



# YEAR 11 CURRICULUM 2023-24

---

Excellence, Endeavour, Respect

**THE WOLFRETON WAY**

The purpose of our curriculum at Wolfreton, is rooted in our Mission Statement and our core Values. It has been designed to enable each individual to **achieve and fulfil their potential** and in doing so, to prepare them to **achieve success in the future** and **in their lives beyond school**.

We aim to enable every young person to **fulfil their academic potential**,  
 providing the foundations for them to excel in all that they do  
 and to **leave prepared to achieve all their ambitions**.

Our approach to achieving this is underpinned by what we call **The Wolfreton Way**; the promotion of what we judge to be important in life – the principles or standards of Excellence, Endeavour and Respect.

**EXCELLENCE** – We aim to inspire – to be the best we can be  
**ENDEAVOUR** – We promote the qualities of determination and courage  
**RESPECT** – We are firm advocates of friendship and equality

This **ethos** of ‘Excellence, Endeavour, Respect’, **has informed the principles** we identified to lie **behind our curriculum**.

We have and continue to establish a curriculum based on 4 key principles. A curriculum that will ensure that the education we provide is:

<b>1. Ambitious</b>	<b>2. Broadly based and balanced</b>	<b>3. High quality</b> “rigorous, coherent, sequenced”	<b>4. Stimulating and demanding</b>
<b>Designed to develop ENDEAVOUR</b>	<b>Designed to develop RESPECT</b>	<b>Designed to deliver EXCELLENCE</b>	<b>Designed to ensure we are Igniting Fires</b>
To promote the qualities of determination and courage	We are firm advocates of friendship and equality	We aim to inspire – to be the best that we can be	and Expanding Horizons as we grow

Our strategic intent therefore encapsulates our ethos (The Wolfreton Way) and principles:

To offer an **ambitious** curriculum that is **broadly based and balanced**  
 aiming to deliver a **high-quality** provision with a range of pathways  
 that provide a **stimulating and demanding** education for students of all abilities -  
 ‘Igniting Fires and Expanding Horizons.’

This booklet provides a summary of the knowledge and skills that form our Year 11 Key Stage 4 Curriculum.

**Year 11 Curriculum Map 2023-24**

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	English Language Paper 2 Reading and Comparing Writing Focus	English Literature Paper 1 'Macbeth'	English Literature Paper 1 'Macbeth'	English Language Paper 2 Writing Focus	Unseen Poetry Revision of Key Topics	
Maths Higher	A12, Inequalities, S8 Probability from Venns, A13 Iteration, A14 Algebraic Fractions, G12 Volume and Surface Area 2, A15 Functions, G13 Compound Measures, A16 Graphs, N13 Surds, G14 Trigonometry 2		A17 Transformations of Graphs, G13 Vectors, S9 Histograms, A18 Proof, G14 Circle Theorems		Revision	
Maths Foundation	S7 Large sets of data, G13 Transformations, G14 Exact Values, A10 Formulae, G15 Volume of a cuboid, S8 Venn diagrams and Set notation, G16 Compound measures, G17 Scale Factors, A11 Quadratic graphs, G18 Cylinders, A12 Linear Inequalities, S9 Cumulative Frequency		G20 Volume and Surface Area, A12 Solving Quadratic Equations, A13 Cubic and Reciprocal Graphs, G21 Vectors, A14 Equations of Lines		Revision	
Science	Ecology Part B, chemistry of the atmosphere, waves	Chemical analysis, magnetism and electromagnetism	Homeostasis and using resources	Revision	Revision	
Biology	Ecology Part B		Homeostasis	Revision	Revision	
Chemistry	Organic chemistry,	Chemical analysis	Chemistry of the atmosphere	Using resources	Revision	
Physics	Forces and application	Waves	Magnetism and electromagnetism	Space	Revision	
History	Paper 2 Cold War	Paper 3 USA Civil Rights	Civil Rights	Reactions to US	Revision	
Geography	Paper 2 - Urban issues and Challenges (overview, Rio and London case studies)		Paper 2 – Changing Economic World (overview, Nigeria case study and UK changing economy)		Paper 2 - Resource Management (overview and energy option) Paper 3 – The Issue preparation	
French	Jobs and Careers	Social and Global Issues	Exam Skills – Modules 1-4	Exam Skills – Modules 5-8	Revision	
Spanish	Jobs and Careers	Social and Global Issues	Exam Skills – Modules 1-4	Exam Skills – Modules 5-8	Revision	

<b>Japanese</b>	Local area, Holiday and travel	International & global dimension	International & global dimension (2)	International & global dimension (3)	Revision	
<b>Art</b>	GCSE - Illustration		Exam and complete coursework			
<b>Photography</b>	GCSE - Dreams and Nightmares		Exam and complete coursework			
<b>Graphics</b>	GCSE - Packaging		Exam and complete coursework			
<b>Design Technology</b>	NEA section 1 to 3		NEA section 4 to 6		Exam Prep	
<b>Food and Nutrition</b>	NEA 1: Food Investigation Task	NEA 2: Food Preparation Task	NEA 2: Food Preparation Task	NEA: Preparation and practical exam. Analyse and evaluate.	Written exam revision and practice questions/ techniques	
<b>Hospitality and Catering</b>	Theory work: - Unit 1 LO3, LO2, LO3		Unit 2: coursework assignment		Written exam revision and practice questions/ techniques	
<b>GCSE Music</b>	Composition 1, recap of listening skills.	Composition 1, Listening skills	Performance 1 solo, composition 1 completion	Prep for listening and complete NEA	Listening Prep	
<b>BTEC Music in Practice</b>	Component 2 - Music Skills Development	Component 2 - Music Skills Development	Completion of C2- Music Skills Development.	Component 3 Exam	Component 3 Exam	
<b>BTEC Performing Arts</b>	Practice exam for component 3		externally set exam task – component 3			
<b>Computer Science GCSE</b>	05P Risk and Dangers / 05CT Sorting and File Manipulation	05CT Sorting and File Manipulation / 06CT Decomposition and Use of Turtle / 06P Networks	07CT Programming Review / 07P Embedded and Networking / 08CT Searching and Trace Tables	08P Environmental & Ethical / 09P Data Representation / 09CT Develop Code and Fix Errors and types of Errors	Exam Prep	
<b>I Media</b>	R097 & R093	R097 & R093	R097 & R093	R097 & R093	R093 Exam Prep	
<b>GCSE Business</b>	Unit 1 – The marketing mix, the role of human resources, organisational structures and different ways of working  Unit 2 – Sources of finance, breakeven, cashflow	Unit 1 – Communication in business, recruitment and selection  Unit 2 – Ethical considerations and their impact on businesses, environmental considerations and their impact on businesses	Unit 1 – Motivation and retention, training and development  Unit 2 – The economic climate and its impact on businesses, the concept of globalisation	Unit 1 – Employment law  Unit 2 – The interdependent nature of business	Unit ½ -Revision and exam practise	
<b>Travel and Tourism</b>	Unit 1/ Unit 3	Unit 3	Unit 5 Factors affecting Worldwide travel and tourism			

	The UK travel and tourism sector	The travel and tourism customer experience			
<b>Health and Social Care</b>	Component 3 – exam and feedback	Component 3 – exam and feedback	Component 3 – exam	Component 2 – services and barriers to accessing services	
<b>Religious Studies GCSE</b>	Living the Muslim life		Living the Christian life		Revision
<b>BTEC Sports Studies</b>	Unit 2 Principles of Training, Nutrition and training	Unit 3 Applying the principles of Sport and Activity	Unit 3	Unit 3	Unit 2 recap
<b>GCSE PE</b>	AEP – 16 Hrs Controlled Assessment Practical Football and Netball	Theory – Psychology, characteristics of skill, skill classification, goal setting, mental prep, KMP feedback Practical – Rugby, Hockey	Theory – Types of guidance, Types of feedback PPE/Feedback. Practical – Badminton, Tennis	Theory – Ethical and sociocultural issues, ethics in sport, drugs in sport, violence in sport, PPE/Feedback.	Theory – Health fitness and well-being, Physical, emotional and social, health, diet and nutrition, KMP/Feedback. Theory – Revision of both units, year 10/11 Theory work
<b>PSHE</b>	Staying Safe	RSE	Money Management	Society	
<b>Core PE Girls Games</b>	Hockey	Netball	Football	Netball	
	Netball	Hockey	Netball	Football	
<b>Core PE Girls PE</b>	Dance	Badminton	Fitness	Team Games	
	Badminton	Dance	Team Games	Fitness	
<b>Core PE Boys Games</b>	Rugby/Hockey	Football/Handball	Football/Handball	Rugby/Hockey	
	Rugby/Hockey	Football/Handball	Football/Handball	Rugby/Hockey	
<b>Core PE Boys PE</b>	Gymnastics	Fitness	Badminton	Basketball	
	Fitness	Gymnastics	Basketball	Badminton	

## ENGLISH

### So much more than just a story

To inspire a passion for words and a love of language which will allow you to engage with the world in which we live. To provide you with skills to enter into debate on important social, moral and political issues, through a range of stimulating texts.

SoL	Reading and Comparing fiction texts	Macbeth	Macbeth	Writing Non-fiction	Unseen Poetry	
<b>Knowledge</b>	Social and political issues – current and past. Grammar. Rhetorical devices. Compare Contrast Synthesise Inference <i>Adjective</i> – a word that describes a noun  <i>Adverb</i> – a word that describes a verb  <i>Alliteration</i> – consecutive words that all begin with the same consonant sound  <i>Metaphor</i> – describing one thing to be another  <i>Noun</i> – an object, thing, place, or emotion  <i>Onomatopoeia</i> – a word that, when said, makes the sound that is being described  <i>Oxymoron</i> – two words that are opposite in	The plot of the play. In depth knowledge of key characters (Macbeth / Lady Macbeth / Macduff / Banquo / the witches / Duncan) In depth knowledge of themes (ambition / supernatural / Kingship / good and evil / guilt + fear / appearance and reality / madness) Tragedy genre (conventions and application) Pity for Macbeth? In depth knowledge of key soliloquies (Act 1:5 / Act 1:7 / Act 2:1 / Act 3:1 / Act 5:1 / Act 5:5)	The plot of the play. In depth knowledge of key characters (Macbeth / Lady Macbeth / Macduff / Banquo / the witches / Duncan) In depth knowledge of themes (ambition / supernatural / Kingship / good and evil / guilt + fear / appearance and reality / madness) Tragedy genre (conventions and application) Pity for Macbeth? In depth knowledge of key soliloquies (Act 1:5 / Act 1:7 / Act 2:1 / Act 3:1 / Act 5:1 / Act 5:5)	Social and political issues – current and past. Superlatives Emotive Language Personal Pronouns Anecdote Rhetorical Questions Facts Opinions Repetition Appropriate vocabulary Presenting a Viewpoint Sarcasm Irony	Poetry terminology Comparison of two poems Common themes in poetry- love, death, romance	

	<p>meaning used consecutively</p> <p><i>Personification</i> – describing something non-human using human characteristics</p> <p><i>Pronoun</i> – a word that refers to a person</p> <p><i>Simile</i> – comparing two things using “like” or “as...as”</p>					
<b>Skills</b>	<p>Recognising point of view and bias.</p> <p>Rhetorical skills – analysing.</p> <p>De-coding technical or sophisticated vocabulary.</p> <p>How arguments are structured.</p>	<p>Exam responses (how to annotate an extract and produce an essay)</p> <p>Writing P.E.E.A paragraphs.</p> <p>Connecting different parts of the text.</p>	<p>Exam responses (how to annotate an extract and produce an essay)</p> <p>Writing P.E.E.A paragraphs.</p> <p>Connecting different parts of the text.</p>	<p>Recognising point of view and bias.</p> <p>Rhetorical skills – using.</p> <p>General grammatical and spelling skills</p> <p>Wide range of appropriate and sophisticated vocabulary.</p> <p>How arguments are structured; structuring arguments.</p>	<p>Exam responses (how to annotate the poems and produce an essay)</p> <p>Writing P.E.E.A paragraphs.</p> <p>Making comparisons between two poems.</p>	
<b>Assessment KMW</b>	<p>English Language Paper 2: Section A</p>	<p>Starting with this conversation (from Act 1 Scene 7), explore how Shakespeare portrays how Lady Macbeth is evil and disturbed.</p>	<p>Starting with this conversation, (from Act 3 Scene 2), explore how Shakespeare portrays Macbeth as someone full of fear and doubt.</p>		<p>Section C: n ‘The Richest Poor Man in the Valley’, how does the poet present ideas about living a happy and contented life? [24 marks]</p> <p>And</p>	

					In both 'Nobody' and 'The Richest Poor Man in the Valley' the poets describe ideas about how to live your life. What are the similarities AND/OR differences between the methods the poets use to present these ideas? [8 marks]	
--	--	--	--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

### English Assessment and Feedback

Students are formatively assessed throughout each topic using Low Stakes Testing and Assessment for Learning strategies.

Students complete an assessment at some point within the scheme of learning (usually towards the start/middle of the scheme) based on the topic they have been studying. This varies from scheme to scheme, but some assess writing skills, some reading skills and if the scheme allows for such, some assess both with two different assessments.

They also complete an end of year exam covering all topics studied in that year.

In year 10, students are assessed each half term on the unit of work/focus on the exam paper in which they have been studying. This is always followed up by thorough MRI.( My Response Is...) Throughout the year, they are assessed on An Inspector Calls, English Language Paper 1 both reading and writing and the poetry unit. They also have an end of year exam which focuses on the language papers.

In year 11, students are assessed each half term on the unit of work/area of the exam they are focusing on which largely consists of English Language paper 2 and Macbeth. They also have their in Class Assessments, for which they are assessed on Language Paper 2 and also An Inspector Calls. The data from this is informing our targeted intervention sessions, by questions before Christmas.

We use coloured pens as outlined below:

Green pens – teacher marking and feedback

Red pens – student response to TIFs ( to Improve further) or MRI (My Response Is...) work following on from a key marked piece.

As a department, we believe that marking and feedback should:

- Provide student, teacher and parents with regular feedback.
- Offer value to and support individual student's efforts.



- Highlight achievements and common errors to allow new targets to be accurate and attainable.
- Offer encouragement and be clearly understood by the student in order to support the development of self-confidence.
- Demonstrate high levels of expectations of effort and commitment.
- Be in line with whole school expectations.

Students will be encouraged to seek guidance if they are unsure about any aspect of their work. It is the responsibility of the teacher to ensure that their feedback creates or challenges understanding with the students. To this end each key marked piece feedback should be followed by a student's response.

All marked or checked pieces of work will include corrections to literacy using the Wolfreton codes.

#### **Key Marked Work: Key Stage 4**

- Completed in normal exercise books and with a blue sheet attached that clearly identifies the marking criteria, the marking will contain both internal comments on the piece of work as well as summative WWW (What Went Well) and TIFs (To Improve Further). The key marked piece will be the culmination of the objectives set out on the medium-term plan for this topic. It will focus on strands of the curriculum knowledge and skills that have been taught in this unit.
- For extended pieces of work a section of the work will be marked in detail for the student to improve upon.
- The What Went Well will highlight areas that the young person has mastered or shown progress in.
- The TIF will be diagnostic, sometimes worded in the form of a question to allow the student to improve upon a certain area.
- Time will be given for the young person to respond to the TIF in the form of the MRI (My Response Is).

# MATHS FOUNDATION

## The possibilities are infinite

To spark numerical ingenuity, confidence and fluency by creating, challenging and championing your mathematical understanding.

