



Extended Learning Policy

Extended Learning is set to

- Encourage students to develop the skills needed for independent learning.
- To consolidate, reinforce and extend the skills, knowledge and understanding developed in the classroom.
- Encourage good study habits.
- To enable students to meet the demands of GCSE and other coursework assignments.
- To prepare students for college and public examinations.
- Build on home school links and provides parents with an opportunity to take part in their childrens' education. It provides an opportunity for home - school partnerships.

The setting and marking of extended

- Extended learning must be set weekly within the recommended time allocation. (please see guidance).
- Extended learning must be planned and an integral part of the lesson.
- Extended learning must have a clear purpose.
- Extended learning should be set during and not necessarily at the end of the lesson.
- Extended learning must be recorded in Student Journals, with clear deadlines for completion, by all students. All revision, extended learning must be written in Student Journals. *It may be necessary to write extended learning on the board. We need to ensure that sufficient time is allowed for this to be carried out.*
- Extended learning must be marked within two weeks and returned to students with meaningful feedback indicating how to make further progress.
- Verbal praise and reward stickers need to be awarded liberally for completing extended learning.
- Sanctions will administered where Extended leaning has not been completed (see attached Protocol).

Timetables for Extended Learning

The school does not have a fixed timetable for the setting of extended learning tasks. One of the purposes of extended learning is to develop independent study skills, which include managing study time.

However, as a rough guide, parents and carers of students at Key Stage 3 are provided with an Extended Learning Plan that indicates how frequently tasks are likely to be set. Please see the following page.

Teachers will not set extended learning to be completed for the next day, but will give students at least two days to complete the extended learning. Students should record instructions for tasks and deadlines in their Student Journals. The time devoted to extended learning should increase as the student progresses through the school.

The following chart indicates rough recommended time allocations.

	Year 7	Year 8	Year 9	Year 10	Year 11
Time Allocation Per day	45 - 90 minutes per day	45 - 90 minutes per day	1 to 2 hours per day	1.5 - 2.5 hours per day	1.5 - 2.5 hours per day

Extended learning will be set in the following Faculties / Subjects. Some subjects will set extended learning on a weekly basis, other subjects may set project work across several weeks.

Key Stage 3

- All Key Stage 3 students will receive extended learning in English, Maths and Science on a weekly basis. In the remaining faculty areas students will rotate through the subjects across the academic year. They will receive extended learning for that subject area during that module.
- Some extended learning may be over several weeks. At KS3 a number of subject areas will set project based work, other pieces of extended learning may be needed for the next lesson.
- We should where as far as possible, avoid setting extended learning which are finishing off tasks of work which should have been completed in the lesson.

English	Maths	Science	Beliefs and Cultures : RE Citizenship History	Creative and Media : Performing Visual Arts Technology	Healthy Living : Food PE PSHE	Global Studies : MFL Geography	IT
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Key Stage 4

All Key Stage 4 students will receive extended learning in English, Maths and Science and subject areas indicated within their chosen option pathway. Extended learning will be issued on a weekly basis although this may be a piece of coursework or assessment that may cover several weeks.

English	Maths	Science	Campus Pathway : MFL Citizenship IT RE Option P Option Q Option CM	Universal Pathway : IT RE Option Q Option CM	Diploma Pathway : IT RE Functional Maths Functional English Option Q	Young apprentice : Option Q	
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Extended Learning Tasks :

We must ensure that a variety of tasks are set for extended learning. Faculties should share good practice and discuss appropriate extended learning tasks with groups / year groups and key stages. Tasks need to be carefully differentiated to meet the learning needs of students but some extended learning may be common across set / classes in a year group for the purpose of summative assessment.

Possible tasks might be :

Investigations	Interviews	Listening
Practice or Rehearsal	Research	Reading

Essay writing	Viewing	Word processing
Designing	Drawing	Experimenting
Report writing	Learning	Projects
Preparation for an activity	Model making	Extended Assignments / Assessments

Extended Learning and Study Support :

Teachers in the first instance will be available to provide advice, guidance and support with extended learning. The LRC is also accessible every night after school, from 3.00 until 4.00pm. This is a learning environment where students are welcome to attend to work and complete extended learning. The LRC is also staffed and support is available for the completion of extended learning. Learning Support are also available to help students with extended learning every lunchtime.

The role of Parents / Carers :

Most students will complete extended learning at home. Parents and Carers are therefore in a position to offer vital support and encouragement in this area. Parents and Carers can provide this support by :

- Providing a suitable quiet space in which their son / daughter can work
- Discussing extended learning with their son / daughter, the standards that are achieving and the importance of carrying out extended learning tasks.
- Checking deadlines and helping their son / daughter manage their time successfully so that these deadlines are met. Monitor extended learning through the Student Journal.
- Praising their son / daughter for successful completion of extended learning.

Further support :

- The home-school Partnership Contract .
- Newsletters
- Parental Forums and special meetings for parents at the college
- Contact with home by the Subject teacher, Tutor and Head of House.
- Discussions at Parent Partnership Evenings.
- Communications and support via the college website.
- Support with son/daughter attending extended learning support sessions or detentions where extended learning is incomplete.

What is the bottom line ?

Every teacher is responsible for setting adequate, well-thought-out and suitable tasks, and to mark them regularly. The student and student's parents/guardians are responsible for making sure the extended learning takes place at home. If you can demonstrate that you have set regular, meaningful tasks, and that all the available strategies to ensure it is done and the student still does not value the extended learning opportunities, then it becomes a wider college issue to manage the student's attitude to learning.