

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 and parents 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;
- 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
- extend and support the learning experience into real life contexts
- provide opportunities for students/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. Talking together, playing games, reading together, learning facts, browsing the internet or visiting the library to find out about current topics are important.

Students in the Senior Department may need to work at the College of Further Education beyond the school day. They may need to make their own way home and work with students from other schools.

Everyday activities in the home can also support learning, for example setting the table for dinner, carrying out money transactions when shopping etc can reinforce mathematical skills. Students should also be encouraged to be as independent as possible when getting themselves ready for school-making their own pack lunches, packing their own bags and be working towards independent travel to school.

Students in the Senior Department may need to make preparations to undertake work experience which may involve early starts and late finishes and independent travel to unfamiliar settings. It may also necessitate selecting appropriate clothing and preparing a packed lunch or taking and handling money to purchase lunch.

It is particularly important that parents spend time speaking and listening to their children and provide a good role model. This promotes effective communication so that children interact appropriately by listening with concentration, choose language appropriate to the situation and use good manners.

Work set will:

- have a clear focus and time guidelines;
- be understood by the student;
- 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;
- possibly need some support from parents but this should be appropriate to the students needs and capabilities.

Whole School

- Maths challenges are set most weeks for students to earn points on a voluntary basis for their house teams.
- Special weeks, such as Maths week, also provide opportunities for extended learning.

In Middles;

- work will be set weekly related to Literacy following the Look and Read or Ghostwriter programmes
- work will be discussed with the students within the session before sending home;
- work will be marked and comments added by the teacher on completion;
- will be set on an occasional basis where appropriate
- we encourage Year 9 students to research news for weekly Current Affairs where they are asked to share a part of a speaking and listening session
- we include planning and preparation of equipment for lessons e.g. Outdoor Education, PE, swimming and specific lunchtime activities
- we concentrate on listening to, remembering and passing on information between home and school
- we involve students reading as part of their homework as well as additional reading and spelling set by some individual teachers
- students also have the opportunity to take books of their interest out of the library to take home to read

In Seniors:

- Yr 10 students will research and bring to the weekly Current Affairs session a piece of news to share with their peers;
- Yr 10 students receive homework weekly with relevance to their learning (research or basic skills) and are encouraged to complete this work;
- For those on the new Retail course with Waitrose, homework assignments may be set and school will help students to complete these where they have been unable to do so at home;
- 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;
- there is the expectation that parents will work on skills being learnt in school with their student, for example, independent dressing and other personal care activities;

In Sensory & Communication;

- work will only be set if appropriate and fully supported by the parents, good examples of this are communication books/aids 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 parents/carers and new staff will be made aware of the policy during their induction. Parents will also be sent the policy.

Date reviewed 25th March 2014

Review date: as needed

Signed:

..... (Headteacher)

..... (Head of Middles)