



Leigh Academy
BEXLEY

Welcome to our Independent Learning and monitoring Screen Time Workshop

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Leigh Academy
BEXLEY

Independent Learning

Mrs Mochnacova
Assistant Principal



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Monday, 20th January 2025

Supporting Structured Independent Learning

It is often assumed that the best way to develop independent learners is by simply giving them more freedom and independence in the classroom. However, research indicates that this is not the most effective approach. Recommendation 6 of the EEF Guidance Report *'Metacognition and Self-regulated Learning'* highlights the importance of **explicitly teaching pupils how to organise and effectively manage their learning independently.**

In Recommendation 6, independent learning is defined as:
“When pupils learn with a degree of autonomy, making active choices to manage and organise their learning, while deploying metacognitive strategies in the process.”

By focusing on structured support and teaching key skills, we can empower students to become truly effective independent learners.

Independent Learning

EEF Recommendations



Recommendation 1	Teachers should acquire the professional understanding and skills to develop their pupils' metacognitive knowledge	10
Recommendation 2	Explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning	12
Recommendation 3	Model your own thinking to help pupils develop their metacognitive and cognitive skills	16
Recommendation 4	Set an appropriate level of challenge to develop pupils' self-regulation and metacognition	18
Recommendation 5	Promote and develop metacognitive talk in the classroom	20
Recommendation 6	Explicitly teach pupils how to organise, and effectively manage, their learning independently	22
Recommendation 7	Schools should support teachers to develop their knowledge of these approaches and expect them to be applied appropriately	26

5 for 5

Learning Journey

New Knowledge

Pit Stop

Modelling

Independent Practice

Plenary

Politeness | Respect | Kindness | Courage | Ambition | Resilience



How often do you help your child with their home Independent Learning?

- a) Every day
- b) A few times a week
- c) Occasionally
- d) Rarely/Never



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Monday, 20th January 2025

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"No matter how often we help, our goal today is to explore how Independent Learning can empower students to take charge of their Home Independent Learning more effectively."



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What is Independent Learning?

Independent Learning at Leigh Academy Bexley is divided into two types:

- 1. In-Class Independent Learning:** Completed during class after new knowledge and modeling are presented.
- 2. Home Independent Learning:** Follow-up tasks set at home, primarily through SPARX for core subjects.



Why Do We Have Independent Learning at School?

- To consolidate and apply newly learned knowledge.
- To encourage self-discipline and independent thought.
- To provide an opportunity for teachers to assess student understanding in real time.

How many minutes of independent learning do you think students complete in one class session?



Why Do We Have Independent Learning at Home?

- Reinforces classroom learning and helps deepen understanding.
- Provides students with the chance to work at their own pace.
- It helps **develop** important skills such as time management and responsibility.
- Builds habits for independent study in preparation for higher education or future careers.

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What happens if Independent Learning is not completed?

If students don't complete their independent learning, they may receive an **LOPT**.



The Reward System

- **Certificates** for students who consistently complete their Home Independent Learning at a high standard.
- **Positive Letters** sent home to parents, informing them of students' regular and excellent completion of tasks.



Independent Learning

QUIZ:

Actions:

- a) Completing all Independent Learning on time
- b) Failing to complete Independent Learning
- c) Performing exceptionally well in Independent Learning tasks
- d) Repeatedly missing Independent Learning deadlines

Consequences:

1. LOPT
2. Certificate of achievement
3. Positive letter home
4. Discussion with teacher to address challenges

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How to Access Home Independent Learning on Google Classroom

- Home Independent Learning assignments are available on Google Classroom for easy access.

[Google Classroom - Independent Learning](#)



How Much Home Independent Learning Should My Child Complete?

- For subjects with **one lesson per week** (RE, Geography, History, Art, Music, Drama, Technology, and P.E.), students are required to complete **one independent learning task fortnightly**.
- For subjects with **two lessons per week** (Modern Foreign Languages - MFL), students are required to complete **one independent learning task weekly**.
- For subjects with **three or more lessons per week** (Maths, English, and Science), students are required to complete **two independent learning tasks weekly**, with **one of the tasks involving Key Vocabulary Guide**.



Schedule for Home Independent Learning

- For **Core Subjects** (Maths, English, and Science), Home Independent Learning is due **every Wednesday**.
- For subjects with **two lessons per week** (e.g., Modern Foreign Languages - MFL), Home Independent Learning is due **every Friday**.
- For **Humanities and Performing Arts**, Home Independent Learning is due **every Monday**.



How Much Time Should Be Spent on Home Independent Learning?

