

GEMS WSO Homelearning Policy

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Introduction

At GEMS Wellington Academy Silicon Oasis, 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. Homelearning fosters a strong partnership between home and school, supporting the GEMS values: Excellence, Always Learning, One Team, and Care. Homelearning 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 Homelearning Policy outlines the guidelines and expectations for assigning, completing, and assessing homelearning. It clarifies the roles of students, teachers, and parents to ensure that homelearning is purposeful and meaningful.

Homelearning 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 homelearning grid for FS through to 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 and have autonomy over their learning, without feeling overwhelmed.

Homelearning 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.

Homelearning 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. Homelearning in the Secondary phase can take various forms, including, but not limited to, essays, research projects, exam practice and problem-solving tasks.

Frequency and Time Allocation

Homelearning 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.



Year	Allocated Tasks and Time
FS	<p>At least 10 minutes of daily reading at home - to the child, with the child and/or by the child.</p> <p>(Books in line with the reading level of the child in addition to library books chosen by the child)</p> <p>In addition to reading, the school shares a homelearning choice board including activities that promote fine motor skills, creativity, art projects, interactive games in addition to opportunities for students to practice mathematics and literacy outcomes.</p>
Year 1 – Year 6	<p>Students are expected to read for 10 to 30 minutes each day (depending on the year group), which can include independent reading, reading with an adult, or a mix of both.</p> <p>A homelearning choice board will be shared with parents with tasks including practice questions, projects and collaborative tasks. This homelearning is optional for students to engage with.</p> <p>Students who require additional practice of certain skills will receive additional tasks as needed.</p>

Year	Allocated Tasks and Time
Year 7 and 8	<p>Students are expected to read for 30 minutes each day</p> <p>Compulsory Homelearning for Maths, English and Science of 20 – 30 minutes will be set each week</p> <p>Optional homelearning will be set by all other subjects. This may be set weekly (20minutes), or may be an open-ended question for students to explore through a unit or half term</p>
Year 9	<p>Students are expected to read for 30 minutes each day</p> <p>Compulsory Homelearning for Maths, English and Science of 30 minutes will be set each week</p> <p>Optional homelearning will be set for all other subjects. This may be set weekly (30minutes), or may be an open-ended question for students to explore through a unit or half term</p>
Year 10 and 11	<p>We recommend for students to read for 30 minutes each day</p> <p>30minutes of compulsory homelearning will be set each week for each subject</p>
Year 12 and 13	<p>We recommend for students to read for 30 minutes each day</p> <p>A minimum of one-hour compulsory home learning each week will be set for each subject, as directed by the classroom teacher. Different pathways' home learning needs will vary throughout the academic year.</p>

Parental Involvement

Parents play a key role in supporting their children with homelearning. 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 homelearning 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

Homelearning is not graded. Instead, homelearning tasks will be celebrated to encourage growth and improvement.

Technology Integration

Digital tools will be incorporated into homelearning 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 homelearning, 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

Homelearning 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

Homelearning 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 homelearning 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 Homelearning 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.