

FIRE DRILL REPORT

Document Control	Details
School	Richmond International School Doha
Age range	Primary school including EYFS and Years 1 to 6
Policy owner	Executive Principal
Implementation	Academic year 2026 to 2027
Approval body	Board of Directors
Review cycle	Annually or earlier following a significant curriculum or regulatory change
Related policies	Teaching and Learning; Curriculum; Assessment; Marking and Feedback; Inclusion; Safeguarding; e-Safety; ClassDojo; Microsoft Teams



Extended Learning Policy

Policy decision

Richmond International School has adopted a no traditional homework approach. Pupils will not receive routine compulsory worksheets or written assignments to complete after the school day. The school offers carefully selected extended learning opportunities and may occasionally send home a project linked to current learning. All pupils are encouraged to participate in these projects, but they remain supportive learning experiences rather than an additional programme of assessed teaching.

No pupil will be punished, publicly identified, denied a reward, lose behaviour points or be placed at an academic disadvantage because an optional activity was not completed. Essential curriculum content is taught, practised and assessed during supervised school time.

1 Purpose

This policy establishes a consistent whole-school approach to learning beyond the classroom. It protects family time and pupil wellbeing while helping families support reading, phonics, fluency, curiosity and real-life application in manageable ways.

2 Scope

The policy applies to EYFS and Years 1 to 6, including pupils receiving RWI, Fresh Start or other school-based intervention. It applies to teachers, support staff, subject leaders, pupils and parents or carers. It covers EYFS activities shared through ClassDojo, Years 1 to 6 activities shared through Microsoft Teams, Raz-Kids home reading, occasional projects and optional family or community experiences.

3 Principles

- Learning beyond school should be purposeful, age appropriate, safe and clearly connected to learning already introduced in school.
- Extended learning is optional unless a separate formal arrangement has been agreed with parents as part of a short-term support plan.
- Activities must be accessible and must not depend on parents purchasing materials, paying fees, printing resources or teaching unfamiliar content.
- Family circumstances, home language, access to technology, additional needs and parents' available time will be respected.
- Pupils need time for rest, sleep, family relationships, play, physical activity, faith, culture and interests outside school.
- Activities must never replace high-quality classroom teaching, guided practice, intervention or feedback.
- The school values effort, curiosity and participation rather than polished adult-produced outcomes.



4 Meaning of extended learning

Extended learning allows pupils to revisit, apply or enjoy learning beyond the classroom. It may include reading through Raz-Kids, discussing an idea, noticing mathematics in daily life, creating something, researching a question, participating in an occasional project or using an approved online resource. It is not routine homework and does not carry a homework grade.

Extended learning at RIS	Traditional homework not used by RIS
Optional, flexible and family friendly	Routine compulsory worksheets or written tasks
Draws on learning already introduced	New curriculum content pupils must teach themselves
Can be completed orally, practically, digitally or through reading	A single required format or presentation standard
Uses ordinary home or community experiences where possible	Tasks requiring purchases, printing or specialist materials
Acknowledged positively when shared	Marked, graded or used to penalise non-completion
Adjusted or replaced when access is difficult	Assumption that every child has adult support or a device

5 Core extended learning offer

Reading and communication

Regular reading is the most important home learning habit encouraged by RIS. Every pupil in Years 1 to 6 has a Raz-Kids account for reading at home. Families are encouraged to support regular use of the allocated texts, listen to their child read, discuss vocabulary and meaning, and encourage re-reading to build accuracy, fluency, expression and confidence. Families may also enjoy other texts in English or their home language.

Teachers use Raz-Kids information alongside classroom evidence to encourage engagement and select suitable reading levels. Home reading supports, but does not replace, reading instruction and assessment in school. Where internet or device access is difficult, parents should inform the teacher so that reasonable support or an alternative can be considered.

RWI and Fresh Start in school

RWI and Fresh Start teaching and intervention take place in school. Pupils in Years 1 to 6 use their Raz-Kids account for home reading at an appropriate level. Parents are not expected to introduce new RWI sounds or reproduce a school lesson at home.

Mathematics

Teachers may suggest optional practice such as number facts, times tables, counting money, measuring, telling time, games or an approved online activity. These suggestions consolidate familiar learning. New methods and assessed curriculum content remain the responsibility of the school and are taught in class.



Occasional projects and wider learning

RIS may occasionally send home a project linked to current learning in science, humanities, computing, art, design, national identity or another curriculum area. All pupils are encouraged to participate because projects can develop independence, creativity and family engagement. Teachers will provide reasonable time, clear guidance and accessible ways to respond. Projects are celebrated and acknowledged, but non-participation does not result in a behaviour sanction, loss of Dojo points or an attainment penalty.

Arabic, Islamic Studies and Qatar History

Any suggested extended learning in compulsory national subjects will follow the approved curriculum and the direction of the relevant subject leaders. Activities may support reading, vocabulary, recitation, discussion, cultural understanding or revision of familiar content. Compulsory curriculum coverage and assessment take place in school.

EYFS

EYFS extended learning centres on stories, songs, talk, play, self-care, movement, observation and everyday experiences. Families may share significant learning moments with the teacher. No formal written homework, copying task or worksheet programme is set for EYFS children.

