



عضو في مؤسسة قطر
Member of Qatar Foundation



Primary Years
Programme

Tariq Bin Ziad School Home Learning Policy



44542222
tbz@qf.org.qa
tbz.qa

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Tariq Bin Ziad School Home Learning Policy

Tariq Bin Ziad School understands that home learning supports and consolidates classroom learning.

Rationale

The Primary School Home Learning Policy is a document intended for parents, teachers, and students at Tariq Bin Ziad School. It outlines clear expectations, beliefs, and practices for home learning assignments. The document provides information about the type and timing of home learning for our students from Preschool to Grade 5.

The policy articulates consistent and developmentally appropriate practices at each grade level and across grade levels. It also addresses the role of home learning in learner success.

Aim

This document aims to introduce a consistent, standardized approach to home learning across the primary school.

- **Home Learning should consolidate learning that takes place in school.**
- **It should meet the needs of all students (differentiated tasks).**
- **It should be completed with adult support in Preschool.**
- **It should be completed with minimal adult support-Gr1) and no adult support as children progress through the school (Gr2-Gr5).**

Beliefs/Philosophy

- We believe that home learning is an important component of education.
- **It allows learners to practice skills, review content, and deepen their understanding of concepts.**
- **It can also help learners develop self-regulation skills, including goal-setting, time**

management, and study habits.

- Home learning also **strengthens school-home relationships** by involving families in their children's learning.
 - The design of home learning should account for learners' need to maintain a **balanced lifestyle**. This includes time for family, sports, recreation, and cultural activities.
- **For this policy document, it is important to note that at Tariq Bin Ziad School, we expect regular home reading to be part of learners' daily routines and considered an essential home activity.**

Principles

Best practice suggests that, for home learning to be effective, tasks should be set to enrich learning rather than to repeat activities. It must be individualized and purposefully planned, and timely feedback must also be provided.

At Tariq Bin Ziad School, home learning should:

- be used to help students achieve their learning objectives only;
- complement and strengthen the curricula used in the classroom, and be suitable for the students' needs;
- help the students become more independent as learners;
- strengthen the relationship between school and home;
- avoid relying on excessive parental assistance or resources that are not readily available to the student.
- be established without compromising reasonable time for family, recreational, cultural, and employment pursuits pertinent to the student's age, development, and educational goals;
- be balanced across learning areas to avoid stress and overload,
- be applied, monitored, and assessed consistently as part of a whole-school approach that is responsive to individual needs and learning area requirements;
- be part of a developmental learning program that is responsive to individual needs, clearly relevant, supported by classroom practice, and developed in collaboration with students
- Provide clear learning objectives and motivational instructions for tasks to parents and students, along with clear examples of work to guide both children and adults.
- be associated with prompting, marking, and feedback; and be distinct from any form of punishing students or securing discipline.
- Encourage parents and guardians to speak with the school about their concerns if they believe the amount of home learning assigned is either excessive or

insufficiently challenging. This will allow us to find a solution together.

Teachers' Responsibilities

Teachers are expected to:

- Collaborate with grade-level partners to ensure consistency across the grade level
- For Preschool: include home-learning activities in the weekly newsletter on HOOPOOH. For KG-Grade 5: Include home learning information in the weekly Seesaw newsletter.
- Set home learning that is varied, challenging, meaningful, and directly related to class work and appropriate to students' learning needs;
- provide feedback and opportunities for students to discuss any difficulties they are experiencing with home learning;
- Monitor the time taken to complete home learning assignments,
- Select appropriate, meaningful tasks that will reinforce classroom learning.
- Contact parents/caregivers to discuss any concerns about home learning.
- Be mindful of circumstances that may prevent a child from completing home learning tasks.
- Create a grade-level home learning essential agreement and share it with students and parents

Students' Responsibilities

Students are expected to:

- Establish good learning habits that extend beyond the classroom into the home.
- Be responsible for their home learning tasks, and be prepared for their lessons.
- Be honest about the levels of support to complete assignments.
- Demonstrate responsibility by caring for materials required to complete home learning, such as books, pens, and pencils.

