (RWI) Phonics Book and/or allocated Bug Club book each day, with support from an adult where required. Parents should record the book and pages read in the home–school diary, along with any words their child found challenging.
- **Phonics:** Weekly phonics activities will revisit the sounds taught in school that week. Students will practise saying, recognising, reading and writing each sound, identifying the sound within words, and applying their learning by reading and writing words or sentences.
- **English, Mathematics and Science:** Students will complete a short weekly task for each of these subjects to reinforce and consolidate the learning covered in school.

All Home Learning activities will be age-appropriate and designed to strengthen the essential knowledge and skills taught during the week.

Years 2-6

Students in Years 2–6 are expected to complete the following Home Learning activities:

- **Phonics (Year 2 Only):** Weekly phonics activities will revisit the sounds taught in school that week. Students will practise saying, recognising, reading and writing each sound, identifying the sound within words, and applying their learning by reading and writing words or sentences.
- **Reading:** Students should read their allocated Bug Club book daily. Parents should record the pages read and any words their child found challenging in the home–school diary, for example: *Read pages 3–6. Tricky words: expectations, behind.*
- **Bug Club quizzes:** Students should complete the online comprehension quiz for each Bug Club book they finish, with a minimum expectation of one completed book and quiz each week.
- **Spellings:** Fortnightly spelling words should be learnt using the **Look, Cover, Write, Check** method. Students should find the definition of each word to support their understanding and use each word accurately in a sentence.
- **Century Tech:** Weekly English and Mathematics tasks will be assigned through Century Tech.
- **Additional revision:** White Rose Mathematics and Science worksheets are provided as optional activities to consolidate and revise the week’s learning.
- **Arabic and Islamic Education:** Weekly Home Learning tasks will be assigned for Arabic and Islamic Education, where applicable.

All weekly Home Learning should be completed by Thursday. Tasks will either be marked automatically by the online platform or self-marked by students using the answer key provided.

Secondary

Home Learning is **compulsory for Mathematics, English, Science, Reading and all IGCSE and Post-16 subjects**; teachers should allow a minimum of **seven days** for any homework to be completed for Year 7 to Year 11.

Year 12 and 13 students should expect shorter deadlines due to the smaller number of subjects and frequency of lessons. 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, English, Science	1 hour each week	1.5 hours per week	1.5 hours each week
Reading for Pleasure	2 hours per week	2 hours per week	2 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 (optional)	30 minutes per subject per week (optional)	1 hour per week for each IGCSE subject

For post-16 students, the following shall apply:

AS and A Level Subjects	6 hours per week, per subject. This is split between in school study periods and home
BTEC	10 hours per week
Arabic and Islamic	Half Termly Learning Menu

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