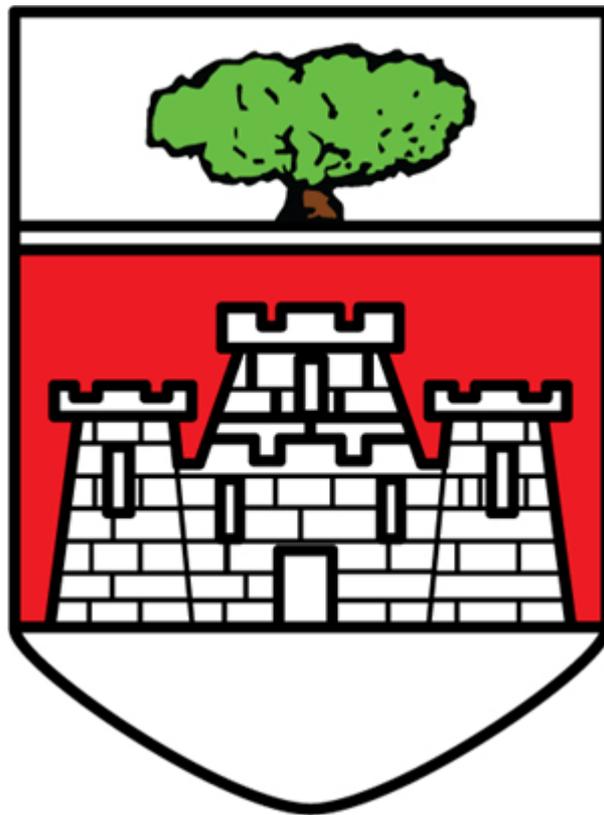


Castle Bromwich Junior School

Homework Policy



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 and sign book to show they have been checked
- Provide the necessary resources to complete the homework
- 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
- Return homework to pupils to bring home.

Parents should

- Take an active interest in the work set for homework and support the school's policy
- 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
- Sign the spelling zappers
- Ensure the children bring their homework home and contact the school if there is a problem.

Pupils must

- Ensure they take their homework home
- Set a time with their parents that is a good opportunity to do their homework
- Ensure their homework is returned to school on the correct day
- Speak to their teacher if they have any concerns.

After recent discussion with staff and governors and parents through surveys we have reviewed our homework policy [May 2018] making 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- a weekly activity will be sent home to appropriately challenge the pupils.

We feel these compulsory elements contribute significantly to pupil's progress across a range of curriculum areas. For each of these areas pupils will receive a negative DOJO if they are not completed.

- As year 6 pupils approach their SATs and transition to secondary school, homework may adopt a more traditional focus on English and maths in order to prepare the pupils and give parents a chance to see how well their child is progressing.

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. Green Day

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

We use spelling Zappers with the children encouraged to regularly learn their spellings and then ZAP them once they can confidently spell them. Spellings will be given as follows:

- The teachers select 4-5 words from the spelling pattern to go into the Zapper.
- Pupils will select a further 2 or 3 words from the words investigated in their school spelling book and a word they have struggled with.
- Also 2 or 3 words will come from our lists of exception words [those that don't clearly follow a spelling pattern]

Before spellings come home, staff will check that Zappers are correct – evidenced by a stamp or a signature

Some children follow a separate Read Write Inc. programme of intervention and their spellings will be selected from this programme. Parents and pupils will be made aware if this is the case.

Spellings will be sent home in a plastic wallet along with reading book and record and should be taken home and returned to school daily.

We expect to see evidence that Spelling Zappers are being used, i.e. Z in the corner of words **and** a parent signature on the sheet by the expected day of return. Children who do not complete their spelling zappers will receive a negative DOJO as this homework links directly to school English lessons.

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. Older 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 for 15 minutes 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.

Staff will respond to the reading diaries twice a week 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

Staff will support children to change their books, but parents are free to come in and change a child's reading book.

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

TIMES TABLES

This is a crucial element to maths and are needed and applied across the maths curriculum. Staff will send home a weekly activity for pupils to improve their accuracy, speed and application in this area. A negative dojo will be awarded for non-completion of this homework. Children in school are also working towards their Times Star Awards- that are presented in our Friday celebration assemblies.

REWARDING HOMEWORK

Pupils who complete their homework are rewarded by positive comments in their books 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

Completion of times table activity 2 DOJO's and extra DOJO may be available for pupils who work beyond the school activity

Spellings= up to 2 DOJOS

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.

HOMEWORK CLUB

Our learning mentor Candy runs a weekly homework club where children can attend to complete their homework. Please contact Candy s10ccampbell@cbjs.solihull.sch.uk to check availability and book a place.

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

Policy updated June 2018

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