



Home Learning Policy

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Rationale

Emirates International School Meadows (EISM) believes that 'Home Learning' is an integral part of the educational process, serving as a valuable tool to reinforce and extend the learning that takes place in the classroom. It allows students to practice and apply their knowledge, develop essential skills such as time management and independent study, and fosters a sense of responsibility for their own learning. Home learning also provides teachers with insights into each student's progress and understanding, enabling them to tailor their instruction to individual needs. In addition to these academic benefits, we recognise the importance of collaboration between parents, guardians and educators in nurturing students as lifelong learners.

This is a whole-school policy covering EY1 to Year 13. Expectations are deliberately progressive and should be interpreted in an age-, developmentally and programme-appropriate way. Home learning should reinforce or extend learning, develop independence over time and remain proportionate so that it supports, rather than competes with, student wellbeing, family life and wider development.

Aims

Fostering a Love for Learning: Parents and teachers working together can create an environment that fosters a love for learning in students. When students see their parents valuing education and actively participating in their learning journey, they are more likely to develop a positive attitude toward learning that extends beyond the classroom.

Feedback and Assessment: Home learning will serve as a means for teachers to assess student understanding and progress, allowing them to provide timely feedback and adjust their teaching accordingly.

Reinforcing Educational Values: Parents and teachers share a common goal of instilling important values such as curiosity, perseverance, and a strong work ethic in students. Home learning provides an opportunity for students to witness these values in action as they observe the collaborative efforts of adults in their lives.

Supporting Academic Progress: Parental involvement in home learning can provide students with additional support and guidance. It allows parents to identify areas where their child may be struggling or excelling, enabling them to provide timely assistance or enrichment opportunities.

Teaching Lifelong Skills: Beyond academic content, home learning offers a platform for teaching essential lifelong skills such as time management, organisation and self-discipline. When parents and teachers work together, they can reinforce the importance of these skills and provide guidance on their development.

Modelling Lifelong Learning: When parents and educators model a commitment to continuous learning and growth, students are more likely to adopt a similar mindset.

Home Learning in Primary School (Early Learners and PYP)

At EISM, we believe that home learning should be purposeful, manageable and meaningful, supporting learning in school without placing unnecessary pressure on students and families.

Research into homework suggests that more homework does not necessarily lead to better academic outcomes, particularly for younger children. Homework is most beneficial when it is purposeful, clearly connected to classroom learning and appropriate to the age and developmental stage of the student. For this reason, EISM takes a measured approach to home learning rather than assigning large amounts of routine homework.

Reading is Essential

Reading is strongly encouraged for all students from EY onwards and is considered an essential part of every child's learning. Regular reading is one of the most valuable ways families can support children's learning at home. Developing reading fluency, vocabulary, comprehension, background knowledge and a love of reading supports learning across all areas of the curriculum.

Reading is not simply an English activity; it is a fundamental skill that enables children to access, understand and engage with learning across the whole curriculum. Developing strong reading habits therefore remains a priority throughout the Primary years.

Reading at Home

We encourage parents and carers to support their child's reading development by providing opportunities for reading at home, listening to their child read, reading with them or encouraging them to read independently.

From Year 1 onwards, all children are provided with a reading log to record their reading at home. Reading logs are checked weekly by the class teacher to monitor engagement and encourage regular reading habits.

Parents and carers can support reading development by asking their child about what they have been reading, encouraging them to share their favourite parts of a book or story, discussing new vocabulary and supporting them in understanding unfamiliar words.

Suggested reading expectations are:

Year Group	Suggested Reading Expectation
EY1–EY2	10–15 minutes per day
Years 1–2	15–20 minutes per day
Years 3–4	20–25 minutes per day
Years 5–6	25–30 minutes per day

These timings are a guide and may be adjusted according to the individual needs, age and reading stamina of each child. The expectation is that children develop a consistent habit of reading regularly for both learning and pleasure.

A Gradual Increase in Home Learning

Our approach recognises that children's independence and readiness for home learning develop over time. Years 1–4: Home learning is generally optional and provides opportunities for students to practise, consolidate and extend key learning from the curriculum. Activities may include English, Mathematics and other core subjects and may often be driven by students' Units of Inquiry, providing opportunities to connect classroom learning with experiences, interests and learning at home. The emphasis is on choice, independence and meaningful practice, rather than completing a large volume of work.

Years 5–6: Home learning becomes compulsory and more structured. This is intentional, as students are preparing for the increased independence, organisation and study habits required when they transition into the Middle Years Programme (MYP).

Home learning should remain manageable and purposeful. Students in Year 5 should generally expect approximately 30–45 minutes of home learning across the week, while Year 6 students should generally expect approximately 40–60 minutes across the week. These timings exclude the regular reading expectation outlined above.

Students are expected to take increasing responsibility for organising, completing and submitting their work. Home learning may also be connected to current Units of Inquiry, allowing students to deepen their understanding and make meaningful connections between different areas of learning.

If a student is consistently spending significantly longer than the expected time on a task, parents are encouraged to communicate this with the class teacher. The focus is on purposeful learning rather than the completion of an excessive volume of work.

