



Sackville School Independent Learning Policy

Reviewed by: Paddy Quigley **Date adopted:** December 2024
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Independent Learning Policy

Rationale

Independent learning (IL) is a crucial component of a high-quality education. It empowers students to take ownership of their learning, develop essential study skills, and deepen their understanding of subject matter. By setting clear expectations and providing effective support, we can ensure that independent learning is a valuable and rewarding experience for all students.

What the EEF states about independent learning:

The Education Endowment Foundation (EEF) has found that homework [IL] has a positive impact (average +5 months) on student learning, especially in secondary schools. Effective homework is linked to classroom work and includes clear purpose, quality feedback, and appropriate workload. Additionally, homework clubs can support students who may lack resources or quiet spaces for learning. The quality of the task set appears to be more important than the quantity of work required from the pupil. There is some evidence that the impact of homework diminishes as the amount of time pupils spend on it increases. It's crucial to balance the benefits of homework with the potential drawbacks, such as increased workload and stress. Furthermore, studies have shown that homework involving digital technology can have a significant positive impact on student learning, potentially leading to six months of additional progress.

In line with EEF guidance:

- Independent Learning tasks should be well-designed and linked to classroom learning.
- The aims of each task should be clearly set out to students when set
- Independent learning strategies should be explicitly taught to support students ability to learn independently
- We will seek to understand and address any barriers to completion such as access to a learning device, resource or quiet space

Aims

- Consolidate and extend Learning: reinforce and deepen understanding of concepts learned in class.
- Develop revision skills: equip students with the ability to revise and gather information independently.
- Enhance independent work skills: foster self-discipline, time management, and organisational skills.
- Promote student autonomy: empower students to take ownership of their learning and make informed choices.
- Facilitate home-school communication: create opportunities for parents and carers to support their child's learning.

- Align with curriculum goals: support the achievement of curriculum objectives and standards.

By incorporating these aims into our independent learning policy, we can ensure that students are well-prepared for future success.

Expectations: How much and by whom?

The quality of independent learning tasks is more important than quantity; however, the table below gives a guide to the amount and frequency of homework set.

Key Stage	Subjects	Approximately	Type
KS3 (Y7-9)	Eng, Maths and Science	Once a week	<ul style="list-style-type: none"> ● The majority of independent learning should focus on retention & retrieval and should be linked to the learning taking place in lessons (including prior, current and future learning). ● At KS4, flipped learning may be given as an alternative style of independent learning. ● When it is meaningful, a deeper independent learning task may be appropriate. ● Giving the right work at the right time is key.
	Geog, Hist, MFL	Once a fortnight	
	All other subjects	Twice a half term	
KS4 (10/11)	Eng, Maths and Science	Once a week	
	All other subjects	Once a fortnight	
Menu of suitable independent learning (not exhaustive) <ul style="list-style-type: none"> ● Knowledge quiz ● Exam Questions ● Further or pre- reading ● Knowledge organisers ● Condensing and reflection work ● Research based tasks ● Effective revision strategies ● Coursework preparation ● Practical rehearsal/practice or creation 			

KS5	All subjects: One entry on Bromcom per week Setting 3-5 hours of independent work per week.	Key Expectations: Students are expected to complete one hour of independent learning per one hour of teaching. We do not expect teachers to direct all of this learning however, they should make one weekly entry on Bromcom for work students <u>must</u> complete outside of lessons.
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6th Form

Sixth Form students should take ownership of their learning overall, with teachers providing additional guidance and support. They should, over time, develop strong independent study skills and time management. Students should allocate time for independent study for each subject, complete tasks to a high standard utilising available resources such as library books and articles to complete further research and reading. The school provides resources and support, including dedicated study spaces and teacher guidance. Students are accountable for their progress, and interventions will be implemented for those who may need additional support.

How should independent learning be logged and reported?

- All independent learning must be logged on Bromcom with a realistic due date taking into account the nature of the task/work.
- Links to independent learning can be inserted into Bromcom that lead to other platforms e.g Google Classroom, Carousel Learning, Seneca, Educake etc.
- Unless a piece of work needs to be physically handed into you, it is really important when setting independent learning, under the section 'submission type' that 'no submission required' is selected. Alternatively, select how you would like it handed in. This way on MCAS, parents can see it and that it does not require submission. Students can then hide completed work on their apps which families are keen to do to help manage their understanding and organisation.
- Training is available to provide assistance on using the platform.

