

Jumeirah Primary School

Home Learning Policy

Mission Statement

*An ever-evolving experience for ever-evolving learners,
ensuring success today and preparedness for tomorrow*

At GEMS Jumeirah Primary School, we believe that everyone can achieve highly with equitable access to the right opportunities and support. As a World Class High Performance Learning school, we recognise and embrace the uniqueness of every child. We create an inclusive, nurturing environment, prioritising the psychological wellbeing of all, allowing children to feel happy, safe and confident. Children at JPS know that anything is possible for them and they aspire to be the best versions of themselves.

We meet the diverse needs of all children and their families to facilitate the best possible individual experience to ensure our learners excel beyond their potential flight path. Our bespoke, innovate curriculum is carefully designed and continually reviewed to:

- * Guide learners in developing their values, behaviours and learner competencies to prepare them for success in an ever-evolving world*
- * Challenge learners and help them to discover their passions, talents and interests*
- * Provide leadership opportunities for all learners, allowing them to influence the direction of travel for key aspects of school*

We are a diverse learning community, passionate about inspiring a love for learning in our children, staff and families. Our inclusive actions and behaviours are led by our core values of Kindness, Empathy, Respect, Hard Work and Resilience. This is clear through our acts of philanthropy and environmental sustainability. The JPS family is proud to lead the way in contributing positively to our local and wider community

At GEMS Jumeirah Primary School we believe that Home Learning develops an effective partnership between home and school in pursuing the vision of our school community – *successful today, prepared for tomorrow*. Home-learning is an opportunity for parents to become more engaged in their child's learning and to gain a valuable insight into the educational processes their child experiences. The key three aims for Home Learning are: to consolidate key learning, develop independence and responsibility for learning.

Purpose

- To provide pupils with opportunities to consolidate, reinforce and revisit their learning
- No 'new' learning will be featured as the focus is to practise and develop concepts and skills already taught in class
- Ensure a variety of approach in learning key skills between home and school
- To foster independent learning, to inspire children and enhance classroom learning
- Encourage pupils to develop long term strategies for future needs
- To extend learning and challenge beyond the classroom
- To embrace and utilise the multicultural aspect of the JPS family
- To allow children to self-select opportunities according to their self-assessment of need
- To ensure that Home Learning is accessible to our school community

Range of Tasks

1. Regular English

This shows both children and parents the daily reading and/or spelling. Depending on the age of the students, action words, Home Reader or Library books comprise reading. Spelling words (from Year 2) are included, including a suggested method of practise, where appropriate.

2. Regular Maths

This will include rehearsal of times tables, number bonds and key mental maths skills. It may also include reference to online practising opportunities such as Times Table Rockstars, Purple Mash or other mental maths activities (outlined by each year group and phase).

'Regular' is defined as 2-3 times per week but this is of course flexible, based on each family's schedule.

3. Other Tasks







Each week, the Class Teacher will set other tasks as part of Home Learning, which are relevant to the learning that has taken place in class. In older year groups (Years 2 to 6), there are also tasks set by Specialist Teachers (Arabic, French - Year 3 to 6 - and Music) which rotate each week.

Below is how the Home Learning grid looks for different phases within school:

FS2 to Year 1




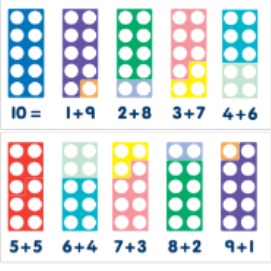

In FS2 the children will have 2 tasks each week; a Literacy task (for regular practise) and one other which could be linked to Maths, Understanding of the World or Expressive Art and Design.

