

The Victory Academy

Out of Class Learning Guidance

“Out of Class Learning is used to broaden, consolidate, extend or deepen the learning experience”

Our definition of Out of Class Learning:

Out of Class Learning refers to tasks given to pupils by their teachers to be completed outside of usual lessons. At The Victory Academy this is viewed as a valuable part of a student’s learning journey. We believe that effective **Out of Class Learning** can improve learning and help our students to develop lifelong skills. Our aim is for **Out of Class Learning** to be structured, meaningful and coherent for all concerned. **Out of Class Learning** at The Victory Academy should broaden, consolidate, extend or deepen the learning experience. It must be given the same importance as classwork and be signposted in the Curriculum Implementation documents for each department.

The intent of Out of Class Learning:

- ✓ Setting **Out of Class Learning** is part of the Teachers’ Standards and is outlined in the following way:
‘Teachers should set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.’
- ✓ **Out of Class Learning** requires lifelong learning skills such as organisation, time management, resilience and independence, all of which we promote at The Victory Academy in order to help our students to be their best-selves.
- ✓ To develop research skills such as planning, time management and self-discipline.
- ✓ To have an opportunity for independent work and to take ownership and responsibility for learning.
- ✓ To provide parents with the chance to support their child’s progress and to engage in dialogue about school experiences.

How Out of Class Learning will be set

- ✓ Teachers will set **Out of Class Learning** through **Microsoft Teams via Assignments**.
- ✓ Students will be able to check their **Out of Class Learning** and deadlines by logging into their Microsoft Teams account.
- ✓ Parents and carers will receive notification when **Out of Class Learning** is set via weekly assignment summaries. Parents and carers will receive emails detailing their students’ assignments from the previous week, including the statuses of turned in or missing work. The summary also includes the upcoming week’s due dates so that families can plan ahead. Each student’s assignment data is private and only shared with their parent or carer.

All departments are encouraged to:

- ✓ Encourage the consistent use of Microsoft Teams to check all **Out of Class Learning** assignments
- ✓ Integrate **Out of Class Learning** tasks with lesson planning and learning outcomes
- ✓ Share the aims of **Out of Class Learning** with all pupils
- ✓ Develop well-designed tasks that are linked to classroom learning
- ✓ Identify a range of meaningful tasks which facilitate progression in learning
- ✓ Identify a variety of tasks which assess a range of subject skills
- ✓ Explicitly teach independent learning strategies
- ✓ Assess all **Out of Class Learning** against agreed criteria appropriate to task
- ✓ Provide timely and high-quality feedback which sustains pupil motivation and improves pupil learning
- ✓ Monitor the effectiveness of **Out of Class Learning** regarding learning outcomes

The types of Out of Class Learning we will set and why

At The Victory Academy, we endeavour to use evidence-informed practice and research in order to provide the most effective types of **Out of Class Learning** tasks to enhance our students' learning experience. Pupils may be expected to undertake a variety of **Out of Class Learning** activities. These activities will differ depending on the teacher and subject. We would also like to highlight that the guidelines may include self-directed study time which we would encourage our students to undertake on a weekly basis to target and embed their individual gaps in knowledge or skills.

Examples might include:

Preparation for learning: *to prepare for the following lesson*

Consolidation of learning: *to make sense of previous learning*

Enriching the learning: *focus on depth, breadth or engagement*

Reading tasks, numeracy tests, spelling tests, retrieval practice/spaced repetition, independent practice, extended writing, examination questions, attending extra-curricular activities, clubs, volunteering within the community, DofE, attending the school gym. *This list is not exhaustive.*

