



Prep Policy

| | |
|-----------------------|-----------------|
| Policy number | US020 / ISI 02a |
| Applies to | Upper School |
| Endorsed by | Head Master |
| Responsibility | Head Master |
| Date reviewed | July 2023 |
| Next review | July 2024 |

The Purpose of Prep

Prep is learning set to be accomplished outside ordinary lesson time by boys. Prep has a number of valuable educational aims, including:

- The consolidation of lesson material
- Encouraging independent learning, time management and organisation
- Preparation for exams and tests
- Preparation for future lessons
- Enhancing skills
- Contributing to a broader scheme of learning, possibly including a large-scale task/project
- The redrafting or reworking of work following effective feedback

Prep Procedures for Boys

1. Completing Prep to the best possible standard must be a priority for all boys. This means Prep should be completed in good time, not left to the last minute, and boys are expected to work on their Prep in appropriate environments (e.g. in the Library, in a bedroom/study area). Mobile phones and other devices should be kept at a distance in order to avoid distractions, notably from social media sites.
2. Preps should always be completed neatly; attention to handwriting, spelling and punctuation is essential.
3. Boys are expected to meet the deadlines for Preps set by their teachers. Failure to meet these deadlines will result in school sanctions.
4. If a boy's work falls below what is an expected standard for that individual, they will be required to redo the task (or an equivalent task). The same may be true if a mark threshold is not met.
5. Boys struggling with Prep should contact teachers in advance of a lesson to explain the difficulty (giving 24 hours' notice wherever possible). Ideally this would be in person, though an email with sufficient notice might be used.
6. All Prep must be a boy's own work. Copying from another boy, plagiarising from the internet or a book, or submitting AI generated content without proper attribution are all unacceptable. Failure to follow academic honesty will result in school sanctions.
7. Prep tasks will be set via Firefly. However, if a Prep is not recorded on Firefly, boys may not use this as an excuse for failure to complete the task on time. Boys may access Prep tasks via Firefly on the School Portal or via the app which can be downloaded to most mobile devices.

8. Pupils who miss a lesson because of illness or another commitment (e.g. music lesson, trip or sports fixture) must find out what Prep was set in that lesson and complete it by the stated date. Absence from a class when the Prep is set is not an excuse for failure to complete the work by the stated deadline.
9. Boys must submit work in the manner requested by the teacher, be that submission physically (book, paper, resource hand in) or online. In the case of online submissions, work must be submitted both in the requested format, and in the requested location. Failure to do either of these is likely to result in a sanction.

Prep Procedures for Teachers

The prep requirements in each subject should be codified in the department Assessment and Feedback policy.

1. Prep tasks should be interesting, challenging, varied and designed to foster a positive attitude to independent learning.
2. Teachers should plan tasks with individual needs of pupils in mind.
3. Preps should be set regularly, and boys in fourth form, remove form, and fifth form should be told at the start of each term which day(s) they will be set Prep on and when they are expected to submit completed tasks. Wherever possible, sixth form prep setting and collection should follow regular routines to allow boys to plan effectively.
4. Boys should be given a minimum of 48 hours to complete a prep unless agreed otherwise at the time of setting.
5. Preps should be collected in regularly in the specified lesson and returned to boys, with feedback, at the earliest possible opportunity.
6. All preps are expected to be set via Firefly, with necessary resources included or clearly signposted. Appropriate time should be given within lessons to explain the prep task and field questions from pupils.
7. Written tasks should be marked according to the School Literacy Policy. Teachers should expect work to be presented tidily, with neat, legible hand-writing and attention to spelling, punctuation and grammar. Preps which are sub-standard in this respect should be repeated.
8. Feedback should be given for all preps (e.g. constructive advice about how to improve work, and how errors could have been avoided). Simply giving a mark, or just using ticks and crosses, is rarely effective feedback. Thought should be given to how pupils can effectively respond to the feedback provided.
9. Teachers are expected to award Academic Merits for good learning, or for learning which demonstrates significant improvement or progress, in relation to a boy's ability or prior attainment.
10. The following sanctions should be imposed for missed prep deadlines:
 - Late/missed/poor effort prep = Academic Concern
 - Second late/missed/poor effort prep = Academic Warning

- Third late/missed/poor effort = Academic Detention
11. Where a boy asked is to re-do a Prep (or equivalent task) they should receive an Academic Concern. An Academic Warning may be appropriate, but teachers should make this assessment having considered the individual circumstances.
 12. Teachers should automatically issue an Academic Warning to a pupil whose work is copied or plagiarised. In the most serious of cases, an Academic Detention for plagiarism may be appropriate.

Prep Procedures for Heads of Departments

Heads of Departments should:

1. Ensure Prep is being set, assessed and returned consistently, according to the department Assessment and Feedback policy.
2. Check mark books regularly to ensure all teachers are marking preps punctually and according to appropriate criteria. Departments may wish to maintain a Department mark book (probably electronic) which can be accessed by all members of the Department.

Prep Timings

A Prep Timetable is issued for the Fourth Form. For other years, teachers are required to inform boys at the start of each term when their regular Prep will be set and on which day they can expect it to be handed in. In instances where multiple Preps are set on a single evening, the boy should speak to his Tutor, who can be in touch with the relevant subject teacher and/or the Academic Head of Year or Director of IB (as appropriate).

Whilst boys should expect to spend longer on their Preps in accordance with their seniority in the School, it is the quality of the work produced rather than the quantity which is most important. Suitable time should be dedicated to Prep each school day evening; in a boarding house supervised prep takes place each evening for 90 minutes minimum. Day boys should ensure a similar amount of time is dedicated to Prep.

Typically, Fourth Form boys should expect 90 minutes of prep each weekday evening; Remove and Fifth Form boys 120 minutes and Sixth Form boys at least 150 minutes. Sixth Form pupils have a number of private study periods, in addition to evening prep, so their workload should be commensurate with their time available.

Times may vary according to the nature of the tasks set, but Tutors should be aware if there are difficulties in Prep completion and advise tutees accordingly. Equally, it is important to stress that it is a pupil's first responsibility to complete work set for Prep satisfactorily, and to present it when expected to do so.

A Note on Using Prep Time for Coursework.

It is appropriate that during coursework periods task might be set across several periods or even weeks (subject to the examination requirements).

In such cases, boys must be made aware that their prep is to work on their coursework. In nearly all cases it is advisable for teachers to clearly subdivide tasks and provide interim check points/deadlines so that expectations are clear and backlogs of work are avoided.