



مدرسة جيمس متروبول الواحة
GEMS Metropole School
AL WAHA

POLICY

Home Learning

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| Approved by: | Principal - Jeremy Hallum |
| Last reviewed on: | September 2024 |
| Next review due by: | June 2025 |

MISSION

Lead, nurture and succeed.

VISION

A sustainable and inclusive community hub, nurturing future leaders.

Nurturing
LEADERSHIP

1. Aim

At Gems Metropole Al Waha, we firmly believe in the power of home learning to complement and reinforce the knowledge and understanding acquired within the classroom. Our home learning activities are carefully designed to be purposeful and aligned with the individual needs of our learners. They serve as valuable opportunities for students to practice and enhance essential skills, ultimately equipping them with the tools they need to thrive and succeed as accomplished learners.

The purpose of this homework policy is to establish clear guidelines and expectations for students, parents, and teachers regarding the completion, submission, and grading of homework assignments. The policy aims to promote student learning, reinforce classroom instruction, develop independent study skills, and foster responsibility and accountability.

1. Objectives

Home learning at MTW serves several important objectives:

- **Reinforcement of Learning:** to provide an opportunity for students to reinforce and practice the concepts and skills learned in the classroom, helping to solidify understanding and retention of subject matter by providing additional practice and application.
- **Independent Study Skills:** to cultivate independent study skills and self-discipline in students, encouraging them to take responsibility for their own learning, manage their time effectively, and develop a sense of autonomy in completing assignments.
- **Extension of Learning:** to allow students to explore topics in greater depth, extend their understanding beyond the classroom, and engage in higher-order thinking skills, encouraging critical thinking, problem-solving, and creativity.
- **Preparation for Future Lessons:** to serve as a preparatory tool for upcoming lessons. This may include pre-reading assignments or research tasks that introduce students to new concepts, enabling them to actively participate in classroom discussions and activities.
- **Parental Involvement and Awareness:** to provide an opportunity for parents to engage in their child's education, fostering communication between parents and children, allowing parents to gain insights into their child's learning progress, strengths, and areas that may require additional support.
- **Assessment and Feedback:** homework assignments can be used as a formative assessment tool for teachers to gauge students' understanding of the material. Teachers can provide feedback on students' work, identifying areas of improvement and offering guidance to enhance learning outcomes.
- **Time Management and Organisation:** to help students develop essential skills in time management, organization, and prioritisation. By juggling various assignments and deadlines, students learn to manage their workload effectively and develop valuable life skills.

2. General Guidelines

- The amount and complexity of homework assigned will be appropriate for each year group, considering the age, developmental stage, and individual needs of the students. The workload will be balanced, considering other extracurricular activities and commitments.
- Clear instructions and expectations regarding homework assignments will be communicated by the teacher via Teams and the student planner in secondary and ClassDojo App in primary. Students and parents should regularly check the school's communication channels for updates and clarifications.
- Homework should be completed to the best of the student's ability and submitted on time. Late submission will result in negative reward points. Homework rewards will be given for achievement and effort.
- Students are encouraged to seek help and clarification from their teachers or peers when needed. However, homework should reflect the individual's understanding and effort.

- Students are encouraged to manage their time effectively to complete homework assignments. Teachers will consider the workload and provide reasonable deadlines to avoid excessive stress or conflicts with other assignments.
- The school will provide a homework overview, communicated via the Newsletters.
- Teachers will provide timely and constructive feedback on homework assignments to guide students' learning and growth. Homework may be graded for accuracy, effort, completion, or a combination of these factors, depending on the subject and grade level.
- Parents play a vital role in supporting their child's education. They should provide a conducive environment for homework completion, encourage and monitor progress, and communicate with teachers when necessary.

3. Task and Time Allocation

Foundation Stage 1 (FS1) Home Learning

Daily Reading

- Students are assigned reading books through Collins Library.
- Parents are expected to listen to their children read daily and sign the communication diary to acknowledge the reading session.
- Books should be returned regularly for reassignment.
- As the year progresses, students will be assigned **Education City** online learning activities.

Parental Involvement

- Parents play a vital role in helping children develop early reading habits by discussing pictures, sounds, and stories to build comprehension skills.

Foundation Stage 2 (FS2) Home Learning

Daily Reading

- Students are assigned reading books via Collins Library.
- Parents should ensure daily reading and sign the communication diary to confirm completion.

