



**Newton International School
West Bay**

Home Learning Policy 2023-24

Introduction

At Newton International School West Bay, we value the importance of an age-appropriate home learning routine for our children. Revising the key skills learned in the classroom during home learning increases the likelihood of a child remembering and being able to use those skills in a variety of situations in the future, contributing to their overall education.

The link between homework and educational achievement is supported by research:

“With only rare exceptions, the relationship between the amount of homework students do and their achievement outcomes was found to be positive and statistically significant.”

Why we have home learning at NIS West Bay:

- to consolidate and reinforce key aspects of learning by allowing children opportunities to practice skills and to reinforce knowledge and understanding covered during lessons;
- to help pupils develop their independent learning;
- to extend learning across the curriculum, for example through additional reading & research;
- to help children develop good work habits for the future;
- to promote the partnership between home and school in supporting each child’s learning.

At NIS West Bay, we ensure:

- that home learning is relevant;
- that our children can complete most of their home learning independently;
- that parents are involved, making it a sharing of information, rather than a battle;
- that home learning is tracked and valued by our teachers.

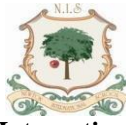
Inclusion and home learning

At NIS West Bay we are committed to equality and all of our children have equal access to the curriculum regardless of their gender, race, ability or disability.

EYFS

Home learning may include:

- Reading books and key words
- Counting up and down stairs, number of jumps, number of tins etc.
- Reciting nursery and counting rhymes.
- Identification of shapes in the environment.
- Fastening and unfastening buttons and zips and tying shoelaces – getting dressed and undressed etc.



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How much time should a child be spending on their home learning?

Years 1 and 2 - 1 hour per week

Years 3 and 4 - 1.5 hours per week

Years 5 and 6 - 30 minutes per day

Year 1 and Year 2

Home learning may include:

- Reading books and key words English & Arabic
- Learning spellings
- Learning number facts
- Arabic
- English activities
- Maths activities
- Real life maths-related problems e.g. shopping, car, bus and house numbers, use of T.V. remote control.
- DoodleMaths/english, Bugclub and Literacy Planet

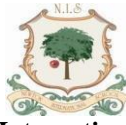
Year 3 and Year 4

Home learning may include:

- Reading in English & Arabic
- Spellings
- Arabic
- English activities
- Maths activities
- DoodleMaths/English, Bugclub and Literacy Planet

Year 5 and Year 6 They may include:

- Reading in English & Arabic *Newton International community of learners striving for excellence and celebrating success*



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- Spellings
- Reading comprehension activities
- Planning pieces of writing
- Planning presentations
- Researching topics
- Learning Times Tables
- Learning number facts and number bonds
- Practising calculation strategies learned in class

Role of the Teacher

- To provide an explanation of homework tasks to children and, when necessary, parents and give guidance of how they might assist their child. This may be done by a note with the work, at a pre-school parents meeting or at an open evening if possible.
- To set up regular homework in an easily followed routine.
- To ensure that homework is set consistently across classes in the Year group.
- To set homework that takes equal and racial opportunities into account.
- To ensure any homework is purposeful and links directly to the curriculum being taught.
- To reward and praise children who regularly complete homework tasks.
- To mark homework appropriately, when necessary and give feedback to pupils.
- To keep a record of homework that is submitted and follow-up when homework is not handed in.

Role of Parents/Carers

- To support the school by ensuring that their child attempts the homework.
- To provide a suitable place for their child to carry out their homework.
- To encourage and praise their child when they have completed their homework.
- To become actively involved and support their child with homework activities.
- To make it clear that they value homework and they support the school by explaining how it can help learning.

Is this working?

- Is homework completed regularly by all children in the school?
- Do parents feel that they are aware of what their children are studying in school?
- Do children enjoy their home learning and feel that the tasks are sufficiently interesting and open ended?

Previously Reviewed: June 2022

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Principal's Signature	Head of Primary's Signature	EYFS Coordinator
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Reviewed By Next Review Date: June 2023

ملعت ل انم ل ا 2022 - 23 ة س ا س

ةمد قم

انلا فطم رمعلل بسانملا لنملا ملعتلا يتور قيمها ردقن ، برغلا جيلخلا ف ةيلودلا نتوين ةسردم ف امم ، . ف ةيستكملا ةيساسما تاراهملا ةعجارم نا لبقتسملا ف فقاوملا نم ةعونتم ةعومجم ف اهمادختسا لع ةردقلاو تاراهملا هذهل لفظلا ركذت قيلامتعا نم ديزت لنملا ملعتلا ءانثا لصفلا ماع لكشب . هميلعت ف مهاسي

ةيئاصحا . " :ثحبلا للاخ نم ميلعتلا ليصحتلاو لنملا بجاولا يب ةقلاعلا معد متي

ةيئاصحا ةقلا . " :قلا تانو ةيباجيا مهزاجنا جناتنو بلاطلا اهب موقى تلا ةيلنملا تابجاولا رادقم يب ةقلاعلا لع روئعلا مت ، طقف ةردان تاءانتسا عم