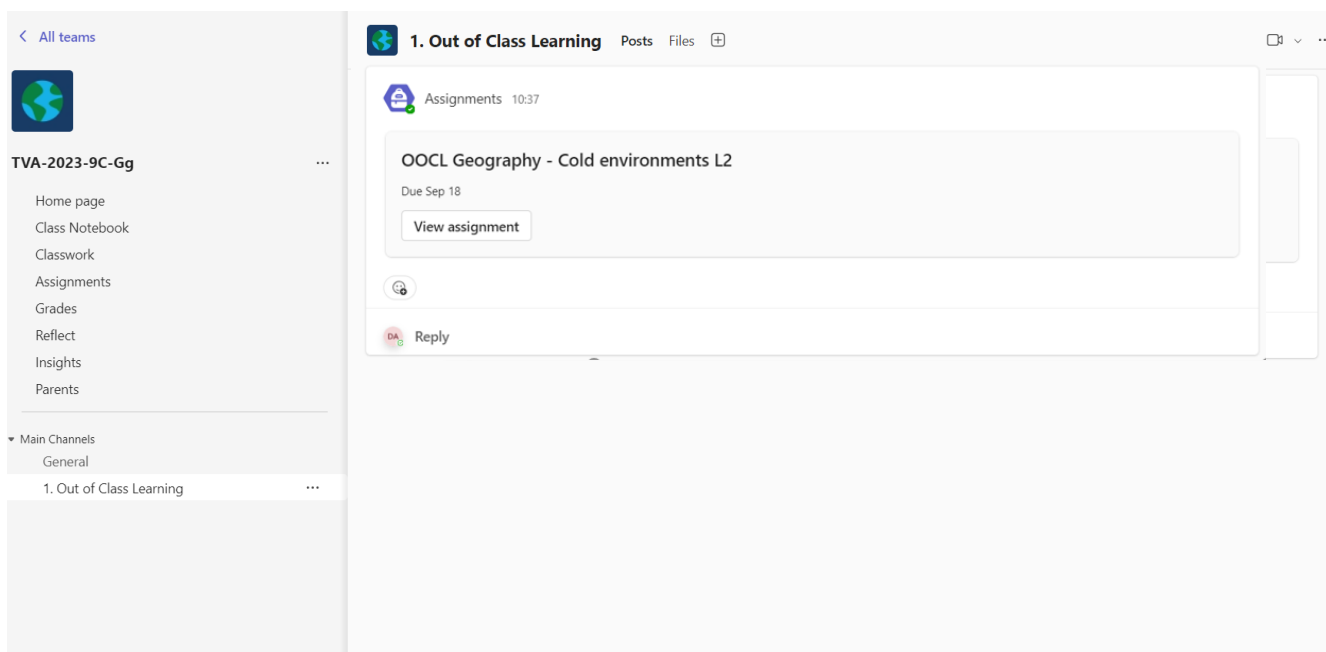
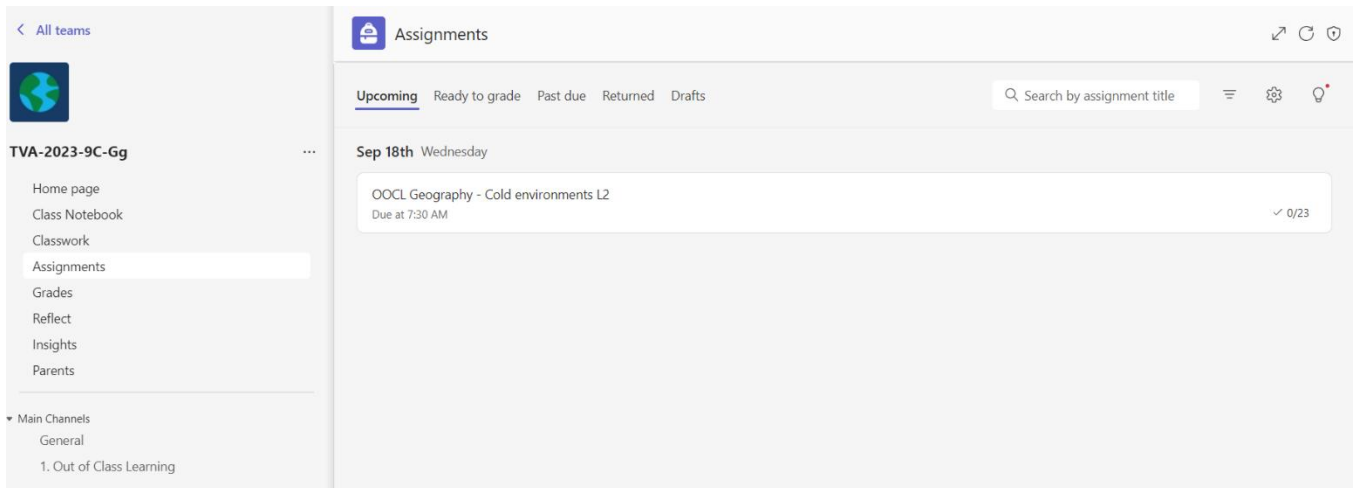
As a general rule, teachers will not usually set substantial **Out of Class Learning** tasks to be completed for the next day; pupils will have at least two days to complete any work set.

MS Teams: Out of Class Learning channel

All Out of Class Learning will be set as an **Assignment** and posted to the **class 1. Out of Class Learning channel**.

MS Teams: Assignment channel

All Out of Class Learning will also appear in the Assignments channel.