Phonics Words and Flashcards

- Phonics words and flashcards of the week will be sent home for practice.
- Parents are encouraged to review these words and sounds with their child to build their phonemic awareness.

Online Learning

- Students will receive access to **Education City** online learning activities to support English, maths, and science. Parents are encouraged to monitor and support their child's participation in these activities.

Year 1 & Year 2 Home Learning

Daily Reading

- Students will receive reading books through Collins Library.
- Parents should supervise daily reading and sign the communication diary to record each session.

Phonics Words and Flashcards

- Weekly phonics words and flashcards will be sent home for practice, supporting literacy development.

Online Learning

- **Education City** online learning activities will be set for English, maths, and science. These tasks should be completed throughout the week to reinforce class learning.

Termly Research Project

- Students will be assigned **one termly at-home research project**. The project will integrate cross-curricular skills and encourage independent exploration on a topic related to current classroom learning. Parents are encouraged to provide guidance and support, but the work should reflect the child's own effort.

Year 3 to Year 6 Home Learning

Daily Reading

- Reading books will be assigned through Collins Library.

- Parents should ensure daily reading and sign the communication diary to track progress.

Online Learning

- Students will have access to **Century Tech** for English, maths, and science learning activities. These activities are personalized to each student’s learning needs and are to be completed as directed by the teacher.
- **Times Tables Rockstars** is to be used regularly for times tables practice, developing speed and accuracy in multiplication.

Termly Research Project

- Students will be assigned **one termly at-home research project**, designed to build inquiry skills and deepen understanding of a curriculum topic. Parents are encouraged to support, but the project should primarily reflect the student’s independent effort.

Communication and Support

- Teachers will communicate specific home learning expectations through the **communication diary** and the school’s learning platforms.
- If parents encounter any challenges with home learning, they are encouraged to communicate with the teacher to ensure appropriate support.

Year 7 to Year 9 Home Learning

At the start of each term, Parents/Guardians receive one document with the Home Learning for the term for their child/children to complete, communicated via the student’s form tutor in the Friday Newsletter.

For English, Maths and Science

- weekly menu – students are expected to complete at least one piece of Home Learning a week and show this to their class teacher to receive merits the following Monday.

All other subjects

- termly menu – students are again expected to complete at least one piece of Home Learning a term and submit this in their final lesson of the term to receive merits and nominations for awards.
- Where students are committed to extracurricular activities after school, there will be a Home Learning Hub every day during first break in First Floor ICT room.

It is imperative that our students begin developing independent learning habits that will aid their revision and transition into KS4 & beyond.

All students are expected to read for at least 30 minutes per day on top of any home learning.

Arabic and Islamic Studies

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| Year 1 and 2 | <ul style="list-style-type: none"> • 10 minutes daily reading activities <ul style="list-style-type: none"> - Reading to your child (Arabic A) - Hearing your child read • Weekly spellings to learn at home which focus on the sounds children have learned in school • 10 minutes Quran recitation/memorisation three times a week |
| Year 3 – 6 | <ul style="list-style-type: none"> • 10 minutes daily reading activities <ul style="list-style-type: none"> - Reading to your child (Arabic A) - Hearing your child read • Weekly spellings to learn at home which focus on the sounds children have learned in school • 15 minutes writing task (Arabic A only) • 10 minutes Quran recitation/memorisation three times a week |
| Year 7 to 9 | <ul style="list-style-type: none"> • Maximum 20 minutes of homework on any given night on reading and writing tasks |

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| | <ul style="list-style-type: none">• 15 minutes Quran recitation/memorisation or Islamic project three times a week |
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Students of Determination

To accommodate the needs of students with Students of Determination, home learning requirements may be adjusted on a case-by-case basis. Specific needs will be considered, and modifications will be made in collaboration with the Inclusion Department. Each request will be reviewed individually to ensure that adjustments support effective and equitable learning for all students.

4. Communication of the Policy

- Regular consultation with staff will ensure the policy's effectiveness and smooth implementation.
- To ensure clear communication of the policy and its procedures, staff meetings and training sessions will be held, and the policy will be made available in the shared area of MTW 360 and the school website.
- It is the responsibility of all staff to be well-informed about policies and procedures.

5. Review

- The Principal, in collaboration with all staff, will carry out systematic monitoring at least every three years, or sooner if required, to ensure adherence to the policy and identify areas for improvement.
- Students, parents, and teachers are expected to adhere to this policy to ensure a positive and productive learning environment.
- The results of policy reviews will be effectively communicated to all relevant stakeholders.