Name of Policy: Home learning

Date Approved: November 2025

Date for Review: November 2027

Mission

Our mission is to nurture every pupil's intellectual, personal, and emotional growth within a caring, safe, engaging and inclusive community. Guided by our core commitment—**Passion for Excellence in Education**—we empower pupils to discover their unique strengths, strive for excellence, act with integrity, and develop the confidence and skills needed to meet the challenges of the real world.

Vision

Our vision is to be a leading British international school where students flourish as confident, compassionate, and globally minded individuals who positively shape their communities. We aspire to maintain a positive learning environment that is innovative and inclusive and to maintain a culture of respect and collaboration where staff, pupils and parents feel supported, empowered and valued.

Purpose of the Policy

The purpose of this policy is to clearly outline expectations for pupils, staff, and parents in relation to home learning. All staff are expected to be familiar with this policy and to apply it consistently across phases, ensuring that home learning supports progress, consolidation, and independent study.

Principles of Home Learning

Home learning is:

- purposeful and directly linked to classroom learning;
- age-appropriate and differentiated where required;
- manageable in quantity and clear in expectation;
- used to reinforce, practise, prepare, or extend learning;
- supportive of pupil wellbeing and balanced workloads.

Use of Digital Platforms

- Google Classroom is used consistently across the school to:
- set homework and home learning tasks;
- share learning resources and revision materials;
- communicate expectations, instructions, and deadlines clearly;
- support pupil organisation and parental awareness.

Across Key Stages 1–4, homework is set through Google Classroom to ensure clarity, consistency, and accessibility for pupils and parents.

Home Learning Expectations by Phase

Key Stage 1

In Key Stage 1, weekly home learning is supported through a homework checklist and focuses on building strong foundational skills. This includes:

- Daily or regular reading;
- spelling practice;
- Power Maths tasks;
- differentiated activities to promote pupil choice and appropriate challenge.

Tasks are designed to be short, engaging, and achievable, with an emphasis on developing positive learning routines.

Key Stage 2

In Key Stage 2, homework expectations are communicated through a weekly learning overview, shared every Thursday for the following week. Home learning includes:

- reading and spelling practice;
- Maths and English consolidation tasks;
- Arabic homework planned weekly;
- Modern Foreign Languages homework set on a clear weekly cycle;
- Research or presentation tasks linked to Science and World units.

This approach supports independence, organisation, and preparation for secondary learning.

Key Stage 3

In Key Stage 3, homework is issued daily in line with a fixed homework timetable. Tasks are subject-specific and designed to reinforce learning, develop study skills, and prepare pupils for more independent academic work.

Key Stage 4

In Key Stage 4, homework is set in line with subject requirements and examination specifications. Tasks may include:

- exam-style practice;
- revision and retrieval activities;
- extended writing or problem-solving tasks;
- independent reading and research.

Homework at this stage supports examination readiness, subject mastery, and effective revision habits.

Reading Expectations

Reading is a key priority across the school. Regular reading at home is expected throughout all phases, with structured reading expectations and book-changing routines supporting progress, particularly across the Primary phase.

Marking and Feedback

Home learning should not create unnecessary administrative burden for teachers. Where marking or feedback is required:

- the school Marking and Feedback Policy should be followed;
- pupils should be encouraged to self-and peer-assess where appropriate;
- feedback should inform subsequent classroom learning;
- where direct teacher feedback is required, this should normally be provided as per the assessment policy.

Differentiation and Inclusion

All teachers are responsible for ensuring that home learning is accessible to all pupils. Reasonable adjustments may be made for pupils with SEND or additional learning needs, including modified tasks or adjusted completion timelines where appropriate.

Role of Parents

Parents are encouraged to support and monitor home learning by:

- ensuring pupils have the time and space to complete tasks;
- encouraging independence rather than completing work on behalf of their child;
- checking Google Classroom regularly for updates and deadlines.

Any concerns regarding home learning should be raised with the class teacher in the first instance.

Rewards and Recognition

Teachers are expected to recognise and praise consistent effort and high-quality home learning. Outstanding work may be celebrated through class recognition, house points, or other reward systems. Where home learning is not completed regularly, parents must be informed through Engage.