



Darlinghurst

ACADEMY

Homework Policy

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Homework Policy

Through this policy we aim to ensure the consistency of homework provision across the school and to clarify the expectations of all members of our school community.

At Darlington Academy, we believe that homework:

- consolidates and reinforces basic skills and understanding in reading, writing and mathematics, with additional opportunities to develop and apply knowledge of other subject areas within the curriculum,
- encourages independent learning, self-motivation and organisation time management skills, in addition to preparing them for lifelong learning,
- helps raise the level of achievement of individual pupils,
- provides opportunities for parents and children to work together,
- helps embed key facts in children's long term memory.

We value the support of parents and carers and we believe that this policy will be successful if there is a strong partnership between home and school. Homework will encourage a gradual progression of skills and expectation so that by the time children reach Year 6, they have established a clear routine in preparation for secondary school. Most of the homework is provided for completion over the course of a week so it can be made to fit around family lifestyles and commitments. All children will be given a Homework Book in which all tasks and activities (except spellings) should be recorded. School expectations for handwriting and presentation should be maintained for homework tasks. Homework supports the learning within the classroom, often forming an integral part of a lesson or a pivotal point within a learning unit. Therefore we strongly encourage all pupils to complete homework tasks.

Sequence of homework

1. Homework is planned identifying the thinking skills required. It is set with a clear link to the learning so it is purposeful and productive.
2. Homework is shared with the children, making the purpose explicit. Verbal guidance is given and detail is presented in a written form.
3. Homework is used within the learning process, ensuring the purpose of the task is valued and fulfilled.
4. All children are involved in lessons, sharing, using and applying their homework. This includes feedback and dialogue that is centered around homework tasks. Feedback at times may be in the written form.
5. Further praise and recognition is given in class and/or by school leaders.

Homework in Key Stage 1 and 2

Homework in all year groups will be sent home weekly on a Friday and should be returned to school by the following Thursday (KS1) or Wednesday (KS2).

Year 1 Weekly homework will consist of reading, phonics/spelling and one other curriculum subject.

Years 2 to 6 weekly homework will consist of reading, spelling and times tables, plus another aspect or subject area.

Children in Upper Key Stage 2 (Years 5 and 6) may be set additional homework during the week which will support the current learning work that they are doing in class, using the homework within a subsequent lesson.

Year 6 pupils will be given homework in relation to SATS revision and practice.

Years 1 – 6 will be given a knowledge organizer each half term relating to key vocabulary and facts to learn based on their connected curriculum topic.

Roles and responsibilities

Role of the children

Children are expected to:

- complete their homework and hand it in on time,
- listen carefully in class to make sure they understand what is asked of them,
- use their homework in class, engaging in the learning,
- complete their homework using appropriate writing materials with the same high standards of presentation that are expected in their school books.

Role of Parents/Carers

Parents/carers are expected to:

- support school policy and communicate the value of homework to their children,
- provide a suitable space in their home where their children can concentrate on their homework establish a homework routine such as no television,
- discuss, encourage and praise their child's efforts, encouraging independence and motivation, providing support or discussion with their child when needed,
- contact the class teacher if they are not sure of some aspect of the homework or if their child is experiencing difficulties in doing it,
- complete and contribute to school evaluations and questionnaires so the school
 - can monitor and evaluate the effectiveness of homework.

Role of the teachers

Teachers are expected to:

- integrate homework into their planning, ensuring they plan tasks covering the outlined in this policy,
- set homework that gives opportunities to embed and apply knowledge and skills, practice and consolidate learning, including times to learn new topics,
- ensure that it actively supports the learning taking place in class, using homework in lessons, allowing for dialogue and feedback,
- explain when, what and how the task is to be done so that each child clearly understands and ensure they have the tools, examples of knowledge to complete tasks with a level of independence,

- demonstrate that they value the homework of every child, using the homework in future learning, involving all pupils
- communicate with parents regularly to clarify homework schedules and expectations.

Role of Leaders

Leaders are expected to:

- promote this policy by raising its status and importance,
- ensure that homework is built into teacher's planning,
- monitor teachers' application of the Homework Policy,
- provide supportive guidance for parents and continue to consult with parents regarding its effectiveness,
- keep up to date with new developments with regard to homework,
- monitor and evaluate the effectiveness of this policy.

