



## GEMS Winchester School Dubai



# Home Learning Policy (Whole School)

**Person Responsible:** Head of Primary, Head of Secondary

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## 1. Introduction

Home Learning is an integral part of the learning process. It reinforces the learning which takes place in the classroom and it provides an additional resource to 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. It must also be differentiated to include pupils with Learning Support and EAL needs.

Feedback on Home Learning will be given in accordance with the school Feedback Policy. The teacher may share answers / solutions to homework so 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, prior to the lesson, rather than responding to material and ideas taught in a lesson already completed. This might be tasks such as reading a text, completing 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 time in the classroom spent on reading, familiarisation with content and knowledge-acquisition and increasing the time spent on discussion and interaction with new 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

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#### 4. Procedures

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 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

Positive reinforcement and reward is given for good work when it is handed back to a student. The Behaviour for Learning Policy should be consulted for further details. Where homework 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.

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 in order 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.

In the Primary school, a weekly email is sent to families explaining the requirements for Home Learning that week. This includes:

- Daily Doodle Maths (5-a-day)
- Daily Bug Club Reading (10mins recommended)
- Weekly tasks for: Arabic A, Arabic B, Islamic A, Islamic B, English (Big Talk, Spellings, Grammar), Maths linked to week's learning, Science linked to prior learning.
- Home Learning goes out on Friday and expected to be completed by following Thursday
- Homework is not marked by the class teacher, but is either automatically marked by the online platform or self-marked using an answer key.
- Student Voice discussion point (fortnightly)

In Key Stage 3 and 4, a menu of home learning is offered to students each half term. Each department assigns meaningful Home Learning for their subject. Teachers should allow students the full half-term to submit any homework from the learning menu.

Homework is **compulsory for mathematics, reading and all Post-16 subjects**; teachers should allow seven days for this to be completed. Students are then able to choose which day they do the tasks assigned. In addition to this, a 'Home Learning Menu' is offered which is designed in such a way as to allow students and their families to fit home learning around their busy family schedules.

For the large majority of tasks on the menu, students are expected to self-mark their home learning; the subject teacher should review this at the end of the half term and reward students for completion.

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

Subject	Key Stage 1 Year 1/2	Key Stage 2 Year 3 - 6	Key Stage 3 Year 7/8	Key Stage 3 Year 9	Key Stage 4 Year 10/11 -
Mathematics	10 minutes every day	15 minutes every day	1 hour each week	1.5 hours per week	1.5 hours each week
Reading for Pleasure	10 minutes every day	15 minutes every day	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	Half Termly Learning Menu	Half Termly Learning Menu
Other subjects	Half Termly Learning Menu	Half Termly Learning Menu	Half Termly Learning Menu	Half Termly Learning Menu	Half Termly Learning Menu

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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