



# Heworth Grange School

*Enriching Lives, Inspiring Ambitions*

## **Independent Learning Policy**

### **January 2023**

Approved by:

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## 1. Introduction

The school policy for Independent Learning was developed and agreed by the Senior Leadership team and has the full agreement of the Trust and the LAB. The policy was approved and ratified by the LAB on .....

## 2. Aims

The aims of the Independent Learning policy at Heworth is to ensure all students receive outstanding opportunities to enhance their learning outside of the regular curriculum. It should be noted that 'homework' can be set in many different forms with different expectations and outcomes; therefore at Heworth it is referred to as '**Independent Learning**' to encompass the whole range of opportunities for students to enhance their learning outside the classroom.

Through this policy we aim to:

- Ensure that parents and carers are clear about what their child is expected to do.
- Ensure consistency of approach throughout the school.
- Use independent learning as a tool to support raising standards of attainment.
- Improve the quality of the learning experience offered to students and to extend it beyond the classroom environment.
- Provide opportunities for parents and carers, students, and the school to work together in partnership in relation to learning.
- Encourage students and their parents or carers to share and enjoy learning experiences.
- Reinforce work covered in class by providing further opportunities for individual learning.
- Practise or consolidate basic skills and knowledge, especially in Numeracy and Literacy.
- Encourage students to develop the responsibility, confidence and self-discipline needed to study independently.

**We recognise that not all students have the same access to the support networks, the facilities, or the time to complete their independent learning outside school, and that many are involved in extra-curricular activities or other outside activities. This means that for a whole variety of reasons some students can struggle with their independent learning, and this can lead to independent learning creating additional stresses on those.**

**Such barriers or limitations are both counterproductive and de-motivating and our independent learning policy seeks to take account of all potential barriers. It is therefore important to remember that independent learning at Heworth can take many different forms:**

- It will not necessarily come in the form of a written task.
- The nature and type of independent learning will change throughout a student's school career
- The amount and frequency of independent will differ according to the student's ability level.
- The independent learning programme will be personalised where appropriate in order not to cause undue stress on students and their families.

### **3. The Policy:**

#### **1. Examples of extended learning opportunities:**

The list below is not an exhaustive list of tasks that could be set as independent learning, but rather an indication of the type of tasks that are appropriate. There is an expectation that students would receive a variety of tasks over time. All tasks set should be meaningful i.e. extend learning from a lesson or prepare for future learning

- Extended research projects – this could also include work done by students involved with 'The Brilliant Club', 'The Girls Network' or the Duke of Edinburgh Award Scheme
- Focused revision
- Exam papers
- Practice (Music, Sport, Drama)
- Online e.g. Hegarty Maths, Seneca
- Homework links through Class Charts
- Attend the Independent Learning Club on Wednesdays and Thursdays

Independent learning will not teach new content; this will always be done in lesson time.

N.b. As part of this policy we recognise that it is not appropriate to set tasks that are expected to be completed overnight.

#### **2. Roles and responsibilities:**

##### **a. Role of the Class Teacher:**

- To provide a clear explanation of independent learning tasks for all
- To set up regular independent learning tasks according to the frequency routines set out in the policy.
- To ensure that independent learning is set consistently.
- To ensure that independent learning considers the individual circumstances of students
- To ensure any independent learning is purposeful and supports the curriculum being taught.
- To feedback, reward and praise students who regularly complete independent learning tasks.

b. The role of middle and senior leadership teams:

- To check that all staff are implementing the policy.
- To monitor and evaluate the implementation of the policy at appropriate intervals
- To feedback to parents and carers, the LAB and the Trust when appropriate.

c. The role of Parents/Carers:

- To support the school by ensuring that their child engages with independent learning.
- To provide a suitable place for their child to carry out their independent learning.
- To encourage and praise their child when they have completed their independent learning
- To become actively involved and support their child with independent learning activities.
- To make it clear that they value independent learning, and they support the school by explaining how it can help learning.

3. Frequency of Independent Learning:

Frequency set out below is a minimum expected. Each task to require approximately 30 minutes active engagement by the student

Year 7

Subjects	Number of pieces of homework
English, Maths, Science	1 per week
Geography, History, Spanish	1 per fortnight
RE, Art, Drama, Dance, Music, ICT, DT	Maximum of 1 per fortnight, but may be project-based work over a half-term

PE may set occasional homework

Year 8

Subjects	Number of pieces of homework
English, Maths, Science	1 per week
Geography, History, Spanish	1 per fortnight
RE, Art, Drama, Dance, Music, ICT, DT	Maximum of 1 per fortnight, but may be project-based work over a half-term

PE may set occasional homework

Year 9

Subjects	Number of pieces of homework
English, Maths, Science	1 per week
Geography, History, Spanish	1 per fortnight
RE, Art, Drama, Dance, Music, ICT, DT	Maximum of 1 per fortnight, but may be project-based work over a half-term

PE may set occasional homework

#### Year 10

Subjects	Number of pieces of homework
English, Maths, Science	1 per week
Option Subjects (3)	1 per week

This may be supplemented in the lead up to exams with extra revision material

#### Year 11

Subjects	Number of pieces of homework
English, Maths, Science	1 per week
Option Subjects (3)	1 per week

This may be supplemented in the lead up to exams with extra revision material

#### 4. Rewards:

The focus of our Independent Learning Policy is to positively reward students for their effort and achievement rather than punish those that do not engage in extended learning opportunities. Rewards may take several forms:

- Class Charts praise points
- Whole school competitions
- Displayed work
- Positive phone calls home
- Positive comments on completed learning

#### 5. Additional Support:

We recognise that students may need additional support in order to complete their independent learning and will aim to provide the following:

- Independent Learning Club (Co-curricular time on Wednesdays and Thursdays)
- Pitstop support (lunchtimes and after-school)
- EAL support (lunchtimes and after-school)
- The Nest support (lunchtimes and after-school)
- Information on the website for parents and carers

#### **4. Monitoring and Evaluation**

Independent learning will be regularly monitored and evaluated as set out below to ensure that the highest standards are maintained across all Departments.

- Department planning to include independent learning tasks
- Independent learning tasks to be set in Class Charts
- Submission and rewards to be recorded on Class Charts
- Student's independent learning to be kept with class work where appropriate
- Feedback from Student Voice to be gathered
- The delivery of Independent Learning is monitored by Catriona Froom, Assistant Head teacher (Teaching and Learning) through:
  - ~ Weekly line management meetings between the SLT and middle leaders, learning walks, Deep Dive reviews and curriculum reviews
  - ~ Students' development is monitored by class teachers as part of the school's internal assessment systems.
  - ~ This policy will be reviewed by: Catriona Froom, Assistant Head teacher (Teaching and Learning), annually. At every review, the policy will be approved by the Head Teacher

#### **5. Continuing Professional Development**

In order to ensure that the highest standards of Independent Learning are maintained and that there is a consistency across the school, staff will be trained on the delivery of Independent Learning through ongoing CPD, as part of the induction programme for any new staff and it will be included in our Continuing Professional Development calendar for 2023.