

# Feltonfleet School

## Prep (REACTS) Policy

Prep is based around REACTS (Reading, Learning and Creative Thinking tasks). The aim is to make independent work tackled at school or at home interesting, relevant, worthwhile, stimulating and manageable. Prep should support our creative and thinking culture.

Subject areas on the school website will be used to display any extension work for those wishing to tackle any tasks in addition to the prep set.

Some subjects will set learning prep which will require pupils to spend regular time upon a particular task, e.g. vocabulary learning / spelling etc. Reading most evenings would be expected as part of English and the learning of timestables is advised within Maths, this is to be done at home or in prep/boarding sessions.

The prep timetable can be found displayed around the school, in junior planners and on the school website.

### Aims

- To complement and supplement work done in the classroom.
- To prepare for work that is about to be undertaken in class.
- To reinforce or offer further opportunity to practise work covered in class.
- To help pupils take responsibility for their own learning.
- Where appropriate, to involve parents in their children's learning.

### Guidance to Staff (year group appropriate)

- Pupils should be clear as to what is required and given guidance as to what the success criteria are.
- Pupils should be instructed on how to do the Prep well.
- The work set should have a purpose and not be set simply to fill the pupils' time. It should be valuable and worthwhile. The work should be marked and followed up at the earliest opportunity.
- There is a recommended time to be spent on each prep, according to year groups. If one task is completed, the pupils should know what they have to do next.
- Tasks should be recorded in the Pupil Planner for those in Yr 4 and above. Parents should be able to understand from the planner what is required.
- If the member of staff setting the prep knows that he or she will not be taking it, it is necessary to ensure that the type of prep set should be easy for someone else to supervise. It is unhelpful, for example, if the pupils need to discuss the work, to share resources, to move around the classroom or if they need to use laptops to complete the work.
- The task should be active. Even when it is a 'learning' prep.
- Written work done in prep should have "Prep" written near the title of the work to indicate that it was done as prep and not done in class.

- Prep should show evidence of differentiation for the more able and the less able. This should not be that the more able are simply asked to complete more questions. There should be extension work which is genuinely interesting, challenging and *different* for pupils who are academically stronger. Weaker pupils may be set less or easier work.
- The member of staff supervising the prep should be sensitive to the balance between encouraging the pupils to work independently and yet not letting them struggle uselessly on work they do not understand for the want of a simple piece of guidance from another pupil or from themselves.

## **Lower School**

As a pupil progresses up through the Lower School, prep will include English, Maths and French work. Individual teachers may set work if a child requires additional practice at something he/she finds difficult or if a child has failed to complete work in school time, this will be from Year 1 upwards. Occasionally, children may be asked to complete extended pieces of work started at school or to do some research/ project work in the holidays to support work in the classroom.

## **Monitoring**

The monitoring of prep is the responsibility of the Head of Lower School and the Assistant Head: Teaching and Learning.

J. Ashfold  
Assistant Head: Teaching and Learning  
November 2011

Date of Next Review: November 2012