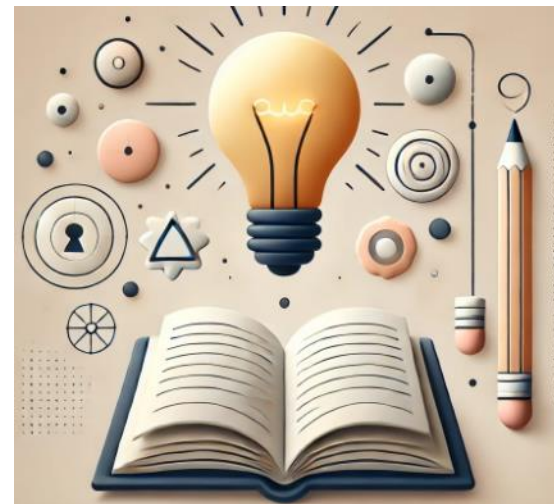
- **Years 7–9:** Students should spend **3–4 hours** per week on Home Independent Learning, with each task taking approximately **30–40 minutes**.
- **Years 10–11:** Students should dedicate **6–8 hours per week**, with each task taking around **45–60 minutes**.
- **Years 12–13:** Students should spend **5 hours per week per subject**, in addition to private study.



Monday, 20th January 2025

Independent Learning

- **English:**
 - KS3: Students are expected to gain 300 points per week on SPARX Reader and complete Knowledge Organiser or Key Vocabulary Guide tasks.
 - KS4: Students complete 60-minute assignments on the SENECA platform, along with a Knowledge Organiser or Key Vocabulary Guide task.
 - KS5: The focus is on critical reading and extended writing tasks.
- **Mathematics/Science:**
 - Use SPARX for topic-based Independent Learning. Weekly assignments are posted on Google Classroom and must be completed online. Parents receive weekly email updates to track progress.
- **Geography, Engineering & Science:**
 - Use SENECA for topic-based Independent Learning. Weekly assignments are posted on Google Classroom.
- **History:**
 - Use GCSE Pod for topic-based Independent Learning. Weekly assignments are posted on Google Classroom.
- **Music:**
 - Use BandLab to assign Independent Learning tasks.



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Key Vocabulary Guide

Key Vocabulary Guide (KVG) Implementation at School

We are excited to share that the Key Vocabulary Guide (KVG) is now being introduced at school, starting with **Module 3**. This initiative aims to support students in building a strong foundation of subject-specific terminology and improving their understanding across all areas of learning.

- **Launch Details:** The KVG is being implemented for students starting from **Module 3**.
- **Distribution:** Students will receive their KVG at the beginning of **each module**.
- **Accessibility:** The KVG will be available on **Google Classroom**, allowing students to easily access it as part of their learning journey.



Key Vocabulary Guide

How the Key Vocabulary Guide Works

What is in the KVG?

Key Word: The important term students need to know.

Definition: A clear explanation of the word.

Example: This could be a written or visual representation to help understand the word in context.

There is a KVG for each subject, which will be located in the section titled "Key Vocabulary Guide."



Key Vocabulary Guide

Why is the Key Vocabulary Guide Important for Your Child?

At school, we are introducing the Key Vocabulary Guide to help students develop a deeper understanding of subject-specific terminology and improve their overall learning experience. Here's why the KVG is so valuable:

- **Preparation:** By learning key vocabulary before lessons, students feel more confident and engaged in their studies. This proactive approach sets them up for success in the classroom.
- **Understanding:** Knowing the terms and their meanings allows students to grasp concepts more easily and follow the topics being taught effectively.
- **Practice:** Regularly practising vocabulary helps strengthen subject knowledge and enhances exam readiness, ensuring students are well-prepared for their assessments.

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Key Vocabulary Guide

Preview: What's Included in Your Key Vocabulary Guide

[Year 7 Mathematics](#)

[Year 11 Business](#)

[Year 8 English](#)





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Online Learning platforms and Monitoring screen time

Mr Shasore
Assistant Principal



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Sparx Learning provides maths, reading and science solutions to more than half of UK schools, supporting students aged 11-16yrs.



We're all about numbers,
and ours speak for themselves.

