



PRE-READING POLICY

Originator	Authorised by	Date Adopted	Date of Review	Next Review
J Sutcliffe				

Overview

"[Home Learning] 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

Research from the Education Endowment Foundation:

- Planned and focused activities are more beneficial than homework which is not linked to class activities or irrelevant to learning outcomes.
- It should not be used as a punishment or penalty for poor performance.
- A variety of tasks with different levels of challenge is likely to be beneficial.
- The quality of homework is more important than the quantity.

At Sandymoor Ormiston Academy we expect our students to carry out **Pre-Reading** prior to each lesson so that learning can be maximised. For this reason, all teachers produce and provide knowledge organisers that are designed to extend the learning of students within each area of study beyond the allotted curriculum time. Each knowledge organiser outlines the key content and topics that are currently being studied. Students read, revise and practise the contents of the knowledge organisers prior to each lesson, which has a positive effect on progress and attainment whilst fostering a passion for the subject. The objective of this is to enable students to arrive to lessons 'prepared' for the next steps of learning to take place. Students also develop the independent study skills and positive learning habits that are essential for success both within school and into further and higher education.

Further examples of pre-reading tasks include:

- Deliberate practice of spellings and/or vocabulary
- Guided research
- Pre-reading of a chapter of a text book
- Preparing a presentation
- Note making

In addition, at Key Stage 4, exam questions are set in class every week. Therefore it is essential that in Years 10 and 11, students prepare and practise content and skills needed for success in these exam questions. Pre-reading at KS4 will consequently have an element of review and revise. 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

What are knowledge organisers?

A knowledge organiser is a set of key facts or information that students need to know and be able to recall in order to master a unit or topic. Typically, an organiser fits onto one page of A4 or A3 – this helps pupils to visualize the layout of the page, which in turn helps them to memorise the information better.

Why knowledge organisers?

GCSEs and BTECs are becoming increasingly challenging. Most subjects have lost their controlled assessments (previously known as coursework) and these have been replaced with additional exam papers. The focus of these exams is the retrieval and application of knowledge. This puts increasing pressure on our students to know and retain even more information for longer.

Typically, most students leave their revision until a few weeks (best-case scenario) or days/hours (worst-case scenario) before the examinations and tests. This presents a problem. Our short-term memory is designed to be just that and has limited capacity. Pupils find themselves unable to retain the information, they become stressed and often give up, convincing themselves they are no good at revising or that they “can’t do subject ‘x’ ”. Using a knowledge organizer will help facilitate a move from “cramming” to “mastery”.

The secret to success is to regularly revisit the knowledge to be learned (known as ‘spaced retrieval’). This helps transfer the knowledge from the short-term memory to the long-term memory. This not only helps to make ‘learning stick’ but it also frees up our short-term memory for day to day learning and experiences.

How will a knowledge organiser help learning?

Knowledge organisers will be made available at the start of each unit to help students remember what they are learning and to help them to see the bigger learning journey in their subjects. Instead of forgetting previous learning, students will continually revisit and retrieve prior learning from memory using small tasks, quizzes or tests in lessons.

Pre-reading set for Key Stage 3 will involve learning specific sections of the Knowledge Organiser. This might be to learn keyword spellings or facts, although there will also be suggestions for wider reading and research or tasks that can be carried out. **There will be no additional written tasks set.**

Pre-Reading set for Key Stage 4 will also involve learning specific sections of the Knowledge Organiser. This might be to learn keyword spellings or facts, although there will also be suggestions for wider reading and research or tasks that can be carried out. In addition, Key Stage 4 students will regularly be asked to complete exam-style questions that complement the learning/study taking place in lessons.

Year 11 students will also be expected to revise for a weekly exam question. The schedule of topics to revise will be shared in advance by the class teacher, and a weekly test will take place. Students will be expected to reach their target grade for this question. Any student who does not meet his/her expected grade will automatically be placed in an after-school intervention session the following week, where the question will be revisited by the class teacher and any misconceptions will be addressed.

In some subjects, this weekly exam question will be conducted in Year 10 although this may be less frequent e.g. fortnightly.

Responsibilities

The role of the pupil:

- To listen to instructions in class for the use of their KO.
- To bring their Knowledge Organisers to every lesson.
- To understand how to access FROG (VLE) to see their knowledge organisers.
- To engage with the knowledge organisers in an active manner and come to lessons prepared for retrieval and recall activities.
- (KS4) To ensure that tasks are completed and handed in to meet the deadline.
- To attempt all tasks and give their best.
- To inform the class teacher of any difficulties before the due date.

The role of the Form Tutor:

- To check the students have their Kos in school
- To support the students so they know where to access their knowledge organisers on FROG.
- To note and respond to any comments from by parents.

