

Le Murier School "Learning Beyond the School Day" Policy



Policy statement

At Le Murier staff recognise that students who have spent a busy, structured day at school need time to relax and unwind at the end of the afternoon and as such work done beyond the school day needs to be appropriate and relevant to the students needs and abilities. We are also mindful of the need to encourage students to pursue out-of-school activities such as sports, socialising, etc. However, we recognise the benefits of learning beyond the school day if this is introduced and supported by school, parents and carers so that students develop as independent learners.

Policy aims

The Purpose of Learning outside of the school day

Learning outside the school day should:

- ensure that students make the best possible progress and grow as confident, independent learners;
- help parents/carers to support their students learning and promote an effective partnership between home and school;
- promote a positive attitude to learning if parents/carers show an interest and enjoy supporting their student;
- give students the opportunity to extend and reinforce skills which have been taught at school;
- support the development of independent learning skills including enquiry and investigation
- extend learning by giving opportunities to apply skills taught in school;
- prepare students for the demands and expectations of future phases of education and life after school

Through this policy we aim to:

- ensure consistency of approach within each department
- ensure progression towards independence and individual responsibility
- ensure the needs and capabilities of individual students are taken into account
- ensure that students and parents/carers know what to expect
- relate the learning experience to real life contexts

- provide opportunities for students and parents/carers to enjoy learning together

The type of work, task or activity

Learning beyond the school day does not just mean completing worksheets and formal written exercises carried out with or without help from an adult. All students need to participate in purposeful, joint activities and tasks with an interested parent/carer.

Any work set will:

- have a clear focus and time guidelines;
- be understood by the student and parent/carer;
- be appropriate to the student and their needs and capabilities;
- give plenty of opportunity for students to succeed;
- help develop social as well as other skills where necessary;
- may need some support from parents but this should be appropriate to the students needs and capabilities.

Whole School

- Maths challenges are set fortnightly for students to earn points on a voluntary basis for their house teams.
- Students have personal log ins for mathematics which can be accessed and done daily

In Middles work will;

- be set weekly related to Literacy following the Look and Read or Ghostwriter programmes
- be discussed with the students within the session before sending home;
- be discussed with parents/carers.
- be marked and comments added by the teacher on completion;
- be set on an occasional basis where appropriate
- involve Year 9 students researching news for weekly Current Affairs
- include planning and preparation of equipment for lessons e.g. Outdoor Education, PE, swimming and specific lunchtime activities
- concentrate on listening to, remembering and passing on information between home and school
- involve students reading as part of their homework as well as additional reading and spelling set by some individual teachers

In Seniors:

- no formal weekly work will be set;
- there is the expectation some students may work at college until 4:30 pm therefore up to one and a half hours outside of the normal school day;
- there may be the opportunity for work experience where capable students make their own way to their place of work, prepare themselves for the day ahead at a place of work;
- there may be the opportunity to undertake the Duke of Edinburgh Award which may require students to take part in, out of school activities such as a chosen sport or past-time and to complete their 'e' Duke of Edinburgh evidence log;
- there is the expectation that parents will work on skills being learnt in school with their student, for example BTEC cooking skills;
- students are expected to do personal research and reading for information e.g. preparing for weekly current affairs;
- there may be occasions when students are expected to complete work started in the lesson, this may be paper based or electronic;

In Sensory & Communication;

- work will only be set if appropriate and fully supported by the parents, good examples of this are communication books and work that can be done over a summer holiday to reinforce learning and language;
- joint working (and understanding) between school and parents/carers to promote and develop personal, life and behavioural skills is also encouraged

Responsibility for policy

All staff, students and parents/carers share responsibility for implementing the policy.

Scope of the policy

This policy applies to all students according to their needs and capabilities. All new staff will be made aware of the policy during their induction. This policy will be posted on the website and sent to all parent/ carers

Date written: 24th Sept 2012

Reviewed: July 2017

Signed:

..... (Headteacher)

..... (Deputy Head)

..... (Deputy Head)