Extended Learning

Policy

February 2021

Date of approval:	24/02/21
Approved by:	Consilium Academies
Date of next review:	Review January 2022

Contents

1. Rationale

Extended learning (i.e. any work undertaken by a student outside the lesson) is an important part of the learning process. It primarily enables students to develop their independent learning skills and their ability to: plan, problem solve research, formulate opinions, evaluate, develop thinking skills as well as consolidate learning. It has long been recognised as a necessary requirement to ensure that student potential is maximised. It provides a major opportunity for the home/school learning partnership to be strengthened. With this in mind, this policy has been developed to ensure that the maximum amount of flexibility is built in, allowing faculties to develop extended learning programmes that cater for the needs of all students and the demands of the relevant subjects.

A key principle is to develop a policy that reflects the increasing opportunities provided by the development of new technologies.

Teachers must avoid setting meaningless tasks which do not challenge students, bear no relevance to classwork which is currently being undertaken, or are intended to simply demonstrate compliance with school policy.

2. Aims

- To encourage students to develop the skills, confidence and motivation needed to study effectively as independent learners.
- To consolidate and reinforce knowledge, understanding, skills and attributes developed at school.
- To extend school learning through a range of learning activities sustainable in and beyond the classroom environment.
- To encourage and sustain the involvement of parents / carers in the management of students' learning.
- To help students to manage particular demands such as project work, research and revision.

3. Definition of Extended Learning

Extended learning is considered to be any activity undertaken by the student outside lesson time. This could be in school, e.g. before 8.30 am or after 2.45pm, or at home in the evening or at weekends.

Types of Extended Learning

Extended learning may involve either of the following:

- project or extended study work – taking several weeks to complete meaning students will need to plan their time carefully
- frequent and regular 'short' tasks – set each week; these will last between 30 and 45 minutes depending on student age

Extended learning tasks or projects will involve a combination of the following:

- independent learning
- reading
- expressing opinions and formulating arguments
- developing different styles of learning
- consolidation of learning
- thinking skills
- continuation/completing of coursework
- assignments/projects
- designing
- research
- personalised learning
- reading/observing/ recording
- learning by doing
- problem solving

- planning
- student/parent/teacher partnership

Students will be encouraged to present extended learning work in a variety of forms, written, oral, pictorial, draft, rough work, model and information gathering. This could involve students working on their own, in pairs or in small groups.

4. The Amount of Time Spent Weekly on Extended Learning

The actual nature of the extended study set and its contribution to the development of the students' learning is of more importance than the actual time spent on an activity. Clearly the amount of work that a student is able to complete in a given time will vary according to the ability of the student. However, the following provides a framework for teachers, students and parents:

	Subjects setting discrete weekly tasks – up to two per week	Subjects setting weekly tasks that build into projects
Year 7 30 minutes per task	English, Mathematics, Science	LTC, Technology
Y8 / Y9 40 minutes per task	English, Mathematics, Science, MFL	LTC, Technology, ICT
Y10 / Y11 45 minutes per task	English, Mathematics, Science, Options	Options

5. The Extended Learning Timetable

Achievement Leaders will produce and publish an extended learning timetable for each year group. This will include only subjects setting 'discrete weekly tasks'.

Students will be given a minimum of 2 evenings to complete and hand in the task. This will give them the opportunity to develop time management skills.

When setting extended study tasks/projects staff will give clear details of the task(s) that have to be completed and by which date. For subjects that will only set extended projects, a timetable will be produced by the Faculty Leaders concerned and passed to the appropriate Achievement Leader for publication.

How does the school help students to organise and complete their extended study?

- Each student is provided with a Planner to record all relevant information about their extended study.
- Teachers make time in their lessons to clearly explain the extended study tasks/projects set and give reasonable deadlines.
- Teachers will give time for students to record accurately the task in their Planner.
- Teachers will avoid setting extended study tasks/projects at the end of lessons so that all students are given time to record accurately.
- Tutors will regularly check planners to check Extended Learning is recorded and to sign each week.
- Teachers will promptly mark and return extended study tasks/projects following the guidelines in the school and curriculum area marking/assessment policy. The nature of this will vary in line with the extended learning tasks/projects set

6. Carrying out Extended Learning at School

The Library / T5 will open to students from 8am in the morning and again after school until 4pm. The Library / T1 are equipped with 31 / 25 computers and students should be encouraged to make use of these facilities. Some faculties might consider introducing a weekly Extended Learning club.