 **Learners**

1.8m+

Learners using our products every day inside and outside the classroom

 **Schools**

2,000+

Schools using Sparx Maths and HegartyMaths

 **Teachers**

35,000+

Teachers using our products to help support their students' learning

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Sparx Maths

📅 Set date/time: 20th Nov
📅 Due date/time: 27th Nov, 15:00
🕒 Length: 60 minutes
📊 Compulsory completion: 27/33
📊 XP Boost completion: 1/33
📊 Target completion: 1/33
All students in 9B/MAT1 (33)
Hand-in Summary

Class insights are available for Week 13. See which topics the class struggled with and where you can further challenge the class. [View Week 13 Insights](#)

Student	Compulsory Homework						Optional Homework		IL
	Completion	Working time	Completion day	Alerts	Bookwork accuracy	Answers	XP Boost	Target	Time
	11%	0h 12m	Incomplete			View >	-	-	0h 00m
	25%	0h 18m	Incomplete			View >	-	-	0h 00m
	65%	0h 07m	Incomplete			View >	✓	✓	✓
	79%	0h 36m	Incomplete			View >	✓	✓	✓
	81%	0h 09m	Incomplete			View >	✓	✓	✓
	85%	0h 16m	Incomplete			View >	✓	✓	✓
	✓	0h 08m	3 days early			View >	✓	✓	✓
	✓	0h 22m	2 days early			View >	✓	✓	14%
	✓	0h 18m	1 day early			View >	✓	✓	✓
	✓	1h 28m	3 days early			View >	✓	25%	19%
	✓	0h 34m	3 days early			View >	✓	33%	✓
						View >	-	-	0h 00m



Sample student's view of Sparx Maths

Supporting Topics Supporting Topics Level 1 Supporting Topics Level 1 Level 2 **Level 3** Level 4 Level 5

Introduce Q. 1

Introduce Q. 1

Using Pythagoras' theorem, calculate the value of x .
Give any decimal answers to 1 d.p.










Not drawn accurately



Sparx Reader

- Home
- Hand-in
- Insights
- Reporting
- Leaderboard
- Live Monitoring
- Library
- More

Title	Authors	Genres	Book reading
 A Bridge to the Stars	Henning Mankell	Real life • Adventure • Mystery • Family • Sweden	11.5 years
 A Cake for the Gestapo	Jacqueline King	Historical • World War II • Self-discovery • Friendship • Jersey	14.5 years
 A Christmas Carol	Charles Dickens	Classics • Paranormal • Friendship • Family • Social issues • Christmas	16 years
 A Christmas Delivery	Julian Norton	Animals • Real life • Jobs	11.5 years
 A Ghost in the Castle	Abi Clark	Mystery • Paranormal	5.5 years
 A Good Day for Climbing Trees	Jaco Jacobs	Real life • Friendship • Activism • South Africa	10.5 years
 A Good Night for Shooting Zombies	Jaco Jacobs	Real life • Friendship • Loss • Art • South Africa	12 years



Sparx Reader

Sparx Reader

Search for a student | Help & Support

Home | Hand-in | Insights | Reporting | Leaderboard | Live Monitoring | Library | More

Select a class:

- 7A/ENG1
- 7A/ENG2
- 7A/ENG3
- 7B/ENG1
- 7B/ENG2
- 7B/ENG3
- 8A/ENG1
- 8A/ENG2
- 8A/ENG3

Homework 4 (Ended 29/10/2024) | Homework 5 (Ended 29/10/2024) | Homework 6 (Ended 05/11/2024) | Homework 7 (Ended 12/11/2024) | Homework 8 (Ended 19/11/2024) | Homework 9 (Ended 26/11/2024) | Homework 10 (Ended 03/12/2024)

Set date: Wed 20th Nov, 12:32 | Due date: Tue 26th Nov, 23:45 | Target: 300 SRP | Complete: 18/24

Student	Homework completion	Accuracy	Book	Activity
	0% 0 / 300 SRP	-	-	View
	0% 0 / 300 SRP	-	-	View
	0% 0 / 300 SRP	-	-	View
	3% 11 / 300 SRP	100%	300 / 300 SRP	Excellent Home
	17% 52 / 300 SRP	100%	300 / 300 SRP	Excellent Home
	43% 129 / 300 SRP	100%	300 / 300 SRP	Ok The Goose Girl +2
	100% 300 / 300 SRP	100%	300 / 300 SRP	Excellent The Green Button

Callout: New! View Student Activity
You can now see a full history of each homework, including how long they spent on the SRP they earned for each task.

Callout: Progress Grid

✓	✓	-	23%	✓	✓
✓	5%	98%	✓	8%	19%
✓	-	17%	✓	✓	✓
✓	✓	✓	✓	✓	✓



Live monitoring in Sparx Reader

Live Monitoring

7A/ENG2 7A/ENG3

Student	Status	Last check passed ▾	SRP	Words
	● Offline	11 hours ago	0	0
	● Offline	Logged in 11 hours ago	0	0
	● Offline	11 hours ago	0	0
	● Offline	Logged in 11 hours ago	0	0
	● Offline	Logged in 10 hours ago	0	0
	● Offline	Logged in 9 hours ago	0	0
	● Offline	Logged in 9 hours ago	0	0
	● Offline	Logged in 9 hours ago	0	0
	● Offline	Logged in 9 hours ago	0	0



