

UNDERDALE HIGH SCHOOL

INDEPENDENT STUDY GUIDELINES



Independent Study & Homework

Underdale High School is committed to providing challenging opportunities for students to become responsible for their own learning. Research has established the positive effect of homework in fostering the development of lifelong skills, such as, study habits, time management and goal setting.

INDEPENDENT STUDY and HOMEWORK is most effective when:

- It's targeted and reinforces class learning and can be completed independently.
- Completed in a pre-determined, quiet, and consistent study space.
- Learners use a number of strategies to help them learn (see table below).
- Assessed with feedback provided in order to move learning forward.

Effectiveness of Ten Learning Techniques

High Benefit	Practice Testing	Self-testing or taking practice tests on material to be learned
	Distributed ('spaced') practice	Implementing a schedule of practice that spreads out activities over time
	Elaborative Interrogation	Generating an explanation for why an explicitly stated fact or concept is true
Moderate Benefit	Self-Explanation	Explaining how new information is related to known information, or explaining steps taken during problem solving.
	Interleaved Practice	Implementing a schedule of practice that mixes different kinds of problems, or a schedule of study that mixes different kinds of material, within a single study session.
	Summarisation	Writing summaries (of various lengths) of to-be-learned texts.
	Highlighting	Marking potentially important portions of to-be-learned materials while reading.
Low Benefit	Keyword Mnemonic	Using keywords and mental imagery to associate verbal materials.
	Imagery use for text learning	Attempting to form mental images of text materials while reading or listening.
	Rereading	Restudying text material again after an initial reading.

SOURCE: https://d288jiego2x7eq.cloudfront.net/e4l-guidance-reports/metacognition/Metacognition-and-self-regulated-learning_Guidance-Report.pdf?v=1664330328

Independent Study and Homework is **not as effective** when involving new learning, materials and projects or work that students may have difficulty when completing alone.

AIMS

- To establish habits around organisation, time management and study habits for students at Years 7 to 12.
- Provide more opportunity to review and test individual understanding of what has been learnt in class.
- To develop self-regulation processes (i.e. goal setting, self-reflection, metacognition and self-efficacy).
- Support communication and partnerships between teacher-student-parent/caregiver.

SHARED EXPECTATIONS AND RESPONSIBILITIES

Teachers are responsible for:

- Communicating expectations with students and parents at the beginning of each school year
- Giving clear, explicit instructions and feedback
- Being consistent in their approach
- Set expectations of homework
- Provide learning intentions of tasks given for homework/independent study Communicate learning intentions to students.

Students are responsible for:

- Completing the assigned work in a timely manner and to the best of their ability.
- Show independence of completing tasks given.
- Reflect on the learning intentions set by the teacher and whether they were/are able to meet them.
- Show initiative and engage in a range of activities to review learning - not necessarily set by the teacher.
- Communicating needs to teacher and parent/caregiver as required.
- In the Senior School a commitment to homework is essential for students to be academically competitive.

Parents/Caregivers are responsible for:

- Providing an environment for independent study which encourages learning, and some supervision is provided (i.e quiet study space, praise for independent learning etc)



Homework Club & Focused Study:

Homework Club & Focused study is provided at Underdale High School for students to have a chance to have extra support or another alternative for quiet study outside of the classroom. All students are welcome to attend.

Monday	Wednesday
Homework Club	Focused Study
<ul style="list-style-type: none">• 3.15pm - 4pm• Teachers are rostered throughout the year.• A quiet place for students to study if doing homework at home proves difficult	<ul style="list-style-type: none">• 3.15pm - 4pm• Subject Teachers refer students for extra support.

Other or additional days to this are organised at the discretion of the teacher after having been discussed with the student and parent/caregiver.

Supported Study:

Supported Study is subject free lesson time that students in years 11 and 12 have access to. A dedicated teacher supervises this time and gives students the opportunity to seek out further support or mentoring for their subjects.

Attendance to these lessons is compulsory. Additional Supported Study lessons or Home Study may be added to a student timetable after consultation with subject teachers, family, and Year Level Leader.

