



MVS Prep (Homework) Policy

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Introduction

Prep is set to complement and enhance learning. Prep may be set to consolidate or extend prior learning or may involve preparation for future learning (flipped learning). Prep contributes towards students developing the skills to become confident and independent in their learning.

Especially in Years 7 & 8, prep not only begins to foster a positive partnership between school and home, it also provides teachers with a way of checking that students have understood classwork, positively supporting students' learning outside the classroom. Additionally, in Years 7 & 8, prep provides opportunities for students to practise organisation and time-keeping skills.

In Years 9, 10 & 11, prep additionally provides students with opportunities to practise the skills needed for public examinations by means of completing extended answers and timed questions and, where relevant, students are also able to plan, complete and edit coursework tasks over an extended period of time.

In Years 12 & 13, prep is further utilised to place an increasing emphasis on research skills, as well as the development of organisation and time-management skills, preparing students for higher education and employment.

The purpose of this policy is to describe our practice regarding the setting of prep and the principles on which this is based.

Reasons for setting prep:

- It encourages students to develop the skills, confidence and motivation needed to study effectively on their own.
- It should encourage enjoyment of learning – and creativity within it – and promote the idea that learning can, should and does occur outside lessons as well as inside them. It also encourages students to explore a variety of sources of knowledge and ideas, such as the school and other libraries, books, journals, the internet, family and friends.
- It can help to consolidate and reinforce skills and understanding developed at school.
- It may help to prepare students for work to be done in future lessons.
- It encourages parental involvement in students' school-related work and encourages a partnership between school and home.
- It helps manage coursework, where appropriate.
- It enables diagnostic assessment to take place.

Styles of prep:

- It should be challenging, relevant and of interest to students.
- It should be appropriately differentiated and fully inclusive.
- It should be carefully planned and appropriately integrated with classwork and/or schemes of work.
- It should promote independent thinking and learning, with appropriate support and guidance.

- It should be clearly explained in the lesson in which it is set (students should understand the requirements of the task and the outcomes expected).
- It should not be allowed to be completed in lesson time.
- It may take a variety of forms: reading, research, written tasks or exercises, project work, using digital media, preparation of presentations, learning for a test. It may occasionally be paired or group work, and so on.
- **KS3 prep should be non-screen-based.** Screens should be avoided unless there is an essential pedagogical reason for their use. Workbooks, worksheets, printed documents, exercise books, textbooks and other physical resources should therefore be used for prep in preference to laptops or other digital devices. **KS3 prep should not require students to access the internet or complete work online.**
- Holiday prep may be set: tasks to ensure students are preparing for upcoming internal or public examinations as well as consolidating key content and skills so that positive learning can continue after a holiday.

The setting of prep:

- Prep should be set on Teams Assignments, with the due date and time correctly set, and shown to students in the lesson in which the prep is set.
- In Years 7-11, students and parents receive a prep timetable during the first week of the academic year. This is available on My School Portal.
- Subjects which have two preps on the weekly timetable may choose to amalgamate them into one and set a longer, more extended task with an appropriate deadline.
- The nature of prep will vary according to the subject and Year Group.
- The time allocation is a general guide and may be adjusted where necessary, depending on the Year Group, student or subject.

Year Group	Approximate Individual Prep Length (minutes)	Approximate Total Prep Length per day (minutes)
7 & 8	20-30	40-60
9	30-40	60-80
10	40-50	80-120
11	45-60	90-180
12 & 13	60-90	120-180

Years 7 & 8:

- Two pieces per day; 40-60 minutes in total.

Year 9:

- Two pieces per day; 60-80 minutes in total.

Year 10:

- Two-three pieces per day; 80-120 minutes in total.

Year 11:

- Two-three pieces per day; 90-180 minutes in total.

Years 12 & 13:

- Approximately 4-6 hours of prep per subject per week. This will include reading and preparation as well as written work.
- Prep is set on a regular basis by subject teachers and is intended to be completed in supervised study periods in school as well as at home.

Holiday prep in the academic year:

- Students in Years 7 & 8 may have reading prep set and/or small tasks of no more than 20-30 minutes per subject. This may be more applicable to the longer winter and spring holidays rather than the one-week half-term holidays.
- Students in Year 9 may have reading prep set and/or small tasks of no more than 30 minutes per subject.
- Students in Year 10 will have prep set over holidays. This should total no more than 1-2 hours per subject during shorter holidays and no more than 4-6 hours per subject during the longer holidays.
- Students in Year 11 will have prep set over every holiday. In the approach to GCSE mock examinations and GCSE examinations, students are guided in the preparation of revision timetables. Over longer holidays, students are encouraged to revise for at least six hours per day.
- Students in Sixth Form will have prep set over the holidays.

Feedback on prep:

- All tasks set by a teacher and independently undertaken by students should receive feedback from the teacher, the student or a peer (peer-assessment).
- If feedback is verbal, then students should be given an opportunity to record such feedback in purple pen and clearly identified as 'verbal feedback'.
- Written feedback should provide guidance on how learning can be improved.
- Departmental assessment and marking policies indicate the nature of feedback that it is appropriate for staff to give on students' prep.
- Formative assessment may give no mark or grade. Rather it may give detailed feedback on areas to improve including 'Targets' and 'EBIs', the latter being what students then respond to in purple pen. This allows students to focus on how to improve their learning and the quality of their work.

Failure to complete prep:

- As per the school's Behaviour Policy, Personal Tutors and parents will be informed of repeated failures to complete prep.
- Sanctions, according to the school's Behaviour Policy, will be applied. However, consideration will be given to situations that involve pastoral and SEND conditions.

Positive completion of prep:

- Effort and achievement with prep is valued and recognised by the teacher. Positive comments, stamps, stickers etc. may be used. Equally, verbal comments may recognise pleasing prep.
- The school's reward systems will be utilised. Teachers may log merits on iSAMS and the students' Personal Tutors will be notified of this so that they can further recognise positive prep.

- Teachers should send students to Heads of Department for praise relating to exceptional effort and achievement.

Monitoring of prep:

- The Deputy Head Academic, who has overall responsibility for this policy, may delegate individual prep concerns to the Assistant Head Academic and/or to Personal Tutors for investigation. Monitoring of prep setting and completion is carried out through work scrutiny, student and parent surveys and lesson drop-ins.