SoL	S7 – Large Sets of Data	G13 – Transformations	G14 – Exact Values	A10 – Formulae	G15 – Volume of a cuboid
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>How do we define mean, median, mode and range?</li> <li>Where does the overall total come from in a frequency table?</li> <li>Where does the population size come from in a frequency table?</li> </ul>	<ul style="list-style-type: none"> <li>What does a shape look like when it has been translated/ reflected/ rotated/ enlarged?</li> <li>What information do we need to give to describe a translation/ reflection/ rotation/ enlargement?</li> </ul>	<ul style="list-style-type: none"> <li>What do we mean by an exact value?</li> <li>What are the exact values?</li> </ul>	<ul style="list-style-type: none"> <li>How is a formula different to an equation or an expression?</li> <li>What do we mean by the subject of a formula?</li> </ul>	<ul style="list-style-type: none"> <li>What do we mean by volume?</li> <li>What are the units we use for volume?</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Mean, median, mode and range from a frequency table</li> <li>Averages from grouped frequency tables</li> </ul>	<ul style="list-style-type: none"> <li>Translations</li> <li>Rotations</li> <li>Reflections</li> <li>Enlargements</li> <li>Describing</li> </ul>	<ul style="list-style-type: none"> <li>Trigonometry consolidation</li> <li>Remembering exact values</li> <li>Using exact values</li> </ul>	<ul style="list-style-type: none"> <li>Setting up equations</li> <li>Substitution</li> <li>Changing the subject of a formula</li> </ul>	<ul style="list-style-type: none"> <li>Volume of a cuboid</li> <li>Volume of compound shapes</li> <li>Problem solving</li> </ul>
<b>Assessment KMW</b>	<ul style="list-style-type: none"> <li>Mocks 1 and 2</li> <li>Final exams</li> </ul>	<ul style="list-style-type: none"> <li>Mocks 1 and 2</li> <li>Final exams</li> </ul>	<ul style="list-style-type: none"> <li>Mocks 1 and 2</li> <li>Final exams</li> </ul>	<ul style="list-style-type: none"> <li>Mocks 1 and 2</li> <li>Final exams</li> </ul>	<ul style="list-style-type: none"> <li>Mocks 1 and 2</li> <li>Final exams</li> </ul>

SoL	S8 – Venn diagrams and Set notation	G16 – Compound Measures	G17 – Scale Factors	A11 – Quadratic Graphs	G18 - Cylinders
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>When do we use a Venn diagram?</li> <li>What does union mean?</li> <li>What does intersection mean?</li> </ul>	<ul style="list-style-type: none"> <li>How do we calculate speed/ pressure/ density?</li> </ul>	<ul style="list-style-type: none"> <li>What is a scale factor?</li> <li>How can we check a shape has been enlarged correctly?</li> </ul>	<ul style="list-style-type: none"> <li>What shape does a quadratic graph have?</li> <li>How can we find the solutions to a quadratic equation using a graph?</li> </ul>	<ul style="list-style-type: none"> <li>How do we find the volume of a cylinder?</li> <li>How many faces does a cylinder have?</li> <li>How do we find the area of the curved face?</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Completing a Venn diagram</li> </ul>	<ul style="list-style-type: none"> <li>Speed</li> <li>Density</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the scale factor</li> </ul>	<ul style="list-style-type: none"> <li>Plotting quadratic graphs</li> </ul>	<ul style="list-style-type: none"> <li>Surface area of a cylinder</li> </ul>

	<ul style="list-style-type: none"> <li>Listing the members of a set</li> <li>Probability from Venn diagrams</li> </ul>	<ul style="list-style-type: none"> <li>Pressure</li> </ul>	<ul style="list-style-type: none"> <li>Area and volume scale factors</li> <li>Scale drawings</li> </ul>	<ul style="list-style-type: none"> <li>Using quadratic graphs to solve quadratic equations</li> </ul>	<ul style="list-style-type: none"> <li>Volume of a cylinder</li> </ul>
<b>Assessment KMW</b>	<ul style="list-style-type: none"> <li>Mocks 1 and 2</li> <li>Final exams</li> </ul>	<ul style="list-style-type: none"> <li>Mocks 1 and 2</li> <li>Final exams</li> </ul>	<ul style="list-style-type: none"> <li>Mocks 1 and 2</li> <li>Final exams</li> </ul>	<ul style="list-style-type: none"> <li>Mocks 1 and 2</li> <li>Final exams</li> </ul>	<ul style="list-style-type: none"> <li>Mocks 1 and 2</li> <li>Final exams</li> </ul>

SoL	A12 – Linear Inequalities	S9 – Cumulative Frequency	G19 – Volume and Surface Area of other Solids	A12 – Solving quadratic equations	A13 – Cubic and Reciprocal Graphs
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>How is an inequality different to an equation?</li> <li>Which symbols do we use to show an inequality on a number line?</li> </ul>	<ul style="list-style-type: none"> <li>How do we define cumulative frequency?</li> <li>Where do we plot the coordinates?</li> </ul>	<ul style="list-style-type: none"> <li>Names of 3D shapes</li> <li>Units for volume</li> </ul>	<ul style="list-style-type: none"> <li>How do we get the solutions from factorised form?</li> </ul>	<ul style="list-style-type: none"> <li>What shape does a cubic graph have?</li> <li>What shape does a reciprocal graph have?</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Representing an inequality on a number line</li> <li>Solving linear inequalities</li> </ul>	<ul style="list-style-type: none"> <li>Plotting cumulative frequency</li> <li>Using a cumulative frequency curve</li> </ul>	<ul style="list-style-type: none"> <li>Volume of spheres, cones and pyramids</li> <li>Surface area of spheres, cones and pyramids</li> </ul>	<ul style="list-style-type: none"> <li>Solving by factorising</li> </ul>	<ul style="list-style-type: none"> <li>Recognising roots and turning points</li> <li>Plot cubic and reciprocal graphs</li> <li>Recognise and match the shape of a graph to an equation</li> </ul>
<b>Assessment KMW</b>	<ul style="list-style-type: none"> <li>Mocks 1 and 2</li> <li>Final exams</li> </ul>	<ul style="list-style-type: none"> <li>Mocks 1 and 2</li> <li>Final exams</li> </ul>	<ul style="list-style-type: none"> <li>Mocks 1 and 2</li> <li>Final exams</li> </ul>	<ul style="list-style-type: none"> <li>Mocks 1 and 2</li> <li>Final exams</li> </ul>	<ul style="list-style-type: none"> <li>Mocks 1 and 2</li> <li>Final exams</li> </ul>

SoL	G20 – Vectors	A14 – Equations of lines through points
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>What is a vector?</li> <li>How many ways do we have of writing a vector?</li> </ul>	<ul style="list-style-type: none"> <li>What do we need to find in order to be able to find the equation of a line?</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Describing using vectors</li> <li>Drawing vectors</li> </ul>	<ul style="list-style-type: none"> <li>Gradient</li> <li><math>Y = mx + c</math></li> </ul>

	<ul style="list-style-type: none"> <li>Arithmetic with column vectors</li> </ul>	<ul style="list-style-type: none"> <li>Equation of a line through a point</li> <li>Equation of a line through 2 points</li> </ul>
<b>Assessment KMW</b>	<ul style="list-style-type: none"> <li>Mocks 1 and 2</li> <li>Final exams</li> </ul>	<ul style="list-style-type: none"> <li>Mocks 1 and 2</li> <li>Final exams</li> </ul>

## MATHS HIGHER

### The possibilities are infinite

To spark numerical ingenuity, confidence and fluency by creating, challenging and championing your mathematical understanding.

SoL	A12 – Inequalities	S8 – Probability from Venns	A13 – Iteration	A14 – Algebraic Fractions	G12 – Volume and Surface Area 2
Knowledge					
Skills	<ul style="list-style-type: none"> <li>Linear inequalities</li> <li>Graphing inequalities</li> <li>Quadratic Inequalities</li> </ul>	<ul style="list-style-type: none"> <li>Completing and drawing Venn diagrams</li> <li>Unions and Intersections</li> <li>Probability from Venn diagrams</li> </ul>	<ul style="list-style-type: none"> <li>Iteration to solve equations</li> <li>Worded problems</li> </ul>	<ul style="list-style-type: none"> <li>Simplify</li> <li>Add, subtract, multiply and divide</li> <li>Equations</li> </ul>	<ul style="list-style-type: none"> <li>Spheres</li> <li>Cones</li> <li>Pyramids</li> <li>Frustums</li> </ul>
Assessment KMW	<ul style="list-style-type: none"> <li>Mocks 1 and 2</li> <li>Final exams</li> </ul>	<ul style="list-style-type: none"> <li>Mocks 1 and 2</li> <li>Final exams</li> </ul>	<ul style="list-style-type: none"> <li>Mocks 1 and 2</li> <li>Final exams</li> </ul>	<ul style="list-style-type: none"> <li>Mocks 1 and 2</li> <li>Final exams</li> </ul>	<ul style="list-style-type: none"> <li>Mocks 1 and 2</li> <li>Final exams</li> </ul>

SoL	A15 – Functions	G13 – Compound measures	A16 – Graphs	N13 – Surds	G14 – Trig 2
Knowledge					
Skills	<ul style="list-style-type: none"> <li>Function notation</li> <li>Inverse functions</li> <li>Composite functions</li> </ul>	<ul style="list-style-type: none"> <li>Speed</li> <li>Pressure</li> <li>Denisty</li> </ul>	<ul style="list-style-type: none"> <li>Plotting and recognising quadratic, cubic and reciprocal graphs</li> </ul>	<ul style="list-style-type: none"> <li>Simplify</li> <li>Multiply</li> <li>Rationalise</li> </ul>	<ul style="list-style-type: none"> <li>Exact values</li> <li>Sine rule</li> <li>Area of a triangle</li> </ul>

			<ul style="list-style-type: none"> <li>• Gradient using a tangent</li> <li>• Area under a graph</li> </ul>	<ul style="list-style-type: none"> <li>• In context</li> </ul>	<ul style="list-style-type: none"> <li>• Cosine rule</li> </ul>
Assessment KMW	<ul style="list-style-type: none"> <li>• Mocks 1 and 2</li> <li>• Final exams</li> </ul>	<ul style="list-style-type: none"> <li>• Mocks 1 and 2</li> <li>• Final exams</li> </ul>	<ul style="list-style-type: none"> <li>• Mocks 1 and 2</li> <li>• Final exams</li> </ul>	<ul style="list-style-type: none"> <li>• Mocks 1 and 2</li> <li>• Final exams</li> </ul>	<ul style="list-style-type: none"> <li>• Mocks 1 and 2</li> <li>• Final exams</li> </ul>

SoL	A17 – Transformations of Graphs	G13 – Vectors	S9 – Histograms	A18 – Proof	G14 – Circle Theorems
Knowledge					
Skills	<ul style="list-style-type: none"> <li>• Translations</li> <li>• Reflections</li> <li>• Trigonometric graphs</li> </ul>	<ul style="list-style-type: none"> <li>• Describing</li> <li>• Vector proof</li> <li>• Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing and reading</li> <li>• Median from a histogram</li> </ul>	<ul style="list-style-type: none"> <li>• Algebraic proof</li> </ul>	<ul style="list-style-type: none"> <li>• Circle theorems</li> <li>• Problem solving</li> <li>• Equation of a tangent to a circle</li> </ul>
Assessment KMW	<ul style="list-style-type: none"> <li>• Mocks 1 and 2</li> <li>• Final exams</li> </ul>	<ul style="list-style-type: none"> <li>• Mocks 1 and 2</li> <li>• Final exams</li> </ul>	<ul style="list-style-type: none"> <li>• Mocks 1 and 2</li> <li>• Final exams</li> </ul>	<ul style="list-style-type: none"> <li>• Mocks 1 and 2</li> <li>• Final exams</li> </ul>	<ul style="list-style-type: none"> <li>• Mocks 1 and 2</li> <li>• Final exams</li> </ul>

## Maths Assessment and Feedback

All students are formally assessed at the end of each half term. Revision checklists are sent by email to parents in the week before the assessment.

Assessments are cumulative in nature i.e the end of half term 3 will test skills learnt in half term 1, 2 and 3.

Assessments are marked by the class teacher and each young person receives a personalised red, amber, green checklist to show their strengths and weaknesses and a selection of improvement questions with worked examples.

We informally assess students at the end of each lesson through the key questions to ensure they are acquiring the skills and knowledge set out in our curriculum. Students are also informally assessed through their class work home learning task (every three weeks) and provided with feedback to support them in preparation for the end of half term assessment.

Regular marking of work is a departmental responsibility that is fundamental to the process of teaching and learning.

As a department, we believe that marking and feedback should:

- Provide student, teacher and parents with regular feedback.
- Offer value to and support individual student's efforts.
- Highlight achievements and common errors to allow new targets to be accurate and attainable.

- Offer encouragement and be clearly understood by the student in order to support the development of self-confidence.
- Demonstrate high levels of expectations of effort and commitment.
- Be in line with whole school expectations.

Maths lends itself well to instant feedback and students may mark their own or others work in order to develop assessment for learning techniques. Students will be encouraged to seek guidance if they are unsure about any aspect of their work. It is the responsibility of the teacher to ensure that their feedback creates or challenges understanding with the students. To this end each piece of feedback should be followed by a student response.

### **Books/ Classwork**

The majority of classwork will be marked by the students throughout the lesson. This will be checked by staff and whole class or individual feedback will be provided when common errors occur. This feedback will be actioned as a starter in a subsequent lesson.

### **Assessments/ Key Marked Work/ PPEs**

These will take place for all year groups according to the departmental Assessment calendar. Staff will mark these according the mark scheme and provide internal TIFs to help students improve their work. A blue KMP sheet will be completed with WWW and TIF statements linked to the learning outcomes. Students will be given sufficient time in a subsequent lesson to discuss their work and to complete feed forward activities.

## SCIENCE

**Science is organised curiosity; always question, always wonder!**

To stimulate a lifelong curiosity which allows you to understand and contribute to the wider world and to begin the journey to reshape the world around you.

SoL	Ecology Part B, chemistry of the atmosphere, waves	Chemical analysis, magnetism and electromagnetism	Homeostasis and using resources			
<b>Knowledge</b>	<p>The Sun is a source of energy that passes through ecosystems. Materials including carbon and water are continually recycled by the living world, being released through respiration of animals, plants and decomposing microorganisms and taken up by plants in photosynthesis. All species live in ecosystems composed of complex communities of animals and plants dependent on each other and that are adapted to particular conditions, both abiotic and biotic. These ecosystems provide essential services that support human life and continued development. In order to continue to benefit from these services humans need to engage with the environment in a sustainable way. In this</p>	<p><i>Difference between pure/impure Formulations</i>  <i>Principles of chromatography + Req. prac</i>  <i>Identification of gases</i>  <i>Flame tests</i>  <i>Precipitation reactions/halide reactions - Ionic equations</i>  <i>Flame emission spec</i></p> <p>Like poles repel, unlike poles attract</p> <p>Magnetic field lines</p> <p>Permanent and temporary magnets</p> <p>Strength and shape of a magnetic field</p> <p>Electromagnets</p> <p>Loudspeakers</p> <p>Motor effect</p> <p>Application of the motor effect</p> <p>Electromagnetic induction</p> <p>Generator effect</p> <p>Transformers</p>	<p>Overview of homeostasis</p> <p>Nervous coordination</p> <p>Nerve structure</p> <p>Reflex arc</p> <p>Endocrine system</p> <p>Hormonal control of the body</p> <p>Menstrual cycle</p> <p>Control of blood glucose</p> <p>Ivf</p> <p>Contraception</p> <p><i>Earth's resources and sustainable development</i>  <i>Finite vs renewable terms</i>  <i>Water – potable vs pure; different types; desalination methods and treatment of wastewater</i>  <i>Metal extraction including biological methods (H tier only)</i>  <i>Life cycle assessment s and recycling</i></p>	Revision and Exam Preparation	Revision and Exam Preparation	

	<p>section we will explore how humans are threatening biodiversity as well as the natural systems that support it. We will also consider some actions we need to take to ensure our future health, prosperity and well-being.</p> <p>Evolution of the atmosphere  Composition of the atmosphere  Greenhouse gases and the greenhouse gas effect  Climate change  Carbon footprint  Complete and incomplete combustion  Atmospheric pollutants</p> <p><i>Waves, EM spectrum, Reflection, refraction, Ionising radiation, ripple tank, wave equation</i></p>					
<p><b>Skills</b></p>	<p>Mean, median mode covered in required practical  Analysis of data regarding land use, biodiversity and atmospheric change</p> <p>-Balance equations for combustion  -Use evidence and graphs to conclude information</p>	<p>-Balance equations  -identify correct and most useful practical equipment  - analyse results  - Identify common uses for chromatography  - Carry out practicals safely to identify common gases such as carbon dioxide.</p>	<p>Maths calculations on rate  Average calculations  Estimating  Control of variables  Practical skills</p> <p><u>Literacy:</u> (i) development of vocab – see KO words in bold; (ii) AO2/AO3 style</p>	<p>Revision and Exam Preparation</p>	<p>Revision and Exam Preparation</p>	



	<p>-using and finding reputable scientific resources about climate change</p> <p>-have an understanding about the world around them and how the atmosphere has changed</p> <p>Use of ripple tank</p> <p>Using equations</p> <p>Linking equations</p> <p>Using Lesley Cube</p> <p>Interpreting data tables</p> <p>Using wavelengths</p>	<p>Using a plotting compass to draw a magnetic field</p> <p>Show the difference between a permanent and a temporary magnet</p> <p>Create electromagnets and vary the strength</p> <p>Triple H:</p> <p>Create a simple motor</p> <p>Apply knowledge to explanations of transformers</p>	<p>GCSE questions/long answer</p> <p><u>Numeracy:</u> (i) use orders of magnitude to evaluate the significance of data; (ii) interpretation of data from graphs and tables; (iii) use ratios, fractions and percentages; (iv) recognise and use expressions in decimal form.</p> <p><u>Working scientifically:</u> (i) translating data from one form to another; (ii) consideration of ethical issues; (iii) scientific vocabulary;(iv) evaluation of sustainability of use of materials using LCAs.</p> <p><u>Practical skills:</u> (i) setting up distillation apparatus for required practical (desalination of sea water)(ii) flame test for sodium ions and testing for chloride ions (required practical).</p>			
Assessment KMW		MOCK 1 October GCSE Paper 1 in all three sciences Biology B1 B2 B3 B4 Chemistry C1 C2 C3 C4 C5	Mock 2 February GCSE Paper 2 in all three sciences Biology B5 B6 B7	Mock 3 April GCSE papers for all three sciences assessing underachieving areas		

		Physics energy, particle model, atomic structure, and electricity	Chemistry C6 C7 C8 C9 C10 Physics forces, waves and magnetism and electromagnetism	identified in mocks 1 and 2		
--	--	-------------------------------------------------------------------	---------------------------------------------------------------------------------------	-----------------------------	--	--

## BIOLOGY

**Science is organised curiosity; always question, always wonder!**

To stimulate a lifelong curiosity which allows you to understand and contribute to the wider world and to begin the journey to reshape the world around you.

