

Islamiyah Girls High School



Homework/ Home Learning Policy

Document Control

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Approved by:	Governing Body

Teaching and Learning Team's Vision

Islamiyah School Mission Statement

Providing educational excellence in an Islamic environment to inspire, nurture and enable our young British citizens to serve and positively contribute to society as a whole.

Our Ethos

The ethos of the school is one of equality of opportunities for young British Muslim girls enabling them to understand and become integrated into, rather than isolated from, British society of which they are members.

Our Vision and Aims

Offer a broad and balanced curriculum, alongside a positive understanding of Islam, to equip every pupil with skills to be a successful learner, confident individual and responsible British citizen.

Provide pupils with a safe, secure and stimulating learning environment, which develops their intellect and talents as independent learners giving pupils the confidence to believe that their aspirations are achievable

Encourage and enable each pupil to develop moral integrity, a sense of social responsibility, respect for themselves and others.

The following policy is designed with our school vision in mind along with the following principles of teaching and learning which guide the work in the school:

To Promote Learning and Raise Progress

'The most important role of teaching is to promote learning and to raise pupils' achievement.'

To Aid Young People's Development

'It is also important in promoting students' spiritual, moral, social and cultural development.'
OFSTED

The aims of this document are to set out a clear set of high expectations and a common approach to teaching and learning at Islamiyah School so that teachers, parents/carers and students are all aware of and can work towards the highest possible standards of education. It is designed to ease the workload of teachers and students, whilst simultaneously encouraging independence, confidence and progression. The aim is to maintain uniformity across the school to maximise effective teaching and learning. Regular monitoring takes place at Islamiyah School to ensure that high standards are always met to achieve the best outcomes for the students.

Setting of appropriate home learning across the whole curriculum

The Teaching and Learning Lead is Barira Vali.

Rationale

Home learning is an essential part of a successful education and helps support students' ability to learn in a variety of contexts. Home learning not only reinforces classroom learning, it also helps pupils to develop skills and attitudes they need for successful lifelong learning. It promotes independent learning skills, including the habits of inquiry and investigation. Homework is also part of curriculum planning and is an extension to the students' learning day and contributes to raising achievement. Homework is also an opportunity for students to develop their ability to work independently, to research and to extend their learning.

Nature and effectiveness of home learning

At Islamiyah School, we believe that home learning tasks should not prevent pupils from taking part in other after-school activities. The majority of pupils attend supplementary faith-based classes at madrassas which run for around two/three hours after school. Thus, flexibility is maintained with homework tasks. Students are expected to take on an increased level of personal responsibility for their own time management and organisation of their work so that whilst keeping up with the home learning demands, they can also pursue other beneficial hobbies and activities.

Department leaders and teachers must ensure that home learning is purposeful and that it enhances the students' learning journey. Home learning is most effective when:

- Tasks are structured, linked to the scheme of work and their purpose is clearly explained to pupils;
- There is consistent practice across the departments;
- Home learning is regular so that everyone knows what to expect each week;
- Home learning expectations are recorded in the planner provided;
- Pupils and their guardians are clear about what they need to do and what the outcome will be;
- There are high expectations;
- Feedback is clear, focussed and constructive.

Rewards and sanctions

Home learning will be rewarded through the merits system. Additionally, pupils will be rewarded at the commendation assemblies with certificates and awards for their efforts.

On the occasions where pupils fail to complete their home learning, they will be set an appropriate sanction, via warnings and detention for repeat offences.

Pupil and Parent Involvement

The views of pupils about home learning will be sought as part of a pupil voice subject review. Parents have a considerable contribution to make to pupils' success in school. They are strongly encouraged to support their children with their home learning by creating the right environment and routines at home to enable home learning to be completed. Liaison with the school is encouraged through use of the student planner. Parent views are regularly sought and acted upon. Parents will be contacted if pupils regularly do not engage with home learning.

Frequency and Recording of Homework

Homework can take the form of separate tasks set each week, and it can also consist of a project, or a series of tasks to be completed over a defined period of time. The amount of homework expected to be set by departments is in proportion to curriculum time.

The default expectation is that pupils have one week to complete a piece of homework. This enables pupils to organise their own time and avoid situations where multiple tasks have to be completed on the same day. In Key stage 4, homework deadlines may be shorter than one week. This will prepare pupils for further and higher education and the world of work, where competing urgent deadlines can sometimes conflict.

Teachers should ensure that pupils at least make reference to the homework in their planner as a prompt, even if they do not always write it in full. The purpose of the student planner is to develop independence and resilience in managing their learning. They should capture both what they have done and what they plan to do over the week.

The purpose of recording 'homework/revision/work done' in the planner is to hold pupils accountable for their own learning and time management. Even if homework has not been specifically assigned, it is still the pupil's responsibility to ensure they are completing the required number of hours of independent study each week.

Establishing good work routines in year 7 and maintaining them throughout secondary school is crucial. By doing so, pupils will not have to learn new routines and study habits towards the end of year 11, when they may be overwhelmed with coursework and exam preparation.

As a general guideline, students should expect to spend at least one hour on homework each day, totaling at least six hours per week. However, these expectations may increase as students progress

into Key Stage 4 (years 10 and 11), where more independent study is often required. In some cases, the amount of homework may even double at this stage.

Overall, the aim is to encourage pupils to take ownership of their learning and develop effective study habits from an early stage, ensuring they are well-prepared for the challenges of their final years at school.

Approved by:

Mrs. Yaasmin Mubarak
Headteacher

September, 2023

Mubarak Patel
Chair of Governing Body

September, 2023

Date: