



Willenhall E-ACT Academy Extended Learning Policy 2018-20

Document provenance

This policy was approved by Trustees as follows –

Education and Personnel Committee	Date: February 2018
Frequency of review: every two years	Next review date: February 2020
ELT Owner: National Director of Education	Author: Regional Education Director (North)

Summary of changes at last review:

- Minor changes to the wording to ease clarity.
- Reference to use of computer software packages used for Extended Learning tasks.
- Reference to 'academy' throughout for consistency.

Related documents:

Willenhall E-ACT academy Extended Learning Policy 2018-20

1. Introduction and purpose

1.1 Extended Learning is an integral part of education. It:

- promotes students' self-discipline and personal responsibility for learning and organisation
- reinforces work started in class, extending knowledge and deepening understanding
- gives opportunities for students to refine, strengthen, extend and practice skills
- allows parents to have an oversight of and become involved in their child's learning
- is valuable in ensuring students make progress, consolidates what they already know, deepens their understanding and raises their attainment.

1.2 The aim of this policy is for each academy to meet Ofsted's criteria for Extended Learning within the outstanding grade descriptor, i.e. "Teachers set challenging Extended Learning, in line with the academy's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come."

2. Scope

2.1 This policy applies to all teachers and all academies providing secondary education.

3. Extended Learning at Willenhall E-ACT Academy– what to expect

3.1 Amount of Extended Learning

3.1.2 Each subject will set the expected amount of Extended Learning from the start of the academic year. However, the amount may vary during the year if staff feel that students need to catch up, consolidate what they know or where further work is needed to attain the outcomes expected for their age. The approaches may differ according to the subject. For example the approach to PE Extended Learning may be different to history Extended Learning.

3.1.3 The academies will work hard to make sure Extended Learning is not burdensome for students or their parents, particularly those who have special educational needs and/or disabilities. Many students take part in worthwhile activities and clubs after school and at weekends. Each academy will strive to make sure that Extended Learning does not prevent students from taking part in these activities.

The following is a guide:

	Per subject	Per evening
Years 7 and 8	15 – 30 mins	45 mins – 1 hour
Years 9, 10, and 11	40 – 50 mins	1 – 2 hours

3.1.4 The academy may set Extended Learning over a longer period, for example a project or extended piece of work to complete over a week or two weeks, or over a holiday.

3.2 The role of parents/carers

3.2.1 At the start of each academic year, a copy of the Extended Learning timetable will be sent home together with a letter and reply slip, outlining the purposes of Extended Learning. This urges parents to:

- provide a quiet place in which their child can do their Extended Learning, or encourage them to attend Extended Learning and study support clubs in the academy
- make clear to their child that they value Extended Learning
- encourage their child and praise them when they have completed Extended Learning
- expect deadlines to be met and check that they are met
- check and sign their child's planner each week.

3.2.2 Parental involvement in the successful implementation of the Extended Learning policy will be further encouraged by:-

- discussing Extended Learning at parents' evenings or meetings throughout the year
- contacting parents if the completion of Extended Learning is a concern, or where parents have raised concerns about the amount, timing, or content of Extended Learning
- using the website, twitter or newsletters to remind parents about Extended Learning deadlines
- informing parents about how well their child is completing Extended Learning.

3.3 Planning and nature of Extended Learning tasks

3.3.1 Extended Learning tasks should be:-

- meaningful and serve a purpose
- interesting and fun to complete
- manageable for pupils in terms of time and resources required
- explained clearly to students so that they know what they need to do and how the work will be marked or assessed
- manageable for staff in terms of the marking or feedback required
- varied. Suggestions include:-
 - problem-solving to test application of class work
 - questions to review class work
 - use of computer based Extended Learning tasks such as from Hegarty Maths
 - preparation for forthcoming lessons
 - research to find out additional information
 - Revision or learning factual information
 - composition work
 - drawing and designing
 - reading, spelling, mathematical tables

- project or coursework.

3.4 The recording and monitoring of Extended Learning

3.4.1 **Students** must record the Extended Learning set in their planners. Time should be set aside for this during each lesson. Students with special educational needs and/or disabilities must, where appropriate, be given extra help with writing down their Extended Learning task.