Sparx Science
7A/SC11 ▾
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Sparx Science

- Home
- Planner
- Hand-in
- Insights
- Reporting
- Management

Hand-in

< Week 7 07/10/2024
Week 8 14/10/2024
Week 11 04/11/2024
Week 12 11/11/2024
Week 13 18/11/2024
Week 14 25/11/2024
Week 15 02/12/2024
Week 16 09/12/2024
Week 17 16/12/2024 >

Set date/time: Wed 4th Dec 09:00
 Due date/time: Tue 10th Dec 22:00
 Compulsory completion: 20/28

Name	Completion for	All Subjects ▾	Working time	Completion day	Answers	IL Challenge ⓘ	Previous completion				
							W8	W11	W12	W13	W14
	0%	<div style="width: 0%; height: 10px; background: linear-gradient(to right, #007a6c, #f00);"></div>	0h 0m	Incomplete	View >	0%	8%	0%	0%	0%	26%
	0%	<div style="width: 0%; height: 10px; background: linear-gradient(to right, #007a6c, #f00);"></div>	0h 0m	Incomplete	View >	0%	✓	✓	40%	0%	27%
	0%	<div style="width: 0%; height: 10px; background: linear-gradient(to right, #007a6c, #f00);"></div>	0h 0m	Incomplete	View >	0%	0%	0%	0%	0%	
	19%	<div style="width: 19%; height: 10px; background: linear-gradient(to right, #007a6c, #f00);"></div>	0h 17m	Incomplete	View >	0%	38%	0%	0%	17%	✓
	21%	<div style="width: 21%; height: 10px; background: linear-gradient(to right, #007a6c, #f00);"></div>	0h 7m	Incomplete	View >	0%	✓	✓	✓	33%	✓
	32%	<div style="width: 32%; height: 10px; background: linear-gradient(to right, #007a6c, #f00);"></div>	0h 20m	Incomplete	View >	0%	0%	77%	0%	0%	37%
	33%	<div style="width: 33%; height: 10px; background: linear-gradient(to right, #007a6c, #f00);"></div>	0h 17m	Incomplete	View >	0%	✓	✓	✓	✓	✓
	89%	<div style="width: 89%; height: 10px; background: linear-gradient(to right, #007a6c, #f00);"></div>	0h 33m	Incomplete	View >	0%	✓	✓	6%	23%	✓
	✓	<div style="width: 100%; height: 10px; background: linear-gradient(to right, #007a6c, #f00);"></div>	0h 12m	4 days early	View >	30%	✓	✓	✓	✓	✓
✓	<div style="width: 100%; height: 10px; background: linear-gradient(to right, #007a6c, #f00);"></div>	1h 11m	1 day early	View >	0%	N/A	N/A	N/A	N/A	N/A	



Student work sample in Sparx Science

Classifying and comparing species

KS3 > Biology > Genetics and evolution

Key learning points in this topic include:

- classifying species based on their physical features.
- identifying the class in which a given species belongs to.

Level 1 Level 2 Level 3

Question 1



slug

Zoom

Look at these pictures

Select one way the snail

The slug is much bigger

Classifying and comparing species

KS3 > Biology > Genetics and evolution

Key learning points in this topic include:

- classifying species based on their physical features.
- identifying the class in which a given species belongs to.

Level 1 Level 2 Level 3

Question 1

Animals can be very different.

What is the difference between a slug and a snail?

Whether or not they have a shell

Whether they are invertebrates

Whether or not they can move

Whether they are mammals

Classifying and comparing species – F778

KS3 > Biology > Genetics and evolution

Key learning points in this topic include:

- classifying species based on their physical features.
- identifying the class in which a given species belongs to.

Level 1 Level 2 Level 3 Level 4

Question 1

What is the word for a group of similar organisms that breed to produce fertile offspring?

Species

Habitat

Biodiversity

Ecosystem

Question 2

Give the word that describes any animal with a backbone.

Enter answer...

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Independent learning: what the research says

1. Homework has a positive impact on average (+ 5 months) particularly with pupils in secondary school
2. Studies in secondary schools show greater impact (+ 5 months) than primary schools
3. Homework involving digital technology typically have greater impact

Source: *Education Endowment Organisation, UK*

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Screen time: what the research says

- **As time spent watching television increased, academic performance suffered. Relationships were less clear-cut for other types of screen use.** (Adelantado-Renau, Mireia; et al. *JAMA Pediatrics*, September 2019)
- **Passive screen time was found to have the most negative outcomes while educational screen time had the most positive outcomes and no negative impact on other outcomes** (*International Journal of Behavioral Nutrition and Physical Activity*, 2020)

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Thank you for joining us!

Question time