FS2 Example

<u>Regular Literacy</u>	<u>Regular Maths/Other Task</u>
<p>Read your home reading book and draw a picture of your favourite character.</p> <p>Practise your action words:</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <p style="font-size: 24px; font-weight: bold;">she</p>  </div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <p style="font-size: 24px; font-weight: bold;">big</p>  </div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <p style="font-size: 24px; font-weight: bold;">going</p>  </div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <p style="font-size: 24px; font-weight: bold;">look</p>  </div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <p style="font-size: 24px; font-weight: bold;">you</p>  </div> </div>	<p>Practise this number rhyme at home. Can you draw 5 pumpkins?</p> <div style="text-align: center;">  </div> <p style="text-align: center; font-weight: bold;">Five Little Pumpkins</p> <p>Five little pumpkins sitting on a gate. The first one said, "Oh my, it's getting late." The second one said, "There are bats in the air." The third one said, "But we don't care." The fourth one said, "Let's run and run and run." The fifth one said, "I'm ready for some fun." "OO-oo!" went the wind and out went the light. And the five little pumpkins rolled out of sight.</p>

In Year 1 the children will have 3 tasks each week; a regular Literacy task, a regular Maths task and one other which could be linked to Conceptual Learning, Show and Tell or a year group specific task.



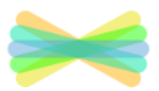
Year 1 Home Learning: example

<u>Regular English</u>	<u>Regular Maths</u>	<u>Other</u>
<p>Read your home reading book and do a five finger retell.</p> <p>Practice your action words:</p> <div style="display: flex; flex-direction: column; gap: 10px;"> <div style="border: 1px solid black; padding: 5px; display: flex; align-items: center;"> are  </div> <div style="border: 1px solid black; padding: 5px; display: flex; align-items: center;"> my  </div> <div style="border: 1px solid black; padding: 5px; display: flex; align-items: center;"> to  </div> </div>	<p>We are learning our number bonds to 10.</p> <p>We love listening to this song to help us.</p> <div style="text-align: center;">  </div>	<p>Bring in a photo of you and your family for our class discussion.</p> <p>Who is in your family?</p> <div style="text-align: center;">  </div>

Year 2 to Year 3

In Years 2 and 3 there is a quadrant style grid with 4 tasks per week; daily English, daily Maths, a class Home Learning task as well as a rotation of specialist Home Learning tasks. These tasks will be designed to reinforce the skills taught in school, consolidating learning and developing children's independence.

Year 2/3 Home Learning: example

<p style="text-align: center;"><u>Regular English</u></p> <p>Read your home reading and library books and do a five finger retell.</p> <p>Practice your spellings in a word pyramid.</p> <div style="border: 2px solid green; border-radius: 15px; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center;">Our Spellings after again any before beautiful because behind</p> </div>	<p style="text-align: center;"><u>Regular Maths</u></p> <p>In Year 2 we are learning our 3x tables.</p> <p>We have loved learning them using this song to help us.</p> <div style="text-align: right; font-size: 2em; font-weight: bold; color: green;">3</div>
<p style="text-align: center;"><u>Class Home Learning</u></p> <p>Complete these addition questions in your home learning books. Don't forget to draw the dienes!</p> <div style="display: flex; align-items: center;">  <div style="display: flex; flex-direction: column; gap: 5px;"> <div style="display: flex; justify-content: space-between;"> 12 + 6 = 27 + 11 = </div> <div style="display: flex; justify-content: space-between;"> 14 + 5 = 32 + 14 = </div> <div style="display: flex; justify-content: space-between;"> 21 + 7 = 35 + 17 = </div> <div style="display: flex; justify-content: space-between;"> 23 + 8 = E.g. 66 + 18 =  </div> </div> </div>	<p style="text-align: center;"><u>Specialist Home Learning - French</u></p> <p>Practice your numbers 1-10 in French. Upload a video to Seesaw.</p> <p>Take a look at this video to help you.</p> <div style="text-align: right;">  </div>

Year 4 to Year 6

In these year groups, the same format of Daily English, Daily Maths, Class Home Learning and Specialist Home Learning is used.

For the Class Home Learning task, the subjects will rotate between English, Maths, Science and sometimes Conceptual Curriculum learning. This will be fluency based work, with an added 'Enrichment Thinking' question to stretch and challenge. Work will be recorded online or in books, alternating weekly.