"تانو ةيباجيا مهزاجنا جناتنو بلاطلا اهب موقى تلا ةيلنملا تابجاولا رادقم يب ةقلاعلا لع روئعلا مت ، طقف ةردان تاءانتسا عم

لنم ل ا م لعت لا ةس ا س ان يدل اذامل

- ديحوتل زيزعتو بناوجلا ةيسينرلا ملعتل نم للاخ حامسلا لافطال صرفب ةسرامم تاراهملا زيزعتو ةفر عملا مهفلاو نيلومشعلا ءانثا سورديلا ؛
- ةدعاسمل ذيملاتلا بلع ريوطت مهملعت لقتسملا ؛
- عيسوت قاطن ملعتلا ربع جهانملا ةيساردلا ، بلع لبيس لاثملا نم للاخ ةءارقلا ثحبلاو يفاضلا ؛
- ةدعاسمل لافطما بلع ريوطت تاداع لمع ةديج لبقتسملا زيزعت ؛ ةكارشلا نيي لزنملا ةسردملاو يف معد ملعت لك لفظ .

يف ةسردم نتوين هيملعلا جيلخلا بيرغلا نحن نمضن يتلا

- نأ ملعتلا يلزنملا وذ ةلص ؛
- نأ انلا فطأ مهنكمي لامكا مضم مهملعت يلزنملا لكشب لقتسم ؛
- نأ ءابلا نوظروتم ، امم اهلعجي فكراشم تامولعملل ، لادب نم فكرعم ؛
- متي عبتت ملعتلا يلزنملا همبيقتو نم لبق انيملعم .

لنم ل ا م لعت ل او
جمدلا

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وأ مهقرع وأ مهسج نع رظنلا ضغب قيساردلا جهانملا لإ لوصولاف وأاسملااب انلافظاً عيمج عتمتيو وأاسملااب نوملم نحن ، ياب تسبو نئوين ف مهتقاعاً وأ مهتردق .

يف مسق هضورلا يديهمتلاو

لبي ام لنملا ملعتلا لمشي دق

- ةءارق بتكلا تاملكلاو هيساسلا
- دعلا ادوعص اطوبهو بلع مللاسلا ، ددعو تازفقلا ، ددعو بلعلا ، خإ .
- ةءارق بتكلا .
- ركذ لأكشلاا هطاحملا يف ةئيبلا .
- رارزأ تيبئتلا تاباحسلاو كفو ةطبرما طبرو ةطبرأ اذحلا - ءادترا سبلاملا اهلعخو امو بلا كلذ .

لنملا ملعتلا ف لفطلا هي ضقي نا بجي تقولا نم م ك

فصلا لولا ، فصلاو يناثلا هعاس عوبسلااب

فصلا ثلاثلا عبارلاو هعاس فصنو عوبسلااب

فصلا سماخلا سداسلاو فصن هعاس ايموي

فصلا لولا يناثلاو

لبي ام لنملا ملعتلا لمشي دق

- قبير علاو قينلجنلاب هيساسلا تاملكلاو بتكلا ةءارق
- ملعت ءلاملا
- ملعت ماقرلا
- هغلا هبيرعلا
- ةطشنا هغلا هيزيلجنلا
- ةطشنا تايضابيرلا
- ملعت تايضابيرلا مدختسملا يف هايحلا هيعقاولا لثم قوستلا ماقراو تارايسلا تلافاحلاو لزانملاو مادختساو زاهج مكحتلا ينورنكللا
- *flour* غنخ *id* ام *str* طسيب *ر* *nt* ل *al* م *as* ع *ol* *dy* *un* و *dm* *com* *al* *th* و *io* *غ* *nk* *ر* *l* *و* *bt* *و* *an* *يسر* *تيل* *تينا* *لاب* *excellence and celebrating success*



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نید لاول ا رود / قیاعرل ا م دقم

- معدل ٲسر دملا نم للاخ دکأتلا نم نأ مهلفظ لواحي ءادأ بجاولا یلز نملا .
- ریفوتل ناکم بسانم مهلافطم ءادم مهتابجاو قیسردملا .
- عیجشتل حدمو مهلفظ دنع ءاهتنلا نم مهتابجاو قیسردملا .
- ٲکراشملا طاشنب معدو مهلافطاً یف ٲطشنأ تابجاو لا قیلز نملا .
- حیضوتل مهناً نور دقي تابجاو لا قیلز نملا نومعدیو ٲسر دملا نم للاخ حرش فیک نکمی نأ دعاست یف ملعتلا .

المعی اذ ه له

- ٲسر دملا ف لافطما عیمج لبق نم ماظنتاب قیلنملا تابجاو لا لامکا متی له
- ٲسر دملا ف مهلافطاً هسردی امب قیارد لبع مهناً ءابلا رعشی له
- ٲیافکلا هیف امب ٲحوتقمو مامتهال ٲنثم ماهملا نأ نور عشیو لنملا مهملعتب لافطما عتمتسی له

Principal's Signature	Head of Primary's Signature	EYFS Coordinator