3.4.2 **Parents** are expected to check and sign their child's planner each week.

3.4.3 **Form tutors/year leaders/departmental staff/progress leaders** should check and sign planners on a weekly basis.

3.4.4 **The Leadership Team** has a monitoring role to ensure that Extended Learning is being set across each key stage, and should carry out systematic sampling at regular intervals. Serious difficulties experienced by the year leader/form tutor/departmental staff may be referred to the Leadership Team.

3.4.5 **Subject Leaders** must ensure that Extended Learning is set and marked regularly, by all members of their department.

3.5 Feedback to students

3.5.1 Staff should provide effective and prompt feedback as this is fundamental in helping students to progress.

3.5.2 Schemes of work must include Extended Learning tasks and information on how these are to be assessed. The assessment criteria must be shared with students.

3.5.3 Sometimes it is appropriate for students to self-assess or peer-assess Extended Learning tasks. Teachers should provide model answers for these activities to aid students' understanding of assessment procedures.

3.6 Strategies for supporting the completion of Extended Learning

3.6.1 The primary aim is to impress upon students that Extended Learning is a vital part of their education, to be done at home or within study support sessions in the academy. A variety of strategies should be used to ensure the successful completion of Extended Learning.

3.6.2 If students fail to submit or complete Extended Learning this must be recorded by staff in the planner. If there are no extenuating circumstances leading to the failure to complete Extended Learning on time, students must complete the set work:-

- by attending study support or a Extended Learning group
- during a subject/department detention.

3.6.3 If a student fails to complete three pieces of Extended Learning within a half-term, this will result in referral to the relevant year leader/progress leader and subject leader, who will work with the student to find an appropriate strategy to support the completion of Extended Learning.

3.6.4 The academy understands that some students who are eligible for the pupil premium, particularly those who are looked-after, may have difficulty in finding an appropriate environment and time to complete the Extended Learning task. Senior leaders will will allocate funds, or support, as necessary in the academy's annual pupil premium strategy to help these pupils to complete their Extended Learning.

4. Guidelines for Extended Learning in Years 12 and 13

4.1 For students following post-16 courses, Extended Learning is a vital part of the course and must be planned within the scheme of work. It is also an essential part of the transition to higher and further education.

4.2 Students must be encouraged to take responsibility for their own learning and their personal organisation. Pastoral staff will help students with ideas as to how they can better organise themselves. Former and older students will be used to provide ideas to support development of successful self-organisation skills.

4.3 Students have a planner to record details of all Extended Learning tasks.

4.4 The Sixth Form leader will monitor the setting and completion of Extended Learning across all subjects.

4.5 Structured Extended Learning tasks must relate to the assessment criteria and be geared towards examination or coursework requirements.

4.6 Staff should highlight to students the importance of self-organised study, such as reading and revision, at the start of the course. Staff must provide regular guidance to help students with these tasks.

4.7 For A/AS courses, subject areas must set a minimum of three hours formal Extended Learning per week, with an additional one hour allocated to self-organised study during the academy day.

4.8 Staff must set Extended Learning for vocational and BTEC courses in line with coursework requirements.

4.9 Staff must co-ordinate the setting of Extended Learning tasks within subject areas to ensure that the amount set is sufficient and manageable.

5. Special Educational Needs

5.1 Students who have special educational needs and/or disabilities should be given differentiated and balanced Extended Learning tasks, to allow them to share fully in the work of the class and to help them to overcome their individual barriers to learning.

5.2 All pupils should be set Extended Learning tasks for the same purpose. Extended Learning tasks should not be set for pupils who have special educational needs and/or disabilities as a means to allow these students to catch up with the rest of the class.

5.3 The SENCO, through working with staff, should aim to ensure that tasks are manageable for pupils and that skill practice is incorporated where relevant.

5.4 Extended Learning tasks should be varied, have a clear focus and time guidelines and give students plenty of opportunities to succeed.

5.5 The SENCO and pastoral staff will work with students who have a disability to make sure that they are able to access their Extended Learning.

6. Review

6.1 The core of this policy will be reviewed every two years by the national director of education and approved by the board of trustees. The policy will then be adapted as necessary by academies, with the input of the regional education directors.

