Noel-Baker Academy
Self-Study Policy

Reviewed and Updated October 2024

Draft until Ratified

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Vision

At Noel–Baker Academy, it is our vision and belief that all our pupils are entitled to the very best depth and breadth of provision. We are proud of our pupils and our community and are determined we will enable our pupils to be the very best that they can be. We have high expectations of all pupils and encourage pupils to be independent learners and develop their love of learning in a supportive and nurturing environment.

Aims

The aims of this policy are:

- To document and communicate our expectations around self-study.
- To outline what is expected from all stakeholders in relation to self-study.
- To ensure consistency of approach throughout the Academy.
- To ensure progression towards independence and individual responsibility.
- To encourage children to develop the confidence, independence, self-discipline and motivation needed to study on their own and prepare them for the next phase of education.

Why is Self-Study Important?

Self-study is an important part of our retrieval practice strategy and an extension of our sequences of learning, helping students to remember what they have been taught. It also helps to ensure independent working becomes a habit and a key part of our culture at NBA, a skill especially important at KS4 and one linked to high outcomes. In addition, self-study supports the following:

- Students to develop the practice of independent learning. This way of working is vital at the later stages of secondary education and after.
- It gives students the opportunity to apply their passion and gain a deeper insight into the subject.
- Promotes students' self-discipline and personal responsibility for learning and organisation.

- Better retention of factual knowledge and increased understanding.

- Gives opportunities to practise and develop skills.

- Allows parents to become involved in their child's learning.

- Is valuable in ensuring students' progress and raising achievement.

What does the Research tell us?

- Homework has a positive impact (+5 months progress), particularly with pupils in secondary schools compared to those who do not.

- Studies involving digital technology typically have greater impact (+ 6 months).

- Homework linked to class work tends to be more effective.

- Homework links to testing affect, the finding that taking a test on previously studied material leads to better retention than does restudying that material for an equivalent amount of time. Tests seem to activate retrieval processes that facilitate the learning of study material and cause knowledge to be stored more effectively in long-term memory.

- Homework plays a critical role in the formation of positive learning beliefs and behaviours, including a belief in one's academic ability and higher expectations and aspirations for one's future.

- Eliminating homework would do children and their families a huge disservice: we know that children's learning beliefs have a powerful impact on their academic outcomes, and that through homework, parents and teachers can have a profound influence on the development of positive beliefs.

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Responsibilities

Student

Responsible for:

- Complete all self-study tasks set by their teachers and meet the given deadlines.

- Attempt all tasks to the best of their ability.

- Seek help from their class or form teacher if they face any challenges.

- Attend self-study club if they need additional support or access to technology before the deadline.

- Attend supported study sessions if required due to non-completion of tasks on a Friday.

Subject teacher

Responsible for:

- Setting tasks that promote the acquisition of knowledge and understanding in subjects.

- Setting tasks which have a clear criteria, are specific and do not disadvantage students (ie, by requiring access to a wide range of resources).

- Moderate the submission of self-study tasks and address non-completion by identifying any barriers to non-completion.

- Praise and encourage students who have a good work ethos and complete slef-study well.

Curriculum Directors

Responsible for:

- Monitoring the setting of self-study in their subject or faculty.

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- Ensure that self-study tasks are effective and follow the agreed protocols.

- Monitor the non-completion of self-study in their subject. And help to remove barriers where necessary.

Heads of House

Responsible for:

- Monitoring the completion of self-study across their House.

- Identify pupils who are not completing self-study on a regular basis.

- Speak with pupils to identify potential barriers and seek to address these issues.

- Liaise with parents / subject teachers / CD's when necessary.

- Contribute to parental meetings where appropriate.

Deputy Headteacher

The Deputy Headteacher responsible for self-study is Mrs Sarah-Louisa Leach, who has responsibility for the following:

- Ensure clear communication regarding access to and the setting of self-study to key stakeholders.

- Guide staff through professional development and research to the effective use of self-study.

- Ensure that effective monitoring and tracking procedures are in place.

Governor

Responsible for:

- Monitoring the provision of self-study across the academy.

- Work with the relevant leaders to determine the strategic development of the self-study policy and provision in the academy.

