



**CHALK HILL**

## **Homework Policy**

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Adopted by the Provision Committee:

Date: November 2019

Chair of the Provision Committee

Date for review: December 2020

Person responsible for review: Lead Teacher

## AIMS

The Chalk Hill Statement of Purpose, Values and Ethos states:

“Chalk Hill is for boys aged between 8 and 14 who have been permanently excluded or are at risk of permanent exclusion from mainstream schools. We believe that with the right support for their Social, Emotional and/or Mental Health needs, these children and young people can learn to change their behaviour, re-engage positively with learning and prepare for life as a successful learner, employee and citizen.

“Most of our students have experienced difficulty, disturbance or trauma in their childhood. We believe that no young person should be defined by their past, but that with courage and commitment they can transform their future.

“We aim to provide a caring, supportive and challenging learning environment in which students will overcome their barriers to learning, reintegrate successfully into their local mainstream schools or another appropriate education provider, and into the community.”

With all of this in mind, it is important for our approach to homework to:

- Assist students in preparing for their next educational setting, by establishing good habits and routines;
- Build students’ confidence as independent learners;
- Support students in regaining lost ground as learners;
- Help students to overcome their fear or antipathy towards learning;
- Embed and extend classroom learning;
- Be realistic in terms of expectations, both of students and of parents/carers.

For these reasons our requirements for homework in Key Stages 2 and 3 are clear, simple and achievable, focussed on core elements that underpin progress in literacy and numeracy.

## ROLES AND RESPONSIBILITIES

It is the responsibility of every Class Lead to set three homework tasks a week from the following:

- Reading an agreed book for a set length of time and frequency (eg. 15 minutes a day)
- Reading for pleasure
- Learn spellings of key words, either for a test or work which will require the words to be used (subject-related vocabulary)
- Research a topic of interest
- One of the following:
  - Learn specific times table(s)
  - Learn inverses of specific tables
  - Learn number bonds to 20, 50, 100 and greater.
  - Learn different fractions as decimals and percentages eg  $\frac{1}{2} = 0.5$  and 50%
  - Place value in 2,3,4,5 digit numbers
  - 10 addition, subtraction, multiplication or division sums (column method) at each pupil’s individual level.

Class Leads should monitor the completion of homework, as indicated by signatures in the planner from parents/carers or residential staff in the case of boarders.

Staff are not expected to issue consequences to students who do not complete their homework, but should reinforce the clear message to them that completing homework has a direct and positive impact on their progress in lessons.

## **PROCEDURE**

The homework should be written by the student in their planner, or by staff if that is not possible. Parents/carers and residential staff will be asked to sign the relevant page in the planner to indicate that the student has completed the homework. Class Leads will ensure that homework relates directly to the work set in class, so that its impact is tested.

Staff will agree a suitable reward scheme for those who complete their homework. The implementation and impact of the reward scheme will be monitored by the Lead Teacher.