SoL	Ecology part B	Homeostasis	Revision	
<b>Knowledge</b>	<p>The Sun is a source of energy that passes through ecosystems. Materials including carbon and water are continually recycled by the living world, being released through respiration of animals, plants and decomposing microorganisms and taken up by plants in photosynthesis. All species live in ecosystems composed of complex communities of animals and plants dependent on each other and that are adapted to particular conditions, both abiotic and biotic. These ecosystems provide essential services that support human life and continued development.</p> <p>In order to continue to benefit from these services humans need to engage with the environment in a sustainable way. In this section we will explore how humans are threatening biodiversity as well as the natural systems that support it. We will also consider some actions we need to take to ensure our future health, prosperity and well-being.</p>	<p>Overview of homeostasis Nervous coordination Nerve structure Reflex arc Endocrine system Hormonal control of the body Menstrual cycle Control of blood glucose Ivf Contraception</p>	<p>Revision and Exam Preparation</p>	
<b>Skills</b>	<p>Mean, median mode covered in required practical Analysis of data regarding land use, biodiversity and atmospheric change</p>	<p>Maths calculations on rate Average calculations Estimating Control of variables Practical skills Interpreting data Drawing conclusions</p>		
<b>Assessment KMW</b>	<p>MOCK 1 October GCSE Paper 1 B1 B2 B3 B4</p>	<p>Mock 2 February GCSE – mix of paper 1 and paper 2 topics</p>	<p>Mock 3 April GCSE paper 2 B5 B6 B7</p>	

## CHEMISTRY

**Science is organised curiosity; always question, always wonder!**

To stimulate a lifelong curiosity which allows you to understand and contribute to the wider world and to begin the journey to reshape the world around you.

SoL	Organic chemistry, chemistry of the atmosphere	Chemical analysis	Using resources	Revision	Revision
<b>Knowledge</b>	Crude oil – fractional distillation and cracking Hydrocarbons and their properties Alkanes and their reactions Alkenes and their reactions Alcohols and their reactions Carboxylic acids and their reactions Esters and their uses Polymers Additional Polymerisation Condensation polymerisation (H tier only) Natural polymers (H tier only)  Evolution of the atmosphere Composition of the atmosphere Greenhouse gases and the greenhouse gas effect Climate change Carbon footprint	<i>Difference between pure/impure Formulations</i> <i>Principles of chromatography + Req. prac</i> <i>Identification of gases</i> <i>Flame tests</i> <i>Precipitation reactions/halide reactions - Ionic equations</i> <i>Flame emission spec</i>	<ul style="list-style-type: none"> <li>• <i>Earth's resources and sustainable development</i></li> <li>• <i>Finite vs renewable terms</i></li> <li>• <i>Water – potable vs pure; different types; desalination methods and treatment of wastewater</i></li> <li>• <i>Metal extraction including biological methods (H tier only)</i></li> <li>• <i>Life cycle assessment s and recycling</i></li> <li>• <i>Using materials – corrosion and its prevention; alloys; ceramics, polymers, composites;</i></li> <li>• <i>The Haber process / NPK fertilisers</i></li> </ul>	Revision and Exam Preparation	Revision and Exam Preparation

	Complete and incomplete combustion Atmospheric pollutants					
<b>Skills</b>	<p><u>Literacy:</u> (i) development of vocab – see KO words in bold; (ii) AO2/AO3 style GCSE questions/long answer</p> <p><u>Numeracy:</u> (i) every carbon atom needs 4 covalent bonds – counting and checking displayed formulae when drawing organic molecules.</p> <p><u>Working scientifically:</u> (i) making and recording practical observations; (ii) writing equations; (iii) explaining practical observations; (iv) use of experimental data to compare against; (v) making models of organic molecules;</p> <p><u>Practical skills:</u> (i) safety when using alkanes / alkenes; (ii) safe and careful handling of glassware; (iii) making and recording observations.</p> <p>Balance equations for combustion</p>	<p>-Balance equations -identify correct and most useful practical equipment - identifying metals from a flame Calculating Rf values Carrying out practicals safely Identify ions within compounds analyse results - Identify common uses for chromatography</p>	<p><u>Literacy:</u> (i) development of vocab – see KO words in bold; (ii) AO2/AO3 style GCSE questions/long answer</p> <p><u>Numeracy:</u> (i) use orders of magnitude to evaluate the significance of data; (ii) interpretation of data from graphs and tables; (iii) use ratios, fractions and percentages; (iv) recognise and use expressions in decimal form.</p> <p><u>Working scientifically:</u> (i) translating data from one form to another; (ii) consideration of ethical issues; (iii) scientific vocabulary;(iv) interpretation of observations in rusting experiment;(v) evaluation of sustainability of use of materials using LCAs.</p> <p><u>Practical skills:</u> (i) setting up distillation apparatus for required practical (desalination of sea water)(ii) flame test for sodium ions and testing for</p>	Revision and Exam Preparation	Revision and Exam Preparation	

	<ul style="list-style-type: none"> <li>-Use evidence and graphs to conclude information</li> <li>-using and finding reputable scientific resources about climate change</li> <li>-have an understanding about the world around them and how the atmosphere has changed</li> </ul>		chloride ions (required practical)			
Assessment KMW		MOCK 1 October GCSE Paper 1 C1 C2 C3 C4 C5	Mock 2 February GCSE – mix of paper 1 and paper 2 topics	Mock 3 April GCSE paper 2 C6 C7 C8 C9 C10		

## PHYSICS

**Science is organised curiosity; always question, always wonder!**

To stimulate a lifelong curiosity which allows you to understand and contribute to the wider world and to begin the journey to reshape the world around you.

SoL	Waves	Magnetism and electromagnetism	Space	Revision	Revision	
<b>Knowledge</b>	Waves, EM spectrum, Reflection, refraction, Ionising radiation, ripple tank, wave equation	Like poles repel, unlike poles attract Magnetic field lines Permanent and temporary magnets Strength and shape of a magnetic field Electromagnets Loudspeakers Motor effect Application of the motor effect Electromagnetic induction Generator effect Transformers	The bodies of the solar system Star formation Nuclear Fusion Orbits Red shift	Revision and Exam Preparation	Revision and Exam Preparation	
<b>Skills</b>	Use of ripple tank Use of equations Linking equations Using Lesley cube Interpreting data tables Using wavelengths	Using a plotting compass to draw a magnetic field Show the difference between a permanent and a temporary magnet Create electromagnets and vary the strength  Triple H: Create a simple motor Apply knowledge to explanations of transformers	Draw graph of red shift data Interpolate graph Investigate orbits and maintain control variables Write and interpret equations for nuclear fusion	Revision and Exam Preparation	Revision and Exam Preparation	

Assessment KMW		MOCK 1 October GCSE Paper 1 Energy, particle model, atomic structure, and electricity	Mock 2 February GCSE – mix of paper 1 and paper 2 topics	Mock 3 April GCSE paper 2 waves, forces, magnetism and electromagnetism, and space.		
-------------------	--	---------------------------------------------------------------------------------------------------	----------------------------------------------------------------	-------------------------------------------------------------------------------------------------	--	--

## Science Assessment and Feedback

In Year 10 and 11 students will complete an end of unit test. This is done in a variety of ways and is marked either by the teacher or the student. This provides an opportunity to identify gaps in knowledge, misconceptions and these can then be addressed in follow up and by using QUICK 6 starters.

All students are then formally assessed three times during Year 10 by way of cumulative assessments. These are based on named units (from Y9/10) and both students and carers are informed of the units assessed at each cumulative assessment. The assessments comprise exam – type questions on all the topics taught in the specified units. These are then marked using a mark scheme and a grade assigned using appropriate boundaries. The raw score is recorded on the department assessment spreadsheet. These are then used for data entry. These are used to monitor the overall progress a student is making with wave 1 intervention used with students identified from the cumulative assessment data. One of the primary aims of the cumulative assessment is to prepare students for learning large volumes of content and enables students to experiment with revision methods so that they can identify what works for them as they progress through Y10 and into Y11. The end of year exam is a GCSE paper 1 in each of the three sciences and these are used to determine tier of entry and GCSE science entry (separate vs trilogy combined).

In both Y10 and 11, students are informally assessed every lesson by way of a QUICK 6 (starter) and other in lesson activities to ensure that they are all acquiring skills and knowledge as stated in our intended curriculum. Home learning via Tassomai, Seneca learning and GCSEpod also assesses understanding of the knowledge and skills as the students progresses through Y10/11. There is an increasing use of exam questions in lessons and for home learning.

In Year 11, students sit three cumulative assessments, and these are known as mocks. Students will be given a knowledge based test which tests all the knowledge of the paper 1. This is the key marked piece of the year. Students sit a GCSE paper 1 (from previous year – secure) in November and then sit a GCSE paper 2 (secure) in February.

Mocks and cumulative assessments are marked by the teacher using the exam board mark schemes. Raw scores are entered onto the department assessment calendar and appropriate grade boundaries are used. Mocks are then also used to inform tier of entry /GCSE entry (separate vs trilogy combined).

In all three key stages we use coloured pens as outlined below:

Green pens – teacher marking and feedback

Red pens – young persons’ response to TIFs or MRI work following on from a key marked piece.

Purple pens – self and peer assessment and feedback.

The types of feedback evident are:



- Verbal feedback in lessons, particularly during practical work and in question and answer sessions.
- Peer / self-assessment and feedback on some classwork.
- Written / verbal feedback to reinforce expectations in terms of presentation of work, in line with the school policy.
- Key marked work which is marked as stated in the whole school policy. This will be evident in students' exercise books. A key marked piece in the form of exam-type questions is also completed three times a year to assess that term's learning.

## ART

### The home of creativity and imagination

A place to inspire you to: take risks; express your ideas in new ways; develop your cultural awareness; foster resilience; become empowered; have fun and, above all, flourish.

SoL	GCSE Illustration	Exam and complete coursework	
<b>Knowledge</b>	The Autumn term of year 11 study is for the continuation to conclusion of the GCSE Illustration project commenced in the summer term of year 10.	January of the academic year – Students will be issued final examination papers and will commence a fixed period of preparation followed by the 10 hour controlled examination.	
<b>Skills</b>		Remaining time prior to final internal marking and external moderation will be given to refinement, development and completion of any outstanding coursework.	
<b>Assessment KMW</b>	Throughout the project students will at appropriate conclusion points be assessed in line with the department and whole school assessment strategy. This will be supported by regular live feedback to individuals, groups and whole class.		

## Art Department Marking and Feedback Expectations - A Subject Specific Approach

### Rationale

Feedback and marking are vital parts of the bond between the teacher and the student. It is within the nature of art and design practiced-based learning that you will inherently receive a combination of verbal feedback and formal assessment.

*'You shouldn't be stamping books to prove something to somebody else' – Ross Morrison McGill*

### The purpose of our marking and feedback approach

- To give students the criteria to meet the next step in their learning, at whatever level this may be
- To ensure that students are made aware of their steps to success, at an appropriate level
- To assess whether learning challenges have been met against pre-determined success criteria
- To celebrate success, engage and motivate
- To develop self-esteem and confidence
- To develop resilience to constructive criticism

To establish what knowledge, do students have and need to know

Declarative knowledge – 'to know that' the facts, concepts rules

Procedural knowledge – 'to know how to' produces action, how to perform the steps in a process (skills)

Conditional knowledge – 'to know when and which one' is knowledge about when to use a procedure, skills or strategy and when not use it

### Expect to see

In the Art department you will expect to see the following combination of mechanisms to improve and support the student learner journey through observation, discussion and feedback, review and marking.

### Verbal feedback

- This is the most powerful form of feedback at KS3, KS4 and KS5. It provides a live, constructive and informative dialogue for students and teacher to develop the next steps in the student learning journey towards success. This is a powerful mechanism to support progress and achievement due to the immediacy of this format.
- Teacher modelling and demonstration (live and video based) in every lesson providing guidance for skills, knowledge and understanding. Also contributes towards setting high standards and expectations for all with a teaching to the top approach.
- Feedback will be both direct (targeted to individuals or groups) and indirect (others listen and reflect on what has been said). At times it will be spontaneous and at other times it will be planned based on previous learning and in lesson progress. This will also inform future planning and support.
- In offering verbal feedback, the teacher will be modelling the subject specific vocabulary that students can use to develop their learning journey. This is specifically pertinent to students looking to develop studies at GCSE level and beyond.
- Verbal feedback will be developmental. It will recognise students efforts and achievements and offer specific details of ways forward in relation to the shared learning challenges.

#### **Formal feedback – Key Marked Work or Critiques (written or video based)**

- All projects at KS4 have a detailed project brief. These will be provided to students and attached to sketchbooks as key reference tools for knowledge and reference. These documents provide a strategic and operational overview for students and quality assurance oversight.
- Formal feedback at KS4 and KS5 is a combination of data entry assessment and progress checks with raw assessment objective numbers recorded in sketchbooks and student log books in addition to verbal and video critiques to support progress. As well as this information being recorded on the school Management information systems the department also record this on a Sharepoint tracking spreadsheet. Note, raw score assessment marking is provided at a current and expected guide only and is subject to final marking, examination moderation and national grade boundary setting. Note it is only when a project is completed in full covering the four assessment objectives that an accurate numeric guide can be given.
- In addition to the formal raw data entry whole school requirement the department undertake a number of formal critique reviews at KS4 and KS5 akin to the support and insight given at a college or university. These can take the form of a pre-arranged meeting to review a student's portfolio or a pre-recorded video critique of student work providing detailed feedback and guidance to support progress and attainment. Digital feedback is stored on the schools Microsoft Stream repository and secure in line with GDPR permissions.

## PHOTOGRAPHY

### The home of creativity and imagination

A place to inspire you to: take risks; express your ideas in new ways; develop your cultural awareness; foster resilience;  
become empowered; have fun and, above all, flourish.

SoL	Dreams and Nightmares	Exam and complete coursework	
<b>Knowledge</b>	The Autumn term of year 11 study is for the continuation to conclusion of the GCSE Dreams and Nightmares project commenced in the summer term of year 10.	<p>January of the academic year – Students will be issued final examination papers and will commence a fixed period of preparation followed by the 10 hour controlled examination.</p> <p>Remaining time prior to final internal marking and external moderation will be given to refinement, development and completion of any outstanding coursework.</p>	
<b>Skills</b>			
<b>Assessment KMW</b>	Throughout the project students will at appropriate conclusion points be assessed in line with the department and whole school assessment strategy. This will be supported by regular live feedback to individuals, groups and whole class.		

## Art Department Marking and Feedback Expectations - A Subject Specific Approach

### Rationale

Feedback and marking are vital parts of the bond between the teacher and the student. It is within the nature of art and design practiced-based learning that you will inherently receive a combination of verbal feedback and formal assessment.

*'You shouldn't be stamping books to prove something to somebody else' – Ross Morrison McGill*

### The purpose of our marking and feedback approach

- To give students the criteria to meet the next step in their learning, at whatever level this may be
- To ensure that students are made aware of their steps to success, at an appropriate level
- To assess whether learning challenges have been met against pre-determined success criteria
- To celebrate success, engage and motivate
- To develop self-esteem and confidence
- To develop resilience to constructive criticism

To establish what knowledge, do students have and need to know

Declarative knowledge – 'to know that' the facts, concepts rules

Procedural knowledge – 'to know how to' produces action, how to perform the steps in a process (skills)

Conditional knowledge – 'to know when and which one' is knowledge about when to use a procedure, skills or strategy and when not use it

### Expect to see

In the Art department you will expect to see the following combination of mechanisms to improve and support the student learner journey through observation, discussion and feedback, review and marking.

### Verbal feedback

- This is the most powerful form of feedback at KS3, KS4 and KS5. It provides a live, constructive and informative dialogue for students and teacher to develop the next steps in the student learning journey towards success. This is a powerful mechanism to support progress and achievement due to the immediacy of this format.
- Teacher modelling and demonstration (live and video based) in every lesson providing guidance for skills, knowledge and understanding. Also contributes towards setting high standards and expectations for all with a teaching to the top approach.
- Feedback will be both direct (targeted to individuals or groups) and indirect (others listen and reflect on what has been said). At times it will be spontaneous and at other times it will be planned based on previous learning and in lesson progress. This will also inform future planning and support.
- In offering verbal feedback, the teacher will be modelling the subject specific vocabulary that students can use to develop their learning journey. This is specifically pertinent to students looking to develop studies at GCSE level and beyond.
- Verbal feedback will be developmental. It will recognise students efforts and achievements and offer specific details of ways forward in relation to the shared learning challenges.

#### **Formal feedback – Key Marked Work or Critiques (written or video based)**

- All projects at KS4 have a detailed project brief. These will be provided to students and attached to sketchbooks as key reference tools for knowledge and reference. These documents provide a strategic and operational overview for students and quality assurance oversight.
- Formal feedback at KS4 and KS5 is a combination of data entry assessment and progress checks with raw assessment objective numbers recorded in sketchbooks and student log books in addition to verbal and video critiques to support progress. As well as this information being recorded on the school Management information systems the department also record this on a Sharepoint tracking spreadsheet. Note, raw score assessment marking is provided at a current and expected guide only and is subject to final marking, examination moderation and national grade boundary setting. Note it is only when a project is completed in full covering the four assessment objectives that an accurate numeric guide can be given.
- In addition to the formal raw data entry whole school requirement the department undertake a number of formal critique reviews at KS4 and KS5 akin to the support and insight given at a college or university. These can take the form of a pre-arranged meeting to review a student's portfolio or a pre-recorded video critique of student work providing detailed feedback and guidance to support progress and attainment. Digital feedback is stored on the schools Microsoft Stream repository and secure in line with GDPR permissions.

