



HOME LEARNING
Academic Year 2023-
2025

Home learning is anything children do outside the normal school day that contributes to their learning, in response to guidance from the school. It is a positive enhancement to learning and should be seen as such by children, teachers, and parents. Home learning encompasses a whole variety of activities initiated by teachers and parents as partners to support the child's development.

Rationale

At the Royal Grammar School Guildford Dubai, we recognise that home learning is an important part of a child's education and can enhance a child's development in a variety of ways.

We see home learning as an important example of cooperation between teachers and parents and or carers. One of the aims of our teaching is for children to develop as independent learners, and we believe that completing home learning is one of the ways in which children can acquire this skill and plays a positive role in raising a child's ability to learn and develop a love of learning.

At RGSGD home learning is compulsory. We also acknowledge the importance of providing children with rich experiences outside of school that help with their growth and development. We believe that home learning does not, and should not, replace out of school activities but that it should go hand in hand to enable children to develop their interests and skills.

Aims and objectives

The aims and objectives of home learning are:

- To help children develop the skills of an independent learner
- To promote confident resilient learners
- To develop real life application skills
- To enable some aspects of the curriculum to be further explored independently
- To consolidate and reinforce the learning and allow children to practice skills taught in lessons
- To help children develop good learning habits for the future
- To promote cooperation between home and school in supporting each child's learning

Year Group Expectations

The importance of talk

Research supports the importance of vocabulary development from an early age. We would therefore, encourage parents to talk with their children daily about what they have learnt at school. Questions such as these open-ended ones will support and encourage your child to say more.

What made you laugh today? *(wires the brain for positives each day)*

What is one thing you wish you could do over or do differently? *(opportunity to reflect on their behaviour and mentally think about rehearsing different response)*

What was the coolest thing you learned today? *(opportunity for them to teach you something new-builds confidence)*

Can you think of something kind you noticed today? *(promotes empathy and emotional intelligence)*

High, low what do you know? *(what was your highlight of the day? What was the low point? What did you learn?)*



EYFS (Early Years Foundation Stage)

We ask that parents listen to their children read at least 5 times a week. We also believe that parents should read books to their child. Sharing books is just as valuable in aiding a child's progress in reading as is your child reading to you or to their teachers.

To develop reading fluency, we ask that you practise with the Phonics flash cards and tricky words every day so that the children begin to apply their phonic knowledge in their reading and develop their sight words.

In addition, children will be able to, optionally, access '20 things to do....' activities throughout the year. This is designed to support the development of confident Language and communication skills.



YEARS 1 and 2 KEY STAGE 1

Year 1

There will be no requirement to complete home learning in Year 1.

Reading

We ask that parents listen to their children read at least 5 times a week. Parents should read books to their child/ren whenever possible to enrich vocabulary and model fluency. Sharing books is just as valuable in aiding a child's progress in reading as is your child reading to you or to their teachers. We expect children who have mastered set 1 sounds of RWI to read their phonetical decodable books to an adult and together record this in their reading journals.

Maths

We will set some suggestions at the start of the year on what the children should know by the end of the year, these will include number bonds to and within 5, 10 and 20. Leading on to counting in 2's, 5's and 10's. These will include suggestions and games to improve fluency. Practicing writing numbers correctly will be a benefit too. We will post knowledge organisers for each topic to parents to support teaching methods.

Spelling key words

In your child's RWI phonics books there will be words that are linked to your child/ren's phonics lessons, of a particular spelling pattern, such as ee or igh. Practice reading them and spotting the phonemes/graphemes. Please note we will not be testing the children on these with a spelling test.

Arabic B & Islamic: There will be no home learning in Y1.

اللغة العربية
..في الصف الأول لن يكون هناك واجبات منزلية

In addition, once a term home learning could be placed on Seesaw for children to access in relation to non-core or specialist subjects/special event and children will be informed if this has been set. This may include, extended projects, Geography, History, Moral, Social and Cultural Studies, PSHE and Creative Arts.

Year 2

There will be no requirement to complete home learning in Year 2 (Term 1 and Term 2) From Term 3, A piece of home learning linked to Maths or English will be set for pupils to complete in preparation for Year 3 .

