



AIS Home Learning Policy

Home Learning Rationale

A key part of our AIS mission is to 'enjoy learning and challenge ourselves to do our best'. We wish to help children develop a lifelong positive attitude to learning, in which they see learning as exciting and recognise that they can be responsible for their own progress. This focus on engagement in learning is at the core of our philosophy, not just in the classroom, but at home with our families and in the wider world.

There are many approaches to home learning and the way in which a school organises these activities depends very much on their beliefs about its purpose. At AIS we try to use the term home learning, as opposed to 'homework', because this helps to remind us that all the activities we are asking children to engage in should be purposeful, enjoyable and should support growth.

Appropriate school directed home learning provides opportunities to build on knowledge, skills and understanding acquired in school, encourages a home-school partnership and empowers children.

Contrary to popular belief, setting additional 'work' to do at home does not automatically generate improved learning or student progress. At AIS we are concerned that setting unnecessary tasks leads to a lack of learning focus, which in turn results in disengagement. Instead, at AIS we aim to set home learning tasks that are meaningful and in line with our school curriculum and culture.

Children's time outside of school should be balanced to allow time for free play, conversation, clubs and social activities. In order to provide the brain with opportunities to regenerate and work effectively, it is important children are able to have time to relax, enjoy family time and partake in extra-curricular activities.

Home Learning at AIS is differentiated across the school, the demands of the IGCSE and A-level programmes of study requiring a greater level of independent study in preparation for University.

The AIS Home Learning Policy is intended:

- To provide information for parents on the types of home learning that we set and the way in which home learning is managed at ISK.
- To provide a rationale for the ISK approach to school directed home learning.
- To ensure that our approach remains consistent across primary and secondary.

Subject Information

Language Arts – We know that the amount of reading a child does is the greatest indicator of academic success. Its long term impact on achievement far outweighs other forms of activity that schools typically set for home learning.

Daily reading is an essential part of home learning for all children and building a culture of reading for pleasure is how we develop a lifelong love of books. A 'good fit' book will be chosen and taken home that is appropriate to your child's age and reading level. Children should have access to a range of reading material and books from different genres to challenge their curiosity and encourage reading for pleasure. Children also have regular access to the school library so can choose books for research or general interest every week.

Although home learning reading times are provided, they act as a suggestion that should be modified between parents and children. Every child is different, so some children will want to read a lot more and some children may prefer a few two minute short bursts of reading across the day or week.

We encourage reading in your mother tongue at all ages, we suggest students read regularly in both English and or their mother tongue, whenever possible. For primary age children, a bedtime story in any language further develops understanding and is a great way to end the day.

Spellings serve a number of purposes, to consolidate phonics and spelling patterns as well as increase various types of vocabulary. We encourage children to use their spelling words in sentences and verbal discussion to improve application and increase meaning.

Maths - Primary teachers have the expectation that children will be supported in learning their times tables at home, and in early primary home learning activities will support this endeavour. In addition to this consolidation exercises will be provided to include parents in the learning process.

One of the best ways for children to move forward with their skills is to consolidate the learning they have undertaken during the day. We encourage parents to allow their children to reflect on their daily learning at home by asking children to explain new skills they have developed.

Parents can stay informed of day-to-day learning using Bloomz updates and use this to guide their conversations.

The following online resources provide guidance and activities that you can use at home to help your child consolidate their Mathematical learning:

[Oxford Owl Maths](#) - Guidance, Activities and Free eBooks (Requires sign-up for a free account)

[Hit the Button](#) - Rapid Fire Numeracy Practice

[Sumdog](#) - Mathematical Activities and Tasks (Requires sign-up for a free account)

Middle Years students will be provided with a Mental Maths book appropriate for his/her mathematical level. The purpose of Mental Maths is to build on the student's current level and to improve their mental calculations, question the students on a range of topics (as we focus on one main unit at a time in class) and to develop students' independent skills. The students may encounter new concepts and are encouraged to research these, or ask a parent or their teacher if they require assistance. For Books E, F and G answers are provided at the back of the book. For Books 1, 2 and 3, answers will be put up on Google Classroom. Students are expected to mark their own work and their book will be checked by the Mathematics teacher each week.

IPC Subjects – As an IPC accredited school, we pride ourselves on the use of this learning-focused curriculum. Please note that the label 'IPC' is shorthand for the term 'International Primary Curriculum' and describes the teaching and learning of all the remaining subjects (Science, History, ICT, Geography, Technology, Society and International). These subjects are all part of our 'IPC units of work' which provide an overarching theme for the learning process in the class. Single subjects, such as Music, Art, Physical Education and Korean, are taught by specialist teachers and also embed the goals and teaching style of the IPC curriculum. All classes cover a number of units across the year and home learning will be connected to these topics. This could be mother tongue spellings to introduce the new vocabulary, presentations, talking activities, projects or reflection. We encourage parents to be involved as much as possible in these tasks.

IMYC - The International Middle Years Curriculum aims to support the whole student; the development of personal dispositions and international mindedness are an essential part of every unit. The IMYC inspires and engages students to start the lifelong learning adventure. All of our middle years subjects link to the Big Idea of each unit. This allows students to make connections and embed learning throughout all their separate, individual subjects. The IMYC provides a rigorous academic platform preparing students well for their next stage of learning and is specifically designed to meet the 6 needs of the adolescent brain.