7. Guidance on the use of extended study projects/coursework

These projects are likely to last for several weeks and therefore the following guidance should be applied:

- Learning Objectives and outcomes should be given and discussed with students
- projects should be broken down into smaller 'chunks'
- interim deadlines should be set to check on student progress
- projects should have clear differentiation for the most and least able

- assessment of projects should indicate level attained, strengths and SMART targets for improvement
- rewards process should be built in to the assessment criteria

8. Students with Special Educational Needs

In setting extended learning for students with Special Educational Needs, a balance must be struck between their entitlement to share in fully with the work of the class and their individual learning needs. Teaching staff should consult with SEN colleagues as to what is appropriate. Differentiated tasks both for the most and least able must be set. This is particularly relevant for project/coursework tasks, which may last several weeks.

9. Students with English as an Additional Language

Teaching staff need to be aware of students' English language level when setting extended learning tasks/projects. Certain oral tasks, such as interviews, surveys and questionnaires, can be carried out in the first language before being recorded in English.

10. Rewards and Sanctions

The frequent and consistent application of the school and faculty rewards policy is vital in the development of students' extended learning practices. A wide variety of rewards can and should be used to encourage completion as well as quality. Staff should use rewards freely and consistently for all students regardless of ability or age.

Sanctions will be required to encourage some students to develop good practices. The responsibility for the application of these sanctions rests with the classroom teacher and the faculty. The following is an indication of the sort of sanctions that can be utilised:

Further opportunities could be provided to complete the extended study, particularly if there are genuinely extenuating circumstances, or the student has been unable to understand the task.

- Detentions: break, dinner and after school, faculty detentions.

- SIMs should be used so that Form Tutors and Achievement Leaders can identify patterns and intervene as appropriate.

- Parents should be kept informed.

- All parties involved should give thought and consideration to the reasons behind non-completion of extended study.

11. Use of new technologies

As appropriate curriculum areas are encouraged to use recent advances in technology to give parents and students access to extended study tasks and projects/coursework. For example, extended study projects can be posted on to the school website so that students and parents can access the tasks at home. Alternatively, weekly tasks and extended projects for the year and or for a number of subjects could be placed on a CD and given to the students. Those students (increasingly a small minority) without access to a computer will still require paper copies.

It is the intention that all faculties will have a significant amount of their extended learning tasks and resources available electronically.

12. How can parents or carers help with extended study?

- Try to provide a suitable place for extended study to be completed or encourage them to use 'after school' facilities like the Library.

- Support the school in explaining to their children how extended study will aid their progress at school and ensure that they complete the extended study on time.

- Praise their children for completing extended study.

- Take an active and positive interest in their children's extended study.

- Contact school if they have any issues they would like to discuss.

- Parents whose first language is not English can help their children by discussing their extended study with them in their first language.

13. Roles and Responsibilities

SLT

- Ensure that Extended Learning Policy is clear to students, staff and parents, and maintain systems and expectations which promote and monitor its setting and completion

Faculty Leaders

- Ensure that relevant and appropriately challenging tasks are set in compliance with school policy.

- ☐ Monitor the setting and completion of Extended Learning, and support the use of the Choices and Consequences system to promote Extended Learning.

Teachers

- Set, collect and assess Extended Learning tasks in accordance with school policy.

- Use the Choices and Consequences system to reinforce and establish expected Behaviour for Learning.

Achievement Leaders

- Produce and publish the Extended Learning timetable.

- Monitor the setting of Extended Learning and the signing of the planner by parents and Form Teachers.

Form Teachers

- Raise the profile of Extended Learning : display the relevant timetable; ask students about their tasks; ensure that all students bring their planners to school and use them to record tasks; sign the student planner each week.

Parents / Carers

- See above.

- Sign the student planner each week.

Students

- Bring planner to school each day and use it to record Extended Learning tasks.

- Complete Extended Learning tasks and hand them in on time.

- Ask parent / carer to sign the planner each week.

14. Monitoring and Reviews

The Finance Manager is responsible for monitoring all aspects of this policy. An annual written report will be made to the Governing Body, giving precise figures around charges and parental/carer contributions.

15. Approval by the Governing Body and Review Date

This policy has been formally approved and adopted by the Governing Body at a formally convened meeting.