

PREPARATION FOR LEARNING POLICY FOR SEPTEMBER 2015

Date of Policy: June 2015

Date of Review: June 2017

1. Aims and Principles

The aim of the 'Preparation for Learning' policy is to support learning beyond the classroom and to establish good practice for both staff and students.

At Thomas Gainsborough school 'Preparation for Learning' is defined as activity which consolidates learning, extends learning or prepares for forthcoming learning.

Preparation activities will:

- help students to become independent and self-motivated learners.
- reinforce classroom learning and help students to develop skills and attitudes needed for successful lifelong learning.
- support the alignment of home and school values.
- help to foster the role of parents/carers as co-educators of their children.

2. Relationship to other policies

This policy refers to the Behaviour for Learning Policy and the school calendar.

3. Roles and Responsibilities

Responsibility for preparation for learning is shared between heads of department, classroom teachers, form tutors, students and their parents/carers.

Heads of department will ensure that activities set are:

- an integral part of learning and are planned and prepared alongside schemes of work.
- appropriate to the age and ability of students.
- co-ordinated so that work is manageable for students and staff.
- recorded and monitored using Go 4 Schools.

Classroom teachers will ensure that:

- activities are set and marked in line with this policy and the marking policy
- activities are wide ranging and match students' abilities and needs.
- activities are explained to students so that they understand the purpose of the activity and what is expected of them.
- activities are recorded on Go 4 Schools and in student planners

- all resources needed for preparation activities are available in hard copy if the student does not have internet access at home.
- activities are marked using self, peer or teacher assessment.
- students are set a detention if they fail to complete preparation activities (see also the Behaviour for Learning Policy).

Form tutors will:

- check and sign their tutees' planners weekly

Students will:

- record activities set in their planner.
- record "-none set-" in their planner if no activity is set.
- spend sufficient time on the completion of tasks.
- hand preparation activities in on time.
- check 'Go 4 Schools' regularly.
- seek help promptly if work is too challenging or of insufficient challenge.

Parents/carers will:

- encourage and monitor preparation for learning activities and inform their child's teacher if an issue arises.
- check and sign students' planner weekly.
- aim to provide a quiet place for their child to work on activities at home.
- support the school by ensuring any detention for non-completion of preparation activities is attended by their child.
- make use of support provided at school events such as academic review days and the Parents' Forum)

Thomas Gainsborough school will:

- provide a place for students to work quietly from 3.10pm to 4.10pm. This is the reading room.

4. Monitoring Evaluation and Review

Assistant heads and heads of department will monitor preparation for learning through work scrutiny, lesson observations and learning walks. The monitoring will be supported by heads of house in their regular checks of student planners.

Heads of department and assistant heads will also monitor Go 4 Schools to ensure that preparation for learning activities are being set consistently within their departments.

Appendix 1- Expectations

In years 7 and 8 students should be set a minimum **15 minutes** of preparation for learning per lesson. This should be an average over a period of time.

In years 9, 10 and 11 students should be set a minimum of **20 minutes** of preparation for learning per lesson. This should be an average over a period of time. Note that subjects with a high coursework element may need more time at different periods of the year.

In years 12 and 13 Students should be set **100 minutes** per lesson. This should include wider reading and reflection.

Appendix 2- Activity guidelines

Level of challenge

Activities set (or part of the activity) should aim to extend learning and understanding and should be suitably challenging.

Extended Projects

It is appropriate for subject teams to set longer homework. In these cases clear milestones and checks should be planned so that progress can be monitored. It is vital that clear success criteria are provided for students.

Appendix 3- Home support

Within the school calendar events will be identified where the school can engage with parents to support families in how to make the most from preparation for learning activities and revision. These are likely to be parent forums, academic review days and enrichment days.