Year 4–6 Home Learning: example

Regular English

Read your Home Reader with an adult for 15 minutes per day and sign in your Reading Record. Read your library book and complete your AR quizzes in school.

Practise your spellings using this task

Accident
Specialist
Happiness
Respect
Empathy
Determination
Disturb
Personal
Social
Systematic

Word search

Create your own word search using your spelling words. You can find blank grids [here](#).

Regular Maths

This week, we would like you to focus on practising your 8 times tables on Times Table Rock Stars.

Here is a song to remind you of the [multiples of 8!](#)



Year 4–6 Home Learning: example

Class Home Learning

Read the text here: [Rainforests](#)
Answer the comprehension questions in your books



1. What percentage of our natural medicines have been found in rainforests?
2. Name the two types of rainforest.
3. Which rainforests are nearer the Equator – temperate or tropical?
4. Why are there no rainforests in Antarctica?
5. Where in the rainforest is the canopy?
6. What is it about the canopy that makes it easy for animals to jump from tree to tree?
7. It is very crowded and leafy in the canopy. How do some animals communicate because of this when they cannot see each other?
8. Why is the forest floor dark?

Enrichment thinking:

Read the last line...what is your opinion and why?

Specialist Home Learning- Arabic

Greetings and Introductions: Record how to greet people in Arabic and introduce yourself. Practice these phrases with a language partner.

Learn numbers in Arabic and practice counting various objects around your home

Vocabulary Flashcards

Create flashcards with common Arabic words and their English translations. Practice them daily. Take a look [here](#) to help you



Recording Home Learning

In FS2 and Year 1 there will be no formal recording of Home Learning. In Years 2-6 Home Learning will alternate between a written task (in books) and a digital task. This will be highlighted using the symbols below (only relevant ones shared with each year group):



Arabic A and Islamic

Children who study Arabic A and Islamic A or B will receive Home Learning separate to the grids exemplified above. This Home Learning will be set regularly by the relevant teachers and focus, again, on consolidating key skills taught in class.

Other Specialists

As outlined in the Y2/3 and Y4-6 examples above, there is rotation for Arabic, French and Music activities. The relevant Specialists Teachers will set the tasks each week and always provide clear guidance, including clear video or voice instructions, so that language-specific tasks do not need to be explained by parents.

Inclusion

Where a child has additional needs and requires additional support in school, specialist staff will work in co-operation with parents and class teachers to negotiate and monitor home learning demands. This will be flexible over time and situation and individual to each child's needs.

Roles and responsibilities

- Principal/ Leadership Team
 - Implementation, monitoring and review of school home-learning policy and its impact upon standards of learning and teaching
- Class Teachers

- To ensure continuity and progression of home-learning opportunities throughout the school by adhering to prescribed criteria
 - To provide support materials and resources to support home-learning opportunities
 - To respond to all home learning appropriately
 - To ensure clarity in task set, learning objectives and expectations
- Parents/Guardians
 - Providing, where possible, a suitable environment and adequate time for home-learning
 - Making it clear that home-learning is valued and support the school in explaining how it can help their child's learning
 - Encourage their child's efforts
 - Try to develop pupils' own responsibility to be accountable for their home-learning. If children or parents have concerns or queries, they can address these with their teacher prior to completion date.
 - To respond to home learning when task requires it
 - Children (as appropriate to their age):
 - To value home learning opportunities by completing tasks carefully and ensuring that they are fully challenged.
 - To be responsible for completing home learning within the timeframe set by managing other commitments.
 - To reflect on their home learning and feedback to their teachers as appropriate.

Resources

Home Learning is emailed by the Class Teacher, attached to the Weekly News, every Friday. All expectations for the different tasks are shared on each Home Learning grid. Information about specific online applications and websites are clearly marked (See symbols above).

This policy has been discussed and agreed by the JPS teaching staff and leadership teams for implementation (October 2023).