

## HOME-LEARNING POLICY

In this policy home-learning refers to any work or activities which students are asked to do outside lesson time, either on their own or with parents/carer.

### **Rationale**

Learning at home has a positive impact on children's achievement. Regular Home-learning enables children to consolidate their learning; to undertake more detailed research and to further develop specific skills. For older students, it may also help them to prepare for a new topic or revision work and develop skills of planning and organising time.

The foundations of effective practices are established early on, develop progressively across the key stages and support effective transition to the secondary phase.

At Deira Private School, we set high expectations for our students and believe that when students are fully supported at home, their chances of success increase significantly. Parents have an important role to play in the educational development of their children. This development is a shared responsibility between home and school. Thus Home-learning provides an opportunity for parents to play a significant role in supporting this development.

### **Aims**

- To develop a consistent approach to the setting of home-learning .
- To strengthen home-school links.
- To challenge, extend and support our students.
- To allow for practice and consolidation of work done in class.

### **Home-Learning is most beneficial when:**

- It reinforces and extends class work and consolidates basic skills and knowledge.
- It is challenging and purposeful, but not so demanding that it has adverse effects on motivation.
- Students take responsibility for their home-learning and are supported by parents.
- It is well coordinated and teacher expectations are clearly communicated.
- It is set on a regular basis and establishes a routine.
- Teachers set suitable amounts of home-learning which are varied and at an appropriate level for the capabilities of the individual child.
- Feedback is given regularly.

### **Setting of home-learning**

Home- Learning Tasks are set weekly and are informed via the weekly newsletter every Friday for the week ahead.

### **Acceptable time spent on home-learning**

Year Groups	Time Per Day
Foundation Stage	15 to 30 minutes
Years 1 and 2	35 to 60 minutes
Years 3 and 4	50 – 90 minutes
Years 5 and 6	1 ½ to 2 hours
Year 7 and 8	2 to 2 ½ hours

**NB.** All times include daily reading activity.

It is expected that up to Year 4, parents will work with and support their children when doing home-learning. From Year 5 onwards, children will increasingly be expected to do their home-learning on their own. This will help them to prepare for the demands of secondary education.

### **Expectations**

Parents can help by:

- Taking an active interest in home-learning .
- Ensuring that time is set aside for home-learning.
- Encouraging and supporting children to complete home-learning .
- Providing, where possible, a dedicated place and desk for home-learning and study.
- Assisting teachers to monitor home-learning by signing completed work if requested and being aware of the amount of home-learning set.
- Communicating with teachers any concerns about the nature of home-learning and their children's approach to home-learning.
- Alerting the school to any domestic or extra curricular activities which may need to be taken into consideration when home-learning is being set.

### **Teachers can help by:**

- Explaining to students and their parents the purpose and benefits of home-learning .
- Ensuring that parents are aware of the school's home-learning policy.
- Providing quality home-learning activities related to class work.
- Setting a suitable amount of relevant home-learning .
- Ensuring that children are aware of what is expected of them.
- Giving children sufficient time to complete their home-learning , taking into account, as far as possible, competing home obligations and extra curricular activities.
- Marking home-learning promptly and appropriately.
- Alerting parents of any developing problems concerning their child's home-learning and suggesting strategies that they can use to assist their children with their home-learning .
- 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.
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- Celebration assemblies will reward students for effort and academic achievement.

### **Children can help by:**

- Being aware of the importance of home-learning .
- Being aware of the school's home-learning policy.

- Completing Home-learning within the given time frame.
- Alerting parents to home-learning expectations.
- Seeking assistance from teachers or parents when difficulties arise.
- Showing their home-learning to parents.
- Ensuring Home-learning is of a high standard.
- Organising their time so that sufficient time is given to quality home-learning within set deadlines.
- Students can provide feedback on their home-learning experiences. This could be through surveys, class discussions, or through the Home Learning notebooks of the students.

### **Resources**

All teachers will have a copy of the home-learning proforma on their desktops.

### **Equal Opportunities**

Quality of opportunity is a high priority and reference to the schools Equal Opportunity Policy will provide examples of how this is achieved.