The role of the Class Teacher:

- The class teacher produces and revisits the content on the knowledge organisers in lessons.
- Ensures that knowledge organisers are made available in class for all students.
- Ensures that knowledge organisers are on FROG for all classes.
- Set weekly exam questions for KS4 classes.
- Give full and comprehensive instructions.
- Set deadlines and ensure that they are met.
- Set retrieval tasks to check learning (quizzes, low-stakes tests, starter activities)
- Mark and return all tasks promptly (KS4).
- Provide help and support.
- Inform the Head of Faculty, Form Tutor and Head of Year, as appropriate, when problems arise.

The role of the Head of Faculty:

- To seek to enhance the quality of knowledge organisers.
- To monitor and evaluate this policy within their curriculum area.
- To praise students and highlight the learners that need support.

The role of Lead responsible for T&L:

- To provide staff, pupils and parents with the necessary documentation.
- To develop classroom practice to enhance home learning across the school.
- To review on a termly basis the school policy.
- To monitor and evaluate the school policy.

The role of the Parents:

The role of the parent is crucial if a child is to gain success from pre-reading and knowledge organisers. To reinforce its value through positive feedback to give students the confidence to persevere, work hard and reach high standards of achievement.

Parents can assist by:

- Providing a table, chair and a quiet place to work.
- Negotiating with the student when pre-reading is to be done as a student's free play is important too.
- Checking the time spent on individual tasks and learning.
- Ensuring that outside clubs do not hamper a child's dedication to learning and put a child under undue pressure.
- Providing the school with information about any problems by contacting the school directly.
- Supporting their child by engaging in suggested tasks (provided in KO booklets and on Frog)

Monitoring of Pre-Reading:

Pre-reading is very much a school-wide responsibility. Therefore it requires a consistent approach across the school.

At KS3, evidence of pre-reading will be monitored through retrieval and recall tasks in lessons, planned regularly but not as assessments.

At KS4, revision and pre-reading will be necessary for success in the weekly exam questions. Therefore it is important that monitoring takes place.

Classroom teachers / tutors:

- Teachers can keep a record of all the exam questions, weekly, termly and yearly.
- Teachers can keep a record of student results to see quickly who has met or missed their target grade.
- Any student that fails to meet their minimum target grade for a set exam question will automatically attend an intervention session that week where gaps in knowledge and understanding will be addressed.

Heads of Faculty:

- Keep an overview of student results and analyse for trends and patterns.
- Identify learners that are persistently missing deadlines or not engaging with the knowledge organisers/revision schedule.
 - Ensure colleagues in your department save time by encouraging collaboration and using knowledge organisers and exam questions already created by the department more effectively.
 - Put in relevant interventions to support learners that are consistently missing deadlines.

Inclusion staff / support:

- Use FROG to see very quickly what pre-reading/revision individual learners have been set and be able to share this information quickly and effectively with parent/carers.
- Use FROG to plan relevant support and preparation work required to support the learners more effectively.

Senior Leaders / Principal:

- Identify learners that are persistently missing deadlines.
- Ensure pre-reading (through knowledge organisers) is consistently set and the quality is up to the standard and expectations required.

- Reduce excuses and parental complaints by providing a consistent message regarding pre-reading and expectations.
- Use FROG to reach and communicate with parents.

Students:

- As well as taking pride and care in their Knowledge Organiser Booklets, FROG makes it easy to for students to see knowledge organisers at any given time:
 - By logging in, the student can see a student-facing dashboard and can navigate to each individual subject area to find the knowledge organisers and pre-reading material.
 - FROG also works on all modern browsers and devices and also with a 3G connection ensuring pre-reading is accessible anytime, anywhere.
- Students have the option to print knowledge organisers at school should the resources not be available at home.
- Students can use FROG alongside their planner to organise their time better and avoid missing deadlines.

Parents:

- FROG makes it easy to for parents to monitor school and home learning:
 - By logging in, the parent/carer can see a parent-fcing dashboard which is simple to navigate.
 - FROG also works on all modern browsers and devices and also with a 3G connection ensuring pre-reading and knowledge organisers are accessible anytime, anywhere.

Evaluation / Reviews:

- Parental feedback / surveys should be carried out once every term. It is key, the results from these surveys are shared and the findings that stems from them should be actioned.

FROG (VLE) CPD:

CPD is available throughout the year on how to use FROG. Please contact a member of SLT.

Monitoring and review

This policy will be reviewed every two years or in the following circumstances:

- Changes in legislation and / or government guidance
- As a result of any other significant change or event
- In the event that the policy is determined not to be effective

If there are urgent concerns these should be raised with the Principal in the first instance to determine whether a review of the policy is required in advance of the review date.