



Vision for life and learning at Oratory Primary

Our aim is to nurture in our children a strong sense of self belief, to be loving and considerate with others, and keen to make the most of the years which stretch before them to do good.

Our motto is not an idle one, it is the essence of our school:

We work together, we play together, we laugh together, we pray together:

In Faith: We provide an environment where children are enabled to build on and deepen their relationship with God. Opportunities for prayer, reflection, and liturgy allow pupils to live and grow together as Catholics.

In Community: We appreciate the expert knowledge that parents have of their children's strengths and needs and invite families to share that knowledge with us. A strong partnership between home and school is vital in ensuring children achieve their personal best.

In Learning: We recognise that all children have particular abilities and aptitudes to be nurtured and celebrated. We encourage our pupils to become independent thinkers, and reflective learners, secure in the knowledge that with focus, endeavour and support, they can achieve their academic and creative potential.

In Life: We give our pupils a safe environment in which to build skills for their futures. We encourage them to adopt healthy lifestyles, respect the environment and be responsible citizens.

In Love: We teach our pupils to show kindness, respect and forgiveness. We celebrate our place in God's family by supporting one another and facing challenges together.

Home Learning Policy Autumn 2023-Autumn 2025

Rationale

- One of the aims of our school is for children to develop as independent learners. We believe that home learning is one of the ways in which children can acquire the skill of independent learning.
- Learning at home can encompass anything that children do outside the normal school day that contributes to their learning. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning.
- Homework plays a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children. Time spent following a personal interest, making new friends and enjoying time spent as a family is vital to a child's development.

HOME LEARNING GIVEN BY THE SCHOOL

Reception	<ul style="list-style-type: none">▪ Reading to an adult every day▪ Weekly handwriting▪ Practising phonics by using the sound book▪ High frequency word cards from the Spring term
Year 1	<ul style="list-style-type: none">▪ Reading to an adult every day▪ Practising phonics by using sounds mats▪ Practising number bonds to 10 and 20▪ Weekly handwriting

	<ul style="list-style-type: none"> ▪ From the Spring Term, spellings and Numbots
Year 2	<ul style="list-style-type: none"> ▪ Reading to an adult every day ▪ Monday-Weekly spellings ▪ Tuesday- Numbots/Timetable Rockstars ▪ Wednesday- RE prayer & reflection journal ▪ Thursday- handwriting
Year 3	<ul style="list-style-type: none"> ▪ Reading every day and to an adult 3 times per week ▪ Monday-Weekly spellings and French vocabulary ▪ Tuesday- Timetable Rockstars ▪ Wednesday- RE prayer & reflection journal ▪ Thursday- handwriting ▪ First Communion preparation from Spring Term
Year 4	<ul style="list-style-type: none"> ▪ Reading every day and to an adult at least once a week ▪ Monday-Weekly spellings and French vocabulary ▪ Tuesday- Timetable Rockstars ▪ Wednesday- RE prayer & reflection journal ▪ Thursday- handwriting ▪ Friday- topic homework: <ul style="list-style-type: none"> ○ Autumn Term: Topic A-Z ○ Spring: whole school project ○ Summer: topic design task
Year 5	<ul style="list-style-type: none"> ▪ Reading every day and to an adult at least once a week ▪ Monday-Weekly spellings and French vocabulary ▪ Tuesday- Timetable Rockstars ▪ Wednesday- RE prayer & reflection journal ▪ Thursday- handwriting ▪ Friday- topic homework: <ul style="list-style-type: none"> ○ Autumn Term: Topic A-Z ○ Spring: whole school project ○ Summer: topic design task
Year 6	<ul style="list-style-type: none"> ▪ Reading every day and to an adult at least once a fortnight ▪ Monday-Weekly spellings ▪ Tuesday- Timetable Rockstars or Maths practice questions ▪ Wednesday- RE prayer & reflection journal ▪ Thursday- handwriting & Latin vocabulary ▪ Friday- topic homework: <ul style="list-style-type: none"> ○ Autumn Term: Topic A-Z ○ Spring: whole school project ○ Summer: topic design task ▪ Holiday SATS revision homework

POINTS TO REMEMBER

- The table above is just a guideline. During the course of the year, events may change homework expectations. For example, children may need to learn lines for an assembly or research a school trip.
- If lost, books will be replaced with a cost to parents.

- If children are unable to complete homework on time, a note should be written by their parent and the homework completed at the weekend. If the teacher does not receive a note, the child will complete the homework at playtime.
- Marking and feedback for homework will be given in various ways. Work may be checked by an adult or reviewed and marked as a whole class as in line with our assessment for learning policy. In addition, we recommend that parents should also give feedback to the child during and after the completion of homework. For exceptional homework, a superstar or housepoint may be given.
- Each child develops at a different pace and learns in a different way. Our teachers spend a lot of time tailoring lessons and classwork so that each child receives work of an appropriate challenge for them. It is not a good use of a teacher's time to do the same while preparing homework. On occasion, your child may need a little more support from you, or if further challenge is required, you may like to supplement their learning with an idea from the list below, or perhaps one of your own choosing. If a child finds a particular concept difficult, please do not spend more than 30 minutes on the activity. Parents should write a note on the homework to explain that further support is needed.

IDEAS FOR FURTHER HOME LEARNING OPPORTUNITIES

We see homework as encompassing a wide range of possibilities. The following list gives just a few examples:

- ✓ a family visit to a local museum
- ✓ listening to a story CD, or being read to by a parent
- ✓ going swimming
- ✓ playing games which develop their physical skills
- ✓ undertaking research for a project at the local library
- ✓ memorising a poem
- ✓ learning to ride a bicycle safely
- ✓ practising musical instruments
- ✓ research using the internet (school cannot be held responsible for the content of web sites not recommended by teachers)
- ✓ cooking, gardening, making things
- ✓ explaining how things work
- ✓ creativity through painting and drawing, cutting and sticking, etc

ADVICE FOR PARENTS

Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.

Reading – Learning to read should be an exciting experience which can be greatly enriched when shared by both parents and teachers. Children will benefit most from being in a quiet, comfortable place away from the distractions of the television. Please do not share reading when your children are hungry, tired or upset: as reading needs to be a pleasant, relaxing experience. Please be positive, patient and encouraging, children are quick to sense an adult's displeasure or anxiety. There is also much to be gained from reading to and with your children. This can boost their confidence, encourage them to speak up with expression and foster good listening habits – as well as providing great fun for both parent and child!

Your children will be using books from home, school or some other appropriate source. Books are at an appropriate level if the child can read approximately 90% of the words fluently. If reading matter is any more challenging, children will be unable to read for meaning.

Spelling – Lists of words may come home with your child. Please check that your child has his or her spellings and kindly encourage them to learn them.

We recommend this technique for learning spellings:-

LOOK carefully at the word

COVER the word: try to picture it in your head

WRITE the word: say it as you write it

CHECK is it correct? If not, try again.

To help with spellings, word games such as 'Hangman' can prove invaluable.

Maths

Times Tables – Instant recall of tables is a vital tool for mathematical understanding and progress. We therefore encourage children to devote time to learning these key facts. Knowing the 3 times tables does not just mean being able to count 3, 6, 9, 12 etc., it means being able to answer instantly questions such as 'What is 8×3 ?' or 'How many 3's are there in 21?'

As well as tables, learning common number bonds (i.e. combinations of numbers that make 10, 20, 100 etc.) are also important. As with spellings, any time you can spare to reinforce this vital knowledge will be appreciated. Mathematics can be great fun – board games involving dice can be a rich source of number revision.