6 Suggested guidance by phase

Phase	Typical optional extended learning	Recommended approach
EYFS	Stories, songs, talk, play, fine-motor activity and ideas shared through ClassDojo.	Short, playful and led by the child's interest. No worksheets.
Years 1 and 2	Raz-Kids reading, number games, brief practical activities and occasional projects shared through Teams.	Little and often. Stop if the child is tired or distressed.
Years 3 and 4	Raz-Kids reading, familiar facts, practical enquiry, interest-led exploration and occasional projects through Teams.	Flexible choice; independence begins to grow without adult pressure.
Years 5 and 6	Raz-Kids reading, revision of familiar knowledge, research, creativity, occasional projects and organisation for transition.	Encourage independence and good habits without recreating a compulsory homework timetable.

These descriptions are not weekly entitlements or required time allocations. Teachers should avoid setting several optional activities at once or allowing extended learning to become a hidden compulsory workload.



7 Communication through ClassDojo and Microsoft Teams

- EYFS teachers use the approved school ClassDojo account to share extended learning ideas and suitable resources. Teachers in Years 1 to 6 use Microsoft Teams to share Raz-Kids reminders, occasional projects and other extended learning.
- Posts must describe the activity as extended learning rather than traditional homework. Where an occasional project is shared, teachers should encourage all pupils to participate while making clear that no sanction or academic penalty applies if it is not completed.
- Instructions should be brief, clear and accessible. Where a digital activity is offered, a practical or non-digital alternative should be available when needed.
- Parents and pupils are not expected to respond outside reasonable hours. Staff follow the school's ClassDojo, Microsoft Teams and communication policies.
- Photographs or pupil work are shared only through approved systems and in accordance with safeguarding, consent and social-media requirements.
- ClassDojo points are not removed and negative behaviour records are not issued for non-completion of extended learning or an occasional project.

Suggested wording for staff

Optional extended learning: If your child would like to continue exploring this week's learning, you may choose one of the ideas below. There is no requirement to complete or submit this activity. Please enjoy it in a way that works for your family.

8 Feedback and recognition

Teachers may acknowledge extended learning through a brief comment, discussion, display, celebration, ClassDojo response in EYFS or Microsoft Teams response in Years 1 to 6. Detailed written marking is not required. Feedback should encourage the pupil, connect the activity to learning and, where helpful, identify a simple next step.

Optional extended learning is not included in attainment judgements. Teachers assess pupils through classroom learning and the school's approved assessment arrangements. Submitted work must not be assumed to represent independent attainment because the level of adult support will vary.

9 Inclusion access and reasonable adjustment

- Teachers consider reading level, language acquisition, additional learning needs, medical needs, motor skills and emotional wellbeing when suggesting activities.
- Instructions, resources or response formats are adapted where appropriate. Oral, visual, practical and home-language participation are valid.
- A lack of device, internet access, printer, books, materials or adult support must not prevent a pupil from accessing the taught curriculum.
- Where a pupil would benefit from targeted practice, the school will normally provide supervised support during the school day.
- Any individually agreed home practice plan will be time limited, realistic, reviewed with parents and clearly distinguished from routine homework.



10 Safeguarding and digital safety

- Activities must be suitable for the pupil's age and must not require unsupervised contact with unknown adults or unsafe travel.
- Teachers only recommend approved websites, applications and platforms and do not ask pupils to create public social-media accounts.
- Pupils should not share personal information, location, passwords or identifiable images through unapproved channels.
- Parents remain responsible for appropriate supervision of devices and online activity at home.
- Any concern arising from an extended learning activity is reported through the school's safeguarding procedures.

11 Roles and responsibilities

Role	Responsibilities
Executive Principal and SLT	Approve and review the policy; ensure a consistent no-homework approach; monitor workload, access, wellbeing and quality; address practice that becomes compulsory or excessive.
Curriculum and subject leaders	Provide suitable examples; ensure links with the approved curriculum; check that activities consolidate rather than replace taught provision.
Teachers	Share optional, accessible ideas; communicate clearly; provide resources fairly; recognise participation; avoid sanctions, grading and unnecessary marking.
Pupils	Choose whether and how to participate; look after borrowed materials; use digital resources safely; ask for help when needed.
Parents and carers	Encourage without completing work for the child; make reading and learning positive; inform the teacher of access barriers; follow safe digital-use expectations.

12 What staff must not set

- Routine weekly homework sheets, packs or compulsory written assignments.
- Tasks introducing new content that pupils need in order to access the next lesson.
- Activities requiring payment, specialist equipment, extensive printing or a family outing.
- Projects that require substantial parental completion, expensive resources or presentation standards that create unfair advantage.
- Fixed submission expectations or repeated reminders that make an optional task effectively compulsory.
- Public comparison of completion, rewards available only to completers, loss of Dojo points or other sanctions.
- Unapproved websites, public posting, personal staff accounts or communication outside approved school systems.



13 Monitoring and evaluation

SLT will monitor implementation through sampling of EYFS ClassDojo posts and Years 1 to 6 Microsoft Teams, Raz-Kids engagement information, curriculum review, parent and pupil feedback, staff discussion and consideration of equality and workload. Monitoring will focus on whether extended learning remains purposeful, accessible, safe and consistent with this policy. It will not create a requirement for teachers to set a minimum quantity of activities.

The policy will be reviewed when:

- the annual policy review is due;
- the curriculum, approved platforms or relevant Ministry requirements change;
- feedback identifies pressure, inconsistency, unequal access or excessive staff workload; or
- a safeguarding or digital-safety concern indicates that procedures should be strengthened.

14 Concerns and support

Parents who believe an activity has been presented as compulsory, is unsuitable or creates an access difficulty should contact the class teacher first. Unresolved concerns may be referred to the relevant phase leader and then SLT in accordance with the RIS Complaints Policy. Families may request reading guidance or practical ideas without this creating an expectation that work must be submitted.