

Good Prep Guide

The idea of this guide is to help staff improve the quality of prep done by pupils and to help pupils complete prep to the best of their ability and on time.

Setting the Prep

- Only set prep on the allocated night as per the timetables published on the web-site.
- All prep set must be recorded in planners. Even if prep is not set on the allocated night this should also be noted down.
- Where possible, prep should be set early on in the lesson.
- Clear instructions for completing prep should be written on the board. This should include the subject, details of the task and the due-in date.
- Ensure that all pupils are capable of completing the prep set within the expected time allocated. In Year 7 this should be a maximum of 20 minutes per subject, increasing each year with greater maturity and expectation.
- Prep should, in general, be used to connect the learning between lessons. Ideally it should include an element of reinforcement and preparation for the next lesson. Pupils should not be expected to tackle new concepts in prep.

Supporting Children with Special Educational Needs

- Check that children who have Specific Learning Difficulties such as dyslexia have written prep down correctly in their planner. For longer pieces of work and essays clear guidance and clues should be given.
- Differentiate prep so that children with SEN can succeed as well as others. Also ensure more able children are suitably stretched.
- Where appropriate, set types of prep other than traditional written work. A variety of techniques should be encouraged. Prep could take the form of summaries, spider diagrams, graphs, posters etc. Please see the attached suggestion sheet "From text to...".

ICT based prep

- When setting ICT based prep, staff must take account of the ICT skills that pupils have.
- Staff must be aware of the possible problems that such preps can create if the pupils do not have access to a PC or if there are printer problems. Pupils often need a longer time to complete ICT based prep.
- Pupils should be given guidance when asked to do research so that they can select material that is appropriate to their ability and understanding. Clear direction should be given. Staff might suggest the use of certain web-sites and also give pupils specific questions which they need to answer in their own words. We need to avoid pupils copying and pasting information which they do not understand.

Prep missed due to absence from lessons

- In general, pupils are expected to catch up on prep they have missed due to absence although this may not be appropriate in all cases such as those of long-term absence. In this instance, work should be photocopied and issued to the pupil.
- Pupils who are absent from a lesson due to music or speech and drama lessons are expected to find out what prep was set, see the member of staff to collect any relevant materials and complete the prep if possible and to an agreed time.

Holiday prep

- In general prep should only be set in the holidays if it is considered essential. Work such as project work, coursework and revision may need to be set in the holidays to reduce workload and pressure during the term.
- Pupils should be given sufficient warning of larger amounts of holiday prep to enable them to organise their time well.
- Suitable post-holiday deadlines should be set to allow time for completion of work on the pupil's return to school.

Revision prep

- Younger pupils will have very little idea about how to revise and need specific guidance on how to do this. All pupils, irrespective of age, will need subject based guidance as to good revision techniques as the nature of the work changes.
- Pupils need to be taught how to summarise their work and highlight key facts in order to produce effective revision notes.
- Pupils need to learn effective ways to organise their ideas e.g. spider diagrams, flow charts, timelines – see "From text to..."
- To assist pupils with revision, it is helpful if staff set "mini-tests" to help reinforce learning at regular intervals.