



## **Homework Policy**

### **Rationale**

At Downe House Riyadh, we believe that any learning completed outside of school should be purposeful, meaningful, and contribute directly to a student's development. Homework should not be set simply for the sake of setting homework. Instead, it should reinforce learning, consolidate key knowledge and skills, address gaps in understanding, encourage independent study habits, and prepare students for future academic demands.

We also recognise the importance of family time, extracurricular activities, wellbeing, and the value of learning beyond the classroom. Our approach therefore seeks to strike a balance between academic development and the wider experiences that contribute to a child's growth.

### **Primary School (Years 1–5)**

In the Primary School, we do not set compulsory homework.

We believe that the most valuable learning that can take place at home is the development of strong literacy and numeracy foundations through everyday interactions and parental engagement.

### **Reading**

Parents are expected to read with their children daily. As children become increasingly independent readers, this should evolve into listening to them read regularly and, eventually, discussing what they are reading to develop comprehension, vocabulary, and a love of literature.

### **Spelling**

Weekly spelling lists are shared with families. These are provided to inform parents of the words that will be the focus of spelling instruction and assessment during the week. While spelling practice is encouraged, there is no expectation that spelling worksheets are completed and returned to school.

### **Mathematics**

We do not routinely set mathematics homework. Instead, we encourage parents to support mathematical development through practical and enjoyable everyday experiences, such as



counting, measuring, estimating, handling money, telling the time, and discussing mathematical concepts in real-life situations.

Our aim is to foster positive attitudes towards learning and encourage meaningful parental involvement rather than creating additional workload at home.

### **Key Stage 3 (Years 6–9)**

As students move into Secondary School, they begin to develop the independent study habits required for future academic success.

Students in Years 6–9 are set homework primarily in the core subjects of English, Mathematics, and Science. Much of this work is delivered through Century Tech, an adaptive learning platform that identifies gaps in knowledge and provides personalised learning pathways, practice, and reinforcement.

Homework at this stage is designed to:

- Consolidate classroom learning.
- Reinforce key knowledge and skills.
- Address individual gaps in understanding.
- Develop independent study habits.
- Prepare students for the increased demands of examination courses.

As a guide, students should expect to spend approximately one hour per evening on homework in Year 6, increasing gradually to around ninety minutes by Year 9.

### **Key Stage 4 and Key Stage 5 (Years 10–13)**

As students enter IGCSE and A Level courses, homework becomes an essential component of their academic programme.

Students will receive regular homework across their subjects to ensure they:

- Cover the full examination syllabus.
- Practise and refine examination techniques.
- Develop deeper understanding of subject content.



- Complete coursework and independent research where required.
- Build the academic stamina required for external examinations and future study.

At this stage, homework is also an important vehicle for developing organisation, self-discipline, time management, and independent learning skills that will support students throughout higher education and adult life.

### **Expectations**

Where homework is set, students are expected to complete it to the best of their ability and submit it by the required deadline.

In the Secondary School, students' commitment to homework and independent study forms part of the school's reporting process. Students receive feedback on their engagement with independent learning through formal reports and discussions with staff.

Successful completion of homework is most effective when students, parents, and the school work together to support positive learning habits and a culture of responsibility.

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