

HOMEWORK POLICY

Policy Owner	SLT
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Review Date	July 2026
Next Review Due	July 2027
Circulation	All Staff, Students, Parents; School Website; KHDA Inspection File

1. PURPOSE AND SCOPE

This policy establishes clear and consistent standards for the planning, setting, communication, and quality assurance of homework across Dubai Scholars Private School. It applies to:

- All teaching staff responsible for setting homework tasks
- Phase Leaders and Heads of Department responsible for monitoring consistency and workload
- The Senior Leadership Team responsible for strategic oversight and quality assurance
- Students expected to complete homework to the best of their ability
- Parents and guardians who support and oversee homework at home

The purpose of this policy is to:

- Ensure homework is purposeful, proportionate, inclusive, and adaptive
- Meet the duty of care requirements set out under UAE Federal Law No. 3 of 2016 (Wadeema's Law) and KHDA regulatory expectations
- Define roles, responsibilities, and accountability for all stakeholders
- Establish clear standards for feedback, non-completion, and quality assurance
- Ensure all stakeholders — staff, students, and parents — understand expectations and responsibilities

2. LEGISLATIVE AND REGULATORY FRAMEWORK

This policy is underpinned by the following UAE and school-level frameworks:

Framework / Legislation	Relevance to This Policy
UAE Federal Law No. 3 of 2016 (Wadeema's Law)	Mandates child protection and wellbeing; places a legal duty on schools to ensure that all learning experiences, including homework, are safe, equitable, and do not place undue burden on children
UAE MoE Child Protection Policy	Requires schools to be alert to workload-related wellbeing concerns and to ensure learning tasks do not negatively affect

Framework / Legislation	Relevance to This Policy
	student mental health or family wellbeing
KHDA School Inspection Framework	Evaluates the quality and impact of homework, including whether tasks are purposeful, adaptive, and proportionate; forms part of the 'Teaching for Effective Learning' domain
UAE Federal Decree-Law No. 29 of 2006 (Persons with Disabilities)	Requires that homework is accessible and inclusive for Students of Determination; alternative formats and adapted tasks must be provided where appropriate
Dubai Scholars Adaptive Teaching Framework	Requires that homework reflects learners' starting points, readiness, language needs, learning profiles, and levels of independence — not a uniform task for all

3. DEFINITION OF HOMEWORK

Home learning refers to any purposeful learning activity completed outside lesson time, either independently or with appropriate parental support. It is an integral part of the teaching and learning process at Dubai Scholars Private School and should reinforce, consolidate, extend, or apply learning that has already been introduced in school.

Home learning may:

- Consolidate previously taught knowledge and skills
- Provide retrieval and spaced practice opportunities
- Prepare learners for future learning
- Encourage reading, enquiry, investigation, or research
- Support the application of learning in a real-life context
- Provide opportunities for reflection, improvement, and independent practice

4. RATIONALE

Home learning supports the development of independence, responsibility, confidence, curiosity, and positive learning habits. It strengthens the partnership between school and home by enabling parents to understand and support their child's learning journey.

In line with the Dubai Scholars Adaptive Teaching Framework, homework should not be a uniform task completed in the same way by every learner. Teachers must consider learners' starting points, readiness, language needs, learning profiles, and levels of independence when planning appropriate support and challenge.

The response to completed homework should be active: teachers use evidence from homework to identify learners who are secure, those who require further practice, those who require additional support, those who are ready for greater challenge, and common misconceptions that require reteaching.

Home learning evidence must contribute to future planning, grouping, intervention, and classroom support.

5. ROLES AND RESPONSIBILITIES

5.1 Principal / Head of School

- Holds overall accountability for the quality, consistency, and impact of homework across the school
- Ensures adequate staffing, training, and platform access for all staff responsible for setting homework
- Reviews this policy annually and after any significant change in guidance, legislation, or school practice
- Ensures compliance with KHDA and UAE MoE expectations regarding learner workload and equity
- Ensures all staff receive induction and annual refresher training in adaptive homework design

5.2 Phase Leaders and Heads of Department

Phase Leaders and Heads of Department are responsible for monitoring the quality, consistency, and impact of homework within their phase or subject area. This includes:

- Ensuring homework aligns with curriculum priorities and the Adaptive Teaching Framework
- Monitoring workload across year groups to prevent over-burdening of learners
- Supporting staff in designing adaptive tasks that meet the needs of all learners
- Reviewing patterns of non-completion and identifying systemic causes
- Monitoring quality and impact through work scrutiny, planning reviews, and professional dialogue
- Addressing concerns raised by students, parents, or staff regarding homework

5.3 Teachers

All teachers who set homework bear a direct professional responsibility for its quality, appropriateness, and impact. Teachers must:

