



MONK'S WALK
SCHOOL

**MONK'S WALK SCHOOL
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Preparation for Learning

Date of issue:	October 2019
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Policy review date:	October 2020
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Responsible committee:	SLT Approved
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Responsible member of SLT:	Tamara Kirk
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The aim of the Preparation for Learning Policy is to provide students with:

- the skills for learning
- greater opportunities to develop independent learning
- a greater responsibility for their own learning
- a reduction in low level learning in lessons

Students will be set a preparation for learning each week from all subjects which will become a central part of the lesson. This will ensure that the tasks set for extending the learning outside of the classroom will be useful and enhance the learning in lessons. This policy will incorporate all key stages.

The amount of preparation set:

- A minimum of one preparation for learning task set per subject, per week.
- Students in Years 7 and 8 should spend approximately 4-6 hours a week on preparation for learning.
- Students in Year 9 spend approximately 6-8 hours a week on preparation for learning.
- Students in Years 10 and 11 should spend approximately 11 hours a week on preparation for learning.
- Students in the Sixth Form should spend typically 15 to 20 hours per week on preparation for learning outside of school and use study time inside school.

Responsibilities

Role of the Teacher

- At KS3 all teachers will set a preparation for learning task for CORE subjects and MFL every week. Non-core subjects will set their prep fortnightly.
- At KS4 and 5 preparation for learning work will be set weekly.
- This will need to build into the learning that will take place on the date that the task is due.
- Incorporate time to discuss and use the preparation task into the lesson plan.
- Ensure that the tasks are focused and will build on skills such as research using the PLUS model.
- All research tasks set must use the PLUS model.
- Use a range of strategies to ensure that the students are completing the preparation for learning that has been set.
- Follow up non-compliance using the behaviour for learning policy.
- Provide opportunities for students to catch up all missed preparation for learning.

Role of departments

- All subjects will include in the schemes of learning a preparation for learning task each lesson.
- This will be preparing for the next lesson rather than recapping the learning they have already done.
- HoDs will need to monitor the quality of the tasks being set through student interviews, work scrutiny, Show My Homework checks etc.
- Ensure consistency across the department in the setting and using of preparation for learning tasks.

Role of the student

- Complete the preparation task for the set lesson.
- Use the learning they have completed independently to improve their learning in the lesson.
- Look to develop and improve their independent learning skills and make the lessons a deeper learning experience.
- Catch up all missed preparation for learning tasks if a lesson is missed so they are prepared for the following lesson.

Role of parents and carers

- Providing a quiet environment for productive study.
- Checking Show My Homework and encouraging your child to complete the preparation for learning assignments on the night set to avoid work building up.
- Ensuring your child spends the suggested time on their preparation for learning.
- Ensure that the preparation for learning task is completed to the highest level the student is capable of.
- Go through the preparation for learning so that the student can demonstrate their understanding of the learning they have completed.
- After the lesson discuss what the student has learnt further to help embed the learning process.

Role of the SLT

- Monitor that departments have well planned preparation for learning tasks that develop the student's skills across all key stages.
- Monitor the amount and level of preparation for learning set by departments through work scrutiny, Show My Homework checks, learning walks, lesson observations and discussions with students.
- Address any issues through line management of departments to ensure consistency across the school.

Prep Guidelines

The information below is intended to give guidance of how much Prep a teacher will set and when it will be set, unless they have guided the student otherwise.

	English	Maths	Science	MFL	History	PSHCE	RE	Art	Drama	Music	Computing	DT	Geography
Year 7	30 mins per week			20 mins per week	20 mins per fortnight on odd weeks	20 mins per fortnight on odd weeks	20 mins per fortnight on odd weeks	20 mins per fortnight on odd weeks	20 mins per fortnight on even weeks	20 mins per fortnight on even weeks	20 mins per fortnight on even weeks	20 mins per fortnight on even weeks	20 mins per fortnight on even weeks
Year 8	35 mins per week			25 mins per week	25 mins per fortnight on even weeks	25 mins per fortnight on even weeks	25 mins per fortnight on even weeks	25 mins per fortnight on even weeks	25 mins per fortnight on odd weeks	25 mins per fortnight on odd weeks	25 mins per fortnight on odd weeks	25 mins per fortnight on odd weeks	25 mins per fortnight on even weeks
Year 9	40 mins per week			30 mins per fortnight on odd weeks	30 mins per fortnight on odd weeks	30 mins per fortnight on odd weeks	30 mins per fortnight on odd weeks	30 mins per fortnight on odd weeks	30 mins per fortnight on even weeks	30 mins per fortnight on even weeks	30 mins per fortnight on even weeks	30 mins per fortnight on even weeks	30 mins per fortnight on odd weeks
	English	Maths	Science Combined	Science Triple	Option A	Option B	Option C	Option D	RE	PSHCE			
Year 10	1 hour per week	1 hour per week	1 hour per week	2 hours per week	1 hour per week	1 hour per week	1 hour per week	1 hour per week	n/a	n/a			
Year 11	1 hour Per week	1 hour Per week	1 hour per week	2 hours per week	1 hour per week	1 hour per week	1 hour per week	1 hour per week	1 hour per week	30mins per fortnight			
Year 12	4 hours per week per subject plus independent study time												
Year 13	4 hours per week per subject plus independent study time												