GEMS EDUCATION

GEMS Home Learning Policy

Approved by:	**John Stapley**
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GEMS REWARDS | FOR LIFE

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Introduction

At GEMS Education, we believe that providing students with opportunities to reinforce learning, develop essential skills, and cultivate a sense of responsibility 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 pre-learning activities.

The GEMS 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/ KG through Year 6/ Grade 5, 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 specialized 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.

Frequency and Time Allocation

Home learning expectations will vary across each phase of the school. The expectations 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/KG through Year 6/Grade 5, 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.

Year/ Grade	Allocated Tasks and Time
FS/ Pre-K, KG1	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 shares 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 will be asked to complete at least 2 tasks from the choice board on a weekly basis.
Year 1 – Year 6 KG2 – Grade 5	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. A weekly home learning choice board will be shared with parents with tasks including practice questions, projects and collaborative tasks. Students will be asked to complete at least 2 tasks from the choice board on a weekly basis. Additionally, Math, English and Arabic A 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.
Year 7 – Year 11 Grade 6 – Grade 10	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 exam 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 in terms of weekly chapter or page coverage.
Year 12 – Year 13 Grade 11 – Grade 12	Students will be assigned home learning as needed throughout the week. This will usually consist of a mixture of short-term and longer-term projects across subjects. Home learning is closely tied to exam preparation, helping students develop effective study habits, time management skills, and a comprehensive understanding of the subjects they are studying. Students should always have significant work to do from one lesson to the next and be able to evidence independent enquiry.

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.

Feedback and Evaluation

Home learning is not formally graded, especially in Foundation Stage and Primary, 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.

In cases where the student does not complete the homework on 2 consecutive weeks, parents will be notified by email especially in Secondary.

Technology Integration

Digital tools will 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 utilized, and these must be employed with careful attention to safety and responsible usage.

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, individualized support, and accessible resources.

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.

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.

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.

Balancing Academic Rigor and Well-being

The GEMS 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, etc.), we aim to foster a holistic and supportive learning experience.