Reading

We ask that parents listen to their children read at least 5 times a week. Parents should read books to their child/ren whenever possible to enrich vocabulary and model fluency. Sharing books is just as valuable in aiding a child's progress in reading as is your child reading to you or to their teachers. We expect children who have mastered set 1 sounds of RWI to read their phonetical decodable books to an adult and together record this in their reading journals.

Maths

We will set some suggestions at the start of the year on what the children should know by the end of the year, these will include number bonds to and within 5, 10 and 20. Addition and subtraction facts. Leading on to knowing times tables for x2, x5, x10 and confidently be able to apply these. It will include suggestions and games to improve fluency.

We will also post knowledge organisers for each topic to parents to support teaching methods.

Spelling key words

In your child's RWI phonics books there will be words that are linked to your child/ren's phonics lessons, of a particular spelling pattern, such as ee or igh. Practice reading them and spotting the phonemes/graphemes. Please note we will not be testing the children on these with a spelling test.

Arabic B

Arabic B: There will be no home learning in Y2

In Islamic studies, pupils will be asked to memorise sets of verses from the holy Quran and noble Hadeeths. We will track pupils' progress in this area using the Quran tracker.

اللغة العربية للناطقين بها:
سيكون هناك واجب أسبوعي للقراءة وفي الأسبوع الذي يليه سيكون هناك واجب املاء

In addition, once a term home learning could be placed on Seesaw for children to access in relation to non-core or specialist subjects/special event and children will be informed if this has been set. This may include, extended projects, Geography, History, Moral, Social and Cultural Studies, PSHE and Creative Arts.



YEARS 3 AND 4
LOWER KEY STAGE 2

In Lower Key Stage 2, home learning will always be set on a Monday and should be completed by the following Monday. Home learning will be set and completed on either Seesaw or century tech. We aim for each activity to last no longer than 30 minutes. If Home learning is not submitted in a timely manner, we will ask the children to complete it during their free time at lunchtime.

Reading

Children will be expected to read at least 5 times a week. Children should be discussing the book and be able to ask and answer questions about what they are reading. Please record your child's reading in their 'reading journals'.

English

English activities will be set by your child's class teacher. Activities may focus on reading and comprehension activities, spelling and grammar challenges or written tasks.

Maths

Children should complete the challenges given by the class teacher on a weekly basis. Children should spend 20- 30 minutes on their maths home learning. In addition to this, children should practise their times tables on a weekly basis.

Spelling

Spellings- A spelling list and or specific challenges linked to spelling rules or key curriculum vocabulary may be set by the class teacher where appropriate. There will be no spelling test, however teachers will plan activities and lessons where the children will be able to apply this learning.

In addition, once a term home learning will be placed on Seesaw for children to access in relation to non-core or specialist subjects and children will be informed if this has been set. This may include, extended projects, Geography, History, Moral, Social and Cultural Studies, PSHE and Creative Arts.

Arabic B and Islamic:

There will be a project for each half-term in which students will show their learning of a topic or a theme. Teachers will share the criteria with the students at the beginning of the topic.

In Islamic studies, pupils will be asked to memorise sets of verses from the holy Quran and noble Hadeeths. We will track pupils' progress in this area using the Quran tracker. There will be a project every half term which is based on the topic of study. The criteria and requirements will be shared with students at the beginning of every half term.

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سيكون هناك واجب أسبوعي للقراءة وفي الأسبوع الذي يليه سيكون هناك واجب املاء.



YEARS 5 and 6
UPPER KEY STAGE 2

Home learning will be set on a Monday and must be returned to school on a Thursday. If Home learning is not submitted in a timely manner, we will ask the children to complete it during their free time at lunchtime.

Reading

Children will be expected to read at least 5 times a week. Children should be discussing the book and be able to ask and answer questions about what they are reading. Children may be asked to complete a task in relation to reading comprehension.

English

Children should complete the activity set, this may at times be a recorded message from one of the teachers explaining the task on Seesaw and then the children complete the task in their home learning books. This will usually be a reading comprehension or a SPaG related activity.

Spelling

Spellings - To practise the spelling rules and patterns using the half-termly spelling list and complete any additional challenges set by the teacher.

Maths

Children should complete the challenges given every week by the maths tutor. Children should spend 30 minutes on their maths home learning

In addition to this, children should practise their times tables on a weekly basis.

