

Home Learning Policy

1. Introduction

The GEMS Founders School – Dubai South (GFD) Home Learning Policy has been developed to provide students with opportunities to reinforce learning, develop essential skills, and cultivate a sense of responsibility that is essential to their learning and development. Home learning fosters a strong partnership between home and school, supporting the GEMS values: Excellence, Always Learning, One Team, and Care. Home learning provides students with opportunities to reinforce and deepen their understanding of what they have learned in class or engage in flipped-learning activities.

The GFD Home Learning Policy outlines the guidelines and expectations for assigning, completing, and assessing home learning. It clarifies the roles of students, teachers, and parents to ensure that home learning is purposeful and meaningful.

Home learning is tailored to meet the diverse needs of students and varied to maintain a purposeful balance between routine tasks and novel challenges. It supports the reinforcement of learning, encourages creativity, and fosters independent thought.

A differentiated approach, such as a home learning grid or choice board for FS through Year 6, ensures that tasks cater to individual student needs, offering varied activities that allow students to choose tasks aligned with their learning preferences and skills. This approach encourages students to challenge themselves without feeling overwhelmed.

Home learning covers a range of subjects, supporting a well-rounded education. Tasks which encourage cross-subject links foster a sense of curiosity and intellectual engagement, while more structured assignments encourage time management and responsibility, reinforcing the importance of daily practice.

Home learning in the Secondary phase is often more specialised and course specific. Assignments may be research-intensive, requiring students to delve deeply into the subjects and units of study. Home learning in the Secondary phase can take various forms, including, but not limited to essays, research projects, and problem-solving tasks.

2. Frequency and time allocation

Home learning expectations will vary across each phase of the school. The guidelines for each phase are outlined below, detailing the types of activities assigned and the estimated time needed for completion. These times serve as guidelines and may vary among students.

For students in FS through Year 6, home learning is typically communicated on a weekly basis, rather than daily as it is in the secondary phase. This structure considers the diverse contexts of families within the country and provides greater flexibility in managing learning time at home.

Foundation Stage

At least 10 min of daily reading at home - to the child, with the child and/or by the child. (Books in line with the reading level of the child in addition to library books chosen by the child). In addition to reading, the school may share a weekly home learning choice board including activities that promote fine motor skills, creativity, art projects, interactive games in addition to opportunities for students to practice math and literacy outcomes. Students may be asked to complete at least 2 tasks from the choice board on a weekly basis.



Year 1-6

A weekly home learning choice board may be shared with parents with tasks including practice questions, projects and collaborative tasks. Students may be asked to complete at least 2 tasks from the choice board on a weekly basis. Additionally, mathematics, English and Arabic tasks will be assigned on a weekly basis which each take 20 to 30 minutes to be completed. Students who require additional practice of certain skills will receive additional tasks as needed. Students are expected to read for 10 to 30 minutes each day, which can include independent reading, reading with an adult, or a mix of both.

Year 7 – Year 8

Home learning is for practice and extension purposes. Students are expected to complete up to 1 hour of home learning for each subject weekly. Home learning is closely tied to assessment preparation, helping students develop effective study habits, time management skills, and a comprehensive understanding of the subjects they are studying. Students will be assigned readings throughout the school year and will be expected to read at home as per teacher guidelines. Students are expected to read for at least 30 minutes each day.

3. Parental Involvement

Parents play a key role in supporting their children with home learning. Parents are encouraged to create a conducive learning environment at home and engage in open communication with teachers regarding any challenges or feedback. Strengthening these communication channels between home and school promotes a collaborative learning environment. Parents are encouraged to engage with their child during home learning time especially in the Foundation Stage and Primary, making it a positive bonding experience. Secondary school students should be capable of managing their workload, researching independently, and applying critical thinking skills to their assignments. They should be able to communicate strengths and challenges themselves; however, parental communication with the school and teachers regarding challenges and needs is always welcomed.

4. Feedback and Evaluation

Home learning is *not* formally graded, as this may not always be an accurate measure of student ability, given the varying levels of parental support. Instead, home learning tasks will be checked to provide feedback that encourages growth and improvement.

5. Technology Integration

Digital tools such as Times Table Rock Stars (TTRS) may be incorporated into home learning to enhance student engagement and provide students and teachers with access to a comprehensive range of resources. Only digital tools that have received school approval may be utilised, and these must be employed with careful attention to safety and responsible usage.

6. Flexibility and Accommodations

To enable all students to fully engage in home learning, accommodations are available to promote equitable and inclusive learning experiences. These accommodations may include flexible deadlines, tailored assignments, alternative learning formats, individualised support, and accessible resources.



7. Collaborative Learning

Home learning can provide opportunities for students to engage in collaborative activities, such as group projects or peer reviews. These activities foster teamwork, communication, and interpersonal skills, promoting a sense of community and shared learning experiences.

8. Alignment with Curriculum

Home learning assignments align with broader curriculum goals, ensuring they contribute to the mastery of key concepts and essential skills. The tasks reinforce classroom learning, deepen understanding, and prepare students for future lessons. This alignment ensures that home learning serves as a meaningful extension of the educational experience rather than a disconnected task.

9. School Resources

Borrowed items sent home from school are expected to be well cared for. Throughout the year, students may bring home books and occasionally other school-owned resources, which must be returned in their original condition for others to use and enjoy. In cases where items are lost or damaged beyond use, parents will be asked to replace them or cover the cost.

10. Balancing Academic Rigor and Wellbeing

Wellbeing is at the heart of GFD. Our Home Learning Policy balances academic rigor with student wellbeing, providing challenging and meaningful learning experiences without compromising students’ wellbeing. By focusing on purposeful assignments, a balanced workload, clear communication, and support for wellbeing practices (e.g. advising students to take breaks, manage time effectively, create a quiet and comfortable reading space etc.), we aim to foster a holistic and supportive learning experience.

Monitoring and review

Signed  Date 13/11/2024
Head of Primary

Signed  Date: 13/11/2024
Teaching and Learning Coach

Signed  Date: 13/11/2024
Principal/CEO

Next policy review dates:

February 2025
 June 2025