



DUBAI GEM PRIVATE SCHOOL

STRIVE FOR EXCELLENCE



Home Learning Policy

Introduction

At Dubai Gem Private School we recognize and value the contribution that learning in the home environment can make to children's education. This policy sets out the purpose of and benefits of home learning, and the guidelines we follow when setting home learning activities for our children. We value the enthusiastic and supportive guidance parents give to their children at home and we want to assist with this to ensure all children meet their potential.

Aim / Focus / Objectives of the policy

- Enables children to practise skills which have been taught in class and which consolidates learning
- Encourages children to take part in pre-learning tasks
- Encourages children to develop independent learning skills
- Promotes the partnership between home and school
- Enables children to plan their time effectively and develop a sense of responsibility for their own learning
- Provides opportunities, where possible, for pupils to use resources out of school such as computers and books
- Prepare children for the transition to secondary school (Year 5 and Year 6).
- Wherever possible, tasks will have a clear learning intention and success criteria, in line with our teaching and learning policy, to enable every child to succeed with their home learning tasks.
- Allocate in appropriate quantities with clear and reasonable completion dates.
- Allow students to work at a pace that is appropriate to their abilities.
- Encourage independent study skills and reflection.
- Enable students to review knowledge and skills taught in class and to develop and pursue new interests.
- Allow time for researching information and re-drafting work.
- Enable students to cover more subject content than is possible in lessons alone.
- Be appropriate for all pupils, especially for those with special educational needs.

- Provide extension work for the more able.

Principles and Practices

The home learning program at Dubai Gem Private School requires the participation and support of students, parents and teachers. The following principles and practices outline the roles and responsibilities of all parties.

The teacher:

- provides home learning tasks which complement classroom learning
- ensures home learning tasks are differentiated to ensure all children succeed
- marks and provide feedback promptly
- explains tasks clearly to pupils

The student:

- Records home learning tasks in their homework diaries, completes it on time to a high standard, following presentation expectations.
- Spends the appropriate amount of time on each task and hands it over on time. If a student finds that he/she is taking longer than the allocated time for home learning on each task, he/she should speak with his/her subject teacher or form tutor.
- Other activities, such as extra-curricular sport and music, are also important in supporting students' learning.
- Communicates with teachers if any co-curricular activity (e.g. performing in a school play or any other activity outside the school) clashes with an academic task set. For special circumstances, a separate arrangement can be made for handing in the work.
- Is encouraged to take responsibility for their home assignments and work independently. Some students will need more help with this than others and, once again, communication with school is essential. For all students, there may be occasions where they ask for help from parents. If help has been given, it is very useful for the teacher to know this. It allows teachers to adapt the following lessons to re-cap on any concepts that have caused difficulties. Students should write 'help given' next to the relevant section of Home learning.

Parents:

- Can support learning at home by providing a suitable location, away from distractions, where a student can work on their home assignment. For younger students, home learning is best done in a quiet place where an adult can supervise. Parents are asked to check each evening that the home learning set has been done and to sign the diary when the task is done. Any concerns regarding home learning should be communicated to the form tutor.
- Encourage and monitor home learning and inform the school if an issue arises.
- Read with their child each day
- Check D6 for weekly updates every Thursday

Types of Home learning across the school

Home learning tasks are set to reflect ongoing class work across the curriculum. Home learning can take the form of:

- A specific self-contained project, exercise or task, based on class work.
- Is designed to review and reinforce concepts/ skills learnt.
- Follow-up work to assessment, in ensuring that the pupil learns from errors.
- Researching at home using a variety of sources including ICT.

Minimum Home Learning Expectations

Primary School

FS2	20 minutes, twice a week
Year 1 & 2	20 minutes, everyday
Year 3	30 minutes, everyday
Years 4-6	40-60 minutes, everyday

Secondary and Post-Secondary

Students should not be expected to spend longer on Home learning than the total guide times set out below.

Year 7 & 8	up to 20 mins per subject per week,
Year 9 & 10	up to 30 mins per subject per week <i>*Maximum 90 minutes per day</i>
Year 11	1 hour per subject per week. Thus there are 2 one-hour Home learning each night of the week (excluding weekends). <i>*Maximum 2 hours per day</i>
Year 12 & 13	Study at home should average 16 - 21 hours per week during term time, apart from any work done during private study periods in the normal day.

Assessment of Home learning

Home learning is assessed in a variety of ways depending on the nature of the task set.

Written work is assessed by the teacher and formative feedback given. This is in the form of written comments in the student's workbook. Work is also regularly assessed in class, in the presence of the student, and feedback given orally. Where oral feedback is given, the student should record this on their feedback record, with a date (Secondary).

Home learning activities vary greatly, and aim to develop a wide range of identified skills. Assessment of these activities may take various forms, but marks or grades will only be published to students for summative assessment tasks.

Facilities available at school for independent study (Secondary)

The Learning Resource Centre is available for all students to use. This includes access to computers. Library facilities are available to postsecondary students throughout the day. The library is open and supervised from 8:00 am until 2:00pm, allowing all students to work during school hours.

Home learning is not set during the summer holidays for students in the School. The experiences children gain while travelling and learning in the 'real world' day to day activities during the summer break are a rich learning experience.

They may wish to review the current year's work prior to returning to school in September.

Students are expected to attend school every day and holiday periods are generous. Those who are absent for extended periods due to vacations taken during term time will be responsible for completing missed work independently.

Students who are absent due to illness covering an extended period will be given the work covered by the class and should be able to complete this independently. Teachers will support the student during school hours to help them cope with the missed work.

Implementation

Home learning is monitored throughout the school by the classroom teacher/form tutor/subject teacher.

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