## Computer Science

### Understanding the digital world through creativity and coding – a ‘bit’ at a time!

To inspire future generations of creative coders and users in order to be confident, safe and thrive in a global digital economy.

SoL	05CT Sorting and File Manipulation / 05P Risks and Dangers	06CT Decomposition and Use of Turtle / 06P Networks	07CT Programming Review / 07P Embedded System and Networking / 08CT Searching and Trace Tables	08P Environmental & Ethical / 09P Data Representation / 09CT Develop Code and Fix Errors and types of Errors	Exam Practice	
<b>Knowledge CT</b>	Merge sort Reading files String processing Writing files Authentication	Turtle decomposing a big problem Turtle movement and coordinates Turtle pens and colours Turtle fill tools Turtle big problem	Subprograms Local, global Maths, time Problem solving Trace tables Errors Bubble sort Binary search Problem solving	Problem solving Data structures (one-dimensional) Trace tables Errors Problem solving	Exam Preparation	
<b>Knowledge P</b>	Malware & anti-malware Hackers Social engineering Data level protection Robust software	LANs & WANs Networks speed Connectivity Wired v. wireless Network topologies	Embedded systems The Internet of Things Packet switching TCP/IP 1 TCP/IP 2	Bitmaps - understand how image data is stored. Sound – understand how sound is stored. Compression - understand the key principles of lossy and lossless compression.  AI, machine learning & robotics Personal data Privacy & ownership Data protection legislation		
<b>Skills CT</b>	Be able to write a program that uses a	Be able to write a program that utilises a turtle.	Be able to write program that contain sub programs.	Be able to write programs that make appropriate use of primitive data types	Exam Preparation	



	<p>merge sort to find a piece of information.</p> <p>Be able to write programs that read from and write to comma separated value text files.</p> <p>Be able to write programs that implement authentication (ID and password, lookup)</p> <p>Be able to write programs that manipulate strings (length, position, substrings, case conversion)</p>	<p>Be able to write a program that can manipulate a turtle such as defining:</p> <p>Movement Colours Fill Speed.</p> <p>Can decompose a problem into manageable chunks.</p>	<p>Be able to use global and local variables in an appropriate context.</p> <p>Use the Maths and time functions to expand functionality.</p> <p>Can decompose problems into smaller chunks to make them manageable.</p> <p>Can read trace tables.</p> <p>Can understand trace tables and synthesize their use whilst tracing programs to debug and find errors.</p> <p>Can fix errors in computer programs.</p> <p>Be able to apply logical operators (AND, OR NOT) in truth tables with up to three inputs to solve problems.</p> <p>Be able to read, write, analyse, and refine programs written in a high-level programming language.</p> <p>Will be able to write an algorithm for Binary Search</p>	<p>(integer, real, Boolean, char) and one and two-dimensional structured data types (string, array, record)</p> <p>Be able to write programs that accept and respond appropriately to user input.</p> <p>Be able to write programs that use pre-existing (built-in, library) and user-devised subprograms (procedures, functions)</p> <p>Be able to write programs that use logical operators (AND, OR NOT)</p> <p>Be able to write programs that use relational operators (equal to, less than, greater than, not equal to, less than or equal to, greater than or equal to)</p> <p>be able to write programs that use arithmetic operators (addition, subtraction, division, multiplication, modulus, integer division, exponentiation)</p> <p>Be able to write programs that make appropriate use of primitive data types (integer, real, Boolean, char) and one and two-dimensional structured</p>		
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

				data types (string, array, record)		
<b>Skills P</b>	<p>Explain the threat to digital systems posed by malware (viruses, worms, Trojans, ransomware, key loggers) and how hackers exploit technical vulnerabilities (unpatched software, out-of-date anti-malware) and use social engineering to carry out cyberattacks.</p> <p>Discuss what robust software is and methods to achieve this.</p>	<p>Students can describe what a LAN and WAN is. Be able to recognise, discuss and evaluate network topologies (ring, star, mesh and bus).</p> <p>Understand the factors that affect network speeds and calculate download speeds.</p> <p>Explain the benefits and drawbacks of wired and wireless technologies and evaluate them.</p>	<p>Can describe what an embedded system is and explain why they are needed.</p> <p>Can discuss the IOE and characteristics of IOE devices. Explain the benefits to society.</p>	<p>Show how a bitmap image is stored and be able to interpret bitmap data.</p> <p>Be able to show how the relevant sound properties affect the file size (i.e. amplitude, sample rate, bit depth, interval).</p> <p>Be able to complete a compression algorithm e.g., RLE.</p> <p>Explain what AI, machine learning and robots do / are used for.</p> <p>Explain the role of the acceptable use policy and explain the relationship between private data and the use / collection / misuse of such data. Discuss the wider impacts. Explain methods to protect data.</p>		
<b>Assessment KMW</b>	<p>End of topic test (issues – multiple choice)</p> <p>Coding exercise (on screen)</p>	End of topic test (networking)	End of topic assessment	End of topic assessment (on screen)		

## iMedia

### Understanding the digital world through creativity and coding – a ‘bit’ at a time!

To inspire future generations of creative coders and users in order to be confident, safe and thrive in a global digital economy.

SoL	R097	R093
<b>Knowledge</b>	<p>Students will learn about the different multimedia products such as websites, information points, mobiles apps, e-learning products and so on. They will also look at the content used in these products such as images, audio, animation, navigation buttons etc.</p> <p>Students will learn about the devices used to access multimedia products such as computers, games consoles, kiosks, phones along with the different types of interaction such as touch screen, keyboards, voice control.</p> <p>Students will learn about the different features of design such as: GUI, Interface styles, Accessibility, Conventions of interactive digital media</p> <p>Students will learn about devices and software used to create interactive multimedia products.</p> <p>Students will learn what the pre-production documents are that can be used to plan a project such as moodboards, scripts, visualisation diagrams etc.</p> <p>Demonstrate comprehensive understanding of how assets will be used and contribute to the effectiveness of the final product.</p> <p>Students will learn about the different types of assets such as vector and bitmap, audio, video and interactive such as diagrams, buttons, forms and banners.</p> <p>Students will learn how to structure a review of a product and write in detail using P.E.E to expand on detail in their written work.</p> <p>They will show an understanding of areas for improvement and further development.</p>	<p>In this unit students will learn about the sectors, products and job roles that form the media industry. They will learn the legal and ethical issues considered and the processes used to plan and create digital media products. Additionally, they will learn how media codes are used within the creation of media products to convey meaning, create impact, and engage audiences. Students will learn to choose the most appropriate format and properties for different media products. Completing this unit will provide the students with the basic skills for further study or a range of creative job roles within the media industry.</p> <p><b>Students will:</b></p> <p>Know the different sectors that form the media industry and how these are evolving Know the types of products produced by, and used in, different sectors Know that the same product can be used by different sectors.</p> <p>Know how each role contributes to the creation of media products Know the main responsibilities of each role in the creation of media products Know that some job roles are specific to preproduction, production or post-production phases Know that some job roles span multiple production phases Why the size and scale of projects/productions means that individuals may perform more than one role.</p> <p>Know the different purposes of media products How style, content and layout are adapted to meet each purpose.</p> <p><b>Client requirements and how they are defined</b> Know the requirements in client briefs that inform planning. Why requirements in client briefs can constrain planning and production How to interpret requirements in client briefs to generate ideas and plan</p>

		<p>Know the different ways that client briefs are communicated.</p> <p><b>Audience demographics and segmentation</b>          Know the different categories of audience segmentation          Know examples of the way audiences are grouped for each segmentation type.          The reasons for, and benefits of, audience segmentation. How audience characteristics influence the design and production of media products</p> <p><b>Research methods, sources and types of data</b>          The reasons for, and benefits of, conducting research. The advantages and disadvantages of primary and secondary research and data. How research is carried out using different methods and/or sources. The advantages and disadvantages of each primary research method and second research source. The differences between qualitative and quantitative data/information</p> <p>Know the different technical, symbolic, and written codes used to convey meaning, create impact and/ or engage audiences.</p> <p><b>Documents used to design and plan media products</b>          Know the components of workplans          Know the purpose of each document          Know the components and conventions of each document          Know the hardware and software used to create each document          Know the users of each document.</p> <p><b>The legal issues that affect media</b>          The purpose of, and reasons for, each legal consideration. What is required of media producers to comply with each legal consideration. The impact on individuals and media producers of media producers using and publishing inaccurate personal information.</p> <p>Know what is meant by intellectual property. The purpose of, and reasons for, legislation to protect intellectual property. What is required of media producers to respect intellectual property rights. How and when intellectual property can be protected. The implications for media producers of using copyrighted materials without permission.</p> <p><b>Regulation, certification, and classification</b></p>
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p>Know the types of products covered by regulation, certification and classification. The purpose of, and reasons for regulation, certification and classification. Know the roles of regulatory bodies and areas of responsibility. Know examples of the way media products are classified. The impacts of regulation, certification and classification on media production</p> <p><b>Properties and formats of media files</b>          Know what is meant by DPI/PPI. How DPI/PPI relates to resolution and image quality. The relationship between pixel dimensions and quality for different image uses. Know examples of raster/bitmap and vector image files. The properties and limitations of uncompressed and compressed (lossy, lossless) file formats. The properties and limitations of raster/bitmap and vector static image file formats. How file format choice relates to use and context</p> <p><b>Moving Image Files</b>          Know what is meant by frame rate          Know what is meant by SD, HD, UHD, 4K, 8K          How frame rate affects the quality of a product          Know examples of digital video and animation files          The properties and limitations of video and animation file formats. The properties and limitations of uncompressed and compressed (lossy, lossless) file formats. How file format choice relates to use and context</p> <p><b>File compression</b>          Know what is meant by lossy compression. Know what is meant by lossless compression. Why lossy and lossless compression are used</p>
<p><b>Skills</b></p>	<p>Students can apply the knowledge they have learned in the practical assessment opportunities.</p> <p>They will interpret client requirements for a digital multimedia product. They will produce appropriate planning content for the project.</p> <p>Students will create planning documents such as moodboards, wireframe diagrams and storyboards to show the design of the multimedia product.</p>	<p><b>Client requirements and how they are defined.</b>          How to interpret requirements in client briefs to generate ideas and plan</p> <p><b>Audience demographics and segmentation</b>          How audience characteristics influence the design and production of media products.</p> <p><b>Research methods, sources, and types of data</b>          How research is carried out using different methods and/or sources. The advantages and disadvantages of each primary research method and second research source</p>

	<p>Students will learn how to search for assets that are suitable for the digital interactive product. They may search by licence, feature, property, and libraries.</p> <p>Students will source, create and repurpose assets for the digital interactive product in addition to creating the navigation system.</p> <p>Students will source additional footage and other assets for use in a digital video sequence which will then be utilised in a multimedia product.</p> <p>Students will identify appropriate original recorded footage/assets for use in a digital video sequence and or multimedia product. They will import original recorded footage and assets into video editing software and or multimedia product.</p> <p>They <b>may use</b> the software features to produce, edit and enhance a video sequence (e.g., splitting, trimming, and cutting tracks, layering with multiple tracks, sound editing, adding transitions, titles and credits) Student will be able to save a digital video sequence file in a high-quality format appropriate to the software being used and export it in a file format appropriate to be used in the multimedia product.</p> <p>Students will create the interactive digital multimedia product (IDMP) and export it to a suitable format meeting client requirements.</p> <p>Students will be able to test, review and recommend areas of improvement for the digital product.</p> <p>Students will review a digital video sequence against a specific brief and identify areas for improvement and further development.</p>	<p><b>The legal issues that affect media</b> How and when intellectual property can be protected. The implications for media producers of using copyrighted materials without permission.</p> <p><b>Properties and formats of media files</b> How DPI/PPI relates to resolution and image quality. The relationship between pixel dimensions and quality for different image uses. How file format choice relates to use and context</p> <p><b>Moving Image Files</b> How frame rate affects the quality of a product How file format choice relates to use and context</p> <p><b>File compression</b> Why lossy and lossless compression are used</p>
<p><b>Assessment</b></p> <p><b>KMW</b></p>	<p>Interim on-screen assessment.</p> <p>KMP Assessments</p> <p>Final coursework produced for external assessment.</p>	<p>Interim Assessment</p> <p>KMP Assessments</p>

## Computer Science and iMEDIA Assessment and Feedback

For GCSE subjects, in years 10 and 11 students are cumulatively assessed each term with an assessment of exam-style questions covering the topics of that unit or SOL (this should roughly fall in line with the SOL delivery mapped over time). On occasions where timings do not work out correctly, cumulative learning will be assessed to check progress. They may also be tested as well as topics from previous learning in the course. Students then complete review lessons on these in order to look at areas of weakness and to practice questions like those on the examination to demonstrate improvement.

At the end of year 10 and in October and January of year 11 we will assess students using past-examination papers and these will then be reviewed in specific review lessons, using the question-level analysis data to focus on weak areas. Note that sometimes topics that have not been covered will be removed, as this does not provide useful data. Students will review their paper, making corrections and using the review question booklets to demonstrate their improved understanding.

Where coursework or controlled assessment takes place, this will be used as an indicator as to the progress of students – KMW will be assessed and given feedback assuming it does not break coursework or controlled assessment regulations. On occasions, the assessment may be preparation work for a given task.

Marking and feedback is given on a three weekly cycle and is based on either a teacher checking basis or more in depth analysis. Common errors and misconceptions will be addressed and further opportunities to consolidate new understanding are given immediately as part of the whole class task review. This will range from individual checking to more generic class wide checking / sampling / feedback. This also includes Key Marked Work feedback.

Verbal and written comments may be used informally throughout lessons in mini plenaries and to review learning. This will include peer feedback & self-reflection.

Work completed in lessons will be self/peer/teacher marked to support student progress

Responses will be written in red pen and are an opportunity for the students to show further understanding of the topic studied. These mastery questions can allow an opportunity for whole class/self/peer/teacher assessment and feedback.

## GCSE Business

SoL	Unit 1 – The marketing mix, the role of human resources, organisational structures and different ways of working Unit 2 – Sources of finance, breakeven, cashflow	Unit 1 – Communication in business, recruitment and selection Unit 2 – Ethical considerations and their impact on businesses, environmental considerations and their impact on businesses	Unit 1 – Motivation and retention, training and development Unit 2 – The economic climate and its impact on businesses, the concept of globalisation	Unit 1 – Employment law Unit 2 – The interdependent nature of business	Revision	
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• The ‘four Ps’ of the marketing mix and their importance</li> <li>• How the four Ps of the marketing mix work together</li> <li>• The use of the marketing mix to inform and implement business decisions</li> <li>• Interpretation of market data</li> <li>• The purpose of human resources in business</li> <li>• Different organisational structures</li> <li>• The terminology of organisation charts</li> <li>• Why businesses have different organisational structures</li> <li>• Ways of working</li> </ul>	<ul style="list-style-type: none"> <li>• Ways of communicating in a business context</li> <li>• The importance of business communications</li> <li>• The influence of digital communication on business activity</li> <li>• Why businesses recruit</li> <li>• The use of different recruitment methods to meet different business needs</li> <li>• Methods of selection</li> <li>• Ethical considerations and their impact on businesses</li> <li>• Environmental considerations and their impact on businesses</li> </ul>	<ul style="list-style-type: none"> <li>• Financial methods of motivation</li> <li>• Non-financial methods of motivation</li> <li>• The importance of employee motivation</li> <li>• The importance of employee retention</li> <li>• Different training methods</li> <li>• Why businesses train their workers</li> <li>• Staff development</li> <li>• The benefits to employees and businesses of staff development</li> <li>• The economic climate and its impact on businesses</li> <li>• The concept of globalisation</li> <li>• The impact of globalisation on businesses</li> </ul>	<ul style="list-style-type: none"> <li>• The impact of current legislation on recruitment and employment</li> <li>• The interdependent nature of business operations, finance, marketing and human resources within a business context</li> <li>• How these interdependencies underpin business decision making</li> <li>• The impact of risk and reward on business activity</li> <li>• The use of financial information in measuring and understanding business performance and decision making.</li> </ul>	Revision and Exam Preparation	



	<ul style="list-style-type: none"> <li>• The reasons businesses need finance</li> <li>• Ways of raising finance</li> <li>• How and why different sources of finance are suitable for new and established businesses</li> <li>• The concept of break-even</li> <li>• Simple calculation of break-even quantity</li> <li>• The usefulness of break-even in business decision-making</li> <li>• The importance of cash to a business</li> <li>• The difference between cash and profit</li> <li>• The usefulness of cash flow forecasting to a business</li> <li>• Completion of cash flow forecasts</li> </ul>					
<b>Skills</b>	Application of knowledge in context. Analysis in context of an identified business. Evaluation and appropriate recommendation.					
<b>Assessment KMW</b>	Half termly assessments covering units 1 and 2					

## TRAVEL AND TOURISM

SoL	Unit 1 (resit – see Y10) Unit 3 The UK Travel and tourism sector and customer experience	Unit 3 The Travel and tourism customer experience	Unit 5 Factors affecting World Wide Travel and Tourism
<b>Knowledge</b>	<p>Know the main aims of customer service for travel and tourism organisations.</p> <p>Understand how these customer service aims relate to the size and type of the organisation.</p> <p>Understand how travel and tourism organisations meet and respond to the needs of different customer types, including internal and external customers understand how organisations meet and exceed customer expectations.</p>	<p>Understand the skills needed to deliver customer service.</p> <p>Compare the skills required by different types of travel and tourism organisations</p> <p>Understand and assess the impact of excellent and poor customer service on travel and tourism organisations, including the effects of customer service on internal and external customers</p>	<p>Understand how different climatic conditions and seasonal variations can affect the appeal of European and worldwide travel destinations, including potential effects on travel to destinations</p> <p>Know the different time zones</p> <p>Understand how time zones can affect visitors' health</p> <p>Understand the importance of and reasons for entry and exit requirements. They will consider health risks, precautions and emergency situations that affect/have affected different destinations</p>
<b>Skills</b>	<b>Pass:</b> Describe the main aims of customer service for different	<b>Pass:</b> Explain customer service skills relevant to two travel and tourism organisations	Compare and contrast the different climatic conditions and seasonal variations and consider their effect on different destinations and their visitors.