IGCSE - The International General Certificate of Secondary Education covers a range of subjects, all designed to be two year courses, typically for those students in Years 10 and 11. Students will sit a range of subject based examinations at the end of Year 11. Upon completion

of each subject's course, students will be awarded an IGCSE for that subject. The IGCSE provides multiple pathways to the next stage of learning and helps students to further develop their independence.

Advanced Levels - Students in Y12 and 13 will study fewer subjects in greater depth. These are examined subjects. If a subject is studied for 1 year, the *Advanced Subsidiary* qualification can be examined for. If a subject is studied for 2 years, the *Advanced Level* qualification can be taken. Their teachers guide students to take more responsibility for their learning at home preparation for university study where a great deal of self regulation is required for success.

Home Learning across the school

Early Years

Students may be given home learning activities designed to be child/parent sharing & talking time. These may include:

- Shared reading in which parents may be given questions to discuss with their child about the book. Bedtime stories are an important part of this learning process as it encourages a culture of reading for pleasure.
- Work on sounds, such as flash cards of the current letter sounds.
- Instructions to play different games with their child.
- IEYC tasks linked to the unit as appropriate.

Primary Years 1 and 2

Students may be given home learning activities designed to be child/parent sharing & talking time. These may include:

- Parents are referred to the learning ladders for detailed learning goals and advice for how best to support their child at home.
- 5-10 (or more) minutes reading per day. This could be reading to your child or listening to your child read. Bedtime stories are an important part of this learning process as they encourage a culture of reading for pleasure.
- Weekly spellings linked to the learning in the classroom.
- IPC tasks or projects linked to the unit as appropriate.

Primary Years 3-6

Students are encouraged to become more independent at this stage to develop good study practice, however there will be many opportunities for parents to work collaboratively with their child on home learning activities.

Parents are referred to the learning ladders for detailed learning goals and advice for how best to support their child at home.

- 15 - 30 minutes reading per day. This could be reading to your child or listening to your child read. Bedtime stories are an important part of this learning process as they encourage a culture of reading for pleasure. When listening to Year 5 and 6 pupils in particular, it is important they understand the text they are reading, so it is useful to select some words that they have read and check they fully understand their meaning.
- Weekly spellings that are linked to learning in the classroom.
- IPC tasks or projects linked to the unit as appropriate.

Middle Years 7-9

Maths - Mental maths practice every evening (Monday - Thursday) and one maths assignment per week.

- Language Arts - A minimum of 20 – 30 minutes reading per day and completion of any writing assignments unfinished in class.
- IMYC – A maximum total of 60 minutes on IMYC subjects. Subject teachers will work collaboratively to ensure fair balance of tasks and assignments. Certain subjects allow students to select their home learning from a range of tasks and time demands, it is the student's responsibility to balance their time based on their task selection as this will support their development in their decision making and study skills.

For some subjects or for particular individuals, regular structured practice tasks may be assigned and managed in similar ways to those done regularly with Primary School students. Some examples might be, regular vocabulary learning (eg in Korean and Spanish or English for EAL students), or practices designed to consolidate learning of basic number facts.

For the William Pike Challenge, the students are expected to spend an hour each week completing their personal projects and community service commitments. In one academic year the students must complete 20 hours of community service and 20 hours of passion project, and log their activities on the Hub and in their WPCA Log.

All Home Learning tasks will also be shared on Bloomz.

Higher Years 10-13

Students will have home learning for each subject which may be a mixture of going through their class notes and resources to embed learning or course work. Teachers will guide students on how to manage their home learning.

Students studying IGCSE or A-level English - 25-35 minutes of daily reading. Some of this will happen during class time so it is the student's responsibility to finish unread text at home if there is no assigned Literature or English Home Learning.

For the combination of other IGCSE or A-level subjects, students are expected to spend around 90 minutes on their home learning per evening. Subject teachers will work collaboratively to ensure fair balance of tasks and assignments. Certain subjects allow students to select their

home learning from a range of tasks and time demands, it is the student's responsibility to balance their time based on their task selection as this will support their development in their decision making and study skills.

For the Higher years students, they are expected to undertake the Duke of Edinburgh International Award. As part of this course, they must complete 1 hour a week of personal skills, physical recreation and voluntary service for a duration of 3-6 months. The students choose their own projects and set smart goals for their activities and are expected to upload their progress and reflections on the Online Record Book. They may at times be given home learning assignments to ensure completion of their activities and these are posted on Bloomz or Google Classroom.

All Home Learning tasks will also be shared on Bloomz.

Online Home Learning – All ages Primary and Secondary children need to become accustomed to making use of interactive websites to facilitate home learning. We make use of a range of sites, such as studyladder and mymaths, and parents are kindly requested to ensure that students have access to the internet. If necessary, please supervise children when using the internet and also please ensure browsers on all devices are set for safe browsing.

If you need advice on how to do this, please visit the Google Safety Centre:
www.google.com/safetycenter/families/start/ Language Learning

The SLT and class teachers stay abreast of current research and ensure we are always working together to keep home learning consistent.

Home Learning for Absent Students: As we aim to ensure home learning relates to current learning in class, tasks will not be set for children who are absent from school and no home learning will be set during school holidays.

Who to Contact: For any questions about home learning, parents are welcome to contact the class teacher for clarification. Feedback from parents on home learning tasks is very helpful for teachers and we wish to encourage open dialogue about school directed home learning.

Document History

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