Extended Learning Policy



Extended Learning Policy

Lealands High School

November 2026

1. **INTRODUCTION**

Lealands High School policies are designed to support the school ethos, aims and vision. Lealands is a positive learning community which is fully inclusive to ensure equality of opportunity for all.

Our aims are outlined in our Home School Agreement.

Our aims:

Excellence in everything we do	**Everyone has responsibility**	**Respect for all**
● Everyone achieves success and makes excellent progress	● To prepare young people for life and a positive future	● Everyone is valued for their contribution
● We all continually improve what we do and work hard	● To ensure that school is a safe place	● All are cared for and supported so that needs are met
● We care about being the best we can be and getting the best out of those around us	● To help and support others to grow and succeed	● We recognise and celebrate the talents, gifts and uniqueness of every individual

In order to achieve these aims students, parents and the school need to work in partnership.

2. **Our vision is to be:**

*Everyone **achieves excellence**, demonstrates **respect** for all and takes **responsibility** for their own actions, while helping others to be successful.*

We strive to achieve this vision in all that we do and staff, students, parents, governors, other school stakeholders and partners are all an important part of making this happen.

3. **Rationale**

Extended Learning (Homework) is an important part of the schools' curriculum, contributing to student progress and attainment. It plays a key role in extending and consolidating the knowledge, understanding and skills that are developed in school and provides opportunities for students to embed, enrich and extend their learning. Work that is set will consist of meaningful and worthwhile activities designed to extend the learning of the student outside the classroom.

4. **Broad Goals**

4.1 Extended Learning should be timely, purposeful and achievable, giving students the opportunity to embed and develop their learning.

4.2 Extended Learning should be predominantly set to consolidate and embed knowledge from previous lessons.

4.3 Extended Learning should be accessible and challenging to all. It should support the most vulnerable and include the provision of appropriate resources (time, space, materials and expertise).

5. **Pupil Impact**

This policy and procedures are designed to support our students to:

5.1 Practice and consolidate the knowledge, understanding and skills developed in class;
5.2 Help them to make greater progress;
5.3 Extend learning beyond the classroom;
5.4 Embed key subject knowledge in their long term memory;
5.5 Engage in wider reading and research in preparation for future learning;
5.6 Have dedicated time to reflect upon learning, correct mistakes and act on feedback to make improvements;
5.7 Develop and embed effective study skills (Retrieval, Interleaving and Spacing) improved independent working and time management and organisational skills;
5.8 Be successful learners who achieve challenging goals and experience high levels of success;
5.9 Be empowered to take responsibility for their own learning.

6. Application

The development and application of Extended Learning at Lealands is based on the evidence presented by Cooper et al (1989; 1994) the Education Endowment Foundation (EEF 2018), DfE (1998) and Hattie (2009)

6.1 Years 7 and 8 will be allocated up to 90 minutes of Extended Learning each day.
6.2 Year 9 will be allocated up to 120 minutes of Extended Learning each day.
6.3 Year 10 and 11 will be allocated up to 180 minutes of Extended Learning each day.
6.4 Extended learning activities will be set according to the agreed schedule.
6.5 Extended learning activities will predominately be used for the consolidation and practice of knowledge or skills covered in lessons.
6.6 Extended learning activities should be developed taking into account the schools three identified learning strategies (Retrieval, Interleaving and Spacing).
6.7 Extended learning activities should feed into subsequent lesson activities.
6.8 Extended learning activities set should require minimal staff marking if any.
6.9 Extended learning activities set should require minimal parental support or knowledge.
6.10 Not all departments will set Extended Learning activities during Years 7 – 9. Enrichment activities will be offered within the school for these departments.
6.11 All departments will set Extended Learning activities during Years 10 – 11 for students completing a GCSE or equivalent qualification within that subject area.