Student recognition

Students who demonstrate exceptional effort and excellence should be rewarded on Bromcom using achievement points.

There are two types of independent learning **achievement points** available: 'Personal excellence' & effort.

- It is left to the discretion of the teacher on what would classify as personal **excellence** or **effort** warranting an achievement point for any individual student for a specific piece of work.
- Personal **excellence** points should be accessible for students of all abilities. For example, a student with a MEG of a 4 producing work at grade 6+.
- **Effort** points should be awarded to students who are really putting in fantastic effort. This may mean that they are meeting or exceeding their MEGs but they also may not be yet.

Feedback

Whole-class feedback is essential for reinforcing learning. Take time to acknowledge common strengths, misconceptions and areas for growth, and provide targeted guidance where needed.

Interventions

Non completion of independent learning

- **First** submission failure: A verbal warning and the work should be completed by the next lesson **or** a time set by the teacher
- **Second** submission failure: A behaviour point is logged against the student.
- The behaviour points will not be included in the CDS - but will be in the report the Assistant Headteacher for T&L downloads every fortnight to analyse and intervene where necessary.

The cycle starts over again for each piece of work for an individual teacher.

Monitoring of independent learning

- AHT/T&L will download a report every fortnight to monitor the number of negative points for independent learning.
- AHT/T&L will highlight selected students to CTL if there is a pattern of non-completion of independent learning in their subject. Where patterns persist across multiple subjects community leaders will be informed to discuss interventions with key staff. Students may be directed to complete their independent learning after school in the library (LRC).
- CTL/Community teams cross ref with A2L and academic data

Responsibilities

The role of the student

1. To listen to independent learning instructions in class.
2. To check their MCAS/ Google Classroom regularly to make sure all independent learning tasks have been completed.
3. To ensure that independent learning is completed and handed in to meet the deadline.
4. To attempt all work and give their best.
5. To inform the class teacher of any difficulties.

The role of the form tutor

1. To see that independent learning is being set and recorded.
2. To note and respond to any comments from parents/carers.
3. To point students in the right direction if they are having difficulties with logins etc.

The role of the class teacher

The class teacher controls the direction of independent learning and the nature of tasks undertaken.

The teacher will:

1. Set work as per the school expectations outlined on page.3
2. Make sure they have put all work on Bromcom.
3. Keep a record of independent learning tasks as part of a lesson plan.
4. Provide the stimulus.
5. Give full and comprehensive instructions.
6. Set deadlines for completed work and ensure that they are met.
7. Give students a sensible amount of time for completion of work.
8. Provide help and support.
9. Inform the Curriculum Team Leader and / or the Tutor as appropriate, when problems arise.
10. Rewards students for theory effort and achievement.

The role of the Learning Resource Centre (LRC)

1. To provide a space for students to come and complete their independent learning at breaks, lunch & between 3-4pm after school.

The role of the Curriculum Team Leader

1. To seek to enhance the quality of an independent work set.
2. To monitor and evaluate independent learning policy within their curriculum area via work scrutiny and responding appropriately to reports shared by AHT/T&L .

The role of the Senior Leadership Team

1. To provide staff, students and parents with access to the IT requirements.
2. To develop classroom practice to enhance independent learning across the school.
3. To review, monitor and evaluate the school independent learning policy.
4. To sample independent learning records through teaching and learning reviews.
5. To sample examples of work and talk to students according to the work sampling.

The role of the parents/carers

The role of the parent is crucial if a child is to gain success from independent learning. To reinforce its value through positive feedback and encouragement, will give students the confidence to persevere, work hard and reach high standards of achievement.

Parents/carers can assist by:

1. Checking tasks set on MCAS via the parent/carer login provided by the school.
2. Providing a table, chair and a quiet place to work.
3. Negotiating with the student when independent learning is to be done as a student's free play is important too.
4. Checking the time spent on individual tasks.
5. Ensuring that outside clubs or part time work do not hamper a child's quality of work and put a child under undue pressure.
6. Regularly checking presentation and content of some independent learning being returned to school.

7. Providing the school with information about any problems by contacting the school directly.