



Abbots Bromley School

SENIOR SCHOOL HOMEWORK (PREPARATION) POLICY

	Homework (Senior)
ISI	n/a
NMS (April 15)	n/a
Author Led	Dir Ac Studies
Date of Review	September 2018
Next Review	Summer 2019
Comment	Annual Review
Website	Yes

At Abbots Bromley School, homework is called 'preparation' and this is usually abbreviated to 'prep', which reflects that for many of our students this work happens within school, either as an integral part of the school day or because the school is our students' home during term-time.

Preparation is independent work that is set to be done outside timetabled lessons. It is important in raising student achievement and allowing students to demonstrate their understanding. Preparation enhances students' learning, improves achievement and develops study skills; as such, it is an integral part of the curriculum.

Aims of Preparation

- To improve the academic achievement of students by extending effective learning time beyond the classroom;
- To consolidate students' knowledge and understanding;
- To develop students' independent learning and self-discipline, encouraging students to establish effective study habits;
- To provide opportunities for assessment of and formative feedback on student work;
- To encourage intellectual curiosity.

Quantity of Preparation

Preparation is set for all students in Years 7 to 13. Expectations about the quantity of work set for students is as follows:

- For students in Years 7 and 8: 30 minutes per subject per week (or per timetable cycle if fewer than 4 lessons per cycle) for all subjects.
- For students in Years 9-11: 1 hour per subject per week
- For students in Years 12-13: 5 hours of private study or preparation per week is expected of students for each academic subject they study.

In addition to work set by subject teachers, all students should carry with them a reading book.

Scheduling of Preparation

Students should be provided with sufficient time to complete preparation – at Abbots Bromley School we do not set preparation which is due in the following day. Teachers should set deadlines which are fair and reasonable.

It is usual for Key Stage 3 students to receive one piece of preparation for each subject per week. A timetable may be organised by the Key Stage Coordinator or Form Tutor to make this more manageable for students to organise and to meet deadlines.

At Key Stage 4, teachers may prefer to set two or three shorter pieces of work totalling 1 hour duration, rather than one single piece of work. Students are expected to be proactive in managing their time to meet deadlines set by teachers.

In the Sixth Form, preparation may be a combination of work set by the teacher and private study, such as reviewing notes, reading ahead, and reading around the subject. Students are expected to be proactive in managing their time to meet deadlines set by teachers.

All students have some private study time available to them during the day, either in dedicated prep time from 13:30 to 14:00, private study periods in their timetable, or boarders' prep in the evening. In addition to the work set by subject teachers, all students are expected to carry a reading book with them during the school day so that they can read if they have completed their preparation at one of these times.

Preparation Activities

Tasks set as preparation should fall broadly into one of the three categories below:

- Preparation for future work
- Consolidation of knowledge and understanding
- Extension activities

Clear instructions for the activity should be provided to students, including success criteria which describe the expected standard of the work. Students should record all preparation set in their planners.

Teachers should be aware that not all students have easy access to computing facilities and setting preparation which is to be exclusively completed on a computer may prove problematic. Where work is set for completion using a computer, teachers should give clear guidelines regarding internet research and copying and pasting of text. At GCSE and A Level in particular, the risk of plagiarism should be discussed and referencing of sources should be encouraged.

It is reasonable to ask students to review work studied and to prepare for an upcoming assessment or examination by revising work. However, students should be given a framework for their revision and – in Key Stage 3 and 4 – structured tasks to focus their revision activities.

Students may be asked to learn subject-specific vocabulary. The teacher should provide a list of terminology to be learnt and discuss strategies for learning this with students.

Teachers should provide feedback on preparation in a timely fashion, in accordance with the school's assessment and reporting policy.

Completion of Preparation

If students are unable to complete an assignment by the deadline, it is their responsibility to see the subject teacher before the deadline to explain why this is the case. The teacher may then feel it is reasonable to extend the deadline for that student.

Students who do not meet deadlines for preparation should complete the work in a supervised session outside of their normal lesson time, organised within the Faculty. The student's academic tutor should be informed.

Teachers have high expectations of students and expect students to work to the best of their ability on preparation. Students who do not complete preparation to an adequate standard will be asked to repeat the task; this may be under supervision within the Faculty at the teacher's discretion. The student's academic tutor should be informed. The academic tutor should discuss the matter with the student and may choose to place the student on report.

If an academic tutor receives reports from multiple subject teachers, the Key Stage Coordinator should be informed. They will discuss the matter with the student and may choose to supervise the student in a detention to complete the work. The students' parents and/or boarding staff should be informed. If consistent problems remain after this, the matter may be referred to the Deputy Head.

Appendix 1

What to do if a student does not hand in prep/prep is of inadequate standard

		Options
1	Subject Teacher	Re-negotiate deadline Ask for work to be completed again Supervise student in detention to complete work Inform academic tutor Inform boarding staff
2	Head of Faculty	Supervise student in detention to complete work Inform academic tutor Inform boarding staff
3	Academic Tutor	Discuss situation with student Place student on report Monitor academic reports from subject teachers – if multiple subjects or persistent issue, inform Key Stage Coordinator Inform boarding staff
4	Key Stage Coordinator	Discuss situation with student Place student on report Supervise student in detention Contact parents/boarding staff Monitor student progress – refer to Deputy Head if persistent