



Home Learning Policy Key Stage 3, 4 and 5

Rationale

Homework is an integral part of the learning process as it helps to reinforce, consolidate and extend student understanding of skills worked on in school. It also helps to improve student achievement and develops responsibility and independence in students.

Expectations

It is important that any homework is not just set for the sake of it, it must have a clear purpose and be meaningful thus enhancing the whole learning experience for the student. It should be assessed to recognise its importance and the time spent by the students to do it. This can take the form of teacher assessment, peer or self-assessment. However, for peer or self-assessment the teacher should overview the results in order to identify student areas of development. All homework should be assessed and returned to a student within a week of submission.

The form that homework can take is varied and departments decide what is most suitable for their subject.

Some students will want extra homework in order to bridge gaps in learning or extend their understanding further. These can be set in consultation with families. However, a minimum amount of homework, especially in the core subjects mentioned below, needs to be planned taking approximately these lengths of time:

Key Stage 3 (years 7-9)

Subject	Year 7 & 8	Year 9
Arabic	30 - 60 mins/week	40 – 80 mins/week
English	30 - 60 mins/week	40 – 80 mins/week
Mathematics	30 - 60 mins/week	40 – 80 mins/week
Science	30 - 60 mins/week	40 – 80 mins/week
Other subjects	Homework set across multiple weeks.	

Other subjects will also set homework across a term. Students will also be given a second English homework in the form of a reading book from the library.

Deadlines will be clearly shared with students through Google Classroom/Calendar. This will ensure that there can be no communication issues or confusion between teachers setting





work and students recording it. Students should be given at least two nights to complete any homework that takes longer than 10 minutes.

All teachers should stick to the home learning schedule published. Having a schedule for teachers, students and parents allows everyone to build a routine around home learning and ensure that we have open lines of communication around the predictability of workload.

In the interest of well-being, we have not scheduled more than 3 subjects per day.

[Please see the KS3 schedule here.](#)

Please note: This is the day that the home learning is set, due date will vary from task to task.

Key Stage 4 (year 10 and 11)

All subjects that students study in KS4 will set home learning. This is to aid the completion of the i/GCSE course and to ensure learning is fully consolidated over time. As a guide, everyone should expect a minimum of 1 hour per week per subject. This will vary from subject to subject and at different times of the year. Teachers should be mindful of student's workload and not set work for the sake of it, parents should be aware that around assessment periods, more homework will need to be set.

Key Stage 5 (year 12 and 13)

All subjects that students study in KS5 will set home learning. This is to aid the completion of the A-level/BTEC course and to ensure learning is fully consolidated over time. As a guide, everyone should expect a minimum of 5 hours per week. This will vary from subject to subject and at different times of the year. At KS5 learning level, students have 'self-study' on their timetables, this is where the bulk of this work should be completed. Therefore, only taking home around half of this to complete outside of school time.

During assessment weeks, there is an expectation that in the week before and during, there will be no homework set that forms new learning, instead, it should be formative and consolidate what has been studied in the term.

There will be no mandatory homework set as holiday homework, the only exception to this will be in the case that the teacher has made a specific arrangement with the parent and student for homework to be done over a holiday period.

Follow up



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High-quality homework should be recognised with the student, this could take place through praise, the reward of a house point, or an email/letter sent home.

When homework is not completed, the teacher should follow up with the student using the following steps.

- 1) First instance (discussion with the student): was the homework accessible? Does extra support need to be provided? Was there another valid reason for non-completion of the work this time? Can the student be given an extension to complete?
- 2) Second instance: again ascertain the reason and make the judgement if a sanction needs to be applied or support to be given. Follow up with parents through a phone call or email.
- 3) Further instance: again ascertain the reason and assign a sanction. Follow up with parents through a phone call or email.
- 4) Sustained non-completion of homework: refer to the Head of Department/Head of Year who will speak with the student, sanction and follow up with parent meeting where necessary

Any sanctions given for non-completion of homework should follow Arcadia's Behaviour for Learning levels.

Policy Implemented: August 2024

Policy Review: June 2025

Policy Responsibility: AAHT Secondary

Board Approval Review:



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