



# BEDALE

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## HIGH SCHOOL

<b>Policy</b>	<b>SELF-STUDY</b>
<b>Headteacher</b>	<b>TOM KELLY</b>

### Named personnel with designated responsibility for this policy

Academic year	Designated Senior Person	Nominated Governor	Chair of Governors
2021/22	M Gill		J Reed/ S Ingram

### Policy Review dates

Review Date	Changes made	By whom	Date Shared with staff
February 2022	Newly written policy	T Wild	Feb 22

Date Ratified by Governors	Review Date
15 February 2022	15 February 2023

## Rationale

The school believes that self-study is important because it:

- Helps students to develop skills of independence and time-management, and supports with fostering attitudes vital for successful lifelong learning;
- Provides parents and carers with an opportunity to participate in their child's education and creates channels for home/school dialogue;
- Provides an opportunity for teachers to extend students' learning beyond the constraints of the school day in order to raise achievement.

## What is self-study?

Self-study is work that is set to be completed outside of the timetabled curriculum. Not all self-study is necessarily completed at home; for some pupils who find it hard to work at home, or for some tasks which may require resources (books, software, equipment) more readily available at school, it may be necessary or desirable to carry out the task in school.

We currently offer a 'self-study club' on Monday-Thursday after school where students can complete self-study under teacher supervision and with additional support if necessary. We also offer technology and workspace in the LRC at break and lunchtimes every day to help students in completing self-study tasks.

Self-study is an integral part of the curriculum in that it is consistently aimed at enhancing pupil learning, improving achievement, and developing pupils' study skills. It requires careful advanced consideration and a plan for consistent self-study will be built in to all schemes of learning in each curriculum area. However, we also recognise that self-study can provide an opportunity for teachers to respond to the needs of their class as they become apparent and staff are encouraged to deviate from pre-planned materials if they believe that an alternative task would better suit the requirements of a group.

## Types of self-study

All self-study tasks are designed to fall into four categories, which form part of the self-study title when set online.

**Prepare:** These are pre-learning or 'flipped learning' activities where the student will be asked to complete a task in advance of learning in the classroom.

**Review:** These are tasks which ask students to review learning that they have done in lesson and demonstrate the knowledge or practise the skills that they have learnt.

**Apply:** For these tasks, students are required to bring a variety of knowledge or skills together to practise a formal 'exam-style' task (e.g. mock exam paper questions).

**Explore:** These tasks encourage students to think around the learning with which they have been engaged in class to build schema, develop understanding of context, or support students with understanding how their learning fits into a bigger picture.

Clearly labelling tasks in this way aims to make the intent behind an activity clear to students and parents, and aims to encourage staff to set a wider variety of tasks. It also enables self-study tasks to be differentiated from other notices, materials, and class work set through Satchel One.

In addition to being designed to fall into the above categories, self-study should also:

- Be differentiated. Tasks should meet the needs of individual students where appropriate. This can be achieved by setting more open-ended tasks or by modifying the work for students with learning difficulties;
- Be related to the work students are doing at school;
- Be varied. A variety of tasks should be planned within each subject and will not always be written work. Instead tasks may include reading, preparing a presentation, research, making something, revising, or trying a simple practical task;
- Promote independence. Students should sometimes have a choice about the way they present their work;
- Amount to more than merely finishing off work done in class as this leaves more able students with little challenge.

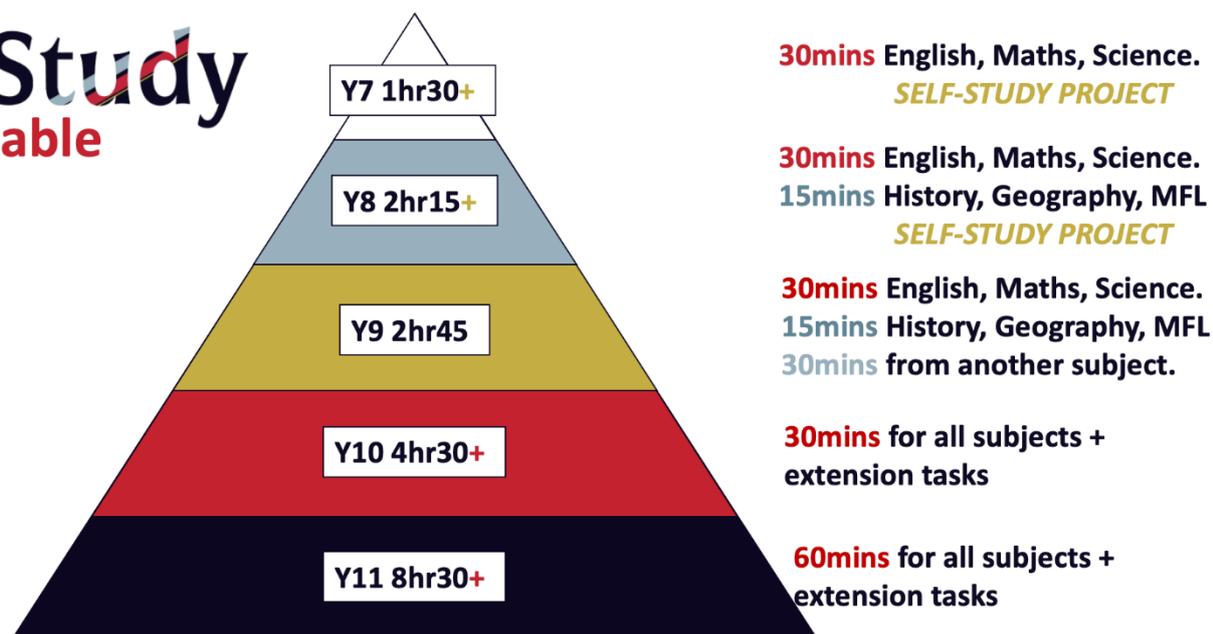
### How is self-study shared with the students?

