



Leigh Academy
BEXLEY

Independent Learning at Home Policy (Parental Guide)



LEIGH
Academies Trust

September 2026

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This policy explains how Independent Learning (IL) at home supports progress, how it is set and checked, and how parents and carers can help.

- Covers all IL tasks set for completion at home for students in Years 7-13 (KS3-KS5).
- Does not cover Independent Learning in class completed during lessons or in supervised study.

2. Principles

Independent Learning is most effective when it is regular, focused and clearly explained. Each task should state its objective, the success criteria, the date it is due and the approximate time it should take. Tasks must be accessible for all students, with reasonable adjustments made where appropriate, and resources should be provided in an organised and consistent way. Feedback should be proportional to the type of task; for example, some work may be automarked on a platform, some may receive whole-class feedback and some may require a short individual comment. **The purpose of each task is to consolidate prior learning, prepare for upcoming topics, strengthen retrieval and fluency, and build positive study habits over time.**

3. Roles & Responsibilities

Students are expected to check Google Classroom every day, to note their deadlines and to submit their work on time. They should use the resources provided, including Knowledge Organisers, Key Vocabulary Guides and approved platforms such as SPARX to help them complete tasks successfully. If they are unsure about an instruction or encounter a problem, they should seek help promptly through Google Classroom or speak with their teacher.

Parents and carers can support Independent Learning by encouraging short, focused study sessions in a quiet space, by checking Google Classroom deadlines, and by helping students organise their week. If illness, access issues or other barriers arise, parents and carers should contact the class teacher or tutor as soon as possible so that reasonable adjustments can be put in place.

Teachers set purposeful Independent Learning with clear instructions and an indicative duration and publish this on Google Classroom with any required resources. Where third-party platforms are used (SPARX), teachers post direct links and confirm the submission route. Teachers monitor completion, provide proportionate feedback and use the information from students' work to inform teaching. The frequency and type of Independent Learning should align with the subject curriculum and the assessment cycle so that the workload is manageable and meaningful.

4. Time & Frequency (Overview)

Frequency aligns to lesson time in each subject. Typical pattern:

Subject/Phase	Lesson Frequency	When IL is set	Deadline	Frequency & Duration
English (KS3/KS4)	3+ lessons/week	Monday	Following Monday	One task weekly
Maths (KS3/Year10)	3+ lessons/week	Wednesday	Following Wednesday	One task weekly
Maths (Year 11)	3+lessons/week	Wednesday	Following Wednesday	Two tasks weekly
Science (KS3/KS4)	3+ lessons/week	Wednesday	Following Wednesday	One task weekly
MFL (KS3)	2 lessons/week	After the final lesson of the week	Following Monday	Weekly
MFL (KS4)	3 lessons/ week	During the 2nd or 3rd lesson of the week	Individual Deadline	Two tasks weekly
Computing (KS3)	1 lesson/week	Monday	Following Monday	Fortnightly
Computer Science (KS4)	3+ lessons/week	Monday	Following Monday	Weekly
Creative iMedia (KS4)	3+ lessons/week	Monday	Following Monday	Weekly
Geography, Technology (KS3)	1 lesson/week	Monday	Following Monday	Weekly
Art/Music/Drama /RE, History (KS3)	1 lesson/week	Monday	Individual Deadline	B-iweekly
PE (KS4 GCSE/ BTEC)	Varies (theory/ coursework units)	When theory/ coursework is set	Same weekday the following week	60-90 minutes per task (not weekly)

Deadlines During School Holidays

Independent Learning will not have deadlines during half terms or extended school holidays. Where work is set prior to the holiday period, the deadline must be scheduled for the first week of the new module, allowing students appropriate time to complete the task upon their return.

Staff should ensure that deadlines published on Google Classroom reflect these expectations.

5. Time Allocation by Year Group: Independent learning duration varies according to the students' year group. Below is an overview of the expected weekly time allocation and the duration of each task:

Key Stage	Weekly Time Allocation	Independent Learning Duration Per Subject	Special Notes
Years 7-9	3-4 hours	30-40 minutes	Independent Learning assigned based on lessons per week
Year 10-11	6-8 hours	45-60 minutes	One independent learning task per week per subject
Year 12-13	5 hours per subject	5 hours private study	Directed independent learning plus additional private study

6. Platforms by Subject

Some subjects use specific online platforms for independent tasks to support learning and provide a structured approach:

- **English:** KS3 to gain 300 points per week on Sparx Reader. KS4 to complete 60 minute set assignments on the SENECA learning platform, as directed by their teacher. KS5 - Critical reading and extended writing.
- **Mathematics:** Uses **SPARX** for topic-based independent learning. Weekly assignments are posted on Google Classroom and must be completed online. Parents can track their child's completion through SPARX's weekly email updates.
- **Science:** Uses **SPARX** for topic-based independent learning, with weekly assignments posted on Google Classroom.
- **Music:** Uses **BandLab** to assign independent learning tasks, plus bi-weekly independent learning, including a minimum of one piece of extending writing per module.

7. Submission & Feedback

Students submit Independent Learning (IL) via Google Classroom or the linked platform specified by the teacher. Feedback may be auto-marked, delivered as whole-class feedback, or given as brief individual comments, depending on the task. Teachers record any non-completion and follow up promptly.

8. Academic Honesty & Use of AI

Students must submit their own work and must acknowledge any sources they consult. Generative AI tools should not be used to produce answers or substantive content unless the teacher has explicitly permitted this. Where AI use is allowed, students should briefly state what tool they used and for what purpose and should carefully check and edit any output. Teachers may use similarity checks or short conversations with students to confirm understanding where appropriate.

9. Non-completion & Escalation

We encourage students to catch up quickly. If work remains incomplete by the deadline: KS3 - parents are contacted; if still incomplete by the next due date, a 30-minute LOPT is set, rising to 60 minutes if work remains unfinished; continued non-compliance may lead to further sanctions, including Tatton. KS4/KS5 - an initial 30-minute LOPT is set, increasing to 60 minutes if work remains unfinished; continued non-compliance may lead to Tatton.

10. Communication

For questions about a specific task, parents and students should contact the class teacher through Google Classroom or speak with them. For broader questions about Independent Learning, they can contact the relevant Director of Learning or their tutor.