

# Homelearning Policy

2023 – 2024



مدرسة جيمس متروبول

GEMS Metropole School

MOTOR CITY

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## **Home Learning Expectations and Guidelines**

### **Rationale**

At Gems Metropole we believe that home learning should support the knowledge and understanding which is developed in the classroom. Home learning tasks are relevant to the learner's needs and provide opportunities to practise and improve essential skills which will in turn support students to become successful learners.

#### **1. AIMS:**

- To ensure the consolidation and reinforcement of previous learning and develop further understanding and high achievement
- To ensure a consistent approach to home learning throughout the school
- To ensure that teachers, parents and pupils have a clear understanding regarding expectations for home learning
- To ensure that teachers, parents and pupils are fully aware of the role they play with regard to home learning

#### **2. OBJECTIVES:**

All students will be assigned purposeful home learning appropriate to their age and class level. Some of their tasks may be designed to consolidate the child's classroom learning experiences, while other tasks will encourage the child to work independently and with initiative. Reading practise remains a priority for all children. It has been agreed that the nature and type of home learning is expected to change throughout a student's school career. The amount and frequency of home learning will increase as a pupil gets older but should not cause undue stress on the child, family or the teacher. To encourage variety, home learning may not necessarily come in the form of a written task.

##### **2.1 Students will:**

- Practise and consolidate basic skills and knowledge that have been covered in lessons
- Develop perseverance and resilience, initiative and self-discipline through independent learning
- Develop expertise and gain in-depth knowledge
- Receive clear and timely feedback
- Challenge themselves to fulfil high expectations
- Communicate with teachers if there are any difficulties
- Make sure their study environment is free of noise and other distractions
- Complete homework in the timeframes given



- Maintain a healthy balance of sports, music, drama and other interests

## **2.2 Teachers will:**

- Provide home learning that is curriculum-based and differentiated to individual needs
- Ensure home learning is purposeful and engaging
- Provide feedback on home learning
- Ensure home learning requirements are understood
- Teach the skills necessary for students to complete the work and become successful independent learners

## **2.3 Parents will:**

- Provide a quiet area for children to complete home learning tasks
- Check your child's planner regularly
- Inform the school if you have any concerns about home learning
- Do not complete home learning for your child, instead encourage them with questions and strategies to overcome any difficulties
- Ensure school home learning takes priority over work set by external tutors

**In Primary, all home learning tasks will be set on the 'Home Learning' channel in the class Microsoft Team and in Secondary, students will record it in their student planner.**

## **3. Primary**

### **3.1 Task and Time Allocation**

<b>Year Group</b>	<b>Allocated Tasks</b>
<b>Foundation Stage</b>	<p>Parents are encouraged to:</p> <ul style="list-style-type: none"><li>• 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</li><li>• Practise letter sounds and simple spellings which are sent home in book bags</li><li>• Draw children's attention to words and numbers in their environment</li></ul> <p>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.</p>
<b>Year 1</b>	<ul style="list-style-type: none"><li>• 10 minutes daily on reading activities<ul style="list-style-type: none"><li>- Reading to your child</li><li>- Hearing your child read</li></ul></li></ul>



	<ul style="list-style-type: none"> <li>- Sharing a library book</li> <li>- Questioning about what has been read</li> <li>• Weekly spellings to learn at home which focus on the spelling rules/sounds children need to learn for the following.</li> <li>• Daily practise and revision of counting in 2s, 5s and 10s and number bonds to 20 (e.g. through Times Table Rock Stars)</li> </ul> <p>Occasionally, a piece of work related to the current topic will also be sent home or additional activities will be placed on Microsoft Teams.</p>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• 15 minutes daily on reading activities               <ul style="list-style-type: none"> <li>- Reading to your child</li> <li>- Hearing your child read</li> <li>- Sharing a library book</li> <li>- Questioning about what has been read</li> </ul> </li> <li>• Weekly spellings to learn at home which focus on the spelling rules/sounds children need to learn for the following.</li> <li>• Daily practise and revision of times tables (2, 5, 10) using Times Table Rock Stars</li> </ul> <p>Occasionally, a piece of work related to the current topic will also be sent home or additional activities will be placed on Gems Classroom.</p>
<b>Year 3 and 4</b> <b>(maximum 1 hour per week excluding reading)</b>	<ul style="list-style-type: none"> <li>• At least 20 minutes reading daily.</li> <li>• Daily practise of weekly spellings</li> <li>• Daily practise and revision of times tables using Times Table Rock Stars</li> <li>• A short piece of English Grammar work to consolidate learning in English</li> <li>• A selection of maths questions to consolidate learning in class</li> </ul> <p>The English and Maths may well be linked to the topic being studied e.g. sentences to improve grammatically, that are also giving out historical facts.</p>
<b>Year 5 and 6</b> <b>(maximum 1.5 hours per week excluding reading)</b>	<ul style="list-style-type: none"> <li>• At least 25 minutes reading daily</li> <li>• Daily practise of weekly spellings, listed in the diary</li> <li>• Daily practise and revision of times tables using Times Table Rock Stars</li> <li>• A piece of English grammar work to consolidate learning in English</li> <li>• A selection of maths questions to consolidate learning in class</li> </ul> <p>The English and Maths may well be linked to the topic being studied e.g. sentences to improve grammatically, that are also giving out historical facts.</p>