- Set purposeful and proportionate homework linked to taught learning
- Adapt tasks to meet individual learner needs — including SEND, EAL, and varying levels of independence
- Communicate expectations clearly, including instructions, deadlines, success criteria, and support resources
- Communicate all homework through Toddle or the approved school platform — no exceptions
- Coordinate with year-group and subject colleagues to avoid over-burdening learners
- Monitor completion and engagement and follow up concerns regarding repeated non-completion
- Acknowledge or provide feedback proportionate to the purpose and nature of the task
- Use evidence from homework to inform future teaching, planning, grouping, and intervention
- Not use homework as a disciplinary measure or punitive task

5.4 Students

Students are expected to:

- Record and understand the task, including the purpose and deadline
- Complete homework to the best of their ability and submit on time
- Seek clarification from their teacher where instructions are unclear
- Complete work independently, using support resources as intended
- Submit work honestly and in their own words, in accordance with the Academic Honesty Policy
- Respond to teacher feedback and act on guidance provided

5.5 Parents and Guardians

Parents and guardians are expected to:

- Provide a suitable and supportive learning environment for homework
- Help establish consistent homework routines and encourage effort, independence, and responsibility
- Support reading and discussion without completing tasks on behalf of the child
- Check Toddle or approved school communications regularly for tasks, deadlines, and feedback
- Seek clarification from the class teacher where instructions are unclear or tasks appear inaccessible
- Communicate with the school promptly where the child is experiencing persistent difficulty or distress
- Inform the school in writing of any circumstances that may affect the child's ability to complete homework — including access to devices, language barriers, or wellbeing concerns



IMPORTANT — PARENTAL SUPPORT

- Parental support should be proportionate to the child's age and level of independence.
- Parents must not complete homework on behalf of their child — this prevents accurate assessment and denies the child the intended learning benefit.
- Where a child is persistently unable to complete tasks independently, parents should contact the class teacher rather than complete the work for them.

6. PRINCIPLES OF ADAPTIVE HOMEWORK

Home learning at Dubai Scholars Private School must reflect the following principles, consistent with the school's Adaptive Teaching and Learning Framework:

6.1 One Clear Learning Purpose

Every homework task must have a clear purpose explicitly linked to current or recently taught learning. Tasks set without a clear purpose are not permitted.

6.2 High Expectations for All

All learners should be expected to engage meaningfully with homework. Adaptation must support access without reducing ambition. Scaffolding should raise the floor, not lower the ceiling.

6.3 Appropriate Support and Scaffolding

Teachers may provide scaffolding to support learners in accessing homework tasks. Scaffolding may include:

- Visual prompts and graphic organisers
- Vocabulary banks and glossaries
- Worked examples and model responses
- Sentence stems and writing frames
- Checklists and step-by-step guides
- Audio or video instructions
- Manipulatives or practical resources
- Chunked instructions
- Alternative recording methods — including photographs, voice recordings, or practical demonstrations

Scaffolds should be available where needed and gradually withdrawn as learners become more independent.

6.4 Meaningful Challenge

Challenge must deepen thinking rather than simply increase the volume of work. Learners may be asked to justify, explain, compare, evaluate, create, investigate, or apply learning in a new and unfamiliar context. 'More of the same' does not constitute challenge.

6.5 Responsive Planning

Teachers must use evidence from completed homework to identify:

- Learners who are secure and ready for greater challenge
- Learners who require further practice or consolidation
- Learners who require additional support or intervention
- Common misconceptions that require reteaching in class

Homework evidence must actively contribute to future planning, grouping decisions, and classroom support — not merely be recorded and filed.

7. TYPES OF HOMEWORK

Home learning may take the following forms:

7.1 Practice and Consolidation

Activities that reinforce previously taught learning: phonics, number facts, spelling, vocabulary, calculations, retrieval questions, or short written tasks. These are the most common form of homework across all phases.

7.2 Preparation

Activities that prepare learners for future learning: reading a text, reviewing vocabulary, watching an approved video, or gathering information before the next lesson.

7.3 Extension and Application

Activities that allow learners to apply learning in a new or meaningful context: problem-solving, investigation, explanation, comparison, or real-life application.

7.4 Reading

Independent reading, shared reading, reading aloud, listening to stories, or discussing books and texts. Reading is the most valuable homework activity across all phases and should be given priority at every stage.

7.5 Research and Projects

Longer-term tasks that develop enquiry, creativity, planning, collaboration, or presentation skills. These should be clearly scoped, appropriately scaffolded, and managed to avoid excessive workload.

7.6 Personal Development

Age-appropriate tasks linked to wellbeing, independence, organisation, reflection, family engagement, or community awareness.

8. PHASE-SPECIFIC EXPECTATIONS

Home learning expectations vary by phase. The following table sets out recommended durations and focus areas. These are guidelines; teachers should use professional judgement and adapt tasks to individual learner need.