Time to be spent completing Out of Class Learning or self-directed study

- In **KS3** regular work is set according to the differing demands of each subject and pupils are encouraged to take responsibility for planning their work at home.
- In **KS4** regular work is set according to the differing demands of each GCSE subject. Controlled Assessment is an important component of many GCSE subjects and planning and drafting are an integral part of **Out of Class Learning** at this stage.
- In **KS5** pupils are encouraged to take much more responsibility for their own learning and **Out of Class Learning** is linked to individual research/ the use of departmental/Teams library resources/ private study preparation and planning. It is expected that pupils will spend 12 — 15 hours per week outside of School Time on self-directed study.

Based on current good practice and previous DfE guidance, we endeavour to follow this guidance on the amount of time that we ask pupils to spend on their **Out of Class Learning**. These *guidelines* are listed below:

Year 7 & 8: 45 - 60 minutes per day

Year 9: 1 – 1.5 hours per day

Year 10 & 11: 1 - 2.5 hours per day

Below is a guide:

KEY STAGE 3

Time per fortnight *			
Subject	Year 7	Year 8	Year 9
English	2 x 30 mins	2 x 30 mins	2 x 45 mins
Maths	2 x 30 mins	2 x 30 mins	2 x 45 mins
Science	2 x 30 mins	2 x 30 mins	2 x 45 mins
Geography	30 mins	30 mins	45 mins
History	30 mins	30 mins	45 mins
MFL	30 mins	30 mins	45 mins
Art	30 mins	30 mins	45 mins
DT	30 mins	30 mins	45 mins
Computing	30 mins	30 mins	45 mins
PA	30 mins	30 mins	45 mins
PE	30 mins	30 mins	45 mins

** Out of class learning may be divided into smaller time allocations depending on the subject / teacher.*

KEY STAGE 4

Time per fortnight *		
Subject	Year 10	Year 11
English	2 x 60 mins	2 x 60 mins
Maths	2 x 60 mins	2 x 60 mins
Science	2 x 60 mins	2 x 60 mins
Options subjects	2 x 60 mins	2 x 60 mins

** Out of class learning may be divided into smaller time allocations depending on the subject / teacher.*

KS4 OOCL Timetable

The KS4 OOCL timetable is based on **submission dates** rather than when staff should be setting OOCL. This model has been chosen as it:

- **Creates a balanced workload distribution:**
 - Ensures that students do not have all their OOCL due on the same day, which can be overwhelming and lead to stress or rushed work. By staggering due dates across different subjects, students can manage their time more effectively, balancing their workload over several days.
- **Promotes better time management and planning skills:**
 - Helps students develop time management skills by planning when to complete assignments based on their due dates. Encourages students to prioritise tasks, allocate sufficient time for each assignment, and avoid last-minute cramming or rushing through work.
- **Encourages consistent habits:**
 - A timetable based on submission dates encourages students to regularly engage with their OOCL, leading to more consistent study habits. Regular, spaced-out assignments can reinforce learning and help with retention, rather than large, infrequent blocks of OOCL.
- **Allows staff to set OOCL in line with the curriculum:**
 - Allows for a logical progression of learning, where OOCL serves as a continuation of classroom instruction, helping students to consolidate and extend their understanding of the material.
- **Facilitates better feedback cycles:**
 - Staggered due dates can help teachers manage their workload more effectively and provide timely feedback to students, which is crucial for their learning and improvement. It allows for quicker identification of learning gaps, enabling timely interventions.

Year 11

Year 11 L and R

Week A				
Monday	Tuesday	Wednesday	Thursday	Friday
D	English	Science	A	C
	B		Maths	

Week B				
Monday	Tuesday	Wednesday	Thursday	Friday
D	English	Science	Maths	C
	B		A	

Year 10

		Year 10 L						Year 10 R			
Week A						Week A					
Monday	Tuesday	Wednesday	Thursday	Friday		Monday	Tuesday	Wednesday	Thursday	Friday	
English	A	C	Maths	Science		Science	A	C	Maths	English	
B		D				B		D			
Week B						Week B					
Monday	Tuesday	Wednesday	Thursday	Friday		Monday	Tuesday	Wednesday	Thursday	Friday	
English	A	C	Maths	Science		Science	A	D	Maths	English	
B		D				B		C			

Out of Class Learning student support

All students can access additional time and support at the following times:

Location	Day	Time	Overseen by
Library	Monday – Friday	15.05 – 16.05	
Bookable computer room / Classroom	Monday – Friday	13.25 – 14.00 After school	As agreed with class teacher

This serves the following purposes:

1. *Offering pupils, the opportunity to complete **Out of Class Learning** in school but outside normal school hours (e.g. Library OOCL club afterschool)*
2. *Offering pupils, the opportunity to complete **Out of Class Learning** in school (e.g. Library during lunchtime)*
3. *Offering pupils who have failed to complete **Out of Class Learning** on time a second chance to complete their work.*

Arbor – Out of Class learning behaviour points

At The Victory Academy, we believe that students should be rewarded for effort and application of their learning at home. That means we will praise continued good effort and reward pupils who apply themselves successfully to the **Out of Class Learning** set. We will also employ sanctions, where appropriate, for failure to produce what is expected and an opportunity to complete outstanding pieces of work.

