Independent Learning Policy

The Vyne Community School

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Linked Policies:
Feedback and Response
Home School Agreement
Behaviour for Learning Policy

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Aims and Rationale
At The Vyne Community School, the Independent Learning (IL) policy is designed as a clear, consistent, and supportive framework for setting, completing, and monitoring student learning across Key Stage 3 and Key Stage 4. This policy is built on the following key aims:

- To establish a unified and transparent model for IL throughout the school;
- To empower students to take increasing ownership of their learning beyond the classroom;
- To ensure that expectations are clear and achievable, with all IL accompanied by constructive feedback and support; and
- To promote high levels of student engagement and quality of work through structured routines, accessible platforms, and timely support.

Research suggests that the most effective learning beyond the classroom is an integral part of a student's education, not merely an add-on. Independent Learning at The Vyne should serve to consolidate and extend what is taught in class. By completing IL tasks, students build upon their classroom learning, develop key revision skills, and prepare for future study.

Independent Learning Expectations by Key Stage
The amount of time students are expected to spend on Independent Learning increases progressively to reflect the growing academic demands of the curriculum and to prepare students for the increased workload of public examinations and further study:

- Year 7: 30 minutes per week for English, Maths, and Science.
- Year 8: 45 minutes per week for English, Maths, and Science.
- Year 9: 60 minutes per week for English, Maths, and Science.
- KS4 (Years 10–11): 60 minutes per week for English, Maths, Science, and all Option Subjects.

https://docs.google.com/spreadsheets/d/1p7cPBLphX4Gy2Xiet3xKQ3cQUiGLVI2LHFkP1W05H5Y/edit?usp=sharing

Independent Learning Content and Completion
Curriculum Leaders are granted professional autonomy to design Independent Learning tasks that best suit their subject areas and utilise various platforms such as Google Classroom, Seneca, or Sparx. For consistency, however, all Independent Learning must be assigned via Google Classroom, include direct links to external platforms, and be mobile-friendly and accessible. Where feasible, tasks will be self-marking to provide instant feedback and promote student independence.

Students will have one week to complete each Independent Learning task. The deadline for online work is 23:59 hrs on the due date, and for physical work, it is 15:00 hrs. Curriculum Leaders will specify the criteria for successful completion, which may include a 100% accuracy rate.

Students are expected to be proactive and attend Subject Clinics (as part of the Co-curricular Programme) if they require support with their Independent Learning.

Independent Learning Completion Policy and Consequences
Incomplete Independent Learning, by the assigned deadline, will result in a 20-minute supervised breaktime detention. This measure is intended to provide a structured opportunity for students to complete outstanding work and to support the development of consistent work habits. Behaviour points will be logged accordingly. Students are expected to remain for the entire duration of the detention to ensure the task is fully completed.

Non-attendance at a breaktime detention will result in an escalation to a compulsory after-school independent learning support session, running from 3.00pm to 3.45pm. Students who fail to attend the after school support session will be set a Headteachers detention on Friday after school. This tiered approach is designed to ensure all students receive the necessary support to meet their learning obligations. Detentions are supervised daily by three members of staff in designated rooms where students will have access to IT facilities. Students and parents/carers should be notified of the break-time detention, independent learning support sessions or Headteacher detentions via email or physical memo.

There is a strong focus on completion of independent learning, therefore if a student is set any consequence but subsequently completes the independent learning then the consequence will be removed. It is the students responsibility to show their class teacher that this has been completed to a satisfactory standard to have the consequence removed.

Student Priorities and Support
To ensure academic accountability and support, student priorities are structured as follows:

1. Detentions take precedence over all other activities;
2. Extended Learning sessions (Year 11 only); and
3. Subject Clinics and Co-curricular programmes.

Independent Learning Timetable
A clear timetable is in place to help both students and parents support the Independent Learning process at home.

	IL Detention	IL Set/Due	Subject Clinic	Extended Learning (Yr 11 only)
Monday	Group 2 (KS4)	Group 1 (KS4)	English/Group 1 (KS4)	Maths
Tuesday	Maths	English	Science	English
Wednesday	Group 1 (KS4)	Science	Maths/Group 2 (KS4)	Science
Thursday	English	Group 2 (KS4)		
Friday	Science	Maths		

- **Group 1:** Art, Dance, Food and Nutrition, Geography, Computing, Child Development, Information Technology, French, Music; and
- **Group 2:** Design Technology, Drama, History, Sociology, Religious Studies, Statistics, Physical Education, Business Studies.

Independent Learning Support
In addition to the Subject Clinics, an **"Independent Learning Support" club** runs Monday–Wednesday in the Learning Resource Centre. Students will have access to a work space, resources, and IT facilities to support their learning.

Independent Learning Monitoring
To ensure that all students are making good progress with their independent learning, Curriculum Leaders will monitor completion on a weekly basis. This ongoing oversight allows for targeted support where it is needed. Each student's engagement with independent learning will be reflected in their termly reports, where they will receive an Independent Learning grade on a scale of 1-4. Additionally, teachers will be available to discuss any concerns regarding independent learning at our regular Progress Evenings. Should a parent or carer have any questions or concerns about the setting of a particular task, they are advised to contact the student's class teacher, via email, in the first instance to ensure that any issues are addressed promptly and effectively.

Addendum: Student Absence and Independent Learning (IL) Expectations
If a student is absent for 50% or more of the school week, Independent Learning (IL) does not need to be completed for that week.

Teaching Staff Responsibilities:
- attendance check: Each week, consider whether you have seen the student in your lesson.
- if contacted by a student:
    - check the student's attendance record to confirm absence; and
    - if the student has been absent for 50% or more of the week, forward relevant details to the detention email address as per the usual process.

Student Responsibilities:
- if absent for 50% or more of the week, the student must email their subject teacher(s) to inform them of their absence, prior to the independent learning deadline. N.B. For Science, students should copy (cc) all three science teachers into the email; and
- if an IL detention has been set, students should email/speak directly with their teacher to remove the detention if applicable.