Castle Bromwich Junior School

Where together we can learn, work and succeed.

Homework Policy

Approved by trustees – Full Trust Board 07/07/2026

Date – July 2025

Reviewed by – Mrs T. Timms

Review date – July 2027

At CBJS we aim to teach the children to do the best they can, so that they learn the most they can, and develop academically, socially and physically to be as happy and as healthy as they can.

Our own research shows that pupils who regularly complete homework generally make better progress in school and show a more committed attitude to school life. It is the purpose of this document to clarify the expectations, so that homework is successfully managed by all.

AIMS

Our aims in developing a consistent school policy are:

- To ensure that parents and pupils are clear about their work to be done at home
- To maintain a realistic amount of work which children could complete without interfering with other leisure and social activities
- To involve parents in their children's learning on a regular basis
- To develop skills and attitudes, this will aid independent learning, both at school and into adulthood.

PURPOSE OF HOMEWORK

- To consolidate, reinforce or extend skills/concepts taught at school
- To provide opportunity for parents to become actively involved in their children's learning
- To help children to develop qualities of initiative, perseverance and independence
- To prepare children for later study, making the transition demands of secondary school more manageable.

ROLES AND RESPONSIBILITIES

The school will

- Set homework and keep parents informed of the expectations
- Ensure homework is given on the set day
- Set spellings on the spelling zapper
- Make every effort to ensure homework is clear so parents are aware of our techniques and how they can support their children
- Give feedback to the children in the form of stamps/stickers and dojo points

Parents should

- Take an active interest in the work set for homework and support your child with it.
- Ensure children are provided with a suitable place to do their homework either alone or with support from an adult
- Make it clear to their children the importance of homework and that they support the school
- Encourage their child and praise them when they have completed their homework
- Encourage their child to return their homework on the correct day. Homework will be issued on a Monday and expected back on the following Monday.
- Sign the reading diaries
- Contact the class teacher if there is any problem with homework

Pupils must

- Ensure they take their homework and reading diaries home.
- Set a time with their parents that is a good opportunity to do their homework • Ensure their homework is returned /completed by the correct day
- Speak to their teacher if they have any concerns.

Communication with parents provides us with mixed views about the amount of homework and therefore in review of our policy we have made some elements compulsory and others optional with opportunities for pupils and parents to seek additional homework as required.

COMPULSORY AND NON-COMPULSORY ELEMENTS OF HOMEWORK

Compulsory elements [all of which are explained in further detail]

- All pupils must read at least three times a week and have their reading diary signed by an adult.
- Spellings must be learnt each week in preparation for school spelling lessons and the weekly test.
- Times table practice and development on Times Table Rock Stars (TTRS) - a minimum of 10 minutes.
- One English nugget and one Maths nugget on Century (Online AI tool) Each Nugget will take between 6 – 10 minutes.

Non compulsory

- We will send home half termly projects for children to complete, this will have a link to a curriculum element, a university, a competition or a national event i.e. Science week
- Century will set additional nuggets that will be available for your child to complete should you want them to. It will target specific areas that the programme has identified they need to work on.

If you feel your child is struggling in a particular area, please contact your child's class teacher and work to follow up what we are doing in school will be sent home. Equally if we feel a pupil is particularly struggling, we will contact parents to see if homework would be supportive.

SPELLING

Children are given a 'Home/School Spelling Journal' (yellow book) Each week, the children will get a combination of common exception words and words that link to the pattern being taught in school to be learned at home.

READING

The children in all year groups are expected to read regularly and we cannot emphasise enough the importance of reading at home. Initially pupils may have stories read to them or read to their parents, as independence increases pupils will read to themselves. Pupils may be helped by their parents discussing the characters and plot to show understanding. We appreciate that with busy lifestyles it is not always easy to stop everything to listen to your child read, especially if you have several children. Children can read to you whilst you are preparing the tea and at other odd moments. Reading is crucial to everyday life but also has a positive impact on your child's writing. Each pupil is given a home reading diary in which to record the books they read- this must be initialed by an adult in order to receive their dojo points. Reading book and record should be taken home and returned to school daily.

Staff will respond to the reading diaries to show they have been monitored and DOJO's awarded. Pupils must however have their reading diary in school each day so that any reading can be acknowledged. Three DOJOs will be awarded to pupils who read three times a week as per our policy. Children who read less than this will be given one DOJO point The orange DOJO will be used to inform parents if we don't see diaries.