**Members Responsible:** Principal, All Staff

Document	Home-Learning Policy
Date written	March 2022
Last reviewed	July 2025
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Version	Working document



## Appendix 1

### Deira Private School Weekly Home-Learning Planner for Year 1-7 Week Starting: Monday

*This is the time-table on how home-work should go out, and expected back for submission. Albeit, if something is exceptional and well discussed with the HOD's and approved can be asked.*

Year Group	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Year 1</u>	20 minutes reading with an adult. <i>English H.W.</i> Submitted- Tuesday	20 minutes reading with an adult. <i>Mathematics H.W.</i> Submitted Wednesday	20 minutes reading with an adult. <i>Arabic H.W.</i> Submitted- Thursday	20 minutes reading with an adult. <i>Science, Islamic</i> Submitted- Monday	20 minutes reading with an adult. Once in a month <i>Humanities, MSCS, PSHE</i> Submitted- Monday
<u>Year 2</u>	20 minutes reading with an adult. <i>English H.W.</i> Submitted- Tuesday	20 minutes reading with an adult. <i>Mathematics H.W.</i> Submitted Wednesday	20 minutes reading with an adult. <i>Arabic H.W., Science</i> Submitted-Thur sday	20 minutes reading with an adult. <i>For Islamic- Once a week Quran</i> Submitted- Monday	20 minutes reading with an adult. Once in a month <i>Humanities MSCS, PSHE</i> Submitted- Monday
<u>Year 3</u>	20-30 minutes reading – 10 of which should be with an adult. <i>English H.W.</i> Submitted- Tuesday	20-30 minutes reading – 10 of which should be with an adult. <i>Mathematics H.W.</i> Submitted Wednesday	20-30 minutes reading – 10 of which should be with an adult. <i>Arabic H.W., Science</i> Submitted-Thur sday	20-30 minutes reading – 10 of which should be with an adult. <i>Islamic</i> Submitted- Monday	20-30 minutes reading – 10 of which should be Once in a month <i>Humanities, MSCS, PSHE</i> Submitted- Monday
<u>Year 4</u>	20-30 minutes reading – 10 of which should be with an adult. <i>English H.W.</i> Submitted- Tuesday	20-30 minutes reading – 10 of which should be with an adult. <i>Mathematics H.W.</i>	20-30 minutes reading – 10 of which should be with an adult. <i>Arabic H.W.,</i>	20-30 minutes reading – 10 of which should be with an adult. <i>Islamic Science,</i>	20-30 minutes reading – 10 of which should be with an adult. Once in a month

		Submitted Wednesday	Submitted-Thur sday	Submitted- Monday	<i>Humanities, MSCS, PSHE</i> Submitted- Monday
<u>Year 5</u>	45 minutes reading – 10 of which should be with an adult <i>English H.W.</i> Submitted- Tuesday	45 minutes reading – 10 of which should be with an adult <i>Mathematics H.W.</i> Submitted Wednesday	45 minutes reading – 10 of which should be with an adult <i>Arabic H.W., Science</i> Submitted-Thur sday	45 minutes reading – 10 of which should be with an adult <i>Islamic</i> Submitted- Monday	45 minutes reading – 10 of which should be with an adult Once in a month <i>Humanities, MSCS, PSHE</i> Submitted- Monday
<u>Year 6</u>	45 minutes reading – 10 of which should be with an adult <i>English H.W.</i> Submitted- Tuesday	45 minutes reading – 10 of which should be with an adult <i>Mathematics H.W.</i> Submitted Wednesday	45 minutes reading – 10 of which should be with an adult <i>Arabic, Science,</i> Submitted-Thur sday	45 minutes reading – 10 of which should be with an adult <i>Islamic</i> Submitted- Monday	45 minutes reading – 10 of which should be with an adult Once in a month <i>Humanities</i> Submitted- Monday
<u>Year 7</u>	45 minutes reading – 10 of which should be with an adult <i>English H.W.</i> Submitted- Tuesday	45 minutes reading – 10 of which should be with an adult <i>Mathematics H.W.</i> Submitted Wednesday	45 minutes reading – 10 of which should be with an adult <i>Arabic H.W.</i> Submitted-Thur sday	45 minutes reading – 10 of which should be with an adult <i>Science, Islamic</i> Submitted- Monday	45 minutes reading – 10 of which should be with an adult Once in a month <i>Humanities</i> Submitted- Monday
<u>Year 8</u>	45 minutes reading – 10 of which should be with an adult <i>English H.W.</i> Submitted- Tuesday	45 minutes reading – 10 of which should be with an adult <i>Mathematics H.W.</i>	45 minutes reading – 10 of which should be with an adult <i>Arabic H.W.</i>	45 minutes reading – 10 of which should be with an adult <i>Science, Islamic</i>	45 minutes reading – 10 of which should be with an adult Once in a month

		<b>Submitted Wednesday</b>	<b>Submitted-Thur sday</b>	<b>Submitted- Monday</b>	<b><i>Humanities</i> Submitted- Monday</b>
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