



Darlinghurst

ACADEMY

Homework Policy

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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 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 organisational and 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.

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 by the time children reach Year 6 they have established a clear routine in preparation for secondary school. The intended role of homework is to embed skills, factual information, broaden and deepening thinking, complete tasks or introduce new material, along with enabling extended writing. 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. Other homework can be set for key points within a unit of work or time or year. 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 centred around homework tasks. Feedback at times may be in the written form.
5. Further praise and recognition in class and / or by the 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).

KS1 Weekly homework will consist of reading, phonics/spelling and one other curriculum subject.

KS2 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.

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,
- contribute to pupil interviews and pupil questionnaires on homework for the school to monitor and evaluate its effectiveness,
- 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 six intended roles of homework,
- 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 the Leadership

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 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.

Policy reviewed 07/01/2019

Homework Examples

Year 1 example

<p style="text-align: center;">Reading</p> <p>Please continue to read every night to an adult using your phonics books. Which tricky words are in your books? Can you spot tricky words in any other stories you have at home?</p> 	<p style="text-align: center;">Handwriting</p> <p>This week, we have practised 'curly caterpillar' letters in handwriting. All of these letters are formed using the same formation to begin the letter. Can you practise one armed robot letters, referring to the letter formation sheet that is stuck in your book from last week?</p> <p style="text-align: center;">c a d o s g q e f</p> 
<p style="text-align: center;">Curriculum</p> <p>Alongside our toys topic, we are thinking about weather and seasonal changes. We are excited to see the changes that the start of Autumn is bringing! Can you go on an Autumn walk and collect a few nice big Autumn leaves to use for an Art activity on Monday? Write a sentence about what you saw on your walk.</p> 	<p style="text-align: center;">Maths</p> <p>We have practised telling 'Maths stories'. Can you think of a Maths story about toys using addition, and another using subtraction? Can you say your story aloud, write the equation and draw a picture to represent it?</p> <p style="text-align: center;">For example: 'I went to the toyshop yesterday. I bought two teddies. My sister bought a football. We had three toys altogether.'</p> <p style="text-align: center;">$2+1=3$</p> 

Year 6 example

<p style="text-align: center;">Reading</p> <p>Please continue to read to an adult. Aim to read to a grown up for 30 minutes a night.</p> 	<p style="text-align: center;">Spelling/Grammar/Handwriting</p> <ol style="list-style-type: none"> This week we have learnt how to spell words with the <u>-er</u> and <u>-est</u> suffix. Write down 10 words that follow this spelling rule. Complete the grammar worksheet provided
<p style="text-align: center;">Curriculum</p> <p>This week we visited <u>Belfairs</u> to watch their performance of '<u>Les Miserables</u>'. Have a discussion about the story and the staging.</p> 	<p style="text-align: center;">Maths</p> <p>Log in to Times Table <u>Rockstars</u> and practise your times tables for 10 minutes a night.</p> 