All self-study should be initially set within the classroom and any hard copies of resources shared with students. In addition, all tasks should be posted through the online platform, Satchel One. This system allows parents, teachers and students to all view details and instructions for tasks set, along with when they are due to be submitted. Satchel One also allows teachers to attach resources or links to stretch and support students with their study. Teacher, parents and students can download this application onto their mobile phones or other devices if needed and support with how to log in will be shared through the school website.

Satchel One is also the means through which staff record students' submission of self-study, issue rewards and the data from it is used as the basis for any centralised sanctions. Staff, parents and students can always see an updated calendar of completed and outstanding tasks.

### How much self-study will we set?

## Self-Study Timetable



The above diagram details how we aim to gradually increase the amount of self-study that we set each year to provide a scaffold for developing skills of organisation and independence, as well as providing for the increasing demands on students as they approach exams in Key Stage 4.

In Year 7, for example, students are required to complete 30-minute tasks for core subjects (English, Maths and Science) each week, alongside undertaking one longer project each half-term. The self-study projects are designed to be creative and engaging, and are set by non-core subjects on rotation (see appendix 1).

By Year 11, students should be set 60 minutes worth of work for each subject. Teachers will also provide revision materials and extension tasks to support students in pursuing further independent study and help with exam preparation.

## Responsibilities

### **The role of the student**

- ☉ To check Satchel One everyday
- ☉ To listen to self-study instructions in class;
- ☉ To ensure that self-study is completed and handed in to meet the deadline;
- ☉ To attempt all work and give their best;
- ☉ To inform the class teacher of any difficulties;
- ☉ To see that self-study is being set and recorded.

### **The role of the Class Teacher**

The class teacher controls the direction of self-study and the nature of tasks undertaken.

The teacher will:

- ☉ Set self-study on Satchel One according to the timetable;
- ☉ Give full and comprehensive instructions;
- ☉ Set deadlines for completed work and ensure that they are met;
- ☉ Use a range of feedback strategies, including self, peer, class and teacher assessment;
- ☉ Log submissions and reward work through on Satchel One each week;
- ☉ Relate to targets and levels of achievement where appropriate;
- ☉ Provide help and support as needed.

### **The role of the Parents**

The role of the parent is crucial if a child is to gain success from self-study. To reinforce its value through positive feedback will give students the confidence to persevere, work hard and reach high standards of achievement.

Parents can assist by:

- ☉ Providing a table, chair and a quiet place to work;
- ☉ Regularly using Satchel One to track and monitor progress;
- ☉ Negotiating with the student when self-study is to be done;
- ☉ Checking the time spent on individual tasks;
- ☉ Ensuring that outside clubs or part-time jobs do not hamper a student's quality of work;
- ☉ Checking presentation and content of all self-study being returned to school;
- ☉ Check that all students are not distracted by mobile phones or internet or social media sites whilst studying.

## Rewards, Support and Sanctions

Recognising satisfactory completion of work, celebrating outstanding effort, and challenging failure to submit appropriate self-study are all important steps in pushing more students to value, engage with and benefit from self-study.

Teachers will always reward completion of self-study with reward points in addition to any subject-specific rewards. The following categories are available on Satchel One:

- 🎁 Showing commitment to self-study (1 Point)
- 🎁 Outstanding commitment to self-study (2 Points)
- 🎁 Showing commitment to self-study project (3 Points)
- 🎁 Going the extra mile- self-study project (5 Points)

When self-study is not submitted, the class teacher will first address the issue in lesson, find out if there were any barriers that stopped the student from being able to complete the task and initially look to offer support.

It is at the teacher's discretion whether missing work is set to be completed again and there may be faculty or subject-specific measures taken to try to challenge non-compliance and boost future take-up.

In addition to this, there is a centralised system for following-up on missed self-study for repeat offenders. Each week a central report will be drawn of students who have missed multiple (2 or more) self-study tasks and the pastoral team will contact home to notify parents and issue sanctions.

### WEEK 1

- 🎁 For the first week of each half term where a student has multiple missed self-study tasks, a text message will be sent to parents advising them of the overdue work, encouraging them to log in to Satchel One to view the details of the tasks in question, and making them aware of the support available in school.

### SUBSEQUENT WEEKS

- 🎁 For each subsequent week where a student has multiple missed self-study tasks, a text message will be sent to parents advising them that a 50 min detention has been issued where their son/daughter will be able to complete self-study work under teacher supervision.