



Out of Lesson Learning Policy

Reviewed by: Progress & Standards Committee

Version: 1

Adopted by FGB on: 12th December 2012

Signed by:

A handwritten signature in black ink, appearing to be 'J. Williams', is written over a faint horizontal line.

(Chair of Governors)

Ysgol Treffynnon

Out of Lesson Learning Policy

“homework is important because it is at the intersection of home and school”
(Goldstein and Zentall 1999)

Authors: H.E.Jones & I.Evans

Out of Lesson Learning is important because

A well planned extra-class assignment makes an important contribution to learners' progress at school and helps learners to achieve high standards.

Any learning activity that learners are asked to do outside of normal lesson time can be regarded as out of lesson learning.

An out of lesson learning task can generally relate to work that learners are doing in school, often as preparation, consolidation or follow-up.

Where appropriate, suggestions to help learners carry out independent enquiries will be given as part of out of lesson learning.

The main value of Out of Lesson Learning is to

- Enable learners to cover more subject content than is possible in lessons alone;
- Provide time for essential learning activities that do not require the presence of the teacher;
- Allow time for researching information, re-drafting work or working with others;
- Enable learners to review knowledge and skills taught in class and to develop and pursue new interests;
- Encourage independent study skills and reflection; and allow individuals to work at a pace that is appropriate to their abilities.

Staff in all Faculties will implement the agreed out of lesson learning policy consistently, but also develop individual approaches to suit the needs of their particular subject.

An explanation of why Out of Lesson Learning is important, and what the role of the parent or carer is

The school will ensure everyone involved clearly understands the purpose of out of lesson learning and how parents can help to support their child's learning. The School will provide parents and carers with a copy of the out of lesson learning policy on request and ensure that it is linked to any home-school agreement.

Parents' evenings and written guidance will be used to explain the school's expectations and approach to out of lesson learning.

Advice for parents and carers on where and when Out of Lesson Learning can be completed, and the resources and other support provided by the school

Out of lesson learning can be done by learners working on their own, at home with the support of parents or carers, at lunchtime, or before and after school with the support of teachers or other learners.

The amount of homework that is set and guidance on the time it should take

On average, a reasonable amount of time spent on homework would be within the following range:

Years 7 and 8	15 minutes per subject per week
Year 9	30 minutes per subject per week
Years 10 and 11	45 minutes per subject per week

Timing: Rather than a rigid homework timetable, each teacher will decide, after negotiation with their class, on which days they will set and which days they will collect out of lesson learning. They must ensure that learners have enough time to complete their assignment. This information must then be put into Learner's Planners

Guidance on the various types of Out of Lesson Learning that may be set, with examples drawn from different subjects

In a typical unit of work, learners could learn how to:

- Manage and organise their time effectively;
- Identify their strengths and weaknesses and understand their own preferred learning styles;
- Understand how they can improve their learning and performance through action planning;
- Develop a range of techniques to assist study, coursework and examination preparation;
- Set targets for themselves in discussion with their tutors; and use the School Council to voice concerns on any aspects of school life, including homework.

Information about marking and how learners will receive feedback on their work; details of how the school will monitor the homework set to ensure that learners are not overburdened

The following points are crucial

- The chief criteria for the setting of out of lesson learning should be the purpose and quality of the activity rather than the quantity of work set;
- Tasks should be well planned, targeted and challenging;
- Tasks will arise naturally from ongoing work in class. This helps learners to achieve the learning objectives of the programme of study for the subject and relevant key stage;
- Out of Lesson Learning should stimulate learners' interests and enable them to develop good study habits and to extend their skills;
- Teachers must be clear about the rationale for out of lesson learning and the appropriateness of the tasks;
- All learners will have access in school to the resources and support they need;
- Teachers will have high expectations that all learners complete the work set;
- Tasks will be marked promptly and helpful feedback will be provided on what learners have achieved and how to develop their skills further;
- Consultation with learners and students takes place about out of lesson learning and teachers take account of the feedback they receive;
- There will be communication with parents and carers to ensure a shared understanding of the purpose and expected outcomes of any out of lesson learning activity; the school prospectus, newsletter or, in primary schools, a home liaison book can be used to do this;
- There will be shared information within and across departments to ensure consistency in, and co-ordinating of the amount and type of out of lesson learning set across year groups and classes; and
- Senior management will systematically and regularly monitor the impact and effectiveness of the out of lesson learning policy, for example, through regular book reviews.