



DUBAI GEM PRIVATE SCHOOL

STRIVE FOR EXCELLENCE

HOME LEARNING POLICY – 2025-2026



Written by:	Ms. Parie Stoneman	Prepared on:	October 2025
Position:	Principal	Next Review Date:	October 2026

1. Policy Statement

At Dubai Gem Private School (DGPS), we believe learning extends beyond the classroom. Home learning provides students with opportunities to consolidate classroom learning, explore new ideas, and develop independent study skills in a supportive home environment.

Our vision is to ensure home learning:

- Reinforces and broadens knowledge, skills, and understanding.
- Encourages curiosity, self-management, and resilience.
- Build a stronger partnership between home and school.
- Reflects DGPS's ethos of excellence, integrity, and well-being, ensuring a healthy balance between academic pursuits, rest, and enrichment.

DGPS is committed to ensuring home learning tasks are purposeful, age-appropriate, inclusive, and aligned with KHDA's wellbeing and equity principles.

2. Aims and Objectives

The purpose of home learning is to:

- Reinforce classroom learning and consolidate the skills taught.
- Encourage independent thinking and self-directed learning.
- Foster self-discipline, time management, and accountability.
- Involve parents in their child's academic journey.
- Prepare students for the academic rigour of upper secondary and post-secondary education.
- Support inclusion through differentiated tasks and flexible approaches.
- Promote digital fluency, creativity, and problem-solving through blended and project-based learning activities.

3. Legal and Regulatory Framework

This policy aligns with:

- KHDA Wellbeing Framework (2024–25)
- ESE Federal Decree-Law No. 33 of 2021 (Education Law)
- UAE Vision 2031
- UAE Digital Education Strategy
- Safeguarding and Inclusion Guidelines

4. Principles and Philosophy

The following principles guide home learning at DGPS:

- Quality over quantity: Tasks are meaningful, focused, and achievable.
- Equity: Homework supports all learners, including those with additional learning needs.
- Innovation: Blended learning, project-based tasks, and creative approaches are encouraged.
- Wellbeing: Students' right to rest, recreation, and family time is respected.
- Partnership: Teachers, parents, and students share responsibility for success.

5. Roles and Responsibilities

Teachers:

- Design differentiated home learning tasks that complement classroom learning.
- Clearly communicate learning objectives and expectations.
- Provide timely feedback, celebrating effort as well as achievement.
- Use digital platforms (e.g., D6, Teams, or Seesaw) to share tasks transparently.
- Adapt or review assignments where students face genuine challenges.

Students:

- Complete homework responsibly and on time.
- Seek clarification when needed and manage your time effectively.
- Reflect on teacher feedback to enhance learning.
- Balance academic, recreational, and family commitments to maintain wellbeing.

Parents and Guardians:

- Provide a quiet, supportive environment for study.
- Encourage effort, curiosity, and consistency rather than perfection.
- Communicate openly with teachers if difficulties arise.
- Check D6 or assigned digital platforms for weekly updates.
- Promote reading for pleasure and inquiry-based discussions at home.

6. Types of Home Learning

- Home learning is varied to promote engagement and reflection. Examples include:
- Practice exercises that consolidate class learning.
- Creative tasks that extend inquiry (e.g., research projects, digital presentations).
- Flipped learning activities to introduce new concepts.
- Reading and reflection journals.
- Collaborative group tasks or community-based learning.
- Real-life application activities linking to wellbeing, sustainability, or UAE heritage.

DGPS also integrates “Learning Beyond Walls”, a unique initiative that encourages students to apply their skills through hands-on exploration, family interviews, and local experiences.

7. Time Allocations

Primary (FS2 – Year 6):

- FS2 – 20 minutes twice weekly
- Years 1–2 – 20–30 minutes daily
- Year 3 – 30 minutes daily
- Years 4–6 – 40–60 minutes daily

Secondary and Post-16:

- Years 7–8 – Up to 20 mins per subject/week
- Years 9–10 – Up to 30 mins per subject/week (max. 90 mins/day)
- Year 11 – 1 hour per subject/week (max. 2 hours/day)
- Years 12–13 – 16–21 hours/week (including coursework)

No formal home learning is assigned during major school holidays, in line with KHDA’s wellbeing guidance.

8. Assessment and Feedback

- Homework is assessed formatively through written, oral, or digital feedback.
- Students are encouraged to self-assess and reflect using rubrics or reflection logs.
- Summative tasks may be graded to track progress.
- Consistent effort and creativity are recognised in assemblies and awards.
- Feedback guides lesson planning and differentiation.

9. Inclusion and Support

- Students with identified Special Educational Needs (SEN) or EAL receive modified or alternative tasks tailored to their learning profile.
- The Inclusion Team works with teachers to ensure fairness and accessibility.
- Counsellors and form tutors support students experiencing stress or imbalance.
- Extension activities are available for Gifted and Talented students.

10. Monitoring, Evaluation, and Review

- Teachers and form tutors monitor completion and engagement weekly.
- Heads of Department and SLT review quality and consistency each term.
- Feedback from students and parents is gathered through well-being surveys.
- The policy is reviewed annually every September to stay aligned with KHDA and ESE updates.

11. Facilities for Independent Study

- The Learning Resource Centre and Secondary Library offer supervised access to computers and research materials every day.
- Sixth Form students can use designated quiet study areas during free periods.
- Staff support and academic mentoring are available after school by arrangement.

12. DGPS Innovation: Home Learning for Holistic Development

DGPS has introduced innovative home learning initiatives that reflect its vision for nurturing lifelong learners:

- “Think, Create, Reflect” Journals – encouraging creativity and reflection beyond academics.
- Family Learning Projects – collaborative assignments that strengthen family engagement.
- Digital Citizenship Tasks – promoting safe and responsible online behaviour.
- Inquiry Circles – student-led mini research projects on sustainability, global issues, or innovation.
- Wellbeing Assignments – integrating mindfulness, physical activity, and gratitude journaling.

These initiatives foster a growth mindset and align with KHDA’s Wellbeing for All and Future Skills vision.

13.Conclusion

Home learning at Dubai Gem Private School is a purposeful extension of classroom learning, designed to inspire curiosity, confidence, and creativity.

Through collaboration among teachers, students, and parents, DGPS ensures that home learning contributes to academic excellence, balanced well-being, and the development of globally minded, lifelong learners.