Inclusion and Equity: Home learning should be accessible to all students. Teachers should consider individual starting points, language needs, Students of Determination, access arrangements and reasonable adjustments when setting tasks. Students should not be disadvantaged because they do not

have access to particular resources, adult support or paid services at home. Alternative arrangements should be provided where required.

Arabic Home Learning

Arabic home learning is provided for students studying Arabic A and Arabic B, with expectations increasing as students' progress through Primary.

Arabic home learning is incorporated through Toddle and may include activities designed to reinforce classroom learning, develop language skills and provide opportunities for continued practice at home. Home learning expectations will be reviewed regularly to ensure they remain age-appropriate, purposeful and consistent, while continuing to support students' academic development, independence and preparation for the next stage of their education.

Home Learning in High School (MYP & DP/CP)

At EISM, home learning in High School supports the progressive development of independence, responsibility, critical thinking and strong organisational skills. Students are expected to take increasing responsibility for completing work independently, while parents are encouraged to support routines and conditions that enable success. The school also recognises the importance of appropriate time for rest, wellbeing, family life and wider interests; the time allocations in this policy are therefore intended as guides rather than targets to be exceeded.

Forms of Home Learning

- Classwork - Complete the work/ task that was done in class.
- Standalone Task - A separate task set in isolation to other work that students receive feedback on.
- Reflection - Reflection on a task, experience or feedback undertaken during class time, but is often part of a larger assignment or ongoing assessment.
- Study - This may be preparation for the next lesson or studying for upcoming assessments.
- Reading - At EISM we also place a strong emphasis on literacy and students are encouraged to read for pleasure in addition to other tasks that may have been assigned.

Please note that MYP programme requirements and the DP and CP Core require students to allocate regular independent time in order to remain on track. Relevant programme requirements and core components include:

- MYP: Service as Action
- MYP: Year 11: Personal Project
- DP: Creativity, Activity, Service (CAS)
- DP: Theory of Knowledge (TOK)
- DP: Extended Essay (EE)
- CP: Community Engagement
- CP: Reflective Project
- CP: Personal and Professional Skills
- CP: Language and Cultural Studies

Expectations of Home Learning at Each Year Level

The amount of time taken to complete homework tasks will vary from student to student and is dependent on both the year group of the student and their individual needs. Homework will be differentiated where appropriate.

Reading	20 minutes per day (minimum) Research has shown a significant increase in academic success for students that have developed daily habits of reading for pleasure. Reading material chosen by the student (library books etc) should continue to be encouraged as part of a healthy daily routine.
Year 7	Students should spend approximately 10 to 20 minutes per evening on homework tasks in addition to reading.
Year 8 & 9	Students should spend approximately 30 to 40 minutes per evening on

	homework tasks in addition to reading.
Years 10 & 11	Students should spend a maximum of approximately 90 minutes per evening on homework tasks across all subjects in addition to reading.
Years 12 & 13	Students are expected to engage in regular independent learning, including teacher-directed tasks, revision, examination practice, coursework and DP/CP Core requirements. The time required will vary throughout the programme and students are expected to manage their workload proactively.

Please note: Home learning should be a positive experience that students increasingly manage independently, thereby developing their self-management skills. Teachers and parents should support students as they develop the independence and habits required to become lifelong learners.

Support with Home Learning

At EISM, we prioritise the success and wellbeing of our students. Students and parents are encouraged to contact the teacher who set the home learning if clarification or support is required. Teachers should ensure that instructions, resources and deadlines are clear and that reasonable support is available. Where a student is consistently unable to complete work within the expected time, the teacher should review the task, the student's individual needs and any barriers to learning. Open communication between students, families and teachers is central to ensuring that home learning remains manageable, purposeful and successful.

Academic Integrity and AI: All home learning must reflect the student's own knowledge, understanding and effort. Students may use digital and AI tools only where their use is permitted by the teacher, subject, programme and relevant school policy. Any permitted assistance or AI-generated content must be acknowledged where required. Parents and other adults should support the learning process without completing, substantially editing or producing work on the student's behalf.

Failure to Complete Home Learning

Where home learning is compulsory, students are expected to make a genuine attempt to complete and submit it by the agreed deadline. Non-completion should initially be addressed through support, clarification and consideration of any barriers to learning. Repeated or deliberate non-completion may result in proportionate follow-up in line with the Behaviour Policy. Consequences should not be applied where a student has been unable to complete work because of an identified learning need, agreed adjustment or other reasonable circumstance.

Roles and Responsibilities

Teachers will set purposeful, proportionate and clearly communicated home learning; consider workload across subjects; provide appropriate feedback or follow-up; and make reasonable adjustments where required. Students will record, organise and complete required work with increasing independence, seek clarification when needed and meet academic integrity expectations. Parents and carers will support routines and an appropriate environment for learning, encourage independence and communicate with school where workload, access or wellbeing becomes a concern. Leaders and programme/phase coordinators will monitor the consistency, purpose, workload and impact of home learning and address significant imbalance or duplication across subjects.

Monitoring and Review

The impact of home learning will be reviewed through student, parent and staff feedback, patterns of completion, assessment information and wider quality assurance. Leaders will use this evidence to ensure expectations remain manageable, equitable and aligned with the Learning and Teaching, Assessment, Inclusion and Academic Integrity policies.

Links to other policies

Assessment

Inclusion

Learning and Teaching

Academic Integrity