	<p>travel and tourism organisations</p> <p>Explain the needs of three customer types and how they are met</p> <p><b>Merit</b> Explain, using relevant examples, how the main aims of customer service for different travel and tourism organisations</p> <p><b>Distinction:</b> Compare and contrast the main customer service aims for different travel and tourism organisations Evaluate the success of different travel and tourism organisations in recognising, meeting and exceeding external customer needs</p>	<p>Assess the impact of excellent and poor customer service on travel and tourism organisations</p> <p>Recommend and justify improvements to poor customer service for one travel and tourism organisation</p> <p><b>Merit:</b> Compare customer service skills relevant to two travel and tourism organisations</p> <p><b>Distinction:</b> Compare, using relevant examples, the impacts of excellent and poor customer service on two travel and tourism organisations</p>	<p>Accurately calculate worldwide time differences</p> <p>Assess short and long-term effects of these factors on destinations and their visitors</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------

<b>Assessment KMW</b>	<ul style="list-style-type: none"> <li>- Unit 1 The UK Travel and Tourism Sector mock exam (AT1).</li> <li>- Unit 2 UK Travel and Tourism Destinations completed assignments (AT1).</li> </ul>	<ul style="list-style-type: none"> <li>- Unit 3 The Travel and Tourism Customer Experience completed assignments (AT2).</li> <li>- Unit 1 The UK Travel and Tourism Sector exam (January 2023).</li> </ul>	<ul style="list-style-type: none"> <li>- Unit 5 Factors affecting Worldwide Travel and Tourism completed assignments (SpT1).</li> <li>- Unit 5 Factors affecting Worldwide Travel and Tourism completed assignments (SpT2). <i>Any outstanding assignments to be completed during Summer Term 1.</i></li> </ul>
-----------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### **Business/ Travel & Tourism Assessment and Feedback**

Students are regularly tested on their factual recall through low stakes assessments that are planned to take account of the research around spaced learning. Factual low stakes tests along with interactive recall quizzes such as Kahoot and Spiral are a regular feature in lessons. Due to the nature of the subject a lot of assessment during lessons happens using targeted questioning and this enables students to get instant feedback, it also allows all students to benefit from the feedback given to an individual.

From September 2021 we have introduced an assessed piece as part of our home learning cycle. This big question style task will be set every three weeks and collected by staff and marked. The focus/ assessment objectives for these questions will vary over the course of the year. Timely feedback, which the students respond to, will then be provided to support students in addressing weaknesses before their next summative assessment.

Results for home learning are kept on centralised department spreadsheets and it is the class teacher's responsibility to ensure that these are up to date.

Students are assessed summatively at the end of each half term. These assessments are written questions and are cumulative in nature so that students are regularly reviewing their understanding of previously taught content. Students sit an assessment with each teacher. The timing of the exams are staggered to ensure that marking workload does not become a barrier to high quality classroom lessons. Notice of these assessments is sent out to parents along with a revision checklist.

Once all data has been collected we meet as a team to analyse common strengths and weaknesses. Most common weaknesses are addressed through retrieval practice and reteaching with individuals being sign posted to extra support.

Results for summative assessments are kept on centralised department spreadsheets and it is the class teacher's responsibility to ensure that these are up to date.

For units that are assessed through coursework there may need to be adaptations made to the assessment schedule to accommodate the deadlines and demands of these elements. Coursework will primarily be submitted on One Drive/ Teams and where students need support/ fail to meet a deadline they will be strongly encouraged to attend a support clinic.

## PERFORMING ARTS

### Tell the story - step into someone else's shoes

To inspire students to step with confidence. Work with others, be creative, imaginative and reach for the stars!

SoL	Practice exam for component 3	Component 3 Externally set exam task	
<b>Knowledge</b>	<p>By the end of the unit students will:</p> <ul style="list-style-type: none"> <li>Know the exam requirements and aims</li> <li>Understand the stimulus provided by the teacher (Mock) and exam board (exam)</li> <li>Know how to research using the internet</li> <li>Know the importance of staying focused and collaborating with others creatively</li> <li>Know how to write up notes into extended writing</li> <li>Know how to follow the process of putting on a performance</li> </ul>	Final exam and completion of coursework	
<b>Skills</b>	<p>Students will mainly participate in collaborative creative work, developing their ability to work as a part of a focussed group as well as individually contributing to the creation of a workshop performance. Evaluation activities through group discussion and feedback on performance work will aid the development of analysis and evaluative skills. Students will practice taking notes after acting tasks and prepare them for the final supervised assessment. Students will experience mini assessments throughout the delivery of this component. This may be short written tasks where students translate their notes into prose, building up to the one hour set aside for each activity (Activity 1 and Activity 2). The development of a longer performance piece focused on answering an assessment task brief will enable students to experience the whole process including the three written activities in both supported and supervised conditions in preparation for the final assessment.</p>	Final exam and completion of coursework	
<b>Assessment KMW</b>	<ul style="list-style-type: none"> <li>Understand how to respond to a brief</li> <li>Select and develop skills and techniques in response to a brief</li> <li>Apply skills and techniques in a workshop performance in response to a brief</li> <li>Evaluate the development process and outcome in response to a brief</li> </ul>	Externally assessed	

## **Drama and Performing Arts Assessment and Feedback**

In year 11 students all work is assessed against BTEC standards, grade descriptors and assessment objectives. For the assessment of Component 3 previous assessment briefs are used. Students will receive feedback during key moments in their rehearsals which shows their progress against these objectives. The finished performance will be marked against these objectives too.

The students are assessed on their knowledge and understanding of the Performing Arts and their ability to put together a devised performance based on a brief set by the exam board. This work is performed to an audience, recorded, and finally marked externally. In year 11 much of the teaching time is spend on external assessment of a devised performance and coursework.

Written tasks reflect on the students understanding and knowledge gained throughout the unit. This will be 'checked' work with a simple comment and a mark reflected on the assessment criteria.

Verbal praise and feedback will be given every lesson in response to practical work and this can be in the form of teacher observations or peer assessment.

## GEOGRAPHY

### Place Matters – Without Geography you are nowhere

To inspire a curiosity about the changing world in which we live. Place Matters. Geography is engaging, interesting, relevant and dynamic.  
You will be challenged to think creatively and sustainably in order to address and solve world issues.

SoL	Urban issues and challenges	Changing Economic World	Resource Management and Paper 3
<b>Knowledge</b>	<p>The urban world</p> <ul style="list-style-type: none"> <li>• A growing percentage of the world's population live in urban areas</li> <li>• Urban growth creates opportunities and challenges for LIC and NEE countries – Rio de Janeiro, Brazil example</li> </ul> <p>Urban change in the UK</p> <ul style="list-style-type: none"> <li>• Urban change in UK cities leads to a range of social, economic and environmental opportunities and challenges – London example</li> </ul> <p>Sustainable urban development</p> <ul style="list-style-type: none"> <li>• Urban sustainability requires management of resources and transport</li> </ul>	<p>The development gap</p> <ul style="list-style-type: none"> <li>• Global variations in economic development and quality of life</li> <li>• A range of strategies exist for reducing the global development gap</li> </ul> <p>Case study: Nigeria, a NEE</p> <ul style="list-style-type: none"> <li>• Nigeria is experiencing rapid economic development which leads to social, environmental and cultural change</li> </ul> <p>The changing UK economy</p> <ul style="list-style-type: none"> <li>• Major changes in the UK economy have affected employment patterns and regional growth and will continue to do so in the future</li> </ul>	<p>Resource management</p> <ul style="list-style-type: none"> <li>• Food, water and energy are fundamental to human development</li> <li>• The changing demand and provision of resources in the UK creates opportunities and challenges</li> </ul> <p>Energy management</p> <ul style="list-style-type: none"> <li>• Demand for energy resources is rising globally but supplies can be insecure, creating conflict</li> <li>• Different strategies can be used to increase energy supply – Amazon gas and Tung-Kabri, Kenya examples</li> </ul> <p>Paper 3</p> <ul style="list-style-type: none"> <li>• Theoretical fieldwork techniques and purpose</li> <li>• Preparation for the synoptic decision making exercise</li> </ul>
<b>Skills</b>	<p>Using data and interpreting maps</p> <p>Describing trends</p> <p>Using photographs</p> <p>Using graphs</p>	<p>Comparing countries using measures of development</p> <p>Interpreting population pyramids</p> <p>Using data and describing patterns of distribution on maps</p>	<p>Describing patterns of distribution</p> <p>Using data and graphs</p>

<b>Assessment KMW</b>	Autumn Term 1 – Urban 1 exam. Autumn Term 2 – Urban 2 exam.	Spring Term 1 – Economic World 1 exam. Spring Term 2 – Economic World 2 exam.	Summer Term 1 – Paper 3 exam.
---------------------------	----------------------------------------------------------------	----------------------------------------------------------------------------------	-------------------------------

### Geography Assessment and Feedback

Year 10 GCSE (Physical Paper 1) – Students will complete three units (Hazards, Living World, UK Landscapes – one per term). There will be two formal GCSE PPQ exams for each topic (mid and end of unit). These will be teacher-marked in detail and feed-forward MRI will take place after each assessment. All lessons follow the same structure – class work will be teacher, peer and self-assessed where appropriate. Homework tasks will be weekly GCSE questions set for the current unit of study and they will be teacher assessed using teacher, peer and self-assessment (appropriate). Students will also complete a Y10 Exam (testing all topics from Y10).

Year 11 GCSE (Human Paper 1) – Students will complete three units (Urban, Economic World, Resources – one per term). There will be two formal GCSE PPQ exams for each topic (mid and end of unit). These will be teacher-marked in detail and feed-forward MRI will take place after each assessment. All lessons follow the same structure – class work will be teacher, peer and self-assessed where appropriate. Homework tasks will be weekly GCSE questions set for the current unit of study and they will be teacher assessed using teacher, peer and self-assessment (appropriate). Students will also complete a Y11 Exam (testing all topics from Y11).

- Class work will be briefly checked by the teacher (ticks only).
- Extended tasks may include teacher WWW/TIF comments if appropriate.
- Homework will be effort-marked (1-5) and will include an overall WWW/TIF comment.



## HISTORY

### Bringing the past to life.

To inspire and ignite a passion for who we are and where we came from. To promote curiosity and understanding of events of the past.

SoL	Paper 2: Superpower relations and the Cold War 1941-91: Origins of the Cold War & Cold War crises	Cold War: The end of the Cold War Paper 3: USA Civil Rights, 1954 – 60	Civil Rights: protest, Progress and radicalism 1960-75 US involvement in the Vietnam war 1954 – 1975	Reactions to ISW involvement in the Vietnam War	Revision	
<b>Knowledge</b>	<p>End of WWII The alliances: Tehran, Yalta &amp; Potsdam</p> <p>Ideological differences between USA &amp; USSR and personalities of leaders: Stalin, Churchill and Truman</p> <p>Impact of development of the atomic bomb on US – Soviet relations</p> <p>Truman Doctrine, Cominform, Comecon and the formation of NATO</p> <p>The Division of Berlin</p> <p>The Arms Race, Warsaw Pact, Hungarian uprising</p>	<p>Détente and the Helsinki Accords</p> <p>Carter Doctrine and the Olympic boycotts</p> <p>Soviet invasion of Afghanistan</p> <p>The Second Cold War and SDI</p> <p>Roles of Reagan and Gorbachev in ending the Cold War</p> <p>INF treaty</p> <p>Glasnost and Perestroika</p> <p>Fall of the Berlin Wall and the End of the Cold War</p> <p>Civil Rights Groups Brown vs Topeka Little Rock</p>	<p>Greensboro Sit Ins Freedom Rides Birmingham Freedom Summer March on Washington Selma USA Legislation Malcolm X Black Power &amp; Black Panthers 1960s Riots &amp; Kerner Report King’s Campaign in the North King’s Assassination</p> <p>Growth of Opposition My Lai Massacre Kent State Shooting Support for the War Peace Negotiations Cost of the War Why did the USA fail in Vietnam</p>	<p>Dien Bien Phu Geneva Accords Reasons USA became involved Kennedy &amp; the Strategic Hamlet Program Escalation under Johnson Gulf of Tonkin Vietcong Tactics US Tactics Tet Offensive Changes under Nixon Nixon expands the war &amp; Vietnamisation</p>	Exam preparation and Revision	

	<p>and the Soviet invasion of Hungary</p> <p>The Berlin ultimatum 1958, the Geneva Summit &amp; the construction of the Berlin Wall</p> <p>The Cuban Revolution and the Missile Crisis</p> <p>The Brezhnev Doctrine &amp; The Prague Spring</p> <p>Impact of the Berlin Wall on international Relations, and consequences of the Cuban Missile Crisis</p> <p>Nuclear Peace treaties</p>	<p>Montgomery Bus Boycott</p> <p>KKK, Dixiecrats and WCC</p> <p>Emmett Till</p>				
<b>Skills</b>	<p>Explanation, Description (narrative account), selection and deployment of precise knowledge</p>	<p>Explanation, Description (narrative account), selection and deployment of precise knowledge</p> <p>Inference Explanation Utility Interpretation Analysis Evaluation</p>	<p>Inference Explanation Utility Interpretation Analysis Evaluation</p>	<p>Inference Explanation Utility Interpretation Analysis Evaluation</p>	<p>Exam preparation and Revision</p>	

<b>Assessment KMW</b>	<ul style="list-style-type: none"> <li>• Explain</li> <li>• Narrative analysis</li> <li>• Explain the importance of</li> </ul> <p>End of unit examination following Paper 2 style questions</p>	<ul style="list-style-type: none"> <li>• Explain</li> <li>• Narrative analysis</li> <li>• Explain the importance of</li> </ul> <p>End of unit examination following Paper 2 style questions</p>	<ul style="list-style-type: none"> <li>• Source inference and utility</li> <li>• Explain</li> <li>• Historians' interpretations</li> </ul> <p>Development of Civil Rights movement</p> <p>Origins and reaction to the US involvement in Vietnam</p>			
---------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

### History Assessment and Feedback

Students are formatively assessed throughout each topic using Low Stakes Tests and Assessment for Learning strategies. These are then peer-assessed/self-assessed these will provide useful to look at strengths and weakness in their exercise books to inform teacher judgement for data trawls.

In Years 10 and 11 students are cumulatively assessed each term with an assessment of exam-style questions covering the topics of that term. Students then complete review lessons on these in order to look at areas of weakness and to practice questions like those on the examination to demonstrate improvement.

At the end of Year 10 and in October and January of Year 11 we will assess students using part sets of past-examination papers and these will then be reviewed in specific review lessons, using the success criteria and mark schemes to focus on weak areas. Students will review their paper, making corrections and using the guidance provided by teacher and example answers to demonstrate their improved understanding.

Tracker sheets will be placed at the front of exercise books and will be completed after each Key Marked Piece.

Marking and feedback will be given on a regular basis. Work completed in lessons will be check marked, although not all work need be checked. Verbal feedback will be used regularly to give immediate feedback, this will most likely be in the form of whole class feedback. Opportunities to undertake self and peer assessment can be used when it is beneficial to do so. Feed forward in the form of TIF questions will be used to encourage students to improve their understanding. LST will be used to embed long term memory skills.

Where PPEs are a substantial number of exam questions they will count for 2 KMW. Department WWW/TIF statements will be utilised to give specific feedback alongside an individual WWW and TIF comment. TIF would most likely come in the form of a question for students to answer as part of their 'My Response Is'.

## FRENCH

### Learn a language. Stand out!

To inspire a passion for and create awareness of different cultures. To develop resilience, confidence and courage and enable you to stand out from the crowd and to embrace difference.

