



Holmer Green Junior School

We inspire, we enable, we achieve. Together.

HOLMER GREEN JUNIOR SCHOOL

HOMEWORK POLICY

JULY 2025

Written	Adopted by Governors	Review date	Responsibility
JULY2025	N/A	JULY 2026	Headteacher

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The Purpose of Homework

Teachers of Holmer Green Junior School set homework because we believe it is a way of supporting and reinforcing the learning pupils undertake in our school. It also supports our school aims of fostering a positive attitude towards learning and developing high level study skills. We believe that through completing homework children will be better prepared for their next stage of schooling.

The Key Principles of homework at Holmer Green Junior School

All homework activities follow the principles outlined below:

- There is a strong connection between homework and class work.
- Homework is matched to the needs of the pupils to ensure that all abilities are able to participate successfully.
- Parents play a crucial role in supporting homework and are made fully aware of our expectations in terms of the activity, the deadline and the standard of work.
- Teachers monitor, acknowledge and, where necessary, give pupils feedback about the quality of their work.
- Our expectation of the type and amount of homework set differs according to the pupil's age (see Appendix A).

Types of Homework

Homework activities may take any of the following forms:





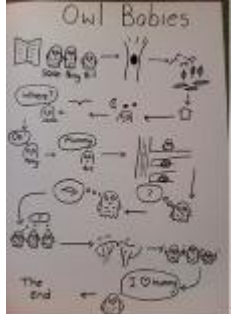
- Reading with or to an adult, focussing on comprehension and vocabulary development
- Spelling practice (see Appendix B)
- Times tables practice
- Tasks focusing on Literacy or Numeracy skills

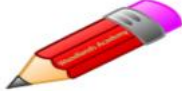



Reading:

Children are expected to read for at least 15 minutes per day. This would preferably be with, or supported by, an adult. Reading should be recorded daily in their school planners.

Teachers will check and sign planners weekly, with comments made.

Additional reading activities are available in the school planners (as detailed below) and at least one activity should be completed weekly by children in their planners.

 <p>I am a retriever I can find the main facts and features in a text and write them down.</p> <p>Skimming and scanning</p> <p>After reading a passage, make up 3-5 questions (or ask an adult to help you) which start with: Who? What? When? Where? How?</p> <p>For example:</p> <ul style="list-style-type: none"> → How old is the main character? → What time of day is it? → Where are the characters heading to? <p>Now, give yourself a time limit to answer each question, finding evidence in the text.</p> <p><i>Write down your answers to these questions in your planner or in your homework book!</i></p>	 <p>I am a word wizard I know and can explain what individual words in the text mean.</p> <p>Glossary creation</p> <p>Find at least 3 words you are unfamiliar with from the text – if you can't find any, your book is probably not challenging enough. Can you predict what the word might mean from reading it in the sentence? Then, look the word up in a dictionary and <i>write down the meaning in your planner or in your homework book.</i> Test yourself to see if you can remember the meaning of these words the next time you come to read.</p>	 <p>I am a detective I can work things out based on clues in the text.</p> <p>Thought bubbles</p> <p>Create a cartoon type image of a scene.</p> <p>Then add speech bubbles (detailing what each character is saying) and thought bubbles (detailing how each character might be feeling).</p> <p><i>Evidence this in your homework book.</i></p>	<p>Sequence </p> <p>Identify and recall the key events in the story/ chapter you have just read.</p>  <p>This could be done just using pictures.</p> <p><i>Evidence this in your homework book.</i></p>
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 <p>I am a summariser I can find only the most important information in the text.</p> <p style="text-align: right;">Summarise in a nutshell</p> <p>Summarise the events in the story or chapter you have just read. Think about reducing the number of words you write in your summary each time. For example:</p> <ul style="list-style-type: none"> ➔ Summarise the chapter in 50 words. ➔ Summarise the chapter in 25 words. ➔ Summarise the chapter in 10 words. <p>You could even summarise events from the perspective of a character in your story.</p> <p><i>Evidence this in their planner or in their homework book.</i></p>	 <p>I am a fortune teller I can use information from the text to predict what will happen next. I predict by retrieving and inferring.</p> <p>Predictions</p> <p>Before you start reading a story, predict what may happen in the book from just looking at the front cover and reading the blurb. Alternatively, after reading a chapter, predict what may happen next in the story.</p> <p><i>Write down your predictions in your planner or homework book.</i></p>	 <p>I am a detective I can work things out based on clues in the text.</p> <p style="text-align: right;">Quote</p> <p>detective.</p> <p>Find and copy down a quote in your book which tells you something about a character (this could be dialogue, action or description). Write down what impression this quote gives you of the character: i.e. 'He stomped down the steps, his face as red as a tomato'</p> <p>This tells me the character is very angry because he is stomping and his face has turned red.</p> <p><i>Evidence this in your planner or homework book.</i></p>	 <p>I am a reader I think about the information in the text and find similarities and differences.</p> <p>Book review</p> <p>Once you have finished reading, write a book review of the story.</p> <p>Consider the following questions:</p> <ul style="list-style-type: none"> ➔ Who are the main characters? ➔ What happens in the story? ➔ Who would you recommend this story to? ➔ How does it compare to the last book you read? ➔ What star rating would you give it out of 5? Why? <p><i>Evidence this in your homework book.</i></p>
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Spelling