Phase	Recommended Duration	Focus / Task Types
Foundation Stage (FS1 & FS2)	No more than 15 minutes per day (excluding shared reading)	Play-based, practical, sensory, and language-rich. No formal written tasks. Activities shared via Toddler through photographs, child voice, short videos, or parent observations.
Years 1 & 2	No more than 30 minutes per day (excluding regular	Reading, phonics, spelling, handwriting, number fluency, and consolidation of class learning.

Phase	Recommended Duration	Focus / Task Types
	reading)	
Years 3 & 4	No more than 45 minutes per day	Reading, retrieval practice, spelling, mathematics, curriculum consolidation, and short research or application tasks.
Years 5 & 6	No more than 60 minutes per day	Independent practice, research, preparation, extended response, and preparation for secondary learning.
Years 7 to 13	Variable — coordinated across subjects to avoid excessive workload	Examination practice, retrieval, research, extended writing, preparation, independent study, coursework, and project development.



FOUNDATION STAGE HOMEWORK — IMPORTANT GUIDANCE

- Home learning in Foundation Stage must be short, practical, play-based, and enjoyable — not reliant on formal written tasks or worksheets.
- Parents should be encouraged to support through conversation, modelling, encouragement, and shared participation — not by completing the task for the child.
- Evidence of learning may be shared through photographs, child voice, short videos, or parent observations via Toddle.
- Home learning must be fully adapted through visuals, audio instructions, practical resources, and alternative ways of responding.
- The focus must remain on communication, language, early literacy, numeracy, physical development, independence, and curiosity.

8.1 Reading Expectations (All Phases)

Reading is a central and highly valuable element of homework across all phases and should be prioritised appropriately. Parents of younger children are encouraged to read aloud to their child, listen to their child read, and discuss characters, events, and vocabulary. Older learners should read regularly across fiction, non-fiction, and subject-specific texts. Reading expectations should be age-appropriate and must not be restricted to a single fixed duration for every learner.

9. SETTING AND COMMUNICATING HOMEWORK

All homework must be set and communicated through Toddle or the approved school platform. No homework should be communicated only verbally or through informal channels.

Teachers must ensure that every homework task:

- Is linked to taught learning with a clearly stated purpose
- Includes understandable instructions appropriate to the learner's age and phase
- Includes a realistic and clearly communicated completion time

- Provides appropriate scaffolding, support resources, or challenge
- Includes a clear submission date and method
- Is coordinated across year groups and departments to prevent excessive simultaneous workload

Year-group and subject teams must collaborate to ensure consistency and prevent learners from being overburdened. Where appropriate, examples, rubrics, success criteria, models, or support resources must be provided alongside the task.

10. FEEDBACK AND RESPONSE

Not every homework task requires detailed written marking. Feedback must be timely, proportionate, and linked to the purpose of the task.

Feedback may take the following forms:

- Verbal feedback in class
- Written feedback on the task or platform
- Digital feedback via Toddle
- Whole-class feedback addressing common responses or misconceptions
- Peer-led or self-assessed feedback using rubrics or model answers
- Quizzes, answer keys, or model responses shared with learners

Where homework identifies a misconception or gap, teachers must respond through:

- Targeted questioning and further modelling in the following lesson
- Guided practice or small-group support
- Reteaching the relevant concept
- Adjusted scaffolding for the next task
- Extension or challenge for learners who have demonstrated secure understanding

EVIDENCE OF EFFECTIVE FEEDBACK

- Evidence of feedback must be visible in improved understanding, corrected work, stronger responses, or greater learner independence.
- Effective feedback should lead to an observable improvement in learner performance or inform the teacher's subsequent planning.

11. INCLUSION AND EQUITY

Home learning must be accessible to all learners without exception. Teachers must consider the following when planning and setting homework:

- SEND needs and Individual Education Plan (IEP) requirements
- EAL needs and language barriers — tasks must be linguistically accessible
- Access to devices, internet, and learning resources at home
- Family circumstances and the level of adult support available
- Physical, sensory, or emotional needs that may affect task completion
- Different levels of learner independence across the phase or year group

Alternative formats, adjusted quantities, additional time, assistive technology, or alternative ways of recording must be provided where appropriate. Adaptation must not lower the intended learning objective or limit the learner's access to challenge. A learner must not be disadvantaged because of limited resources or adult support at home.

STUDENTS OF DETERMINATION

- Home learning tasks for Students of Determination must be aligned with individual IEP targets and adaptations.
- Alternative formats, modified success criteria, chunked tasks, or adjusted quantities must be provided where the standard task is inaccessible.
- Parents of Students of Determination should be given clear guidance on how to support tasks without completing them on the child's behalf.
- Concerns regarding a Student of Determination's ability to access homework should be referred to the SEND Coordinator without delay.