SoL	Jobs and Careers	Social and Global Issues	Module 1-4 Exam Skills	Module 5-8 Exam Skills		
<b>Knowledge</b>	Talking about jobs Discussing work preferences Talking about plans, hopes and wishes Talking about how you earn money Discussing work experience	Talking about what makes you tick and what concerns you. Discussing the weather and natural disasters Talking about protecting the environment Discussing ethical shopping Talking about volunteering Discussing big events	Talking about family, friends and relationships. Making arrangements to go out. Talking about someone I admire. Talking about leisure time activities. Talking about food preferences. Describe what clothes I wear. Describe my daily routine. Use subject specific vocabulary for shops. Talk about traditions and festivals in France. Describe family celebrations.	Describing holidays Ordering food and drink in a restaurant. Talking about school Give a range of views on how to live healthily. Talk about vices and give advice. Talking about jobs Talking about plans, hopes and wishes Talking about how you earn money Discussing work experience Discussing the weather and natural disasters Talking about protecting the environment Discussing ethical shopping Talking about volunteering Discussing big events	Exam preparation and Revision	
<b>Skills</b>	Using the conditional	More on the simple future tense.	Listening for gist. Listening for detail. Listening for distractors	Listening for gist. Listening for detail. Listening for distractors	Exam preparation and Revision	

	<p>Understanding the simple future tense ('will' or 'shall')</p> <p>Using the present, perfect and conditional</p> <p>Using the perfect and imperfect tenses</p> <p>Exam reading and listening practice</p>	<p>Using on doit and on peut + the infinitive</p> <p>Understanding the passive</p> <p>Using emphatic pronouns.</p> <p>Using three time frames.</p>	<p>Preparing a role-play.</p> <p>Describing a photo card.</p> <p>Answering follow up questions in three tenses.</p> <p>Preparing for the general conversation.</p> <p>Strategies for spontaneity.</p> <p>Reading for gist.</p> <p>Reading for detail.</p> <p>Looking for distractors.</p> <p>Translation into English</p> <p>Writing about a photo.</p> <p>Answering the 40 word question.</p> <p>Answering the 90 word question.</p> <p>Answering the 150 word question.</p> <p>Translation into French</p>	<p>Preparing a role-play.</p> <p>Describing a photo card.</p> <p>Answering follow up questions in three tenses.</p> <p>Preparing for the general conversation.</p> <p>Strategies for spontaneity.</p> <p>Reading for gist.</p> <p>Reading for detail.</p> <p>Looking for distractors.</p> <p>Translation into English</p> <p>Writing about a photo.</p> <p>Answering the 40 word question.</p> <p>Answering the 90 word question.</p> <p>Answering the 150 word question.</p> <p>Translation into French</p>		
<b>Assessment KMW</b>	Listening and Reading Past Paper	Writing Past Paper	Listening, Reading and Writing Past Paper	Mock Speaking Exam		

## SPANISH

### Learn a language. Stand out!

To inspire a passion for and create awareness of different cultures. To develop resilience, confidence and courage and enable you to stand out from the crowd and to embrace difference.

SoL	Jobs and Careers	Social and Global Issues	Module 1-4 Exam Skills	Module 5-8 Exam Skills	Revision	
<b>Knowledge</b>	Talking about different jobs Discussing job preferences Talking about how you earn money Talking about work experience Talking about languages and travel Applying for a summer job Discussing plans for the future	Talking about healthy eating Discussing diet related problems Considering global issues. Talking about local actions. Giving details about environmental problems Talking about international sporting events	Discussing holiday activities. Talking about holiday preferences. Booking accommodation and dealing with problems Giving opinions about school subjects Describing school uniform and the school day Describing your school Talking about school rules and problems Talking about socialising and family Describing people Using adjectival agreement Talking about social networks Talking about free-time activities Talking about TV programmes and films Talking about what you usually do Talking about sports	Talking about places in a town. Talking about shops Describing a region. Shopping for clothes Talking about problems in a town Describing mealtimes Talking about daily routine Comparing festivals Ordering in a restaurant Talking about jobs Talking about work experience. Applying for a summer job. Talking about healthy eating Discussing diet related problems. Considering global issues. Talking about local actions. Giving details about environmental problems.	Exam preparation and Revision	

				Talking about international sporting events.		
<b>Skills</b>	<p>Using verbs followed by the infinitive</p> <p>Words with more than one meaning</p> <p>Using the preterite and imperfect together</p> <p>Extending your answers when speaking</p> <p>Using lo + adjective</p> <p>Using the 24-hour clock</p> <p>Revising the perfect tense</p> <p>Writing a formal letter</p> <p>Using different ways to express future plans</p> <p>Using 'if' clauses</p>	<p>Using the superlative</p> <p>Listening for high numbers</p> <p>Using 'se debería'</p> <p>Using synonyms</p> <p>Understanding different tenses</p> <p>Giving extended reasons</p> <p>Using verbs in the third person plural</p> <p>Understanding equivalent expressions</p>	<p>Listening for gist.</p> <p>Listening for detail.</p> <p>Listening for distractors</p> <p>Preparing a role-play.</p> <p>Describing a photo card.</p> <p>Answering follow up questions in three tenses.</p> <p>Preparing for the general conversation.</p> <p>Strategies for spontaneity.</p> <p>Reading for gist.</p> <p>Reading for detail.</p> <p>Looking for distractors.</p> <p>Translation into English</p> <p>Writing about a photo.</p> <p>Answering the 40 word question.</p> <p>Answering the 90 word question.</p> <p>Answering the 150 word question.</p> <p>Translation into Spanish</p>	<p>Listening for gist.</p> <p>Listening for detail.</p> <p>Listening for distractors</p> <p>Preparing a role-play.</p> <p>Describing a photo card.</p> <p>Answering follow up questions in three tenses.</p> <p>Preparing for the general conversation.</p> <p>Strategies for spontaneity.</p> <p>Reading for gist.</p> <p>Reading for detail.</p> <p>Looking for distractors.</p> <p>Translation into English</p> <p>Writing about a photo.</p> <p>Answering the 40 word question.</p> <p>Answering the 90 word question.</p> <p>Answering the 150 word question.</p> <p>Translation into Spanish</p>	Exam preparation and Revision	
<b>Assessment KMW</b>	Listening and Reading Past Paper	Writing Past Paper	Listening, Reading and Writing Past Paper	Mock Speaking Exam		

## JAPANESE

### Learn a language. Stand out!

To inspire a passion for and create awareness of different cultures. To develop resilience, confidence and courage and enable you to stand out from the crowd and to embrace difference.

SoL	Loca, area, holiday & travel	International & global dimension	International & global direction	Future aspirations, study and work	Revision	
<b>Knowledge</b>	Places to see, Things to do – verbs Destinations Experiences & preferences. Geography of Japan. Weather	Environmental issues Being green at home. Being green in community. Access to natural resources.	International sports events. International music events. International campaigns Good causes  Question words & ka/mo, etc.	Jobs and professions. Further study Training Volunteering Employment Forming relationships Travel	Exam preparation and Revision	
<b>Skills</b>	Review of GCSE complex sentences Translation based on unit2. Short essay writing Understanding gist and detail from written information. Listening for gist and detail in holiday plans. Listening for detail in a weather forecast. Kanji/vocab. Related to this theme.	Nai form & ta-from review. Writing a message to encourage green habits. Listening for gist and detail about environmental protection. Reading for detail in a passage about the environment. Speaking presentation Kanji/Vocab. Related to this theme.	Using “ni” for purpose Using “mou, mada” + negative forms. Kanji/ vocab. Related to this theme. Speaking practice	I adjective conjugations Na adjective conjugations. Listening/reading for gist and details in a conversation in an interview. Producing an eextnded piece of writing about future travel plans.	Exam preparation and Revision	
<b>Assessment KMW</b>	Listening and Reading Past Paper	Writing Past Paper	Listening, Reading and Writing Past Paper	Mock Speaking Exam		



## **MFL Assessment and Feedback**

In year 10 and 11 there is a continual assessment approach. Students can expect vocabulary testing most weeks of the term. Students will be given a list of the key vocabulary and chunks/phrases for each topic to be covered during a specific half term and to support memory learning, regular testing of this vocabulary/chunks will be carried out. The number of words and complexity of phrasing will be differentiated to reflect foundation and higher learning.

In addition at the end of each half term there will be a cumulative assessment based on one of the 4 key skills that are assessed at GCSE namely: listening, reading, writing or speaking. We test these in rotation to ensure a good coverage of each skill. They will be tested using past paper questions from the exam board used at Wolfreton for MFL (AQA)

Feedback is typically given using a whole class feedback sheet picking out the main strengths and weaknesses of the class. Praise is given to good pieces of work and there is sharing of good practice. Common errors are worked on. Students may have to resit a particular aspect of the test if the score is not close to the student's target. Students will also receive individual feedback in terms of scores for comprehension tasks and a GCSE grade. For writing and speaking students will receive several comments in terms of strengths and weaknesses.

Currently students sit PPE exams, one before Christmas, the other February and this provides an excellent opportunity to measure the progress of the student and provide detailed feedback for reading, listening and writing. The PPE uses past papers. A speaking PPE takes place at the end of year 10 and later in year 11 (March time) to prepare students for the oral and to develop techniques to ensure success. Typically this takes place with the student's regular teacher.

### **Books**

- Regularly checked (expectation every 2/3 weeks)

To include, ticks, simple corrections, stickers/stamps, if felt appropriate www/TIF but does not need to be routine. MRI in red pen can be used but again does not need to be routine, Praise, challenging presentation issues.

### **Listening and reading**

- Students can self/peer assess for immediate feedback and to obtain the final grade//outcome.
- Teacher to collect in Key Marked Work to check accuracy of marking, record the outcome and to provide feedback on common vocab/technique errors. Students are expected to review and learn vocabulary not known. There may be certain questions that the class have struggled with so these need to be addressed as part of MRI/corrections.
- A retest of any unknown vocabulary should then take place to consolidate the learning. An optional suggestion is to use a whole class feedback sheet.
- There should be a brief teacher comment on each piece e.g. a fabulous test, well done.

### **Writing and speaking**

- Teacher is to annotate work, highlighting common errors that students are expected to correct in red pen.
- Departmental whole class feedback sheets are recommended so teacher can comment on common errors and also share examples of good practice from certain students.

Students are to complete a full MRI on this feedback – correcting errors and trying out a new idea to help them make progress next time.

## MUSIC GCSE

### Where words fail, music speaks

To promote positivity, self-confidence, self-worth and community. To foster a life-long interest and awareness of different types of music. To develop a learning of the world around you, through music, which is found in every culture across the world.

SoL	Composition 1	Composition 2 Brief	Performance solo and ensemble Composition 1 and 2 finished	Prep for listening, completion of NEA	Listening Prep	
<b>Knowledge</b>	Constructing chords Constructing scales An understanding of the musical elements Common features/understanding of musical style Compose and develop musical ideas with technical control and coherence.		Perform with technical control, expression and interpretation. Accuracy – in terms of pitch and rhythm – fluency. Interpretation – Style – shaping and musicality.	Timeline of western classical 1450 to 1900 Key composers and features of Baroque, classical, romantic and modern orchestral music Evolution of the orchestra Musical notation Musical form and structure Mozart clarinet concerto set work – detailed knowledge for exam series. The Coronation Anthems and Oratorios of Handel. • The Orchestra Music of Haydn, Mozart and Beethoven. • The piano music of Chopin and Schumann. • The Requiem of the late Romantic period. The orchestral music of Copland • British music of Arnold, Britten, Maxwell-Davies and Tavener • The orchestral music of Zoltán Kodály and Béla Bartók • Minimalist music of John Adams, Steve Reich and Terry Riley. DR DMITH elements of each style.		
				Timeline of popular music 1950-present Key performers/groups and features of the music of Broadway, rock music of 1960's and 70's, Blues, Film and computer game music from 1990 and popular music from 1990s to present. Blues music from 1920–1950 • Fusion music incorporating African and/or Caribbean music •		

			Contemporary Latin music • Contemporary Folk music of the British Isles. Paul Simon Graceland Album Study pieces: Call Me Al, Graceland and Diamonds on the soles of her shoes.  DR DMITH elements of each style.	
<b>Skills</b>	Creating Chord Progressions Creating Melodic Ideas Creating Rhythmic Ideas Developing musical elements creatively  Compose and develop musical ideas with technical control and coherence.	Perform with technical control, expression and interpretation.	Critical listening Comparative Writing Demonstrate and apply musical knowledge. Unfamiliar and Familiar Listening Dictation	
<b>Assessment KMW</b>	Composition 1 and 2	Solo and ensemble performance	Listening Assessment	

## Music Assessment and Feedback

### GCSE Rationale

Feedback and assessments are vital parts of the music curriculum. It is within the nature of music that the majority of feedback in the practical nature of the subject, will be verbal.

Feedback will 'tackle' the main areas of the GCSE Music Course of Performing, Composing and Listening/Understanding.

The majority of feedback is verbal, however a combination of 'real' candidate record forms' and generic music marking templates will be used for Key Marked work. MRI response and teacher strength are included in Music Template.

Work is marked with GCSE grades, building an overall picture of overall outcome, between the three main strands.

The purpose of our Marking.

- To give students the criteria to meet the next step in their learning, at whatever level this may be
- To ensure that students are made aware of their success, at an GCSE level.
- To assess whether learning outcomes have been met

- To celebrate success
- To develop self-esteem and confidence
- To develop resilience to constructive criticism
- To establish what skills and knowledge do students have

Whereas the frequency of KMW at KS3 is around once per half term, GCSE music is more fluid as there are often longer-term projects. In Y11, for example, 2 performances, 2 compositions and a PPE KMW are completed between the short period of October to February, though students have been working on the work for a much longer period of time.

### **Expect to see**

In the Music department you will expect to see the following combination of mechanisms to improve and support the pupil learner journey through practical work in a combination of individual, paired and group settings. Students will be working in a busy, work focused practical environment. Students will often work on a more individual basis in practice rooms, building their improvement of composition or performance over a period of time.

### **Verbal feedback**

- Is the most regular and interactive form of feedback at both KS3, KS4 and KS5. It provides a live, constructive and informative process for students to develop the next steps in their learning journey towards success. This is a powerful mechanism to support progress and achievement due to the immediacy of this format. This 'live feedback is the most important to the Music Department. Giving feedback to 'live music', which happens in a set period of time, requires immediate response.
- Teacher modelling and demonstrating in most lessons providing guidance for skills, knowledge and understanding. Also contributes towards setting high standards and expectations. Starters of lessons will often focus on a listening starter, in order to keep the strand going through the course, whilst students are working on 'longer' composition/performance tasks in the main lesson.
- It will be both direct (targeted to individuals or groups) and indirect (others listen and reflect on what has been said). At times it will be spontaneous and at other times it will be planned based on previous learning and in lesson progress.
- In offering verbal feedback, the teacher will be modelling the subject specific vocabulary that students can use to develop their learning journey. This is specifically pertinent to students looking to develop studies at GCSE level and beyond.
- Verbal feedback will be developmental. It will recognise students' efforts and achievements and offer specific details of ways forward in relation to the shared learning objectives.

### **Written feedback – Key Marked Work**

As previously touched upon:

The majority of feedback is verbal, however a combination of 'real' candidate record forms' and generic music marking templates will be used for Key Marked work. MRI response and teacher strength are included in Music Template.

Work is marked with GCSE grades, building an overall picture of overall outcome, between the three main strands.

### **Home Learning**

This will mainly be practice time, in building towards the final performance.

## PHYSICAL EDUCATION CORE

### Fitter, healthier, happier

Physical Education inspires lifelong enjoyment and understanding of a range of sporting physical activities developing well-being, independence, confidence and collaborative skills.

