



Darlinghurst

ACADEMY

Homework Policy

February 2023

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Homework

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 academy 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 children,
- 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 academy.

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 Home Learning Practice Book in which all tasks and activities should be recorded.

Academy 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 children 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 format.
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 format.
5. Further praise and recognition is given in class and / or by academy leaders

Homework in Key Stage 1 and 2

Homework in all year groups will be sent home every half term. Books should be returned to academy for the end of the half term, ready for the next overview.

Year 1 Weekly homework will consist of reading, phonics/spelling and Numbots.

Years 2 to 6 weekly homework will consist of reading, spelling and times tables.

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 organiser each half term relating to key vocabulary and facts to learn and practice based on their connected curriculum topic. There may be additional tasks set linked to these.

Roles and responsibilities

Roles of the children

Children are expected to:

- complete their homework and return their books 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 academy books.

Roles of Parents/Carers

Parents/carers are expected to:

- support academy 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 and establish a homework routine,
- 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, completing the work
- complete and contribute to school evaluations and questionnaires so the academy is able to 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 the instructions and ensure they have the tools and 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 children
- communicate with parents regularly to clarify homework schedules and expectations.

Roles 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:

- 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. 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.

Policy reviewed 20/02/23

Homework Example

AR – Accelerated Reader

Year 3

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 you 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

Sir Linkalot - Spelling

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



Remember to practice in 'Garage' the multiplication facts that you are learning before visiting the 'studio' to practice. 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

Year 3 times tables

X 3, x6, x4, x8 (continue to practise x2, x5, x10)

Practise your spellings over the week weekly hot test. Remember to practise 'Sir Linkalot'. Practise the words using Sir to help you. We will practise a couple the week in class. This will help you improve your spellings accuracy (keep your login safe so that you can log on and stay on track)



ahead of the your spellings on Linkalot strategies each day, over

Wk1:24/.2.23 Blue Blyton

Blue, true, build, circle, few, field, friend, heart, each, spelling rule: happy, smoky, ream, monkey cry

Wk2:03.03.23 Blue Blyton

Laugh, learn, money, once parent, people poice really, sure, spelling rule: annoy, coin, choice, loyal, oyster

Wk3:10.3.23 Pressure Proust

Appear, arrive, breath, consider, decide, early famous, forward, group guard, spelling rule: stopped, plugged, walked, looked, liked

Wk4: 17.3.23 Pressure Prouts

Guide, history, increase, decrease, mention, minute, notice, popular, potatoes, pressure, promise, spelling rule: bigger, biggest, darker, darkest

Wk5: 24.03.23 Orange Orwell

Address, bottle, little, breakfast, change, city, clothes, could, should, would, spelling rule: clapping, grabbing, pushing, naming, bouncing

Knowledge organiser

Learning and Life Skills

Extra-curricular

Year 3: How can we make living here better for everyone?
Wk1:24.2.23 Map of Essex and map of school. Can you find out the names of other counties in the UK? Which ones are closest to Essex?

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

If you attend clubs, competitions, festivals or events – in or outside of school, we would love to hear about them.
Remember to share an achievement with us.

Wk2:03.03.23 Vocabulary, can you give an example of an environmental issue linked to each?

Wk3:10.3.23 Renewable Energy, choose one kind and find out the advantages and disadvantages.

Wk4: 17.3.23 Waste literacy, can you give an example of each you could do at home?

Wk5: 24.03.23 Types of Pollution, make a poster or write about a way we could reduce one of these

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.

We look forward to celebrating these with you.

Celebration Assembly is on a Friday!

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?

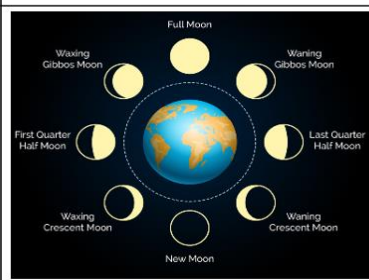
Vocabulary

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

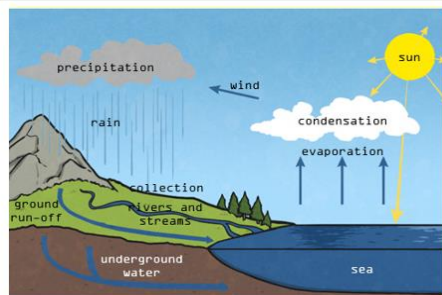
The Planets



Phases of the Moon

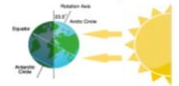


The Water Cycle

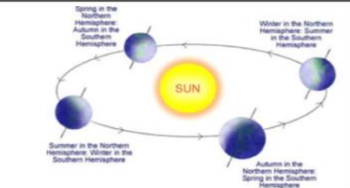


What causes day and night?

- 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.



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.