

*BRANNEL*



## **Independent Learning Policy**

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Reviewed by: **Mr C Liles / Mrs L Hocking March 2023**  
Approved by LGB (date): **14<sup>th</sup> March 2023**  
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## **Rationale**

Brannel School is committed to furthering the learning of students by creating a programme of work to be completed outside of the normal school day. We believe that well organised independent learning can play a vital role in raising standards of achievement. Independent learning tasks are intended to support work done in school and provide an integral part of the students' overall academic and intellectual development. Independent learning should empower and inspire the students to become independent lifelong learners and foster an appreciation that not all learning takes place within an educational establishment.

## **Definition of Independent Learning**

Independent learning is work that is set to be completed outside the timetabled curriculum. It contains an element of independent study in that it is not directly supervised by a teacher.

## **The Purpose**

The purpose of this policy is to ensure that independent learning is of beneficial educational value and enhances learning. Independent learning is a valuable part of schooling as it allows for

- Practising, extending and consolidating the learning that has taken place during the school day.
- Students to practise planning and organising their time.
- The development of a range of skills in identifying and using information sources.
- The establishment of habits of study, concentration and self-discipline.
- The promotion and sustained involvement of parents and carers in the management of students' learning
- The fostering of a consistent home – school approach to independent learning

Evidence suggests that independent learning, when appropriately planned for, can be equivalent to an additional year of study over the course of a secondary school career.

## **Independent Learning Style of task, Setting and Frequency**

Independent learning will be issued in paper form (with the exception of computing) and assigned to students on satchel one. Students in years 7-9 will be given two centralised booklets, one for core and one for non-core subjects (geography, history, mfl) and set one task from each subject per fortnight. The tasks are set in line with a whole school rota to ensure an even spread of independent learning expected over the fortnight cycle.

Years 10 and 11 are set fortnightly independent learning tasks by each department.

The independent learning tasks are all written in the style of DTT (diagnosis, therapy, and testing) and there is an expectation that students are challenging themselves to revisit previously taught material and practise the skill of revision.

## **Enrichment tasks**

Alongside the independent learning tasks for years 7-9 there are also enrichment tasks available. These are optional and are set to encourage students to increase their cultural capital.

## **Improvements in Effectiveness of Independent Learning at Brannel School**

Key pointers for success:

- Decrease in number of students recorded on SIMS for incomplete or poor independent learning
- Learning conversations demonstrate progress through students following staff advice on how to improve a piece of work
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## **Monitoring and Evaluation**

Monitoring and evaluation of the implementation of this policy shall be conducted by the Senior Leadership Team and reported to Governors to inform review.

Should you require further information, please contact  
**Clerk to Governors**

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