SoL	Football	Rugby	Hockey	Netball	Badminton	Team Games
<b>Knowledge</b>	<p>Skills: How to perform techniques for core and advanced skills (Elite performers)</p> <p>Tactical: Positions and formations. Offensive tactics such as playing direct, possession football, wing play etc. Defensive tactics such as high press, offside trap, zonal and man to man marking. Decision Making: When to pass, dribble shoot etc. When to tackle and when to jockey. Adapting playing style depending on the game situation. Theory Components of fitness (10 components OCR) Warm up / cool down (Pulse raiser, Mobility, Stretching, Dynamic movements) Training principles E.g. Specificity, Progression, Overload</p>	<p><u>Skills:</u> How to perform techniques for core and advanced skills (Elite performers)</p> <p><u>Tactical:</u> Positions and formations. Offensive tactics. Defensive tactics</p> <p><u>Decision Making:</u> When to pass, run, kick etc. Timing of the tackle Adapting playing style depending on the game situation.</p> <p><u>Theory</u> Components of fitness (10 components OCR) Warm up / cool down (Pulse raiser, Mobility, Stretching, Dynamic movements) Training principles E.g. Specificity, Progression, Overload (reference to FITT), reversibility. Movement analysis.</p>	<p><u>Skills:</u> How to perform techniques for core and advanced skills (Elite performers)</p> <p><u>Tactical:</u> Positions and formations. Offensive tactics such as playing direct, possession football, wing play etc. Defensive tactics such as high press, offside trap, zonal and man to man marking.</p> <p><u>Decision Making:</u> When to pass, dribble shoot etc. When to tackle and when to jockey. Adapting playing style depending on the game situation.</p> <p><u>Theory</u></p>	<p>Students may revisit Year 7 –10 areas as the focus is on their ability and not their age. Once students have become proficient in both core and more advanced skills, they will be focussing on using these in game situations: Students will adapt and develop the various tactical approaches depending on the situation in a game: Effectiveness in different positions and set plays (including back line / side-line restart and pressing in the 'D') Advanced attacking and defensive tactics Assessment - Did you succeed in one area but were unsuccessful in another i.e. fail to achieve your aim due to technical or tactical deficiencies? Decision making on and</p>	<p>Tactical: Singles Tactics: Hitting shuttle into a space e.g. moving opponent forwards, backwards, side to side etc; playing on opponent's backhand side; varying serve and angle of serve e.g. high, low, flick, wide, to the 'T'; move opponent away from their base; play on opponent's weaknesses; play a high clear/lob to give time to get back into a good position; return back to base asap ready to prepare for next shot. Doubles Tactics: Defensive formation (side to side); Attacking formation (front and back); avoid lifting shuttle in the air if possible; try to make opponent lift the shuttle first; play down the middle of opponents to confuse them; play on the weaker partner.</p>	<p>Tactical: Positions and formations, offensive tactics such as direct, possession, wing play, zonal and man to man marking, identifying the opposition's weakness and exploiting. Which positions to play individuals in order to suit their physical/technical attributes.</p> <p>Decision Making: When to pass, dribble shoot etc. When to tackle and when to throw, shoot etc. Adapting playing style depending on the game situation.</p> <p>GCSE PE Theory:</p> <ul style="list-style-type: none"> <li>· Components of fitness (10 components OCR)</li> <li>· Warm up / cool down (Pulse raiser, Mobility, Stretching, Dynamic movements)</li> <li>· Training principles EG, Specificity, Progression,</li> </ul>

	(reference to FITT), reversibility. Movement analysis. Short-term effects of exercise	Short-term effects of exercise	<p>Components of fitness (10 components OCR)</p> <p>Warm up / cool down (Pulse raiser, Mobility, Stretching, Dynamic movements)</p> <p>Training principles E.g. Specificity, Progression, Overload (reference to FITT), reversibility.</p> <p>Movement analysis.</p> <p>Short-term effects of exercise</p>	<p>off the ball, to maintain team possession. Decision making as an official and application of relevant knowledge to control the game. Students will continue to perform the 5 part warm up and will understand how the different components of fitness can affect their own performance and be able to adapt their performance. Students will be introduced to: Training principles EG, Specificity, Progression, Overload (reference to FITT), reversibility.</p>	<p>Decision Making: Which serve to play; which shot to play; direction of shot; speed of shot; anticipation of opponent's shot.</p> <p>GCSE PE Theory: Components of fitness (10 components OCR) Warm up / cool down (Pulse raiser, Mobility, Stretching, Dynamic movements) Training principles EG, Specificity, Progression, Overload (FITT), Reversibility Movement analysis Short-term effects of exercise</p>	<p>Overload (reference to FITT), Reversibility. · Movement analysis. · Short-term effects of exercise.</p>
<b>Skills</b>	<p>Core: Passing, running with the ball, dribbling, ball control, finishing etc. Advanced: Turns, complex dribbles, using weaker foot, different types of pass e.g., Chip, outside of foot, Heading etc.</p>			<p>Core: Throwing, Catching, Footwork, Marking/defending, Dodging/attacking, Shooting,</p> <p>Advanced: Running movement – forward, diagonal and lateral, Umpiring</p>	<p>Core Skills: Forehand/backhand grip Push shot Serve (low, high) Clear Drop Smash Lob Net shot (hairpin) Advanced Skills: Backhand clear, drop &amp; smash Flick serve Tap shot Drive Block Around the head clear, drop &amp; smash Sliced drop Jump smash Net shot (tumble)</p>	<p>Core: catching, throwing, passing, shooting, hitting, tackling, teamwork, tactics</p>

## GCSE PE

### Fitter, healthier, happier

Physical Education inspires lifelong enjoyment and understanding of a range of sporting physical activities developing well-being, independence, confidence and collaborative skills.

SoL	Theory - sports psychology, characteristics of skill, skill classification, goal setting, mental preparation, KMP feedback Practical – tennis, badminton, dance	Theory – types of guidance, types of feedback, PPE feedback Practical – netball, badminton, table tennis	Theory – Ethical and sociocultural issues, ethics in sports, drugs in sport, violence in sport, PPE/Feedback Practical – football, hockey, rugby	Theory – Health, fitness and wellbeing, physical, emotion, social, health, diet and nutrition. KMP/Feedback	Theory – Revision, both units – Year 10 and 11 theory work	
<b>Knowledge</b>	<p>Learners will understand the different characteristics of skill and skill classifications.</p> <p>Learners will understand the benefits of goal setting and SMART targets. Learners will understand mental preparation techniques and be able to apply practical examples to their use</p>	<p>Learners will understand the different types of guidance and the strengths and weaknesses of each.</p> <p>Learners will understand the different types of feedback and the strengths and weaknesses of each.</p>	<p>Learners will be familiar with current trends in participation in physical activity and sport.</p> <p>Learners will understand how different factors can affect participation, including:</p> <ul style="list-style-type: none"> <li>• age</li> <li>• gender</li> <li>• ethnicity</li> <li>• religion/culture</li> <li>• family</li> <li>• education</li> <li>• time/work commitments</li> <li>• cost/disposable income</li> <li>• disability</li> <li>• opportunity/access</li> <li>• discrimination</li> <li>• environment/climate</li> <li>• media coverage</li> <li>• role models.</li> </ul> <p>Learners will understand the influence of the</p>	<p>Learners will know what is meant by health, fitness and well-being and understand the different health benefits of physical activity and consequences of a sedentary lifestyle.</p> <p>Learners will understand the types of physical, social and emotional well-being</p> <p>Learners will understand the definition and components of a balanced diet.</p> <p>Learners will understand the effect of diet and hydration on energy use in physical activity and be able to apply</p>	Exam preparation and Revision	

			<p>media on the commercialisation of physical activity and sport:</p> <p>Learners will know the meaning of commercialisation, including sport, sponsorship and the media (the golden triangle):</p> <p>Learners will understand the influence of sponsorship on the commercialisation of physical activity and sport.</p> <p>Learners will know and understand the reasons why sports performers use drugs.</p> <p>Learners will know and understand the reasons for player violence and give practical examples of violence in sport.</p>	<p>practical examples from physical activity and sport to diet and hydration.</p>		
<b>Skills</b>	Applying practical examples to the subject knowledge learnt.	Applying practical examples to the subject knowledge learnt.	Applying practical examples to the subject knowledge learnt.	Applying practical examples to the subject knowledge learnt.	Exam preparation and Revision	



<b>Assessment KMW</b>	AEP – 14 Hrs Controlled	Theory – Psychology, characteristics of skill, skill classification, goal setting, mental prep, KMP feedback	Theory – Types of guidance, Types of feedback PPE/Feedback.	Theory – Ethical and sociocultural issues, ethics in sport, drugs in sport, violence in sport, PPE/Feedback.	Theory – Health fitness and well-being, Physical, emotional and social, health, diet and nutrition, KMP/Feedback. Theory – Revision of both units, year 10/11 Theory work	
---------------------------	-------------------------	--------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

## CAMBRIDGE NATIONAL SPORTS STUDIES

### Fitter, healthier, happier

Physical Education inspires lifelong enjoyment and understanding of a range of sporting physical activities developing well-being, independence, confidence and collaborative skills.

To inspire and ignite a passion for who we are and our relationship to sport. To promote curiosity and understanding of events of the sporting past, current and future.

Unit of work / SoL	R184 Contemporary Issues in sport	R185 Performance and Leadership in Sports Activities
	<p>TA2 Issues which affect Participation</p> <p>2.3 Sporting values initiatives and campaigns</p> <p>2.4 The importance of etiquette and sporting behaviour</p> <p>2.5 The use of performance-enhancing drugs (PEDs) in sport</p> <p>TA3 The implications of hosting a major sporting event for a city or country</p> <p>3.1 The features of a major sporting event</p> <p>3.2 Pre-event aspects of hosting a major sporting event</p> <p>3.3 Aspects of hosting a major sporting event</p> <p>TA4 The role national governing bodies (NGBs) play in the development of their sport</p> <p>4.1 National governing bodies (NGBs)</p> <p>TA5 The use of technology in sport</p> <p>5.1 The role of technology in sport</p> <p>5.2 Effects of the use of technology in sport</p>	<p>TA3 Organising and planning a sports activity session</p> <p>3.1 Organisation of a sports activity session</p> <p>3.2 Safety considerations when planning a sports activity session</p> <p>3.3 Objectives to meet the needs of the group</p> <p>TA4 Leading a sports activity session</p> <p>4.1 Organisation of a sports activity session</p> <p>4.2 Leading a sports activity session</p> <p>TA5 Reviewing your own performance in planning and leading a sports activity session</p> <p>5.1 Review your leadership of a sports activity</p>

<b>Knowledge</b>	Learners will understand the various issues that can affect sporting participation for a number of different user groups. Learners will learn about various ways these user groups are encouraged to participate in sport. Learners will understand how important it is that everyone has an opportunity to participate in sporting activities, allowing the promotion of positive values. Learner will be made aware of the benefits and potential drawbacks of a city or country hosting a major sporting event. Learners will understand the role that National Governing Bodies (NGB's) play in the development of sport and how technology has impacted upon sport, its participants and its spectators.	Learners will learn about performing and leading in different sports activities. Learners will perform in different sports activities and apply what they learn to develop their own performance. Learner will understand the importance of leadership as well as performance, and the role of helping others to participate and improve performance. Learners will plan, deliver and evaluate a sports activity and understand the key considerations that are needed to deliver an effective session.
<b>Skills</b>	Research and exam technique.  Analysing and evaluating your understanding of the topic in a number of sporting settings.	Analysing your skills and describing methods to improve your own performance. Demonstrating your skills and contribution practically in two selected sports activities. Planning, leading and evaluating a sports activity session where you will demonstrate your understanding of considerations and safety.
<b>Assessment KMW</b>	Ongoing low stakes testing.  Exam sat at end of Year 11. 1-hour and 15mins written exam  Worth 40% of your overall mark/grade	Assignments set by OCR (set tasks/series of coursework to be completed in Year 11).  Practical leadership in one sport.  Worth 40% of your overall mark/grade

## Physical Education Assessment and Feedback

In year 11 students are assessed each half term with a KMP appropriate to the unit. This could be exam-style questions covering the topics of that half term, a set task or practical performance. Learners then complete feedback lessons on these to look at areas of weakness, for example to practice questions like those on the examination to demonstrate improvement. Regular lower stakes testing also takes place each week to ensure information from previous lessons are embedded in appropriate units.

During year 11 we assess learners using a set of full past-examination papers, set tasks and practical performance and these will then be reviewed in specific review lessons, for example using the question-level analysis data to focus on weak areas. Students will review their feedback, understanding and highlighting areas for improvement in future work/performances. Learners are in regular communication with their teacher regarding their present performance in contrast to their perceived potential and therefore targets will be set based on teacher assessments and judgements to ensure they are achievable but challenging. Learners will have agreed flexible targets to achieve throughout the two years.

Students will focus on the WWW and TIF to understand what the need to do to make progress.

Year 11 – Full completion of	R184 Contemporary Issues in Sport (via exam sat in May / June)
Full completion of	R185 Performance and leadership in Sports Activities (via coursework/set tasks)

## HEALTH AND SOCIAL CARE

SoL	Component 3 – exam and feedback	Component 3 exam	Component 2 Services and barriers to accessing services	
<b>Knowledge</b>	<p>Students will start by studying the factors that affect health and well-being. This links to Component 1 but it is important that students understand that the focus in this component is on health and well-being, i.e. the effects of various factors on the physical, intellectual, emotional and social (PIES) needs of a person. This is in contrast to when they were introduced to PIES in Component 1 where the focus was on the PIES changes in an individual as they grow and develop.</p> <p>Definition of health and wellbeing: a combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness. • Physical and lifestyle factors that can have positive or negative effects on health and wellbeing: • genetic inheritance, including inherited conditions and predisposition to other conditions • ill health (acute and chronic) • diet (balance, quality and amount) • amount of exercise • substance use, including alcohol, nicotine, illegal drugs and misuse of prescribed drugs • personal hygiene. • Social, emotional and cultural factors that can have positive or negative effects on health and wellbeing: • social interactions, e.g. supportive/unsupportive relationships, social integration/isolation • stress, e.g. work-related • willingness to seek help or access services, e.g. influenced by culture, gender, education. • Economic factors that can have positive or negative effects on health and wellbeing: • financial resources. • Environmental factors that can have positive or negative effects on health and wellbeing: • environmental conditions, e.g. levels of pollution, noise • housing, e.g. conditions, location. • The impact of life events relating to relationship changes and changes in life circumstances</p>		<p>Care values:</p> <ul style="list-style-type: none"> <li>• empowering and promoting independence by involving individuals, where possible, in making choices, e.g. about treatments they receive or about how care is delivered</li> <li>• respect for the individual by respecting service users’ needs, beliefs and identity</li> <li>• maintaining confidentiality (when dealing with records, avoiding sharing information inappropriately, e.g. gossip)</li> <li>• preserving the dignity of individuals to help them maintain privacy and self-respect</li> <li>• effective communication that displays empathy and warmth</li> <li>• safeguarding and duty of care, e.g. maintaining a healthy and safe environment, keeping individuals safe from physical harm</li> <li>• promoting anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour</li> </ul>	
<b>Skills</b>	<p>Students will then learn to interpret indicators that can be used to measure physiological health and lifestyle data in relation to risks posed to physical health.</p> <p>Finally, they will learn how to design a health and well-being improvement plan and understand how obstacles that individuals may face when implementing such a plan might be overcome.</p>		<p>identifying own strengths and areas for improvement against the care values</p> <p>Receiving feedback from teacher or service user about own performance or responding to feedback and identifying ways to improve own performance</p>	

<b>Assessment KMW</b>	KMP one per half term. Year 11 PPE – based on a component 3 exam paper. External BTEC component 3 exam in February and re-sit opportunity in May.		
---------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

### Health and social care assessment and feedback.

In Year 11 learners are assessed for the exam with 2 KMPs and a PPE in November of year 11, they are given feedback on the KMP and PPE and an opportunity is given to review work and apply the feedback. Regular Low stakes testing is used weekly and feedback is given.

## RELIGIOUS STUDIES

### Being unique and celebrating a world of difference.

To explore the advantages and evolving challenges of living in multi-ethnic/faith Britain. Encouraging learners to develop their own values, identity and sense of belonging whilst celebrating difference between cultures and religions. The study of RE provides an environment through which students can develop tolerance and sensitivity towards a broad range of controversial issues and misconceptions.

SoL	Living the Muslim Life	Living the Christian Life	Exam Practice + Revision
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• The Ten Obligatory Acts</li> <li>• The Shahadah</li> <li>• Salah</li> <li>• Sawm</li> <li>• Zakah + Khums</li> <li>• Hajj</li> <li>• Greater + Lesser Jihad</li> <li>• Celebrations + Commemorations</li> </ul>	<ul style="list-style-type: none"> <li>• Christian Worship</li> <li>• The Sacraments</li> <li>• Prayer</li> <li>• Pilgrimage</li> <li>• Christian Celebrations</li> <li>• The Future of The Christian Church</li> <li>• The Local Church</li> <li>• The Worldwide Church</li> </ul>	Exam preparation and Revision
<b>Skills</b>	<p>Students will develop the following skills:</p> <ul style="list-style-type: none"> <li>• Analysing texts</li> <li>• Contrasting ideas</li> <li>• Evaluating beliefs</li> <li>• Critical thinking</li> </ul>	<p>Students will develop the following skills:</p> <ul style="list-style-type: none"> <li>• Analysing texts</li> <li>• Contrasting ideas</li> <li>• Evaluating beliefs</li> <li>• Critical thinking</li> </ul>	Exam preparation and Revision
<b>Assessment KMW</b>	KMP – Muslim Practices Mock Examination	KMP – Christian Practices	

## Religious Studies – Assessment + Feedback

In Year 11 students will complete regular exam style questions as part of classwork and also through set homework tasks. These will be marked according to the exam board mark scheme and feedback given to students to help them improve. There will also be two formal set exam pieces throughout the year that will both assess their knowledge and application of key ideas of the units Living the Muslim Life and Living the Christian Life. Mock examination papers will also be set to allow students the chance to practice completing papers under exam conditions and check knowledge and understanding before the final paper.

When examination questions are set in class students will receive feedback which shows positive aspects of their responses as well as areas to improve. In addition students will be given a question next to all exam responses where they have not received full marks and they will answer these in red pen.

Marking and feedback will be given on a regular basis. Work completed in lessons will be check marked, although not all work will need be checked. Verbal feedback will be used regularly to give immediate feedback, this will most likely be in the form of whole class feedback. Opportunities to undertake self and peer assessment can be used when it is beneficial to do so. Feed forward in the form of TIF questions will be used to encourage students to improve their understanding. Low Stakes Tests will be used to embed long term memory skills.

Home Learning tasks will vary between set activities and completing unfinished work in class. This will include retrieval practice tasks which will check and consolidate knowledge and understanding.