In addition, once a term home learning will be placed on Seesaw for children to access in relation to non-core or specialist subjects and children will be informed if this has been set. This may include, extended projects, Geography, History, Moral, Social and Cultural Studies, PSHE and Creative Arts.

Arabic B and Islamic

There will be a project for each half-term in which students will show their learning of a topic or a theme. Teachers will share the criteria with the students at the beginning of the topic.

In Islamic studies, pupils will be asked to memorise sets of verses from the holy Quran and noble Hadeeths. We will track pupils' progress in this area using the Quran tracker. There will be a project every half term which is based on the topic of study. The criteria and requirements will be shared with students at the beginning of every half-term.

اللغة العربية للناطقين بها:
ستكون الواجبات حسب طبيعة الوحدة الدراسية وحسب الحاجة إليها وستتنوع الواجبات لتمكين الطلاب من مهارات اللغة الأربعة.



YEAR 7&8
KEY STAGE 3

Home learning will be given by the subject teachers. English, Mathematics and Science, our core subjects will be set every week and the foundation subjects, every two weeks. The pupils will have one week to complete their home learning from the day it is set, they will find this in Microsoft teams.

Reading

Children will be expected to read at least 5 times a week. Children should be discussing the book and be able to ask and answer questions about what they are reading. Subject teachers will suggest study material which will include extended reading tasks to support learning.

Arabic B and Islamic

There will be a project for each half-term in which students will show their learning of a topic or a theme. Teachers will share the criteria with the students at the beginning of the topic.

In Islamic studies, pupils will be asked to memorise sets of verses from the Holy Quran and noble Hadeeths. We will track pupils' progress in this area using the Quran tracker. There will be a project every half term which is based on the topic of study. The criteria and requirements will be shared with students at the beginning of every half-term.

اللغة العربية للناطقين بها:
ستكون الواجبات حسب طبيعة الوحدة الدراسية وحسب الحاجة إليها وستتنوع
الواجبات لتمكين الطلاب من مهارات اللغة الأربعة.

Inclusion and Home Learning

We set home learning for children as a normal part of school life. We ensure that all tasks set are appropriate to the proficiency and skills of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way, feel challenged and enable them to progress.

Use of ICT (Information and Communication Technology)

The use of ICT and the Internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However,

our teachers expect their pupils to produce their own work, by editing something they have found, or by expressing it in their own words. The children are not achieving anything worthwhile by copying, pasting, and printing out something that has been written by somebody else.

There are many websites containing highly educational material which can have a powerful effect on children's learning. The child's safety is paramount in all matters regarding use of the internet, and we advise parents and carers to always supervise their child's access to the internet. Advice on this can be found at www.commonsemmedia.org (Parent Tips and FAQs)

The role of parents as home learning partners

Parents and carers have a vital role to play in their child's education, and home learning is an important part of this process.

We ask parents and carers to:

- encourage their child to complete the home learning tasks that are given. We invite them to help their children as and when they feel it to be necessary and to provide them with the sort of environment that allows children to do their best.
- Provide support with prioritising their time at home, encouragement, and praise, enabling their child to visit the library regularly, and by discussing the work that their child is doing.
- Check updates on a regular basis and support their children in ensuring that the tasks are handed in on time.
- Contact class teachers if they have concern about the Home Learning tasks given and/or their child's record of completion.

Ideally parents should read with their children every day to help them develop a love of books and stories and help them to grow in confidence. For children in Foundation stage to Year 3, we ask parents and carers to sign their child's pupil planner to show that they have heard their child read and discussed their books with them. For children from Years 4 to 7 we encourage the children to complete this and for you to sign to acknowledge completion of reading.

Setting Home Learning

Home learning will be sent out via Seesaw every week. Parents and children can access this respectively via their accounts. It is encouraged that home learning is completed in the children's home learning books which are available for children in Years 3 to 6, alternatively children may be asked to upload home learning to Seesaw, but this is dependent upon the activity.

In Year 7 home learning will be uploaded to Microsoft teams which can be accessed respectively via their accounts.

Feedback

In Years 3 – 6 children's home learning will be acknowledge marked with a sticker/stamp

and tick when submitted by the due date.

In Year 7 Home learning will be acknowledged marked with a sticker/stamp and tick when submitted by the due date. Pupils will also collaborate and peer mark together in class and this will be used as a learning opportunity to discuss what has gone well and work on development points and or targets together.

