

INDEPENDENT LEARNING POLICY

1. Introductory statement

Chelsea Academy is a Christian community and as such believes that all members of its community are of equal value and invaluable worth. All have the right to respect and tolerance from others and equally are expected to treat others with the same respect and tolerance. The values and ethos of the Academy are central to our Independent Learning policy.

2. Role of Independent Learning

Independent Learning emphasises development rather than repetition, allowing students to become responsible for their own learning. Students see themselves as active participants in their progress towards known goals. Independent Learning tasks that comply with these principles will help develop the students' 'learning muscles'.

By setting Independent Learning tasks we aim to encourage students to develop the practice of independent study; develop perseverance and self discipline; involve parents in students' work; allow application of skills learnt in the classroom through extension and consolidation; permit more subject content to be covered through independent research and extend learning by accessing resources beyond the classroom.

3. The purpose of Independent Learning

Independent Learning should:

- extend learning and may form all or part of the lesson's learning outcome(s)
- be varied, taking into account the range of student learning styles. It does not always require a written response; revising, reading, thinking, practising and researching learning tasks are equally valid.
- be appropriate in duration and volume, taking into account the year group and the individual students. We would expect this to be approximately 20-30 minutes per homework in Y7: a flexible approach is necessary to accommodate project needs.
- be suitably differentiated, taking into account the nature of the teaching group and the individual students
- challenge students and yet give them an opportunity to demonstrate success and understanding
- be accessible through the Academy Learning Platform where appropriate
- be set either as a short stand alone piece of work or a longer project style piece. When project work is set that covers more than one Independent Learning slot, the teacher must ensure that the student writes this in to all of the relevant pages of their organiser.
- be displayed on the board or on a sheet of paper or computer screen, rather than be set by dictation alone.
- be noted in full by students in their Home Academy Organiser. Teachers must ensure that this takes place.
- be checked and marked appropriately in accordance with the 'marking and feedback' section of this policy with students expectations moved from seeing a grade to acting upon comments made

INDEPENDENT LEARNING POLICY

4. Frequency of Independent Learning Tasks

The following rules are designed to ensure that Independent Learning is flexible and suits the needs of individual subjects.

- In Year 7 independent learning must be set once a week for subjects that see students more than once a week, once a fortnight for subjects that see students only once a week and on an occasional basis in P.E. There is no specific night on which Independent Learning must be set for each subject, but where the task set requires the student to produce something to hand in, then they must be given a week to complete it. This allows for flexibility and for students to plan their time appropriately.
- Provision will be made for supervised completion of independent learning tasks during the Academy opening hours ie after the end of the formal day but before leaving to go home.
- Consequences will be set in line with the Academy's consequences and reconciliation policy if independent learning tasks are not completed.

5. Roles and Responsibilities

Key Roles

Students will:

- Note down homework appropriately in their planners
- Complete Independent Learning tasks to the best of their ability and hand it in on time
- Be involved in marking their Independent Learning (as appropriate) as directed by the teacher (to allow for peer/self/teacher marking and feedback?)
- Act upon comments and feedback to improve performance

Subject Teachers will:

- Set appropriate Independent Learning tasks
- Ensure students record learning tasks in their planners
- Monitors Independent Learning task completion and take appropriate action (reward, sanction, referral for mentoring)
- Mark Independent Learning task in line with the marking and feedback policy

Parents will:

- Check the completion and quality of Independent Learning tasks
- Contact the Academy with any concerns. The class teacher should be contacted about a specific subject. The learning coach should be contacted about more general concerns.
- Sign student planners weekly to acknowledge independent learning tasks received and completed

Monitoring Roles

Learning Coaches will:

- Monitor the frequency of Independent Learning set for members of their coaching group.
- Where Independent Learning is not being set, refer issues to the appropriate faculty/curriculum leader
- Sign student planner regularly to ensure correct usage

INDEPENDENT LEARNING POLICY***Faculty / Curriculum Leaders will:***

- Monitor the frequency and appropriateness (content) of Independent Learning set within the department
- Sample work from each year group on a termly basis and feedback to department members

House Heads will:

- Monitor the frequency and appropriateness (content) of independent learning set within the House

Academy Leadership will:

- Sample the frequency and appropriateness of Independent Learning set within line managed departments and across the Academy.
- Use evidence from monitoring students' work to inform training.