Our pupils are free to change their own books and staff will support children as necessary, but parents are free to come in and change a child's reading book.

Bookworm

Our whole school reading challenge is called, "Bookworm". The reading challenge comprises of five different levels and, as part of this challenge, the children will need to record the minutes they have read at home in their reading diaries and get this signed by an adult. Any minutes logged should be recorded in periods of 5 minutes (e.g. 5 minutes, 10 minutes, 15 minutes, 30 minutes, 45 minutes, 1 hour etc). Once a child has achieved a level, they reset to zero to commence reading for the next level. However the levels move through the school

The levels are as stated below:

Level 1 – 10 hours of reading. **Reward:** a certificate.
Level 2 – 20 hours of reading. **Reward:** a bookmark.
Level 3 – 40 hours of reading. **Reward:** a graphic novel.
Level 4 – 80 hours of reading. **Reward:** one book from a collection of books.
Master – 140 hours of reading. **Reward:** a collection of books.



Within each level, we aim to see a range of genres being read, e.g. a non-fiction, a poem and a fiction book. At master level, the children should have read at least one fiction, one non-fiction, one comic/magazine, one poem and one graphic novel.

[See guidance below on how to support your child with reading]

MATHS

Children have access online to Times Tables Rockstars.
The Century online learning tool will be used to set a weekly Maths "Nugget". This will be related to class weekly topics or an area that has been identified for further development.

REWARDING HOMEWORK

Pupils who complete their homework are rewarded by positive comments and dojo points. Children may also receive celebration certificates for homework that is of a particularly high standard.

Reading diaries completed as above= up to 3 DOJOS
Spellings= up to 2 DOJOs
Completion of Century activities is 2 DOJO's in total and an extra DOJO may be available for pupils who work beyond the school activity
TTRS – 2 Dojos for minimum time completed

Where homework is not completed, parents will receive an orange dojo to remind them. If a subsequent week is not completed, a red dojo will be given before the pattern starts again.

SPECIAL NEEDS

Alternative programs of work may be given to pupils receiving support from the intervention team. This will relate to individual needs and may cover issues such as handwriting, spelling or reading related activities.

The staff and governors at Castle Bromwich Junior School hope that all parents will support this homework policy

Questions to ask as Children Read Independently

Our data and evidence from listening to our pupils read, show that the vast majority of our pupils are very good readers. Where some of them struggle is being able to understand what has been read. The questions below will support parents in checking their child's understanding of the text that has been read

Talk about the book before you start to read

• Why did you choose this book? (if it is a choosing book)

• What do you think it is going to be about?
• Let's look at the front cover for some clues.
• What is in the picture?
• What is in the title?
• Let's read the blurb on the back.

If they come across an unfamiliar word
• Miss out that word and read on. Now go back and guess what it might be.
• Look at the picture for a clue.
• Try to sound out the word e.g. br u sh
If a child cannot work out what an unknown word is after a few seconds, it is important to tell them so that the flow of the reading is not interrupted too much.

If a child misreads a word do not correct it immediately. Wait until a suitable break in the text.
• Back here you said (repeat what they said). That doesn't make sense does it?
• I liked the way you tried to work out what that word would be.
• Yes, that would make sense but it's not the word the author used.

It is important that you respond to the content
• That is sad isn't it?
• Laugh if there is an amusing bit.
• I wonder what will happen at the end of the story?

Ask questions that will ascertain the child's understanding of the text
- With young or less able readers' questions will need to be more literal.
- More able readers should be asked questions where they have to infer [work out] meaning.
- Keep these questions open ended

- Where does the story take place? What do you think the setting is like? What specific words helped you create that picture?
- Who are the key characters in the book? How does the main character feel?
- What did s/he/it look like? I.e. describe …, e.g. the giant
- What do you think is happening here?
- What happened in the story? Can you tell me what the text/story is about in just a few sentences?
- Do you have any questions about what you have read?
- What does the word XXX mean? What is another word for XXX Have you read any new words in this text? Which words/phrases tell you that … e.g. the setting is spooky

More able and older children should be able to give some reasons why to support their responses and if possible be able to give some evidence from the text