



Extended Learning Policy

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Rationale

"Homework (Extended Learning) is not an optional extra, but an essential part of a good education." - 1999 White Paper, Excellence in Schools

Extended Learning is work that is set to be done outside the timetabled curriculum. It contains an element of independent study in that it is not usually directly supervised by a teacher. It is important in raising student achievement.

Not all Extended Learning is done at home; in fact, for some students who find it hard to work at home, or for some tasks which may require resources (books, software, equipment) more readily available at school, it is necessary or desirable to carry out the task at school.

Extended Learning enhances student learning, improves achievement and develops students' study skills and as such is an integral part of the curriculum. It requires careful planning and integration into the scheme of work of each curriculum area.

Monitoring

The designated Assistant Principal and department leaders are responsible the monitoring and evaluation of the setting, use and assessment of Extended Learning across the academy.

Aims

Extended Learning enables students to:

- consolidate and extend work covered in class or prepare for new learning activities.
- access resources not available in the classroom.
- develop research skills.
- have an opportunity for independent work.
- show progress and understanding.
- provide feedback in the evaluation of teaching.
- to enhance their study skills e.g. planning, time management and self-discipline.
- to take ownership and responsibility for learning.
- engage parental co-operation and support.
- create channels for home school dialogue.

When will Extended Learning be set?

This is decided by each subject area in collaboration with the designated Assistant Principal. For teachers who are responsible for over 10 classes the ELGs can be set across a term. For teachers who have less than 10 classes the ELGs should be set across a half term.

Extended Learning Goal tasks (ELGs)

A Extended Learning Goal (ELG) is a task which students complete outside of normal class teaching hours. Students are given the ELG task sheet (*see appendix 1*) at the beginning of a half term or unit of work. Students, in discussion with teachers and parents, decide on which tasks they are going to complete over the allotted time. Tasks carry points and students must amass a minimum of 20 points over the half term or other agreed period.

Extended Learning Goals can involve any of the following:

- Independent learning
- Practice - learning by doing
- Completion of course work assignments
- Research
- Reading
- Interviews
- Drawing
- Using ICT
- Recording
- Visiting a venue or event
- Diary or log

Sanctions

When Extended Learning is not completed, teachers should initially support the student and ensure the tasks set meet the student's needs. If this is so, then sanctions should be used. Teachers receive support from their department leader and leadership colleagues. Sanctions may include:

- Class teacher - discussion and negotiation with student, imposition, informing parents via diary.
- Subject leader - discussion and negotiation with referred student, imposition, informing parents by diary. Letter to parents and detention if necessary.
- Personal Progress Tutors - through weekly monitoring of planners, identifying students with Extended Learning problems across several curriculum areas and refers to Year Leader. Year Leader discusses and negotiates with student, applies sanction or support where appropriate.
- Year Leader - refers student to Key Stage Manager or designated Assistant Principal in the case of a persistent offender.

Incentives

High quality Extended Learning and a good work ethos should be sensitively praised in class. Where appropriate, Extended Learning should be included in display work. Credit and rewards for achievement and sustained effort may be awarded for good Extended Learning in the form of the Academy Reward Stamps. For exceptional pieces of Extended Learning, a department or subject letter or postcard may be sent home. When 20 points has been accrued by a student the teacher can reward them with 20 Academy Reward Stamps. If a student accrues more than the 20 points then again the appropriate number of stamps can be awarded.

Responsibilities

The role of the student:

- To listen to Extended Learning instructions in class.
- To copy down instructions for the task and deadline date into the Extended Learning diary.
- To ensure that Extended Learning is completed and handed in to meet the deadline
- To attempt all work and give their best.
- To inform the class teacher of any difficulties.

The role of the Form Tutor:

- To include Extended Learning in student mentoring where appropriate.
- To see that Extended Learning is being set and recorded.
- To check that the diary is being signed by the parent/guardian.
- To note and respond to any comments written in diaries by parents.

The role of the Class Teacher:

The class teacher controls the direction of Extended Learning and the nature of tasks undertaken. The teacher will:

- Set Extended Learning according to the timetable.
- Provide the stimulus.
- Give full and comprehensive instructions.
- Set deadlines for completed work and ensure that they are met.
- Reward, comment on and return all Extended Learning Goals promptly.
- Provide help and support.
- Inform the Subject Leader, Tutor and Year Leader, as appropriate, when problems arise.

The role of the Library Manager:

- To provide after school and lunchtime opportunities for independent study.

The role of the Subject Leader:

- To seek to enhance the quality of Extended Learning set.
- To monitor and evaluate Extended Learning policy within their curriculum area.

The role of the Assistant Principal:

- To provide staff, students and parents with the necessary Extended Learning documentation.
- To develop classroom practice to enhance Extended Learning across the school.
- To review annually the school Extended Learning policy.
- To monitor and evaluate the school Extended Learning policy.

The role of the Parents/Carers:

The role of the parent/carers is to act as a **Home Coach** and they are crucial if a child is to gain success from an Extended Learning Goal. To reinforce its value through positive feedback will give students the confidence to persevere, work hard and reach high standards of achievement.

Parents can assist by:

- Providing a table, chair and a quiet place to work.
- Negotiating with the student when Extended Learning is to be done as a student's free play is important too.
- Checking the time spent on individual tasks.
- Ensuring that outside clubs do not hamper a child's quality of work and put a child under undue pressure.
- Checking presentation and content of all Extended Learning being returned to school.
- Signing the Extended Learning planner each week.
- Providing the academy with information about any problems through the student planner or by contacting the academy directly.

Resources and Materials

The Academy provides materials and resources which will assist all types of ELGs to be completed. A bank of resources is available in the library and is kept stocked up throughout the year. The library is also open daily until 4.30pm.

Appendix 1: Extended Learning Goal Tasks Sheet – Blank template to be used by all departments

EXTENDED LEARNING GOALS

You need to select enough ELG's from the medal table to score a **MINIMUM OF 20 POINTS** over each half term...
REMEMBER THAT POINTS MEAN PRIZES!!!



PLATINUM
12 POINTS

GOLD
8 POINTS

SILVER
6 POINTS

BRONZE
4 POINTS