- Ensuring that the school has effective procedures for ensuring that parents/carers are informed about self-study.

Parents/carers

Noel-Baker Academy believes that a close working relationship with parents is vital in ensuring that students are successful and achieve the very best.

As a parent/carer we would advise that you –

- Provide a peaceful place in which your child can complete their self-study, or encourage them to attend study support clubs, which are available as part of our co-curricular offer.
- Make it clear to your child that you value self-study.
- To offer support and guidance if necessary.
- Encourage your child and praise them when they have completed self-study.
- Expect deadlines to be met and check that they are.
- To support your child with organisation and time management.

Parental involvement in the successful implementation of the self-study policy will be further encouraged by:-

- Providing an overview of how self-study tasks are set for each subject on the website.
- Communication sent home to support with self-study and to notify you when your child has not completed the required work for self-study and we have concerns.
- Support available at Parent Partnership Evening's.

Self-Study Overview

When

- All tasks will be assigned by **midday on a Wednesday** via Satchel:One.
- Students will have one/two weeks to complete all tasks set depending on the subject, with a deadline of **8:30 am on the following Wednesday.** Deadlines will clearly be shown on Satchel:One.

What

Self-study tasks should:-

- Be relevant, meaningful and set for a purpose.
- Be manageable for pupils in terms of time and resources.
- Be explained clearly to students so that they know what they need to do and how the work will be assessed.
- Be manageable for staff in terms of marking.

Key Stage 3 (KS3)
- English and Maths will set **weekly** tasks. All other subjects will assign **fortnightly** tasks as shown in the table below –

Week 1	Week 2
English	English
Maths	Maths
Science	Geography
History	French
Drama	Music
Art	DT
RS	Computing
PE	Latin

Key Stage 4 (KS4):
- All examination subjects will assign **weekly** self-study tasks.

Where

Self-Study will be set via the platform Satchel:One. We use Stchel:One for the following reasons –

- Reduces the number of platforms and passwords that students need to access.

- Management of staff/student workload.

- Improved tracking and monitoring.

- Student engagement through the Satchel:One app which can easily be accessed on phones.

Satchel:One also actively involves parents in the learning process by giving them insight into self-study assignments and all the information they need to support learning from home. Satchel One also supports parents by:

- Sending parents notifications surrounding self-study
- Allowing Parents to view self-study tasks and any accompanying resources
- Empowering parents to take an active role in their child's education

Sanctions

In the unlikely event that your child does not complete all of the self-study tasks set by the deadline, the following sanctions will be put in place –

Stage 1 – 15 minute supported study session afterschool on the Friday of that week if students have not completed ALL tasks (If students have a P6 then they will be expected to stay for 10 minutes until 4.00 pm).

Stage 2 –Failure to attend Supported Study Session number 1 will result in a 20 minute Supported Study Session the following Friday and a phone call home made by tutor.

Stage 3 – Failure to attend 2nd Supported Study Sessions – Letter home and 40 minute sanction.

Stage 4 - Failure to attend three Supported Study Sessions– phone call home made by HOH and C2 sanction given.

Stage 5 – 2 or more C2's received for non-completion of self-study and failure to attend Supported Study sessions – Parental meeting with a member of the Q of E team.

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<u>Rewards</u>

Completion of self-study is an expectation. Students who regularly complete all self-study tasks will be rewarded randomly throughout the year.

<u>Support available</u>

- Not all self-study has to be completed at home. Self-study refers to any work completed outside of lessons. For some students, who find it hard to work at home, or for some tasks which may require resources (books, software, equipment) more readily available in the Academy, it is necessary to carry out the task/s at school. As part of our co-curricular offer there is a Supported Study session available afterschool on a Tuesday, Wednesday and Friday. There will also be a self-study club on a Tuesday Lunchtime.
- Form tutors and teachers are all here to support. We encourage students to inform their class teachers or form tutor of any difficulties they encounter.

<u>Monitoring</u>

Mrs Sarah-Louisa Leach (Deputy Headteacher – Quality of Education and Personal Development curriculum) will review this policy annually. It will also be updated if any changes to the information are made during the year.

The governing board will approve the policy.