

<b>Title and Description</b>	Independent Learning
<b>Date of last review</b>	October 2024
<b>Approved by</b>	Local Governing Board: Quality of Education Sub-Committee
<b>To be reviewed by</b>	Local Governing Board: Quality of Education Sub-Committee
<b>Responsibility</b>	Teaching & Learning Lead
<b>Review period</b>	Annually
<b>Date of next review</b>	October 2025

## **HOMEWORK POLICY (Independent Learning)**

### **1. Aims**

This policy aims to:

- i. Provide clear guidelines on our approach to independent learning
- ii. Establish a consistent and coherent approach to independent learning
- iii. Clearly set out how and when independent learning practice will be monitored and evaluated
- iv. Support the approach set out in the Curriculum and Assessment policies, the overall ethos and values of the school (below) and the available evidence and thinking on effective independent learning

### **Framwellgate School Durham: Ethos and Values Statement**

#### **Excellence, Compassion and Respect for All**

Our school promotes academic excellence and embraces the shared values of honesty, integrity, respect and compassion. We want our students to be ambitious, kind, resilient and hardworking, and have a genuine passion for learning. We want them to change the world with the knowledge, skills and confidence they have learned here; to champion fairness, have friendships for life, and pride in our school. Above all, we want our students to be happy.

#### **British Values**

All staff are expected to uphold and promote fundamental British Values including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

### **2. The Purpose of Independent Learning**

The purpose of independent learning changes as a child progresses through their school life. We want our students to enjoy learning and see the value of learning beyond the classroom; we want students to develop a strong and disciplined work ethic and we want to help support students in being able to study independently. Independent learning can help to achieve all of these things, but it has to be carefully designed to ensure that it is both manageable and effective. It is also important that the independent learning tasks set do not cause students, and their families, a great deal of stress and which do not lead to progress in their learning.

### **3. The setting of Independent Learning**

Some subjects may set independent learning tasks every week, whilst others choose to set it over longer periods of time. All work will be set on Class charts for students and parents to access. Depending on the demands of the curriculum and age of the student, these demands may fluctuate at different times of the year. There is not a single type of independent learning task set by departments. Tasks can range from retrieval practice, flashcards, tasks extending students' knowledge, or building on work in class, but these will be consistent within departments and expectations will be clear. Students at GCSE and A Level will also be required to complete coursework outside of school.

### **4. Independent Learning for each Year Group**

Below is the maximum time commitment a student should be spending on independent learning. We believe the pressures of education should be balanced with a healthy lifestyle for all children.

In **Year 7** students will be set **5 hours** of independent learning per week. They will start with English and Maths for 4 weeks. After this students will be set independent learning in all subjects. The phased introduction of subjects will allow students to get into good study habits before the quantity of independent learning increases. Students should complete 1 hour of independent learning per night. This should be equivalent to two subjects per night. If the work does not take this long, students need to be doing additional independent work. This could include reading, consolidation, flashcards and accessing the resource hub for different subjects.

In **Year 8** students will be expected to undertake **6 hours** of independent learning per week, completing 1 hour of independent learning per night. This should be equivalent to two subjects per night. If the work does not take this long, students need to be doing additional independent work. This could include reading, consolidation, flashcards and accessing the resource hub for different subjects.

In **Year 9** students will be expected to undertake **7 hours** of independent learning per week, completing 1 hour of independent learning per night. This should be equivalent to two subjects per night. If the work does not take this long, students need to be doing additional independent work. This could include reading, consolidation, flashcards and accessing the resource hub for different subjects.

In Years 10 and 11 students will be expected to undertake **10 -12 hours** of independent learning per week.

In Years 12 and 13 students are expected to do **1 hour of independent learning outside lessons for every 1 hour taught**. Teachers are asked to log all independent learning on Class charts with a guide as to how long each task should take to allow monitoring of the consistency of this across the sixth form.

## 5. Rewards

High quality independent learning and a good work ethic will be praised in class. Achievement points will be awarded through Class Charts for all independent learning tasks handed in and additional points will be given for outstanding work. Additionally, at key points throughout the academic year, there will be celebrations and rewards for those students who consistently meet the highest of standards of independent (see below).

<b>Award</b>	<b>Number of points</b>
Bronze	75
Silver	150
Gold	250
Platinum	500

## 6. Support

Each curriculum area offers lunchtime support sessions for independent learning where students can go to seek additional support. This is shared with parents/carers and students through the weekly slides. SEND students have additional support with independent learning through the use of the achievement centre's independent learning club where LSAs will be available to support students with their learning. Additional scaffolds are put in place when independent learning is set for the students in the transition group and reasonable adjustments are made for students with SEND needs such as cognitive processes difficulties when setting retrieval tasks and expectations.

## **7. Sanctions/systems for non-completion**

The following, consistent approach to non-completion of Independent Learning expectations will be in place:

- Step 1: If a student misses the deadline given on Class Charts they will receive -5 points and a 15 min break/lunchtime detention within that department. Detention will be recorded on Class Charts for parents and students.
- Step 2: If a student does not attend the 15 minute detention this is escalated to a 30min lunchtime detention within the curriculum area.
- Step 3: If a student does not attend the 30 minute lunchtime detention this will be escalated to the Curriculum Leaders afterschool detention on a Tuesday afterschool for 1 hour.
- Step 4: If a student does not attend the Curriculum Leaders afterschool detention this will be escalated to an after-school leadership detention on a Monday evening for 2 hours.

There are two important messages which are clearly communicated to all staff, students and parents:

1. The deadline is the deadline
2. Start the homework the day it is set (This allows students to seek in-school support before the deadline)

## **8. Roles and Responsibilities**

The Local Governing Board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring that this policy is adhered to, and for reporting to Governors on any key issues arising from the implementation of this policy.