



INDEPENDENT LEARNING POLICY

2026- 2027

DRAFT SUBJECT TO COMMITTEE APPROVAL

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Approved By Local Governing Committee			

Independent Learning Rationale

Independent learning will be **strategically planned and purposefully designed by teachers** to ensure that students have regular opportunities to develop and apply the key knowledge and skills required for success in classroom learning and future assessments. Activities will complement and extend the taught curriculum and may include **retrieval-based practice** to strengthen recall, consolidate prior learning and deepen students' knowledge and understanding.

Independent learning may also incorporate **creative and application-based activities** that enable students to explore and embed their understanding in different contexts, alongside opportunities for **wider reading and wider curriculum engagement**.

Where appropriate, activities may introduce students to future curriculum content, supporting preparedness for subsequent learning and enabling them to make meaningful connections between prior, current and future knowledge. Through this structured approach, independent learning will support students in becoming increasingly **confident, resilient and independent learners**, while reinforcing the knowledge and skills required for future academic success.

Independent Learning expectations

All independent learning activities will be set on Arbor.

Upper School

Students will be set one hour of independent learning per week for each of their subjects. The content of this independent learning will be subject specific revision, and this could include a variety of tasks such as examination questions, levelling-up, quizzes, knowledge organisers, revision videos and creation of revision materials.

If students do not complete their independent learning, a behaviour point will be issued on Arbor. Contact home will be made and if this becomes a reoccurring issue.

Lower School

Students will be set independent learning on Arbor but this may include links to other online platforms. These online platforms might include: Sparx Maths, Seneca Learning and Educake.

Frequency of independent learning

- Years 7 and 8: English and Maths one homework per week. All other subjects one homework per fortnight.
- Year 9: English, Maths and Science one homework per week. All other subjects one homework per fortnight.

Sixth Form

For sixth form students, independent learning often includes a mix of written assignments, research tasks, and independent study. The amount of independent learning can vary depending on the subject and the student's workload.

These expectations are designed to help students develop good independent work and study practices, reinforce knowledge and skills learned in class, and enable teachers to assess a student's progress and identify possible areas for improvement.

Frequency of independent learning

Students can expect to receive 5 hours of independent study work set per subject per week.

Staff are expected to uphold the following

Setting

- Students should be set independent learning using Arbor.

Marking

- In KS4 and KS5, independent learning marking could include a combination of: verbal feedback, presentation of work or flip learning, written feedback, peer and self- assessed marking.
- In KS3, the online platforms used will provide students with immediate feedback or verbal feedback will be given.

Tasks

- Independent learning tasks could include Wider reading, reading for pleasure, skills activities, super-curricular tasks, creative tasks, Educake, knowledge organisers, Sparx Maths, research/ planning in preparation for written tasks, key word spellings, terminology definition tests, forums, blogs, quizzes, self-marking, online tests and literacy and vocabulary tests.
- In KS3, the tasks will be self-marked on the online platforms or verbal feedback given.

Expectations of students for Independent Learning

- Students must complete their independent learning for each subject as directed on Arbor.
- Students must show evidence of the independent learning to their subject specific teacher either before or on the deadline set on Arbor.
If students need additional support in order to complete the independent learning, they must communicate this to the subject teacher prior to the deadline.

Monitoring

- Frequency and suitability of independent learning is monitored by Heads of Departments and the Leadership Team through Arbor.

Impact

- To improve student outcomes
- Students will develop greater confidence and effectiveness in preparing for assessments, having been regularly exposed to a range of **evidence-informed revision and retrieval strategies** through structured independent learning activities.
- To strengthen recall, consolidate prior learning and deepen students' knowledge and understanding
- To embed opportunities for **wider reading and wider curriculum engagement**
- This policy will be reviewed annually

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