



Home Learning Policy

The Corporation of Oundle School includes both Oundle School, a boarding and day School for pupils aged 11 – 18 and Laxton Junior School, a day School for pupils aged 4 - 11. This policy applies solely to Laxton Junior School.

Introduction

It is our belief that children should positively associate homework with their learning, whatever its form. We very much value the support of our parents in this regard and ensure that homework enhances the learning that takes place within the school curriculum.

Reading at home is an essential aspect of our Homework Policy. All pupils from Reception onwards follow the school reading scheme. Once a child is an independent reader, they will choose their own reading books from our Library. Even at this point, however, it is important for each child to read aloud and discuss all that they have read with an adult at home. This enables our children to develop an understanding of rich and varied vocabulary which they then develop in all areas of the curriculum.

Aims

Homework aims to:

- Offer the opportunity to practice and reinforce learning material to help children master individual skills
- Introduce children to concepts and ideas that will be further explored in the classroom
- Challenge and extend children appropriately to apply previously learned skills
- Offer the opportunity to apply multiple skills in the form of a project or extended activity
- Improve communication between parents and children, such as sharing a book
- Build collaborative skills

Our Values

Homework is underpinned by our School Values, which represent what we believe to be our absolute priorities both now and in the future. They are the qualities that resonate throughout all aspects of our education and are our guiding principles for behaviour and decision-making. Our values are:

- **A Love of Learning:** we believe in a love of learning, where children and adults happily take risks and overcome challenges together, united by a shared motivation to acquire, share and celebrate new knowledge, skills, ideas and expertise.
- **Opportunity:** we believe in the provision of opportunity, which enables positive participation in a wide variety of events and activities and the development of passions and talents that will last a lifetime.
- **Care:** we believe in caring for each other, ourselves, the community in which we live and learn, and the world around us; this is reflected in a positive sense of personal wellbeing, cohesive relationships and the valuing of diversity

- **Community:** we believe in supporting, contributing to and being inspired by our community; children, staff, parents and governors are integral to the education we provide, and their input and involvement is encouraged and appreciated.
- **Quality:** we believe in the delivery of a consistently excellent quality of educational provision in all that we do as well as having the highest expectations of ourselves and each other

Our Mission

Our mission is to prepare our children for both their chosen senior school and the life that lies beyond, developing a series of essential characteristics that will enable them to thrive in whichever direction they wish their lives to take. These characteristics are woven into our curriculum so that all children receive a rich provision of academic and co-curricular opportunities. We want our children to be:

- **Confident and Resilient:** where a love of learning ensures challenges are embraced and obstacles are overcome
- **Kind and Respectful:** where the development of social and emotional skills ensures all relationships are positive and caring
- **Open-Minded and Well-Rounded:** where new, challenging or preferred experiences and opportunities are embraced with enthusiasm
- **Collaborative and Independent:** where the knowledge of how to work together, both within and beyond the School community, is balanced with a strong sense of who they are and what they can achieve as an individual

Individual Year Groups

In the EYFS and Key Stage One, pupils will be set a small amount of prep designed to develop core skills. This will include the requirement for pupils to read at home. Indeed, in this area of the school, it is vital that pupils work on their reading skills, reading regularly to an adult and discussing content. Each week, pupils will be expected to undertake the following tasks at home:

Reception

- Children should be heard to read for five to ten minutes each evening. Parents record these sessions in the Reading Record Book so that teachers are aware of what and how each child engages with this at home
- Phonics games and activities to develop literacy skills.

Years 1 and 2

An example of homework activities:

- Regular reading at home
- Phonic activities and games to develop literacy skills
- Maths activities
- Topic activities
- Science activities
- Cursive handwriting activities
- Spelling activities

Not all the above activities will be set on a weekly basis – as a guideline:

Year 1 – weekly Spelling Frame, Handwriting, Subject linked activity

Year 2- weekly Spelling Frame, Handwriting, Subject linked/Maths/English activity

Key Stage Two

In Key Stage Two, pupils are expected to undertake some prep each evening. During Years 3 and 4 the focus remains on the reinforcement of core skills and, as pupils move into Years 5 and 6, there is an increasing emphasis on the development of more independent learning. As our children move towards Year 6, they are encouraged to manage and organise their time in preparation for their senior schools and beyond. Teachers support this by ensuring responsibility rests with the children and by helping them plan their homework around extra-curricular activities.

Years 3 and 4

Pupils should continue to read aloud at home and be given the opportunity to discuss the content of what they have read. In addition, they will be asked to learn their times tables, along with two formal preps each week. These preps will have a bias towards the core subjects, but children will also have the opportunity to extend their learning across other curriculum areas through the two formal preps.

Year 5 and 6

Pupils should be encouraged to read as they work towards becoming wholly independent readers. Five formal preps embracing all aspects of the curriculum will be set per week and, once again, there will be a bias towards the core subjects. Children will also have the opportunity to extend their learning across other curriculum areas through these formal preps.

Differentiation

Where appropriate homework activities will be differentiated. This might include:

- Type of tasks set
- Choice of learning activities offered
- Extent of teacher input, support and challenge
- Provision of different types of resource
- Expectations of outcome
- Learning objectives and success criteria

Linked Policies

This Policy links to the following:

- Accessibility Plan
- Assessment Policy
- EAL Policy
- Educational Support Policy
- EYFS Policy
- Marking and Feedback Policy
- More Able and Exceptionally Able Policy
- PSHE, SMSC, RE and RSE Policies
- Subject specific policies
- Teaching and Learning Policy

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