Home Study:

Home study is a privilege granted by the senior school team to year 12 students provided they have demonstrated the skills or attributes associated with someone who can independently study successfully. These are listed below.

- ✓ 90% attendance rate
- ✓ No unexplained absences
- ✓ I have displayed independent study skills - confirmed by two different teachers.
- ✓ I am on an A/B average.
- ✓ My independent study line is linked to my VET plan (if applicable).

Applications for Home Study are available after Term 1 Traffic Lights and must be submitted to their Home Group teacher by week 8 of Term 1. If students don't continue to meet their subject requirements or regularly attend scheduled lessons, Home Study will be revoked.

***These Guidelines support the Underdale High School
Deadline Policy***

Please Note:

If time used to complete homework is of concern, contact the school for support.

There are times that students will need to spend extra time undertaking homework, such as, studying for tests, exams and completing major assessments.

Homework is a partnership between school and home and consequently it is important to note that:

- Children and families have many commitments.
- Work should be easily supervised by parent/carer and should not involve excessive demands on families for facilities, reference material, time, or expertise.
- Not all children will complete the set work in the same time frame and there should be balance between independent study and, sport, recreation, cultural pursuits, and employment (as appropriate).

Roles and Responsibilities:

Students in Year 11 and 12 will:

- Attend all lessons on their timetable including Supported Study.
- Use time effectively to plan and complete assessment tasks during Supported Study
- Seek support, when necessary, from the Supported Study teacher

Supported Study Teacher will:

- At all times actively support student learning during lesson time
- When necessary, provide subject teachers with feedback on student progress and engagement during Supervised Study lessons.

Year 11 and 12 Subject Teachers will:

Inform study teacher via Daymap of missed draft and final submission of work which will need to be completed during allocated study lessons.

Year Level Leader will:

Meet with student and/or parents to discuss support strategies if the submission of work is an ongoing issue impacting on student's progress and develop a learning plan.

Parents will:

- Make themselves aware of the Supported Study Guidelines
- Communicate with subject teacher any difficulties child is having with their work via FROG, phone or email.
- Support students to meet draft and summative deadlines.
- Check FROG for messages about work not submitted.
- Attend invited meetings as required to discuss issues concerning their child's progress and wellbeing.

Sources:

Putting evidence to work: A school's guide to implementation Metacognition and self-regulated learning
Guidance Report All year levels. (n.d.). Available at:

https://d288jjeqo2x7eq.cloudfront.net/e4l-guidance-reports/metacognition/Metacognition-andself-regulated-learning_Guidance-Report.pdf?v=1664330328 [Accessed 28 Apr. 2023].

Fisher, D., Frey, N. and Hattie, J. (2016). Visible learning for literacy, grades K-12 : implementing the practices that work best to accelerate student learning. Thousand Oaks, California: Corwin Literacy.

Esra, P. (2011). Self-Regulated Learning About Self-Regulated Learning. [online] Available at:

https://lincs.ed.gov/sites/default/files/3_TEAL_Self%20Reg%20Learning.pdf.

Agarwal, P., Roediger, H., Mcdaniel, M. and Mcdermott, K. (2020). HOW TO USE RETRIEVAL PRACTICE TO IMPROVE LEARNING Retrieval Guide. [online] Available at:

<http://pdf.retrievalpractice.org/RetrievalPracticeGuide.pdf>.

Pan, S., Pooja, M. and Agarwal, K. (n.d.). RETRIEVAL PRACTICE AND TRANSFER OF LEARNING:

FOSTERING STUDENTS' APPLICATION OF KNOWLEDGE. [online] Available at:

<http://pdf.retrievalpractice.org/TransferGuide.pdf>.

Carpenter, S., Pooja, K. and Agarwal (2020). How to Use Spaced Retrieval Practice to Boost Learning. [online]

Available at: <http://pdf.retrievalpractice.org/SpacingGuide.pdf>.

EXAM-STRATEGIES _20220413 WHAT DOES THE EXAM REQUIRE? START PREPARING EARLY! (n.d.). Available at:

<https://students.flinders.edu.au/content/dam/student/slss/general-study/examstrategies.pdf> [Accessed 28 Apr. 2023].