Spelling words, with suggested activities for each day, will be set via Seesaw.

Children will submit homework using their homework books, which should then be handed in on Thursday.

Spelling homework will be ticked by teachers weekly, with comments made only if necessary.

Maths

In Lower Key Stage 2 (Years 3 and 4), 1 or 2 activities will be set using Sumdog, while 1 or 2 activities will be set using MyMaths (a total of 3 activities per week).

In Upper Key Stage 2 (Years 5 and 6), if required, 1 activity will be set using Sumdog for times table fluency, while 2 or 3 activities will be set using MyMaths (a total of 3 activities per week).

Sumdog and MyMaths activities will be marked via the app and teachers will track performance weekly.

Failure to complete homework will result in children losing their Friday breaktime. During this time, pupils will instead be asked to complete any of the homework activities above. They will stay in with their class teacher.

In addition to the above, children are encouraged to practise Maths skills and develop independent learning habits by using educational websites the school has signed up for.

Completion of homework

All homework is set online on Seesaw on **Fridays**. Children complete their homework in their homework books. Children must complete their homework by the deadline of the following **Thursday**.

These exercises will be acknowledged by teachers but not quality marked. Deeper marking will occur in classroom activities within school. Any additional work posted will also be read and acknowledged by the teacher.

Reading homework is evidenced through daily annotation in planners by parents and children.

Homework club

Where teachers, parents or children feel that extra support is required with homework, children are given the opportunity to attend a weekly homework club after school until 4.25pm. They have access to computers and other school resources to support successful completion of homework.

NB – If pupils are chosen to attend intervention groups, staff will work together to decide on the relevant homework.

APPENDIX A

A Guide to Homework

Reading

Children expected to read for at least 15 minutes per day. This would preferably be with, or supported by an adult. Progress to be recorded in their planners.

Teachers will check and sign planners weekly, with comments made.

Spelling

Spelling words, with suggested activities for each day, to be set via Seesaw.

Children to submit homework using their homework books, which should then be handed in Thursday.

Seesaw homework/ spelling homework to be liked/ ticked weekly, with comments made only if necessary.

Maths

LKS2: 1 or 2 activities set using Sumdog, 1 or 2 activities set using MyMaths (a total of 3 activities per week).

UKS2: If required, 1 activity set using Sumdog for times table fluency, 2 or 3 activities set using MyMaths (a total of 3 activities per week).

Sumdog and MyMaths activities will be marked via the app. Teachers to weekly track performance.

Failure to complete homework will result in children losing their Friday breaktime. During this time, pupils will instead be asked to complete any of the homework activities above. They will stay in with their class teacher.

APPENDIX B

Spelling practice

Children are set 8 weekly spellings to practise at home. These are tested in school on a Friday.

Spellings lists comprise of:

- 5 spellings which contain spelling patterns from the National Curriculum statutory lists
- 3 spellings taken from the National Curriculum statutory word-lists ('tricky words')

Two compulsory spelling tasks are set for each year group:

Task 1: rote practice of spellings. Children are asked to write down their spellings at least 4-5 times per week using a variety of methods such as Look Say Cover Write Check, Rainbow writing or Pyramid words.

Task 2: words in context. Children are asked to complete an activity which gives them more practice of their spellings but in a context. E.g., inserting words into a paragraph with missing spaces or writing sentences containing their spelling words.

Spelling practice should be an independent activity, but parents are encouraged to check their children's progress so that they are fully prepared to take their test at the end of the week.