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Record Point Award ★

Student(s)*

Point award scale*

Behaviour Points

Reason/attribute*

Out of Class Learning (+1 Point)

Total awarded*

+1 Point

Narrative ⓘ

Log New Behavioural Incident ★

Date of incident*

27th Aug 2025

Event ⓘ

Time of incident*

13:59

Students involved*

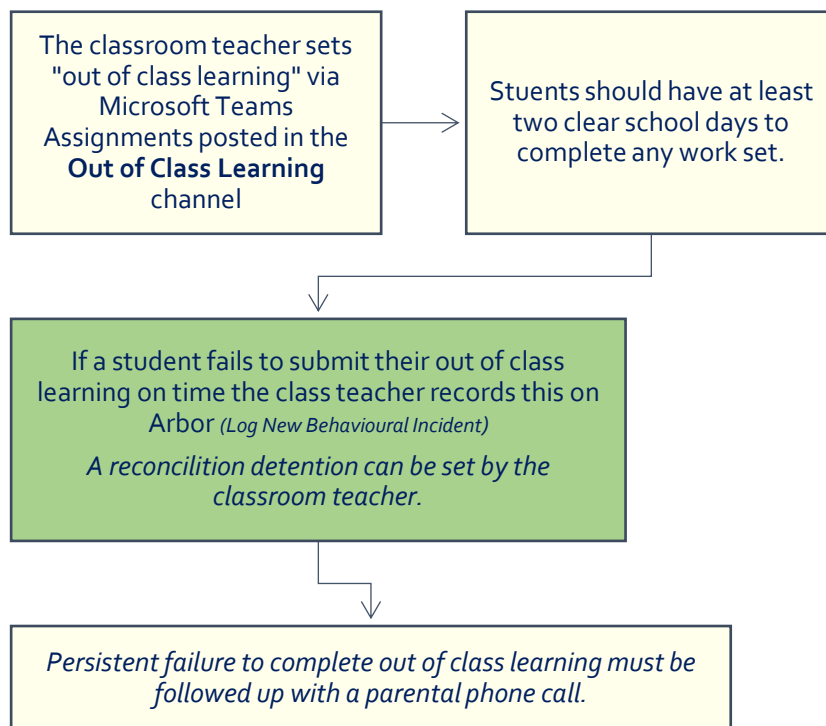
Behaviour* ⓘ

Out of Class Learning not completed (Level 0 Neutral)

Assign to staff member*

 Darren Anderson (Assistant Headteacher)

Monitoring Out of Class Learning



Expectations and Support

Teachers are expected to:

- ✓ Set **Out of Class Learning** that is appropriate for the age and stage of pupils
- ✓ Set time aside during lessons for **Out of Class Learning** to be fully explained and questions answered
- ✓ Set **Out of Class Learning** that aligns with each department's curriculum
- ✓ Allow enough time for the **Out of Class Learning** to be completed to an excellent standard, reminding students to question if the standard of their **Out of Class Learning** 'Is excellent yet?' (This includes avoiding overnight **Out of Class Learning** whenever possible)
- ✓ Provide additional support with **Out of Class Learning** if requested by the pupil or parent – for example, paper copies of resources
- ✓ Provide timely and effective feedback. This may involve providing the opportunity for peer assessment or individual reflection on their progress

Students are expected to:

- ✓ Listen to **Out of Class Learning** instructions in class and check 'Teams Assignments' daily for **Out of Class Learning** set and deadlines;
- ✓ Complete **Out of Class Learning** to the best of their ability and hand it in on time;
- ✓ Communicate appropriately with the class teacher if they are having any difficulties with the work, well before the deadline.

Parents/carers can support by:

- ✓ Discussing **Out of Class Learning** with their child in order to help and encourage them;
- ✓ Checking their child's **Out of Class Learning** when it has been completed – insist on high standards of presentation and remind them of our key question: 'Is it excellent yet?'
- ✓ Notifying the school of any issues or problems that may prevent the completion of **Out of Class Learning**