

# St Alban's Catholic High School



## SAIL (St Alban's Independent Learning) Policy

Approved by the Students Committee: 11 January 2021

Re-commission date: February 2022

## 1. Introduction

A good, well-managed independent learning programme helps children and young people to develop the skills and attitudes they will need for successful lifelong learning. This also provides parents/carers with an opportunity to take part in their children's education. It encourages students to meet deadlines and provides essential training in this respect.

Completing tasks of this nature and receiving feedback is an important tool for learning, and this has been supported by much educational research. At St Alban's, the move away from a rigid system of "Homework" is supported by research into independent learning and nurturing a "growth mindset" in students.

## 2. SAIL within KS3

Teaching staff have freedom to set the tasks they feel are appropriate to maximise the enjoyment and achievement of their students at a timely point during their teaching of units of work, within the guidance of the suggested timetable. This builds in flexibility for each teacher with each group of students as well as some clarity for students and parents/carers as to regularity and duration of SAIL tasks.

## 3. Timing

It is very difficult to stipulate how long a SAIL task should take. An open ended task may take as long to complete as the student wishes to spend on it, where the timing of a more closed task will depend on the ability of the student to complete it. Each department sets guidelines of what the expectations for particular subject tasks should be, and support for students to manage their time effectively is given. As a rough guide, students in year 7 should complete approximately 25 minutes per piece, year 8 30 minute, year 9 45 minutes.

## 4. KS4

The SAIL timetable is constructed to reflect the requests of each department. Pressures at KS4 are different to those at KS3, however, and the teacher needs to respond to the needs of each class. This may take into account preparation for assessments, examinations and practical tasks.

By the end of Year 10, the school would expect a pupil to be self-managing the amount of work that is required, as a guide; doing one and a half hours an evening progressing to 2 hours by the autumn term of Year 11 would be a reasonable expectation. This of course will begin the revision schedule for GCSE exams.

## 5. KS5

At KS5 students need to be even more autonomous in their work but directed by staff. Combinations of set assignments and independent study (including subject guidance sheets) make a coherent approach to learning at this level. No time is set specifically at this level but it is anticipated that this will be significant (in the region of a minimum of 4 hours per subject per week at AS level). Evidence of, and the ability to "learn outside of the classroom" is reported on interims, and the completion of SAIL will form part of this judgement.

## 6. Expectations of types of work

SAIL tasks will:

- be set on Classcharts for ease of access;
- be set in good time to allow students to record their task and ask appropriate questions;
- be set with guidelines about the length of time and what the expected outcome should be, but also offer students the opportunity to embrace a task and extend it as desired;
- be differentiated in terms of challenge offered yet accessible;
- be relevant and useful;
- have an end result that will incur meaningful teacher/student feedback

## 7. Extended pieces of work: (set over a series of lessons)

Guidelines should be clear and work needs to be checked and monitored, with support in place where necessary. Extended pieces of work may need to be broken down with specific tasks set at specific times plus some optional extension tasks for students who may finish more quickly.

## **8. Recording, Marking and checking**

- It would be usual to give at least two days for completion of a task to allow time for students to ask questions if they are unsure;
- Deadlines should not be extended for those who have made little or no effort to complete the task on time, but consideration given for those who demonstrate genuine difficulties;
- Subject and departmental sanctions should be applied to those students who fail to meet deadlines;
- Staff will mark in accordance with the school feedback policy and include positive, supportive comments and guidance for improvement;
- Peer marking may be used and should enhance the learning of the marker and the student being marked;
- The use of the planners should be viewed as part of a student's personal organisation and should be encouraged.

## **9. Volume of SAIL work**

- Departments in the school will set down a minimum standard of the amount of SAIL tasks a teacher should set, e.g. two project-based extended pieces per term. These requirements are published on subject pages of the school website: [https://www.st-albans.suffolk.sch.uk/docs/SAIL\\_Dept\\_Expectations\\_14052018.pdf](https://www.st-albans.suffolk.sch.uk/docs/SAIL_Dept_Expectations_14052018.pdf)
- The Head of Faculty/Department and SLT will monitor that these expectations are being met by all teachers.

## **10. Staff Absence**

When staff are absent the school will endeavor to set meaningful SAIL work. However, without the regular teacher to deliver the lesson this is not always possible.

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Signed by Joanna McCall, Chair of Governors:

Date:

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