



Cambridge International School

Home Learning Policy and Procedures

NAME OF POLICY	Home Learning Policy and Procedure
APPROVED BY	Principal
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RELATED POLICIES	

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Introduction

At Cambridge International School (CIS) Dubai, 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 CIS 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.

At CIS Dubai, in Y3-Y6 homework is set weekly as an optional 'add-on' for students to engage with, should their parents and the student themselves, wish to. All curriculum content is covered in school but tasks are set for students to complete to reinforce learning that has taken place in school. The use of technology is promoted using the CENTURY Tech platform where students are set individual nuggets with scores reported to teachers. Project and research-based learning tasks are set throughout the year, as are a variety of competition and enrichment activities for students to take part in.

Home learning covers a range of subjects, supporting a well-rounded education. Tasks that 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. Secondary also uses CENTURY Tech in English, Mathematics and Science up until Year 11, to support learners in a bespoke way to improve their skills.

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 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.

Year	Allocated Tasks and Time
FS1 & FS2	<ul style="list-style-type: none">At least 10 min of daily reading at home - to the child, with the child and/ or by the child.Books are selected by the child in line with their reading level.In addition to reading, the school provides a weekly home learning choice board that offers a variety of engaging activities. These include opportunities to develop fine motor skills, foster creativity through art projects, and enjoy

	<p>interactive games. The choice board also supports math and literacy practice, giving students a well-rounded set of tasks to reinforce key learning outcomes at home.</p> <ul style="list-style-type: none"> • Students will be asked to complete at least 2 tasks from the choice board on a weekly basis.
Year 1	<p>Reading:</p> <ul style="list-style-type: none"> • Leveled readers with reading records are sent weekly to practice reading and comment. • Support your child's weekly comprehension task on Literacy Planet. • Read daily with your child, encouraging comprehension, or retelling 10 -20 mins • Review weekly phonics sounds with Floppy Phonics videos provided in weekly note. <p>Writing:</p> <ul style="list-style-type: none"> • Assist your child in completing any writing tasks at the back of the reader. <p>Maths:</p> <ul style="list-style-type: none"> • Encourage regular practice on Maths Whizz. • Support your child in completing assigned Power Maths online tasks. • Review and help your child complete 2-3 pages in the Power Maths workbook each week (where appropriate) <p>Humanities and Social Studies:</p> <ul style="list-style-type: none"> • Explore weekly objectives with your child to encourage learning through research.
Year 2	<p>Reading:</p> <ul style="list-style-type: none"> • Leveled readers with reading records are sent weekly to practice reading and comment. • Read daily with your child, encouraging comprehension, or retelling 15 -30 mins. • Support your child's weekly comprehension/ SPAG tasks on Literacy Planet. • Review weekly phonics sounds with Floppy Phonics videos. (www.owfordowl.com) <p>Writing:</p> <ul style="list-style-type: none"> • Assist your child in writing a review of the book they read each week. • English Writing Homework assigned along with Weekly note. <p>Maths:</p> <ul style="list-style-type: none"> • Encourage regular practice on Maths Whizz. • Support your child in completing assigned Power Maths online tasks. (mentioned in weekly note when assigned) • Practice TTRS (10-15 minutes) • Support students in the homework assigned along with Weekly updates. • Review and help your child complete pages in the Power Maths workbook. <p>Science, Humanities and Moral Social and Cultural Studies:</p> <ul style="list-style-type: none"> • Explore weekly objectives with your child to encourage learning through research.
Year 3 – Year 6	<ul style="list-style-type: none"> • 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. • In Y3-Y6 CENTURY Tech, an online learning platform is used to set nuggets which reinforce learning from school with score reported to teachers. TTRS is utilised on an ongoing basis. Project and research-based learning tasks are set throughout the year.
Year 7 – Year 11	<p>Home learning is for practice, consolidation and extension purposes.</p> <ul style="list-style-type: none"> • In Years 7-9, students are expected to complete up to 1 hour of home learning for each subject weekly, although this can rise to 2 hours for

	<p>English, Maths and Science.</p> <ul style="list-style-type: none"> • In Years 10-11, students are expected to spend at least 1.5-2 hours per week on all of their Board Examination 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 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	<ul style="list-style-type: none"> • Learning in Years 12-13 is much more focused with students typically studying 3 or 4 Board Examination subjects. • 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, as well as question practice and flipped learning to prepare in advance for lessons. • 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 utilised, 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, individualised 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 Rigour and Well-being

The CIS 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.