

IPSWICH SCHOOL



Circa 1399

Preparation, Stretch and Consolidation

For the purpose of this policy 'PSC' refers to any work, or activity, which pupils are asked to do outside lesson time, either on their own, or with their parents. It is what we used to call homework, but that is a term which has become increasingly unhelpful, not least because so much of this work is done while researching in the school's library, after school or using online resources.

The Purpose of PSC (Preparation, Stretch and Consolidation)

At Ipswich School we believe that the purpose of PSC is to:

- encourage pupils to develop the skills, confidence and motivation needed to study effectively on their own;
- consolidate and reinforce the skills and understanding developed at school;
- extend school learning;
- involve parents in their child's learning and keep them informed about the work their child is doing;
- prepare pupils for the particular demands which await them in their studies, such as the production of coursework, controlled assessments, research projects and extended essays.

As a result, PSC also has a contribution to make to pupils':

- independent learning;
- consolidation of knowledge;
- ability to learn by doing;
- self discipline;
- research and study skills;
- ability to complete work not suited to the classroom situation.

Planning and Preparation

We recognise that the quality and effectiveness of PSC depends on how creatively it has been planned. As a result, we aim to make sure that PSC is relevant and planned to complement classroom learning. Whenever a task is set, teachers and pupils will designate the task as one of the following three types in the pupil planners:

- a) **preparation** – work required for your child to prepare, successfully, for the next lesson;
- b) **stretch** – work designed to challenge your child and to see whether they can apply their knowledge and enjoy the demands of an extension task;
- c) **consolidation** – a task which helps to reinforce the challenging nature of the work done in class.

Assessment, Feedback and Progression

In each subject, pupils will be told the criteria on which work will be assessed and the high standards that will be expected of them in completing PSC assignments. Feedback and marking will show pupils *what* and *how* to improve.

Monitoring

There are clear guidelines for pupils about the days upon which subjects will be setting PSC and when work is to be handed in or assessed.

Rewards and sanctions associated with PSC are clearly explained to pupils in the relevant handbooks for each section of the Lower and Middle Schools and for the Sixth Form. These rewards and sanctions will be consistently applied.

Where parents have significant concerns about their son/daughter's *general* ability to complete PSC tasks in the time allocated, guidance should be sought from the tutor and/or Head of Section. Where there are significant concerns with PSC in a *particular subject*, these should be raised, in the first instance, with the subject teacher and then with the relevant Head of Department. PSC or coursework issues that may affect an entire year group should be raised with the Head of Lower School, Middle School or Sixth Form.

Length of PSC

We are very aware that the time it takes an individual to complete a task can vary considerably. For this reason, the times listed below are *estimates* only. If your son/daughter is taking considerably more, or less, time each week to complete their work than is indicated below, parents should contact their son/daughter's tutor. Teachers have been instructed, especially when setting PSC for Lower School pupils, to assign discrete tasks, rather than to allocate open-ended PSC. The intention here is to limit the amount of time that a student spends on any single piece of work. We welcome contact from parents when they feel that this has not been the case and encourage parents to step in and stop their son/daughter from completing a particular task, should they feel that an undue amount of time is being devoted towards that PSC. Parents should indicate in the planner when this has occurred and there will be no recourse against the student.

Year 7	5 hours
Year 8	5 hours
Year 9	7 hours 30 minutes
Year 10	7 hours 30 minutes
Year 11	10 hours
Year 12	15-20 hours
Year 13	15-20 hours

A portion of the time set aside for Year 12 and (especially) Year 13 PSC should be devoted to reading around the subject.

The Role of Parents and Pupils

Parents

We ask that parents provide their children with a quiet place to work, away from distractions. In addition to this we ask of parents that:

- they offer support and guidance to their child while making sure that the work genuinely reflects his/her understanding;
- they contact their child's tutor if they have significant concerns about how their child is coping with PSC tasks in general, or the appropriate teacher if they have concerns in a specific subject;
- they check the pupil planner to make sure that entries are being properly made and that deadlines are being met (in cases where parents are asked to help in monitoring work done, on a day by day basis, a signature or initial may also be asked for as confirmation that the parent has seen the entry and the completed PSC tasks);
- they write a brief note if there are significant reasons why a task could not be completed on time.

Pupils

We ask pupils to do the following:

- to keep an accurate record, in their planner, of the exact task which has been set and a date by which it should be completed and handed in to;

THURSDAY			Due in	Done
PSC				
PSC			Due in	Done
PSC			Due in	Done
PSC			Due in	Done
15 Reminder				

- do PSC tasks to the best of their ability and to seek additional guidance if any aspect of the work is unclear;
- submit work which has been produced neatly with a title, a date and which is presented appropriately;
- hand work in on time and, where there is a problem, to let their teacher know that they are struggling, in advance of the deadline for the submission of work;
- make sure that work which is being submitted by them for assessment is their own work and has not been downloaded, copied or plagiarised from another source.

Special Educational Needs

In setting PSC tasks for pupils with special needs, teachers will seek to balance the importance of pupils sharing fully in the work of the class with their individual learning needs.

PSC and Study Facilities

Pupils can use the School's library and ICT facilities at morning and lunchtime breaks to help them complete their PSC. The library is supervised at the end of the day until 5.30pm. Supervised study support (currently in the Physics ICT room) is also available after school each day until 6.00pm.

We do, however, discourage the rushing and copying of work, which may have been forgotten, first thing in the morning.

Reviewed April 2018