



# **Preparation, Practice & Retrieval (P, P&R) Policy**

**Author: Lisa Brooks**

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**Reviewed by: The Laurus Trust**

## **Laurus Trust Secondary Preparation, Practice and Retrieval (P P&R) Policy**

**“Homework is a strategy that provides students with opportunities to deepen their understanding of content and gain proficiency with their skills. It also gives students a chance to practise and review what they have learned.”**

*Marzano*

### **Vision**

In Laurus Trust schools, we refer to homework (work completed by students outside of lesson time) as Preparation, Practice and Retrieval (P,P&R).

Teachers set meaningful, relevant work that extends the learning of students within each area of study beyond the allotted curriculum time. The work is linked closely to topics that are being studied and/or builds on core skills that support them in the given subject. Students should feel that P,P&R is both challenging and worthwhile: and having a positive effect on progress and attainment whilst fostering a passion for the subject. Students develop the independent study skills and positive learning habits that are essential for success both within the 11-16 school and into further and higher education.

Not all Preparation, Practice and Retrieval (P,P&R) is completed at home; for some students who find it hard to work at home or for tasks which require resources more readily available in school, it may be necessary for the P,P&R to be completed at school. Every student is always given this opportunity when required, regardless of background or circumstance. Work set to be completed outside of the classroom will be set as either ‘preparation’, ‘practice’, or ‘preparation and practice’. Subject teachers should make clear to students the type being set and explain how it links it to the learning taking place in class.

### **Preparation**

Work set for preparation will involve tasks that may vary greatly to suit a range of factors such as subject, year group, teacher etc. The objective of this is to enable students to arrive to lessons ‘prepared’ for the next steps of learning to take place. Examples of the types of tasks set may include:

- Guided research
- Pre-reading
- Preparing a presentation
- Note making

### **Practice**

Work set for practice will involve ‘retrieving’ knowledge and practising skills and qualities appropriate for each subject. Deliberate practice, where students are challenged at or slightly beyond their current capabilities will enable students to continue to develop such skills outside the classroom. Examples of the types of tasks set may include:

- Exam/Test questions
- Skill rehearsal
- Overlearning

### **How often P,P&R will be set**

P,P&R will be set regularly by each subject at appropriate times during the topic of learning. The frequency of P,P&R varies depending on the subject and the nature of the topic being studied.

At key stage 4/5 where extended 'preparation' is set over a longer period, deadlines should be tight and the teacher should check on the progress of the work being completed.

P,P&R may be set at any point during the lesson but students should be given time to record it and offered the opportunity to check their understanding; research suggests that homework set early on in the lesson or even started in the lesson is more effective.

### **The amount of time that should be spent on P,P&R**

Homework may take anywhere between 10 minutes and 1 hour and at key stage 4/5 it may take longer if required. Evidence suggests that challenging (but not too difficult), shorter (20/30 minutes) tasks are most useful. Some tasks set may require basic support or encouragement from parents and carers, but generally the work should be accessible enough to be completed independently.

### **Feedback**

Feedback on P,P&R will be timely, will promote thinking, including identifying areas for improvement and when written by the teacher it will create a structure for students to act on feedback. In addition to the techniques described in the Feedback, Assessment & Marking Policy, teachers may also provide feedback on P,P&R through frequent low stakes testing to indirectly assess the work completed.

### **Zero Tolerance: The consequences of P,P&R not being completed by students**

We operate a zero tolerance policy on P,P&R. Students who do not complete their P,P&R on time or to the required standard will be set a detention *and* asked to complete the P,P&R. It will be recorded electronically so that the student's parents/carers, Head of Year and Head of House are also informed. Students who persistently fail to complete set PP&R in one subject will be dealt with by the subject teacher initially. If this problem occurs across a range of subjects, then the student will be dealt with by the Head of Year and/or Head of House.

### **Reasonable Adjustments - Equality Act 2010**

We have a duty under the Equality Act 2010, to ensure that reasonable adjustments are made to P,P&R for some students due to their diagnosed disability or learning challenges. In such circumstances, differentiated or adjusted tasks may be more appropriate. In a small number of cases, exemption from homework may be necessary. Adjustments will be negotiated with the student at SEN review meetings and by discussions with parents and carers.

### **Quality Assurance**

All subject leaders will quality assure that P,P&R is being set and assessed appropriately, this will then be shared with staff through departmental meetings. Student voice will include a focus on P,P&R and offer students the opportunity to discuss the work set by their teachers. P,P&R will be checked as part of regular department book/work scrutiny.

## EQUALITY IMPACT STATEMENT

Names and titles of people involved with this assessment	<b>Mark Sackville-Ford – Assistant Trust Director of SEND</b>												
Impact assessment carried out with regard to identified characteristics	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Race</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Disability</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>Gender</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>Age</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>Religion &amp; belief</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>Sexual orientation</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table>	Race	<input type="checkbox"/>	Disability	<input checked="" type="checkbox"/>	Gender	<input checked="" type="checkbox"/>	Age	<input checked="" type="checkbox"/>	Religion & belief	<input checked="" type="checkbox"/>	Sexual orientation	<input checked="" type="checkbox"/>
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Summary of any issues/proposed changes													
Date	May 2021												
Date of next review	July 2023												