



# PRESTFELDE

## Senior School - Prep Policy

### Policy Statement

Prep tasks should be interesting, challenging and designed to foster a positive attitude to independent learning. Prep primarily supports the consolidation of learning and is therefore not used for assessment. Prep should support the broadening and deepening of learning and understanding. Considerations for the wellbeing of the child must be at the centre of all decisions when setting prep.

We are grateful for the effort that parents make to support the pupils and to ensure that they spend an appropriate time over their prep and creating the most effective conditions for their child to achieve. It is also useful if parents reiterate the concept of independence and help children to understand that their work is their own.

### Rationale

### Purpose

Prep should provide feedback to teachers about student understanding, enabling teachers to adjust instruction and, when necessary, reteach concepts *before* assigning practice. Assigning practice prematurely can cause student frustration and confusion.

- To encourage and develop self-discipline, study habits and a range of skills in planning and organising time.
- To allow reinforcement, extension, consolidation of work done/ missed in class (through illness / non-attendance at lesson – music, sport, trip etc.)
- To allow for preparation before a lesson – flip learning.
- To give pupils experience of working on their own and to develop in pupils a sense of responsibility and commitment to their own learning.
- To involve parents as partners in education.
- To prepare for examinations using model questions. (not whole papers)
- To further challenge high attaining pupils.
- To provide focused and sustained support for less able pupils.

### Efficiency and Impact

Prep is set to support and consolidate the learning intentions from the lesson and therefore

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must have clear learning outcomes for the task which is set and the timescale in which the prep will take the child.

All prep must be SMART for each child.

**Specific** - to the learning about to happen or to consolidate learning.

**Measurable** – have clear targets to ensure expectation and assess learning.

**Achievable** – for all children – differentiation must be in place to enable every child.

**Realistic** – expectation for each child’s educational needs within the time frame given.

**Time related** – is it achievable for all children in 20 minutes?

All prep must be set via Firefly Tasks, with a clear explanation and linked resources to support the learning on the subject pages. This will enable parents and children to understand the learning expectations. See Firefly Policy.

### **Ownership**

To ensure prep has a tangible impact upon learning, children must have ownership of the task and the process of learning, this will then support their understanding of themselves as learners.

### **Competence and Differentiation**

If all students are to feel competent in completing homework, we must abandon a one-size-fits-all approach.

Prep that students can't do without help is *not* good prep; students are discouraged when they are unable to complete prep on their own (Darling-Hammond & Ifill-Lynch, 2006; Stiggins, 2007).

To ensure prep is doable, teachers must differentiate assignments so they are at the appropriate level of difficulty for individual students (Tomlinson, 2008).

It is expected that prep will be achieved independently.

### **Procedure**

There is a prep timetable for Years 6-8, stipulating which subjects are allocated to each night of the week. **It is important that this is adhered to**, so that pupils can learn to manage their time.

All prep within books is clearly labelled 'PREP'.

If an extended prep is set by a subject, this is communicated and agreed with other subjects to ensure the overall prep expectations are managed across the week.

Prep sessions run from 4.10 to 5.50pm and pupils are able to carry out tasks either independently or with teacher support if necessary.

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In some circumstances, it can be difficult to collect written work in time to mark and return it the following lesson. It is important, however, that feedback from prep is given promptly to ensure impact upon learning, in line with the Prestfelde 'Feedback and Marking' policy.

It is school policy that a small amount of holiday prep is given to pupils from Years 6-8. This is planned in advance and coordinated by the Head of Year across subjects to ensure prep expectations are managed.

### **Expectations set for prep**

#### Year 6

- All prep must be set in line with the prep timetable.
- Each prep expectation **must not exceed** 20 minutes per subject.
- All prep must be differentiated and scaffolded to enable access and independent achievement of the objective/expectations.
- Where possible, prep is done on the night it is set. However, a longer timeframe for completion may be allocated.

#### Year 7

- Each prep should *not exceed* 20 minutes per subject.
- On prep timetable, two or three subjects are set for each night.
- All prep must be differentiated and scaffolded to enable access and independent achievement of the objective/expectations.
- Where possible, prep is done on the night it is set. However, a longer timeframe for completion may be allocated.
- Extended assignments may be set over a longer time period
- Other subjects may set prep work occasionally

#### Year 8

As for Years 6 and 7, except that prep allocation per subject is up to *30 minutes* per subject.

#### Role of pupils

- Pupils can use their 'Record Books' to support prep organisation. They are encouraged to record all their assignments clearly, and write the date when work is to be handed in. They must tick when prep is completed.
  - Pupils must access Firefly to support their Prep.
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- Pupils should do prep to the best of their ability and take full responsibility for its completion within the given timeframes.
- Pupils should ask their parents to check their diaries regularly and sign them every week.
- If children do not understand their prep, they are encouraged to speak to their teachers before the hand in deadline.

#### Role of Parents

- Parents are expected to look at their child's diary every night. Your encouragement is very valuable, especially with children who find it difficult to organise themselves.
- We ask that you monitor the time spent on prep at home. If prep is taking longer than the allocated time for the subject, please let us know by recording this in the diary. We can then help your child to manage his / her workload without becoming overburdened.
- Please use the diary for brief comments to the form tutor.

#### Role of the Form Tutors

- Teachers will check and speak to the children about their prep to support their organisation and ensure it is not becoming over burdensome.

#### Role of subject teachers

- Subject teachers need to ensure that all children know where and how to access prep as soon as it is set and via Firefly.
- Details of prep should be written within Firefly Tasks. They must include enough detail and the learning intentions for parents and form tutors to understand the expectations of the work that has been set, including clear reference to Firefly information, on sheets or in a book. Recommendations via Firefly are helpful in directing to specific pages.
- Prep must be set allowing a good and fair timeframe for its completion.
- Teachers must ensure that prep is well planned and differentiated appropriately to ensure that the needs and abilities of the pupil are met.
- All prep must be marked in reference to Prestfelde's 'Feedback and Marking' policy. Prep must be marked in good time to allow effective and timely feedback to children.

Monitored and overseen by Head of Senior School, Head of Year and Deputy Head Academic.

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