## PSHE

### Learn it. Live it.

PSHE is a high impact course that enables students to reach their full potential by developing knowledge, skills and attributes necessary to thrive as global citizens. PSHE provides students with the capacity to make responsible decisions and manage many of the most critical challenges and opportunities life can present. PSHE provides a platform that gives every student the opportunity to be safe and successful within the ever-changing landscapes of today's society

SoL	Staying Safe	RSE	Money management	Diversity	Revision	
<b>Knowledge</b>	<p>What are the dangers of online streaming, virtual reality, augmented reality and gaming?</p> <p>How can we avoid gangs and criminal behaviours?</p> <p>What are the dangers of drugs, festivals and parties?</p> <p>What are psychoactive drugs?</p> <p>County lines – Who is at risk?</p> <p>How can we win the war on drugs?</p> <p>What are the dangers of cosmetic and aesthetic procedures?</p>	<p>What is sexual harassment and stalking?</p> <p>What is domestic abuse and domestic violence?</p> <p>What is pornography?</p> <p>Porn life sex vs real life sex</p> <p>What are the laws on FGM?</p> <p>How can we help reduce FGM?</p>	<p>How do we pay for things?</p> <p>How can we manage a household budget?</p> <p>What are the risks involved in borrowing money?</p> <p>How can we make the most of our money?</p> <p>What is foreign currency?</p> <p>How can exchange rates be calculated?</p> <p>What is inflation?</p>	<ul style="list-style-type: none"> <li>• Life – Rites of Passage</li> <li>• Community – Working together</li> <li>• Charity – Caring for others</li> <li>• Diversity – In the UK + local community</li> <li>• Belief</li> <li>• Prejudice</li> <li>• Discrimination</li> </ul>	Revision and Exam Preparation	
<b>Skills</b>	<p>Develop resilience to the different pressures of online platforms</p> <p>Develop awareness of the dangers of substance abuse</p>	<p>Understanding of the different features of sexual harassment and stalking</p> <p>Develop a strong sense of what is right and wrong</p>	<p>Develop money management skills</p> <p>Identify the different dangers associated with money management</p> <p>Develop an understanding of the</p>	<p>Students will develop the following skills:</p> <ul style="list-style-type: none"> <li>• Analysing texts</li> <li>• Empathy</li> <li>• Contrasting ideas</li> <li>• Evaluating beliefs</li> </ul>	Revision and Exam Preparation	

	Develop skills in avoid gangs and antisocial behaviour Develop an understanding of the dangers of cosmetic/aesthetic procedures	Skills in reporting domestic violence and abuse Develop an understanding of the false sense of reality – Pornography Ability to challenge FGM and raise awareness	ethics involved in spending Develop skills in foreign currency and exchange rates	<ul style="list-style-type: none"> <li>• Critical thinking</li> </ul>		
--	------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------	-----------------------------------------------------------------------	--	--

### PSHE Assessment and Feedback

Feedback and assessment in PSHE are a vital component of the teaching and learning journey across KS3 and KS4. We as a department, strive to provide feedback and assess students in a multitude of ways. This will inevitably produce young adults who are equipped to thrive within our everchanging landscapes of today's society.

#### Verbal Feedback

Verbal feedback will be used regularly to give immediate and interactive feedback at both KS3 and KS4. It provides teachers and students with the opportunity to expand the parameters of the teaching and learning experience whilst challenging misconceptions. Verbal feedback in PSHE reinforces high standards and expectations whilst promoting positive outcomes. Effective questioning is used to assess the knowledge and skills established. Learning stages can be sign-posted, thus enabling our students to understand the next step in their learning journey.

#### Written Feedback

As a department we have set out clear expectations on the marking of exercise books. Work will be marked regularly and consistently across all of KS3 and KS4 to inform a robust teaching and learning experience. A range of strategies are deployed in the form of Low Stakes Testing (LST), self-assessment and peer assessment. This will highlight strengths and weaknesses to inform teacher judgement and future learning. WWWs/TIFs are used to reinforce praise and provide constructive feedback to our students.

*Reliable written feedback will ensure:*

- The school's policy on feedback is adhered to
- Consistent feedback is provided informing learners, teachers and parents
- The prescribed knowledge and skills have been established
- Engrained misconceptions are challenged and addressed
- High standards and levels of expectations are promoted and celebrated
- Encouragement and reward are provided to motivate, engage and boost self-confidence
- Promote resilience, self-awareness, self-development and self-management

## DESIGN TECHNOLOGY

### Real problems solved!

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. Our GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equip

SoL	NEA Iterate Design portfolio	Technical Knowledge and application
<b>Knowledge</b>	<p>Students will demonstrate through their NEA portfolio that they know and understand that all design and technology activities take place within a wide range of contexts. They will also show evidence and demonstrate a high level of understand of how the prototypes they develop must satisfy wants or needs and be fit for their intended use. For example, the home, school, work or leisure.</p> <p>They will need to demonstrate and apply knowledge and understanding of designing and making principles in relation to the following areas:</p> <ul style="list-style-type: none"> <li>• investigation, primary and secondary data</li> <li>• environmental, social and economic challenge</li> <li>• the work of others</li> <li>• design strategies</li> <li>• communication of design ideas</li> <li>• prototype development</li> <li>• selection of materials and components</li> <li>• tolerances</li> <li>• material management</li> <li>• specialist tools and equipment</li> <li>• specialist techniques and processes.</li> </ul>	<p><b>Core Knowledge</b> In order to make effective design choices students will need a breadth of core technical knowledge and understanding that consists of:</p> <ul style="list-style-type: none"> <li>• new and emerging technologies</li> <li>• energy generation and storage</li> <li>• developments in new materials</li> <li>• systems approach to designing</li> <li>• mechanical devices</li> <li>• materials and their working properties.</li> </ul> <p><b>Indepth Knowledge</b> Students must know and understand how different properties of materials and components are used in commercial products, how properties influence use and how properties affect performance. Students must know and understand the physical and mechanical properties relevant to commercial products in their chosen area as follows.</p> <ul style="list-style-type: none"> <li>• Papers and boards (flyers/leaflets and card based food packaging).</li> <li>• Timber based materials (traditional timber children’s toys and flat pack furniture).</li> <li>• Metal based materials (cooking utensils and hand tools).</li> <li>• Polymers (polymer seating and electrical fittings).</li> <li>• Textile based materials (sportswear and furnishings).</li> <li>• Electronic and mechanical systems (motor vehicles and domestic appliances).</li> </ul>

<p><b>Skills</b></p>	<p><b><u>Unit outcomes:</u></b>          To be able to use their gained knowledge of materials and making processes.          To be able to experience different materials, tools and techniques          To be able to evaluate critically their own ideas          To be able to generate, develop and communicate ideas.          To work as a team</p> <p><b><u>Cross-curricular links:</u></b>          All Design Technology areas          Science – materials          Numeric – measuring          Literacy – extended writing          Geography – environmental issues          Business studies – product development</p>	<p>The knowledge and skills the student will develop and understand will enable them to:</p> <ul style="list-style-type: none"> <li>• make informed decisions when creating design solutions</li> <li>• Know and understand the impact of new and emerging technologies on contemporary and potential future scenarios</li> <li>• understand how energy is generated and stored and how this is used as the basis for the selection of products and power systems.</li> <li>• be aware of developments in new materials, know and understand the categorisation of the types and properties of the following materials and select the materials appropriately</li> <li>• Understand how and why functionality to products and processes, enhance and customise their operation.</li> </ul>
<p><b>Assessment</b>  <b>KMW</b></p>	<p>Throughout the NEA students will, at appropriate conclusion points, be assessed in line with the department and whole school assessment strategy. This will be supported by regular whole class feedback and verbal support discussion on progress due to controlled assessment guidance.</p>	<p>Mock exam 1 &amp; 2          Ongoing practice exam question</p>

## FOOD AND NUTRITION

### Real problems solved!

Design Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, students design, develop, model and manufacture products that solve real and relevant problems within a variety of contexts considering their own and others' needs, wants and values. High quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

SoL	NEA 1: Food investigation task	NEA 2: Food preparation task	NEA 2: Preparation and practical exam  Analyse and Evaluate	Written exam revision and practise questions/ techniques	
<b>Knowledge</b>	Students will apply their understanding of food science in NEA 1 – Food Investigation Task and conduct a range of investigations in response to the AQA task which will be released on 1 <sup>st</sup> September.	NEA 2 – Food Preparation Task provides students with the opportunity to demonstrate their research skills and  At the end of year 11 students will sit an external exam of 1 hour 45 minutes to test their knowledge of the specification.		Exam preparation and Revision	
<b>Skills</b>	NEA 1 – Food Investigation Task – students will demonstrate science experimental skills and sensory testing.	NEA 2 – Food Preparation Task – students will demonstrate complex skills to demonstrate a range of dishes in response to the brief. Research, planning, analysing and evaluating the dishes are essential skills to complete this task.  Students will be able to use a wide range of equipment safely.  Dishes will be analysed using Food for PC software to calculate the nutritional content and costing of dishes.		Exam preparation and Revision	
<b>Assessment KMW</b>	Throughout the NEA students will, at appropriate conclusion points, be assessed in line with the department and whole school assessment strategy. This will be supported by regular whole class feedback and verbal support discussion on progress due to controlled assessment guidance.			Mock exam 1 & 2 Ongoing practice exam question	

## HOSPITALITY AND CATERING

### Real problems solved!

This course allows pupils to explore the inner workings of the hospitality and catering industry, from the operation of the kitchen, roles within each sector, to the health, safety and hygiene requirements that must be met. Practical skills will be developed throughout, working towards confident, independent and challenging practical dishes.

SoL		Unit 2 – course work assignment	Written exam
<b>Knowledge</b>	<p>Understanding of the environment in which hospitality and catering providers operate.</p> <p>Recognising the health and safety requirements within the hospitality and catering industry.</p> <p>Identify how food can cause ill health.</p> <p>Propose provision to meet specific needs and requirements. Exam preparation.</p>	<p>Pupils will develop an understanding of the environment in which hospitality and catering providers operate, including the structure of the industry, analysis of job requirements, with the ability to describe working conditions of different job roles across the industry</p> <p>They will gain knowledge of the kitchen, the front of house and how provision is set out to meet customer needs and requirements.</p> <p>Work will be completed on health and safety requirements, including personal safety and the control measures in place. Knowledge of how food can cause ill health and food safety legislation.</p> <p>Understanding menu planning will also be visited. Acknowledging the factors to consider, environmental issues, and meeting specific needs.</p>	Exam preparation and Revision and practise questions/ techniques
<b>Skills</b>	<p>Hospitality and catering – in action.</p> <p>Understand the importance of nutrition when planning meals, consider specific groups, including dietary needs.</p> <p>Students learn about food choices, that includes ingredients and recipes from other countries.</p>	<p><b>Practical Skills:</b> Weighing and measuring. Bridge and claw method – fruit and vegetable preparation. Peeling, chopping, slicing, dicing, crushing, shaping, spreading, rolling, piping, storage and cooking of meat products, protein alternative cooking and storage, short crust pastry, choux pastry, ice cream making, boning a chicken, piping and glazing.</p> <p><b>Equipment:</b> Oven, hob, grill, kettle, electric can opener, fridge, food processor, temperature probe, hand blender, ice cream making.</p> <p><b>Preparation /Cooking Methods:</b> Boiling, simmering, baking, stewing, dry frying, baking, sautéing.</p> <p><b>Recipes:</b> Vegetable curry, pasta with tomato and vegetable sauce, Cumberland pie, mince pies, Chelsea buns, chocolate profiteroles, minestrone soup and focaccia bread, ice cream and short bread and chicken and mushroom pie.</p>	
<b>Assessment</b> <b>KMW</b>	<p>KMW – Student throughout year 10 will be assessed in line with the department and whole school assessment strategy. throughout the course student will be tested on core knowledge content at appropriate points to gauge understanding for the topics. This maybe in a form or exam-</p>	<p><b>KMW:</b></p> <ol style="list-style-type: none"> <li>1. Nutrients</li> <li>2. PPE 1 Online</li> <li>2. Dietary needs</li> <li>3. Practical skills – mock controlled assessment cook.</li> <li>4. PPE2 Online</li> <li>5. Environmental issues</li> <li>6. Time plan</li> </ol>	

	based questions, application of knowledge and application of practical elements. this will be supported by regular feedback to individuals, groups, or whole class		
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

## Art - GRAPHIC COMMUNICATION

Graphic communication is the process of designing using and adapting visual material to convey information, ideas, meaning and emotions in response to a given or self-defined brief. students will have the opportunity to develop knowledge and understanding during the course through a variety of learning experiences and approaches, including engagement with sources. This will allow them to develop the skills to explore, create and communicate their own ideas.

SoL	GCSE Illustration	Exam and complete coursework	
<b>Knowledge</b>	<p>The Autumn term of year 11 study is for the continuation to conclusion of the GCSE packaging and advertisement project commenced in the summer term of year 10.</p> <p>Within the context of graphic communication, students learn and develop skills to be able to demonstrate the ability to:</p>	<p>January of the academic year – Students will be issued final examination papers and will commence a fixed period of preparation followed by the 10 hour controlled examination.</p> <p>Remaining time prior to final internal marking and external moderation will be given to refinement, development and completion of any outstanding coursework.</p>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• use graphic communication techniques and processes, appropriate to students' personal intentions, for example:                             <ul style="list-style-type: none"> <li>○ typography</li> <li>○ illustration</li> <li>○ digital and/or non-digital photography</li> <li>○ hand rendered working methods</li> <li>○ digital working methods</li> </ul> </li> <li>• use media and materials, as appropriate to students' personal intentions, for example:                             <ul style="list-style-type: none"> <li>○ pencil, pen and ink, pen and wash, crayon, and other graphic media</li> <li>○ watercolour, gouache and acrylic paint</li> <li>○ layout materials</li> </ul> </li> </ul>		



	<ul style="list-style-type: none"> <li>○ digital media</li> <li>○ printmaking</li> <li>○ mixed media</li> </ul>		
<b>Assessment KMW</b>	<p>Throughout the project students will at appropriate conclusion points be assessed in line with the department and whole school assessment strategy. This will be supported by regular live feedback to individuals, groups and whole class.</p>		

## Textile Art

Textile design course allows the student to explore, create, experiment with designs and produce products which may have woven, knitted, stitched, printed decorative that might have a functional or non-functional purpose. Practical skills will be developed throughout, working towards confident, independent and challenging practical outcomes.

SoL	GCSE Illustration	Exam and complete coursework	
<b>Knowledge</b>	<p>The Autumn term of year 11 study is for the continuation to conclusion of the GCSE Human body project commenced in the summer term of year 10.</p>	<p>January of the academic year – Students will be issued final examination papers and will commence a fixed period of preparation followed by the 10 hour controlled examination.</p> <p>Remaining time prior to final internal marking and external moderation will be given to refinement, development and completion of any outstanding coursework.</p>	
<b>Skills</b>	<p>Within the context of textile design, students must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• use textile design techniques and processes, appropriate to students' personal intentions, for example:                             <ul style="list-style-type: none"> <li>• weaving</li> <li>• felting</li> <li>• stitching</li> <li>• appliqué</li> <li>• construction methods</li> <li>• printing.</li> </ul> </li> <li>• use media and materials, as appropriate to students' personal intentions, for example:                             <ul style="list-style-type: none"> <li>• inks</li> <li>• yarns</li> <li>• threads</li> </ul> </li> </ul>		

	<ul style="list-style-type: none"> <li>• fibres</li> <li>• fabrics</li> <li>• textile materials</li> <li>• digital imagery</li> </ul>		
<b>Assessment KMW</b>	Throughout the project students will at appropriate conclusion points be assessed in line with the department and whole school assessment strategy. This will be supported by regular live feedback to individuals, groups and whole class.		

## Design Technology Assessment and Feedback

### Rationale

Feedback and marking are vital parts of the bond between the teacher and the young person. It is within the nature of Design Technology (practiced-based learning and theory) that you will inherently receive a combination of verbal feedback and written assessment.

The purpose of our marking and feedback approach

- To give students the criteria to meet the next step in their learning, at whatever level this may be
- To ensure that students are made aware of their steps to success, at an appropriate level
- To celebrate success
- To develop self-esteem and confidence
- To develop resilience to constructive criticism
- To establish what skills and knowledge the students have

### Verbal feedback

- Is the most regular and interactive form of feedback at both KS3 and KS4. It provides a live, constructive and informative process to develop the next steps in their learning journey towards success.
- Teacher modelling and demonstrating in every lesson providing guidance for skills, knowledge and understanding. Also contributes towards setting high standards and expectations.
- In offering verbal feedback, the teacher will be modelling the subject specific vocabulary that students can use to develop their learning journey. This is specifically pertinent to students looking to develop studies at GCSE level and beyond.
- Verbal feedback will be developmental. It will recognise efforts and achievements and offer specific details of ways forward in relation to the shared learning objectives.

### **Written feedback – Key Marked Work**

- Written feedback is an integral part of the improvement process and will be evidenced with KMW cover sheets. This includes steps (KS3)/mark schemes assessment (KS4), highlighting WWW (what went well) which acts as success criteria and TIF (To Improve Further) which supports improvements. KMW cover sheet, where possible are given to students at the start of the activity so they have clear understanding of what the teacher will be assessing. This contributes to 'what good looks like' and supported where appropriate with visual exemplars.
- At the end of a project teachers will provide a written summative feedback sheet which will provide a detailed appraisal and provide an opportunity to improve work moving forwards.