7. Implementation

Role of the class teacher:

7.1 To set purposeful extended learning activities which meet the schools' broad goals and intended impact;
7.2 To give full and comprehensive instructions for completion;
7.3 To ensure appropriate resources are available;
7.4 To ensure that all Extended Learning activities are set in line with the published schedule;
7.5 Ensure that extended learning activities are completed by all students in a timely manner;
7.6 To provide feedback where appropriate;
7.7 To provide help and support as and when required.
7.8 To acknowledge the completion of all extended learning activities with the awarding of an extended learning point within Epraise. (Only one point per extended learning piece completed to the expected standard and within the specified deadline).
7.9 To acknowledge the failure to complete an extended learning activity to the expected standard or deadline by awarding a demerit on Epraise. (Only one demerit per week, per subject)

Role of the student:

7.10 To check the published schedule for any extended learning activities;
7.11 To attempt all extended learning activities to the best of their abilities;
7.12 To ensure that all extended learning deadlines are met;
7.13 To inform their class teacher of any difficulties in a timely manner.

Role of the Form Tutor:

7.14 To monitor their tutees extended learning completion through Epraise;

7.15 To carry out meaningful conversations with students who require additional support with the completion of extended learning activities;

7.16 To inform the Head of Year or Pastoral Support Manager of any students who are continually having issues with the completion of extended learning activities;

7.17 To inform the Assistant Head Teacher (Disadvantaged students) of any disadvantaged student who is continually having issues with the completion of extended learning activities;

7.18 To inform the parents or carers of any student who is continually having issues with the completion of extended learning activities, and carry out meaningful conversations with those parents or carers.

Role of the Head of Year:

7.19 To monitor the completion of extended learning across the year group, identifying any areas of good practice or concern;

7.20 To liaise with the appropriate Directors of Subjects to address any concerns with extended learning for their year group.

Role of the Director of Subject:

7.21 To monitor the quality and quantity of extended learning for all classes across all year groups;

7.22 To monitor the completion rates of extended learning for all classes across all year groups;

7.23 To support class teachers with the implementation of the extended learning policy.

8. The role of parents and carers:

We encourage parents and carers to:

8.1 Help their child by going through extended learning tasks and checking that he/she understands what has to be done;

8.2 To reinforce and discuss the importance of extended learning with their child on a regular basis;

8.3 Provide a suitable resources and environment in which extended learning can be completed;

8.4 Where a suitable learning environment or resources cannot be provided encourage their child to complete extended learning activities in school by utilising the resources and learning environments available;

8.5 Monitor the completion of extended learning activities through the use of Epraise and the Epraise App (STEP points, demerits and interventions).

9. The Leadership of Extended Learning

The Assistant Headteacher in charge of Teaching and Learning has prime responsibility for ensuring that Extended learning teaching and learning remains of the highest quality and is being implemented in-line with the Extended Learning policy.

The Governing Body has a key role to play in ensuring that Extended Learning is an integral part of the Teaching and Learning framework within the school. They also have an important role to play in ensuring effective accountability and resourcing.

Directors of Subject within the school ensure that the most relevant extended learning activities are provided to the students, and that extended learning forms an integral part of their curriculum offer.

Heads of Year within the school have a key role in ensuring that any barriers that are affecting a student's ability to complete extended learning activities are minimised or removed completely.

10. **Monitoring, Evaluation and Accountability**

Effective monitoring and accurate evaluation are critical tools to ensure that the Extended Learning policy is successfully implemented.

10.1 Directors of Subject will ensure their departmental extended learning practices support the school policy.

10.2 Directors of Subjects will undertake quality assurance to ensure extended learning activities are allowing students to progress their learning. This may involve work scrutinies, learning walks, lesson observations, student voice and parental voice.

10.3 Line Managers will review the implementation of the Extended Learning policy and support Director of Subjects with the monitoring of the Extended Learning Policy.

10.4 The Assistant Headteacher (Teaching and Learning) has overall responsibility for the successful implementation of this policy.