



مدرسة جيمس متروبول الواحة
GEMS Metropole School
AL WAHA

POLICY

Home Learning

Approved by:	Principal - Jeremy Hallum
Last reviewed on:	June 2023
Next review due by:	June 2026

MISSION

Lead, nurture and succeed.

VISION

A sustainable and inclusive community hub, nurturing future leaders.

Nurturing
LEADERSHIP



This policy is applied at MTW alongside our school's vision, mission and values.

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.

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 prioritization. By juggling various assignments and deadlines, students learn to manage their workload effectively and develop valuable life skills.

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.
- Homework will comprise of daily reading, weekly consolidation of key English and maths skills and half termly research projects.
- Clear instructions and expectations regarding homework assignments will be communicated by the teacher via the SeeSaw App (or Tapestry for FS). 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 suggested homework schedule on a weekly basis.



- 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.
- Failure to comply with the Home Learning Policy may result in the following consequences: Verbal reminders and warnings, Loss of privileges or incentives, Additional assignments or make-up work, Parent-teacher conference, Referral to the school administration for further action if necessary. Note: The consequences will be applied in a fair, consistent, and age-appropriate manner, with consideration for individual circumstances and the overall educational goals.

Task and Time Allocation

Foundation Stage	<p>Parents are encouraged to:</p> <ul style="list-style-type: none"> Share books with their children by reading to them, hearing your child read their own books from school, sharing library books and talking about what has been read Practise letter sounds and simple spellings which are sent home Draw children's attention to words and numbers in their environment Daily reading is strongly encouraged at home and children who do this make by far the best progress with their reading which greatly influences their progress in other areas.
Year 1 and 2	<ul style="list-style-type: none"> 10 minutes daily on reading activities: <ul style="list-style-type: none"> - Reading to your child - Hearing your child read - Sharing a library book - Questioning about what has been read Weekly spellings to learn at home which focus on the spelling rules/sounds children need to learn for the following. Daily practise and revision of key maths skills, such as, counting in 2s, 5s and 10s and number bonds to 20 (e.g. through Times Table Rock Stars) Occasionally, a piece of work related to the current topic will also be sent home or additional activities will be placed on SeeSaw.
Year 3 and 4 (maximum 1 hour per week excluding reading)	<ul style="list-style-type: none"> At least 20 minutes reading daily. Daily practise of weekly spellings Daily practise and revision of key maths skills A short piece of English Grammar or Punctuation work to consolidate learning in English A selection of maths questions to consolidate learning in class Occasionally, a piece of work related to the current topic will also be sent home or additional activities will be placed on SeeSaw.
Year 5 and 6 (maximum 1.5 hours per week excluding reading)	<ul style="list-style-type: none"> At least 25 minutes reading daily Daily practise of weekly spellings, listed in the diary Daily practise and revision of key maths skills A piece of English grammar or punctuation work to consolidate learning in English A selection of maths questions to consolidate learning in class Occasionally, a piece of work related to the current topic will also be sent home or additional activities will be placed on SeeSaw.
Year 7 to 9	<ul style="list-style-type: none"> Compulsory Maths, English & Science (30 minutes per subject each week) 30 minutes of Subject Mastery Sheets daily.



	<ul style="list-style-type: none"> 60 minutes of Century home learning per week (approximately 20 minutes per subject). Students will receive mastery sheets for each core subject, containing essential questions to reinforce their learning. They are encouraged to utilize study methods such as: Look, Cover, Write, Check & Flashcards
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Arabic and Islamic Studies

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"> 1 x weekly task set on a Friday usually. 15 minutes Quran recitation/memorisation or Islamic project three times a week

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.

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.
- This policy will be reviewed every three years or sooner if necessary.