Role of Governors

The Governing Body has:

- a responsibility for the effective implementation, monitoring and evaluation of this policy,
- nominated a governor with responsibility for learning and teaching who will take the lead in overseeing the development and application of this policy.

Monitoring the Effectiveness of the Policy

The effectiveness of this policy will be reviewed bi-annually or when the need arises, and the necessary recommendations for improvement will be made to the governors. Parents will be surveyed regularly to gather their views on the implementation and effectiveness of this policy.

Homework Overview – KS2

AR – Accelerated Reader

Read with your adult/independently daily. Aim for 20 minutes every day but keep on reading for pleasure.

Remember to choose an Accelerated Reader book matching your ZPD. Once you have finished your book, complete the quiz online. (Keep your login safe so that you can log on and stay on track.)

We look forward to celebrating AR with you.



TTRS - Multiplication Practice

Practise your times tables daily. Aim for 6 minutes every day but keep on playing for pleasure.

Remember to practise in 'Garage' the multiplication facts that you are learning before visiting the 'Studio' to practise. This will help you to increase your speed and fluency, which will set your Rock Status. (Keep your login safe so that you can log on and stay on track.)

We look forward to celebrating TTRS with you.



Sir Linkalot - Spelling

Practise your spellings over the week ahead of the weekly hot test. Remember to practise your spellings on 'Sir Linkalot'.

Practise the words using Sir Linkalot strategies to help you. We will practise a couple each day, over the week in class. This will help you improve your spelling accuracy. (Keep your login safe so that you can log on and stay on track).

We look forward to celebrating your personal progress with you.



Knowledge organiser

Develop your knowledge using your organiser each week to rehearse and recall facts to support learning in the classroom.

Remember to practise the focus section each week. You could even ask an adult to quiz you.

We look forward to seeing you applying these facts in lessons.

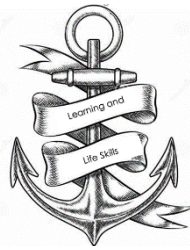


Learning and Life Skills

Develop your Learning and Life Skills at home by practising 'I can' statements set for this half term.

Remember to share your 'I can' statements with others at home. You could even practise them together.

We look forward to developing our skills in class too.



Extra-Curricular

If you attend clubs, competitions, festivals or events - in or outside of school - we would love to hear about them.

Remember to share any achievements with us.

We look forward to celebrating these with you.

Celebration Assembly is on Friday!

Please read the Home School Agreement. There is a section for me, a section for your grown-up and a section for you.



Why not take a look at some of the DB Primary games and activities.

Look out for any set tasks that may be added for you to try.

Knowledge Organiser example

Darlinghurst Academy Year 6 Autumn 1: Out of this World – What's Out There?

Vocabulary	
Asteroid	A rock that orbits the Sun in a belt between Mars and Jupiter.
Axis	An imaginary line through the middle of something.
Comet	A bright object with a long tail that travels around the Sun.
Galaxy	An extremely large group of stars and planets. Our galaxy is called the Milky Way.
Gravity	The force which causes things to drop to the ground.
Meteorite	A rock from outer space that has landed on Earth.
Orbit	The curved path in space that is followed by an object going round and round a planet, moon, or star.
Planet	A large, round object in space that moves around a star.
Solar System	The Sun and all the planets that go round it.
Star	A large ball of burning gas in space.
Universe	The whole of space and all the stars, planets and other forms of matter and energy in it.

Phases of the Moon

What causes day and night?

- The Earth rotates on its axis anti-clockwise and makes a complete rotation over 24 hours (a day).
- This makes it appear as the Sun moves through the sky but the Earth's rotation causes day and night.
- Different parts of the Earth experience daylight at different times - this means that it is morning, afternoon and night in different places. This is also the reason why we have time zones.
- Because of the Earth's tilt, the poles experience 24 hours of sunlight in the summer, and very few hours of sunlight in the winter.

The Water Cycle

Year length and the Seasons

The Earth takes 365 and a quarter days to orbit the Sun. Because of the extra quarter day it takes to orbit the Sun, every four years on Earth is a leap year. It is the Earth's tilt that causes the seasons.

The Planets