



POLICY DOCUMENTS

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Prep Policy

1. Intention

Prep should be timetabled, set, communicated and implemented in such a way as to be equally accessible to Boarding and Day pupils. Consequently, all prep set at KHS should fulfil one of the following four objectives:

- **Consolidation – building on the knowledge, techniques and concepts developed during the lesson in which the prep was set.** If graded, a consolidation task should be designed so that all pupils can be reasonably expected to achieve a minimum of a passing grade (C at Key Stage 3 or Grade 4 at GCSE) in the time allocated to the prep slot. Most pupils should be able to achieve a higher grade during this time. Pupils should be aware that higher achievement requires more dedication and some pupils may wish to exceed the recommended time to produce very productive and exceptional work.
- **Preparation – preliminary comprehension laying the foundations of work to be undertaken in the next lesson.** Pupils should not be instructed to simply read through pages of the textbook or a handout. Reading tasks must be accompanied by questions or tasks to help guide the pupils' understanding of the subject. Alternatively, pupils can be provided with knowledge organisers to help structure their note-taking and allow them to engage with the material more effectively.
- **Revision – revisiting previously learnt material, either in anticipation of an upcoming assessment or to apply principles of interleaving in preparation for terminal examination.** When setting a revision task, leading towards a quiz or a test, the teacher should ensure that pupils know how to revise effectively in the first instance. Revision strategies should be part of departmental schemes of work, the School's induction programme and the ETF syllabus. In line with the evidence of cognitive science, an effective revision task should require an initial prep slot to be used on the day the prep has been set for the production of revision resources; pupils should then return to their revision on nights leading up to a quiz or test.
- **Assessment – tasks designed to act as a formative or summative test of material previously covered, or as practice for future formal assessment.** When setting assessment prep, the teacher should ensure that pupils are familiar with success criteria and/or question-specific marks schemes. Questions should be appropriate to the time available for the prep; for example, in the 4th and 5th Form a teacher should not set a question for prep with an exam board-advised duration that exceeds the length of the prep slot. Pupils with exam access arrangements should be encouraged, where feasible, to use these arrangements during their prep, to demonstrate it to be their standard way of working. As a minimum there should be an expectation that pupils entitled to extra time in their exams must also use this in their prep.

Pupils should be made aware of the intention of the prep when it is set and should have this in mind when they are completing the set task. **Prep intention should be made explicit in the same way as lesson intention in the classroom.**

2. Communication

- Prep is important, so ensuring it is communicated to pupils effectively is also important. Prep should not be dictated verbally to pupils at the end of a lesson when time is tight. Setting prep at the beginning of the lesson is one way to ensure that all pupils have registered it in their Pupil Planner; prep handouts are also appropriate. Pupils with the relevant SEN should have their prep recorded by the teacher. For the 6th Form, teachers may want to make use of email to communicate with pupils about prep (for example, to facilitate the provision of extension reading).

3. Duration

- Prep tasks should be designed to be around 20-25 minutes for 1st to 3rd Form and 30-40 minutes for 4th and 5th Form. All 6th Form pupils have Study Periods in their timetable in addition to prep time, so it is reasonable to set preps with equal duration to lessons – 50 minutes. In the first instance, teachers should be prepared to enter into dialogue with 6th Formers about the management of deadlines, as the pupil is best placed to understand their own workload. If a teacher feels a 6th Former is not demonstrating the necessary maturity and responsibility to manage their own workload, then this should be raised with the Tutor, Houseparent and Head of Sixth Form.
- Teachers are allowed to set a task over multiple prep nights; however, tasks should be broken down so as to allow the pupil to manage their time effectively. Teachers setting extended preps should check that work is being completed to schedule, and sanction pupils if this is not the case.

4. Devices

- Beginning this academic year, the school will implement a phased introduction of devices for pupils in Key Stages 3 and 4 during the first half of the Michaelmas term. The use of devices will be gradually integrated into prep (homework) tasks, with the following guidelines in place:

Teacher Guidance: Teachers must clearly specify the expected amount of time pupils should spend using a device for each prep task. For example, for a 25-minute prep, a teacher might advise that 10 minutes be spent researching the task online and 15 minutes writing up findings offline.

- Post-Half-Term Implementation: From the second half of the Michaelmas term (Michaelmas 2) onward, prep tasks that require the use of a device may be set, provided they adhere to the time-allocation guidance outlined above.

Access Arrangements: Pupils who have the use of a device as part of an approved access arrangement may continue to use their device as needed, regardless of the phased rollout.

5. Timetable

- A prep timetable is produced for 1st to 5th Form pupils. In the 6th Form prep is set in consultation with pupils, but pupils can reasonably expect daily prep from each of their subjects; subjects with more than one teacher should consult departmentally to ensure pupil workload does not become unbalanced. The prep timetable contains three slots per night; 20-25 minutes per slot in 1st to 3rd Form and 30-40 minutes in 4th and 5th Form. If the lower end of these timings is used then this could leave 15 minutes spare for KS3 and 30 minutes spare for KS4 pupils. This could be used for reviewing work and regular revision of materials. Alternatively, it could be used to do extra in one or more subjects. The hope is that we are developing pupils who best utilise the full time available to them and are looking for what more they can do.
- It should be possible to undertake all prep set immediately; Junior Boarding Houses in particular rely on prep being completed on the night allocated on the Prep Timetable. However, teachers should be mindful of day pupils when setting next-day deadlines, as they may have independent extracurricular commitments on the night prep is set.
Day pupils with a legitimate evening commitment should not be sanctioned for missing a next-day deadline; if necessary, this should be checked with parents before a sanction is awarded.
- Prep needs to be set on all occasions it is on the prep timetable. If a class is sitting a test on a prep night, then careful thought needs to be given as to what to set them for prep that evening, normally preparation for the next topic or possibly an assessment of prior knowledge linked to the next work.

6. Exeats and holidays

- Wherever possible we would like exeats and holidays to be prep free. In holidays leading up to exams and for pupils higher up the school, there will be occasions when it will be appropriate to set work over a holiday, but staff should be mindful of how many subjects the pupil is taking and not overload them with any one subject.

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