

# Independent Learning Policy



Date Drafted	September 2024
Date Agreed with Governors	September 2024
Date to be reviewed	September 2025



## Vision

*To ensure a consistent and coherent approach to setting relevant and purposeful independent learning tasks (ILTs) that are linked to our carefully sequenced, rich and diverse curriculum. Our approach supports all students in progressing their learning, without creating unnecessary burdens for staff and students.*

## Principles

- In line with government recommendations, as a school, we do not set more than a total of 12.5 hours per week
- Leaders and teachers plan relevant and purposeful ILTs and identify them on their curriculum plans.
- Leaders and teachers set ILTs in advance of deadlines
- Leaders and teachers plan and set ILTs on 'Assignments' on Teams only
- Leaders and teachers plan and set various forms of ILTs that *supports all students in progressing their learning*
- Leaders and teachers plan and set ILTs that take students the following amounts of time:
  - At Key Stage 3, students will be set up to **30 minutes** of ILTs **per double period** they have in a subject
  - As a general rule, at Key Stage 4, students will be set on average **1 hour** of ILTs **per subject per week\***. However, teachers will have the autonomy to set additional examination preparation work at key times
- Leaders quality assure the process.
- ILTs may be set on a weekly, fortnightly or term-long basis (with check-ins) depending on the nature of them.
- Leaders and teachers will make clear the purpose, content and success criteria of ILTs.
- Not all ILTs will be marked formally by a teacher, but all will be assessed. Sometimes this feedback will be written, sometimes verbal, sometimes peer and self-assessed. Some tasks will be given a mark or grade, some may have formative comments. Some feedback may require students to revisit their work in order to learn from it and improve.

Leaders and teachers reward excellent work in line with the school's Rewards Policy and set sanctions in line with school policy. Maths counts as two subjects, as it is double weighted in school progress measures **Roles and Responsibilities**

## Students

- To carry out ILTs as instructed by the teacher. For each, the teacher will specify:
  - Where to do it (exercise book; paper; a Word document...)
  - Where to hand it in (in lesson; on Teams (photo/uploading of a document...))
  - The expected outcomes (the necessary content + presentation requirements)
  - How long should be spent on the piece
- To hand in ILTs by the deadline
- To reach out to the teacher if they need greater clarity or support on an ILT at least 24 hours in advance



## Teachers

- To explain to students the purpose of the ILTs
- On 'Assignments' on Teams; to make clear the nature of and success criteria of ILTs
- To set ILTs in advance of the deadline
- To show the value of ILTs by integrating them into lessons (making the time to go through expectations and ways to go about the work)
- To monitor students' completion of ILTs and apply appropriate sanctions in line with department and school policy
- To ensure appropriate feedback is provided
- Where relevant, purposeful and planned for, to engage students in EMI work
- To use completion of ILTs as part of monitoring student progress
- To reward for effort and excellence in line with the school's policy

\* To ensure the extension deadline is at least 2 days later than the original one

## Heads of Department/subject

To plan relevant and purposeful ILTs and identified on their curriculum plan in line with their department and the school's vision and, in compliance with the time recommendations (see above).

- To ensure department have access to the curriculum plans and know a term ahead what ILTs they will need to set.
- To quality assure the rewards policy for effort and excellence and the setting of sanctions for lack of completion/completion under the standards set out
- To quality assure ILTs to ensure rigor and consistency across the department and as part of monitoring student progress.

## Parents

- To support their child is completing ILTs consistently
- To take an interest, but not do their child's work for them
- To find their child an adequate space to work
- To contact the Head of Year if they have concerns about their child, in general, spending too much or too little time on their ILTs
- To encourage their child to stop if they are taking a long time on their ILTs (more than 125% of the time the teacher has estimated it will take) and to contact the subject teacher about this by email