12. ACADEMIC HONESTY, RESEARCH, AND ARTIFICIAL INTELLIGENCE

Research tasks must teach learners how to select, interpret, and acknowledge information appropriately. Submitting another person's work, copying text without acknowledgement, or using digital or artificial-intelligence tools to generate work without teacher permission is not acceptable.

Where digital or AI tools are permitted, teachers must clarify:

- The specific purpose for which the tool may be used
- How sources must be acknowledged
- What independent thinking and original writing must be demonstrated
- How the final work will be assessed

Responses to academic dishonesty must be educational and proportionate, following the school's Academic Honesty and Behaviour Policies. Learners should be supported to redo the work correctly rather than automatically receiving a zero without the opportunity to learn from the incident.

13. ABSENCE

Where a student is absent, reasonable support will be provided to help them access missed learning. Students and parents may check Toddle or contact the school for guidance. Teachers should use professional judgement when deciding whether missed homework must be completed, particularly where absence is prolonged or linked to illness.

Learners must not be overloaded with accumulated tasks immediately upon returning to school. The priority is reintegration into current learning, not completion of a backlog.

14. INCOMPLETE OR NON-SUBMITTED HOMEWORK

Teachers must first identify the reason for non-completion before determining an appropriate response. The response must be supportive, proportionate, and restorative. The following staged process applies:

Step	Action	Detail
STEP 1	Identify the reason	The teacher first establishes why the task was not completed: lack of understanding, difficulty, limited resources, language barrier, absence, wellbeing concern, or additional learning need
STEP 2	Consider task quality	Before applying any consequence, consider: Was the task clearly communicated? Was it appropriately adapted? Was it proportionate to the learner's needs?
STEP 3	Provide support	Provide a reminder, additional guidance, revised deadline, or scaffolded version of the task as appropriate
STEP 4	Contact parents	Where non-completion is repeated, parents are informed and a support plan is agreed
STEP 5	Refer to Phase Leader / HoD	Where concerns persist, the teacher refers to the Phase Leader, Head of Department, or SLT member for further support

i CONSEQUENCES — IMPORTANT PRINCIPLE

- Consequences must not be applied before considering whether the task was accessible, clearly communicated, appropriately adapted, and proportionate to the learner's age and circumstance.
- Home learning must not be used as a disciplinary tool or sanction.
- Years 1 and 2: teachers should provide reminders and communicate with parents where non-completion becomes repeated — no formal consequence applies.
- Years 3 to 13: the staged process in the table above applies in full.

15. TRAINING REQUIREMENTS

15.1 Mandatory Training for All Staff Who Set Homework

All staff responsible for setting homework must complete the following training and guidance:

Training Area	Frequency / Requirement
Induction training (homework and adaptive planning)	Before setting homework for the first time each year; includes platform guidance (Toddle), adaptive task design, and this policy
Child Protection & Safeguarding (UAE MoE-aligned)	Annual; includes identification of wellbeing concerns related to homework pressure or non-completion
Adaptive Teaching and Learning Framework	Annual; covers differentiation, scaffolding, challenge, and adaptive planning principles as applied to homework
Inclusion and SEND/EAL	At induction and annually; covers accessible formats, language

Training Area	Frequency / Requirement
awareness	support, and adapted task design
Academic Honesty and AI awareness	Annual; includes responsible use of digital tools and AI in the completion of homework tasks

15.2 Annual Refresher and Records

- Training records are maintained by the DSL and HR and are available to KHDA inspectors on request
- Any significant concern relating to learner wellbeing, workload, or non-completion patterns will trigger an additional briefing for all relevant staff
- New and trainee teachers must be supported by their Phase Leader or mentor in setting adaptive homework before doing so independently

16. MONITORING AND QUALITY ASSURANCE

The implementation and impact of this policy will be monitored through:

- Toddle reviews and platform audits
- Student and parent feedback surveys
- Work scrutiny and task quality reviews
- Curriculum and planning reviews
- Phase and departmental monitoring by Phase Leaders and Heads of Department
- Tracking of non-submission patterns
- Learning walks and professional dialogue
- Review of workload, task quality, and learner independence

Monitoring will focus on whether homework:

- Has a clear and purposeful learning objective
- Supports curriculum progression and the Adaptive Teaching Framework
- Is accessible and appropriately challenging for all learners
- Strengthens independence without placing undue burden on learners or families
- Informs subsequent teaching decisions and planning
- Avoids unnecessary workload for students, parents, or teachers
- Promotes positive, sustainable engagement with learning

17. POLICY REVIEW



This policy will be reviewed annually, or sooner if required, to reflect operational needs,

changes in legislation, or updated guidance from the KHDA