## **4. Secondary**

Home Learning will be shared with students via GEMS Classroom. Students have been provided with a digital planner to record their home learning which helps students to meet deadlines. We strongly discourage the use of tutors to complete homework on behalf of the students.

### **4.1 Home Learning Types**

1. Completion: any work assigned during the school day not completed in class.
2. Practice: any work that reviews and reinforces skills and concepts taught in class.
3. Preparation: any work that prepares students for upcoming lessons or classes.
4. Extension: any work that explores and refines learning in new contexts or integrates and expands on classroom learning.

### **4.2 Task and Time Allocation**

<b>Prep School</b> (Years 7-9)	<ul style="list-style-type: none"><li>• Compulsory Maths, English &amp; Science (20 minutes per subject each week)</li><li>• Optional Home learning for other subjects. If work is set then this should last no longer than 30 minutes.</li></ul>
<b>Senior School</b> (Years 10 & 11)	<ul style="list-style-type: none"><li>• Compulsory home learning set by all core subjects (30 minutes per week)</li><li>• Home learning set by other option subjects (30 minutes per option per week)</li></ul>
<b>Senior School</b> (Years 12 & 13)	<ul style="list-style-type: none"><li>• <i>Compulsory home learning set by all subjects, 60 minutes per week per subject</i></li></ul> <p><i>Sixth Form students are expected to have developed sufficient organization and self-management skills to effectively structure their</i></p>



*homework and study time. The expectations of workloads and homework loads are increased in both intensity and duration for this age group. As a guide, if students have 5 hours in class time per week, then 5 hours should also be spent on independent study which includes any home learning tasks given.*

## **5. Arabic Language – A and B**

### **5.1 Task and Time Allocation**

Years 1 and 2	<ul style="list-style-type: none"><li>• 10 minutes daily reading activities – Maqroa or Arabee<ul style="list-style-type: none"><li>- Reading to your child (Arabic A)</li><li>- Hearing your child read</li></ul></li><li>• Weekly spellings to learn at home which focus on the sounds children have learned in school</li></ul>
Years 3-6	<ul style="list-style-type: none"><li>• 10 minutes daily reading activities – Maqroa or Arabee<ul style="list-style-type: none"><li>- Reading to your child (Arabic A)</li><li>- Hearing your child read</li></ul></li><li>• Weekly spellings to learn at home which focus on the sounds children have learned in school</li><li>• 15 minutes writing task (Arabic A only)</li></ul>
Years 7-9	Maximum 20 minutes of homework on any given night on reading and writing tasks.
Years 10-11	Maximum 20 minutes of homework on any given night on reading and writing tasks.
Years 12-13	Sixth Form students are expected to have developed sufficient organisation and self-management skills to effectively structure their homework and study time. The expectations of workloads and homework loads are increased in both intensity and duration for this age group.



## **6. Islamic Studies**

### **6.1 Task and Time Allocation**

Years 1 and 2	10 minutes Quran recitation/memorisation three times a week
Years 3-6	10 minutes Quran recitation/memorisation three times a week
Years 7-9	15 minutes Quran recitation/memorisation or Islamic project three times a week
Years 10-11	15 minutes of Quran recitation/memorisation or Islamic project three times a week
Years 12-13	15 minutes of Quran recitation/memorisation or Islamic project three times a week

## **7. Consequences and Rewards**

All teachers will use praise when home learning is completed on time and to a high standard for the student.

Celebration assemblies will reward students for effort and academic achievement.

In Secondary, teachers will notify parents if home learning is late or incomplete on more than 2 occasions. If deadlines are consistently not met or the work is rarely completed, the Head of Year will arrange a meeting with the student and parents will be informed. If home learning is not handed in at all, over a half-term period, a meeting will be held with parents.

**NB. The setting of purposeful homework is at the discretion of the subject teacher based on their professional judgement. There are times when it is not necessary or appropriate to set homework tasks. Students will always have access to a wide range of resources and learning materials if they wish to study independently and for pleasure.**