Parents' Responsibilities

Parents are recommended to:

- check Seesaw/HOOPOOH **regularly**

- develop a positive environment for their child's workspace
- help their child to set up a home learning routine
- support, **but not actively complete**, their child's home learning tasks
- Avoid comparing students, as home learning tasks may be individualized

Expectations

Home learning will only be assigned from Thursday to Thursday.

Class	Type of Homelearning	Expected Time for <i>home learning per day</i>
Pre3 - Pre4	Reading A/E, UOI, Math, phonological/phonemic, and phonics activities.	5-10 minutes
KG - Grade 1	Reading A/E, Math, Writing A/E, and UOI	20 -30 minutes
Grade 2 - Grade 3	Reading A/E, Math, Writing A/E, and UOI	30 - 45 minutes
Grade 4 - Grade 5	Reading A/E, Math, Writing A/E, and UOI	45-60 minutes

Types of Home Learning:

1. Reading
2. Reinforcement Skills - Phonics/writing
3. Project-based
4. Research assignment

Early Years: Preschool 3,4:

The weekly newsletter will include a variety of fun, play-based activities that parents can do with their child to support early development in areas like communication, fine motor skills, early numeracy, and inquiry-based exploration, all aligned with the PYP approach to learning.

Primary School: KG - Grade 5

The weekly Learning Packet will include activities across the disciplines scheduled throughout the week.

During the holidays, reading logs are expected to be completed in both English and Arabic. Home learning will be given to parents who request a learning packet.

Unit of Inquiry

Early Years: Pre3, & Pre4:

In preschool, UOI home learning is play-based and inquiry-focused, using stories, conversations, drawings, and simple home activities to help children explore unit ideas in a meaningful and age-appropriate way.

Primary School: KG to Grade 5

The home learning packet should include a Unit of Inquiry (UOI) activity aligned with the current unit and encourage students to make connections across subjects. This may include a short story with comprehension questions to show integration between literacy and the UOI, or a simple research task that students can explore at home using observation, discussion, or family support.

English and Arabic Communication and Language

Early Years: Pre3, & Pre4:

A weekly activity will be planned to consolidate children's communication and language

development. Letters introduced during the week will be reinforced through **play-based games**, songs, storytelling, and hands-on activities. These games will help children recognize letters and sounds and use language confidently in a fun, engaging way.

Parents should share a reading book with their child; this can be a book at home or the weekly library book. A discussion around the book should follow, and a record should be kept in the Home-School Diary.

Primary School: KG to Grade 5

A weekly learning packet will be assigned to consolidate communication and language learning during the week. This packet must be submitted every Thursday.

Children are moving towards **reading books** sent home that link to their literacy sessions. The teacher determines when children read these books based on what they have learned in school, and the daily reading of their leveled books sent home.

Mathematics

Early Years: PS3 - PS4

An activity consolidating Maths learning from the week will be included in the weekly newsletter posted on HOOPOOH.

Primary Years: KG to Grade 5

Each week, a task will be assigned to consolidate the Maths learning from the week. This activity may be submitted via the Reveal Math student practice book, and/or IXL.

Home learning options:

- *Basic number skills and facts.*
- *Math fluency and problem-solving*

Islamic and Qatar History.

Early Years: PS3 to PS4

Each week, an activity will be assigned to consolidate learning in Islamic or Qatari history

from that week. This activity may be required to be submitted via HOOPOOH.

Primary Years: KG to Grade 5

Each week, an activity will be assigned to consolidate learning in Islamic or Qatari history from that week. This activity may be required to be submitted via Seesaw or students' notebooks.

Marking and Feedback of Homework

Every submitted learning packet will receive a **brief comment or acknowledgement** from the teacher or teacher assistant. Teachers will use home learning to provide verbal or written feedback to students in class, either as whole-class feedback or as personalized feedback.

Students who do not submit home learning packets must be **followed up with by the teacher with parents** in a timely manner. Administrative involvement should occur only **after teacher-led follow-up has been attempted**.

References

Recommended reading:

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