

Guided Study Policy

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Associated documents:			
Links to: Local Academy Behaviour Policies Local Academy Safer Internet Use			
Links to:			
Diverse Academies Behaviour Policy https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2019/08/Behaviour.pdf			

The Tuxford Academy Vision for Guided Study

At Tuxford Academy we foster a strong culture of learning outside of the classroom. Guided study is used to support classroom learning, encourage curiosity and develop independent study skills. Guided study is crucial in empowering pupils to achieve in the present and become life-long learners in the future.

What is the rationale for guided study?

Guided study is set for a variety of reasons, these include:

- Encouraging pupils to make responsible choices, develop study habits and demonstrate self-discipline
- Developing pupils' curiosity as they independently seek answers
- Encouraging creativity as pupils react to a stimulus
- Enhancing pupils' research skills
- Encouraging students to pursue their independent interests
- Helping pupils to prepare for future learning (flipped learning)
- Consolidating learning from lessons
- Providing pupils with the opportunity to demonstrate persistence as they improve upon prior work
- Improving pupils' memory retention skills as they learn to revise
- Helping pupils see the relevance of learning beyond the classroom

Ultimately, establishing strong guided pupil habits is essential in helping pupils' value learning and enabling pupils to achieve highly in qualifications.

What is guided study?

Guided study is often called 'homework' but it does not have to be done at home. Guided study means directed learning outside of lessons. Guided study may be completed at home or in another context such as an after school club or the Learning Resource Centre. Guided study is set for all pupils and the co-operation of parents is sought to ensure that this is done properly and regularly.

What will guided study activities look like?

Teachers will provide purposeful guided study tasks for all pupils whilst recognising that pupils are individuals with different needs and abilities. These tasks will differ in length to enable varied activities, such as short consolidation activities and extended investigative projects. Optional extended learning opportunities will also be promoted to encourage pupils to exhibit further curiosity. Habitual reading of books, magazines or articles is also encouraged as this supports pupils' academic achievement and wellbeing. We also encourage pupils to engage in physical activity twice a week, outside of lessons, to improve their health and wellbeing.

How will guided study tasks be set?

Students will be asked to record when each homework is due in using their homework diary. A description of each homework will be entered on Microsoft Teams as an assignment.

Optional extended learning opportunities will also be promoted by individual teachers and via a booklet in year 7 and 8 which will be posted on the Tuxford Academy website.

How much guided study is expected?

The value of guided study activities is far more important than the precise amount of time devoted to them. To enable teachers to design guided study which is purposeful, activities will be set at the most appropriate point in a pupil's learning. This will mean that the time needed to complete guided study activities will vary from week to week, and be individual to each pupil.

In general, in year 7 we encourage about 200 minutes of independent learning each week. This gradually increases to about 400 minutes a week by year 11. This time spent of independent learning might include assigned homework and elective activities such as research, reading, or revision. The gradual increase in guided study aids students in making the transition from key stage 3 to GCSE and preparing for external examinations.

Recording and Monitoring

It is an expectation that, with support, pupils will take responsibility for their own learning out of class and learn to manage their time and responsibilities. Staff will provide time for students to write when homework is due into their homework diary. If students don't have internet access at home, they will be encouraged to write a description of the homework assignment. Students with internet at home, will be able to read the assignment description on MS Teams.

Completion of tasks are monitored regularly by subject teachers, Heads of Faculty and tutors. Students are encouraged to record their engagement in physical activity in their PE journal. Where appropriate, staff mark and feedback to pupils on their guided study work but this can be done in an equally productive way through the use of self and peer assessment techniques and/or the marking of future work which is informed by the guided study work.

Where pupils direct exceptional effort into guided study or engage in optional extended learning opportunities they will be praised and rewarded.

Where students persistently fail to complete guided learning tasks to an adequate standard they will be referred to Pastoral Leaders, Parents/Carers and Pastoral Leaders. Pupils may be placed on detention or a Progress Report to support them in their guided study if they fail to meet guided learning expectations.

Students approach to guided study will be reported to parents as part of reviews and progress evenings.

Internal quality assurance is completed by faculties at least twice a year.

What is the role of Parents/ Carers in guided study?

We ask parents/carers to:

- Make it clear that they value guided study and support the school in explaining how it can help pupils make progress
- Expect deadlines to be met to a good quality and support your child in accepting consequences for incomplete guided study
- Work towards providing a suitable place for them to study

Any wider support in helping pupils complete their guided study work is greatly appreciated. This could include:

- Asking your child about their guided study
- Encouraging your child and praising their efforts
- Helping your child to manage their time
- Taking your child to places where they can engage in physical activity and even taking part!
- Modelling reading and asking your child about what they have read
- Quizzing your child on material revised
- Timing your child's efforts, especially when completing exam practises
- Helping your child to see creative solutions to any problems that might arise