Subject	Preparation	Revision	Extension	Play
English	These tasks are set by the class teacher on any given date.	Tasks will be set that will help prepare students for assessment points. Teachers will direct students to suitable tasks and useful timescales.	These tasks are optional and available to all. Students are informed at the start of each term and reminded throughout.	These tasks are optional and available to all. Students are informed at the start of each term and reminded throughout.
Maths	These tasks are optional and available to all. Students are informed at the start of each term.	These tasks are set each topic (around every 3 weeks). Students are informed by email and will be reminded by their teacher in lessons.	These tasks are set each topic (around every 3 weeks). Students are informed by email and will be reminded by their teacher in lessons.	These tasks are optional and available to all. Students are informed at the start of each term.
Science	Doddle quizzes will be set fortnightly. Students will be informed by the teacher on any given date.	Home learning and exam support booklet – practice exam questions will be set weekly and marked together in lesson time.	These tasks are set on an individual basis. Students will be informed by the teacher on any given date.	These tasks are set on an individual basis. Students will be informed by the teacher on any given date.
MFL	These tasks are set on an individual basis. Students will be informed by the teacher on any given date.	These tasks are set weekly. Students are informed at the start of each term by making a note in their planner.	These tasks are set on an individual basis. Students will be informed by the teacher on any given date.	These tasks are optional and available to all. Students are informed at the start of each term.
Humanities	These tasks are set for the whole year group by an individual teacher on any given date. Deadlines are set individually by their class teacher.	These tasks are set before interim or final assessments by their class teachers. Some Doodle quizzes are set by a teacher for the whole year group to complete.	These tasks are set on an individual basis depending on the students on any given date. Students will be informed by their teacher.	These tasks are set by class teachers and students will be directed to where the work is. Students are informed on any given date.
History	These tasks are set on an individual basis. Students will be informed by the teacher on any given date.	These tasks are set on an individual basis. Students will be informed by the teacher on any given date.	These tasks are set on an individual basis. Students will be informed by the	These tasks are optional and available to all. Students are informed at the start of each term.

			teacher on any given date.	
Food	These tasks are set on an individual basis depending on the next lesson to take place. Students will be informed by the teacher and recorded in students' planners.	These tasks are set on an individual basis depending on the lesson which has taken place. Students will be informed by the teacher and recorded in students' planners.	This is set in the penultimate lesson of the sequence of lessons and is recorded in students' planners.	These tasks are optional and available to all. Students are informed at the start of each module.
Computing	Students are encouraged to attempt these before starting each unit of work to best prepare for the work ahead.	These tasks are set as weekly homework activities. Students are informed at the start of a lesson by writing details into their planner.	These tasks are issued on an individual basis. Students will be issued these upon completion of classwork during the lesson.	These tasks are optional and available to all. Students are informed at the start of each topic.
Hair and Beauty	These tasks are set at the beginning of the lessons before the assessment. The criteria will be set on an individual basis depending on what the student has chosen to do. They are emailed the information and write the assessment date in their planners.	The task is set at the end of the lesson as a plenary. Pupils use this as a guide for their assessment PowerPoint.	Tasks are set for pupils to prepare for the next lesson. They use time in lesson or as additional research time at home.	These tasks are optional and available to all. Pupils are encouraged during the topic to explore different areas.
Health & Well-Being	These tasks are set on an individual basis depending on the next lesson to take place. Students will be informed by the teacher.	This task is set the week before the mini skills test by making a note in the planner.	These tasks are either set in lesson or the pupils can go away and research in their own time. In Year 8 this task is done in lesson time.	These tasks are optional and available to all. Students are informed at the start of each module.
Child Development	These tasks are set on an individual basis depending	This task is done as a starter in lesson using prior	Some of this task is done in lesson. Pupils	These tasks are optional and available to

	on the next lesson to take place. Students will be informed by the teacher.	knowledge so no home revision is needed.	use their planner to remember to evaluate their book at home.	all. Pupils are encouraged during the topic.
Health & Social Care	These tasks are set at the beginning of the assessment and depend on the person the pupil has picked. A reminder will be written in their planner.		Some of this task is done in lesson. Pupils use their planner to remember to evaluate their presentation at home.	These tasks are optional and available to all. Pupils are encouraged during the topic.
Music	Tasks are set within class; most are ensemble-based but all have targets set for each student based on practical and written work.	Based on practical and written H2Is, these are set, on average, every 4 weeks. Students do not have to complete homework but are encouraged to refer to musical terminology in workbooks and map out their practical success route.	Practical work is mostly differentiated by outcome so extension work is built in to each practical task; beyond this, students are encouraged to join extra-curricular groups and work on individual practical skills at home.	Tasks and examples are provided during each topic (approx. every half term) related to additional listening, musical practicals and extra-curricular opportunities. Parents are informed of these opportunities via the arts bulletin, email and letters home.
Art & Design	These tasks are set once a term. Students will be informed by the teacher as to the date.	These tasks are set once a term. Students will be informed by the teacher as to the date.	These tasks are optional and available to all. Students are informed at the start of each term.	These clubs are optional and available to all. Students are informed at the start of each term.
Drama	These tasks are entirely optional and intended as helpful suggestions for how students might extend themselves in preparation for practical assessments. They are designed to encourage	Where appropriate, these tasks are entirely optional and intended as helpful suggestions for how students might prepare for a practical assessment. They are designed to encourage	Practical tasks are mostly differentiated by outcome, and extension work is built in to these. These PREP extension tasks are entirely optional but provide an opportunity for	These tasks are entirely optional and are designed to encourage independent enquiry and learning in Drama. We would like students to consider and extend their involvement in Drama and the

	independent enquiry and learning in Drama.	independent enquiry and learning in Drama.	students to further develop their evaluative and reflective skills. They are designed to encourage independent enquiry and learning in Drama. Students are also encourage to extend the boundaries of their learning by getting involved in the extra-curricular drama opportunities offered by the Youth Theatre.	dramatic process beyond the timetabled curriculum. Students and parents are made aware of such opportunities via the arts bulletin, emails and letters home. Students are encouraged to see as much live theatre locally, as possible.
Physical Education	Students will be informed by the teacher on what Physical Education Kit is required for each lesson.	Students are encouraged to view the Physical Education Timetable and join an after-school club.	These tasks are set on an individual basis during after – school fixtures/events.	These tasks are optional and are linked to all lessons/afterschool activities. They will be regularly reinforced by the Physical Education staff.

Design & Enterprise: Home Learning & Assessment Policy Summary

Child Development KS4					
Topic	Assessment	**P**reparation	**R**evision	**E**xtension	**P**lay
Year 9 – babysitting, nutrition, comparing equipment	Exam to see if they have babysitting skills Make a meal for a 4 year old. Compare equipment	Speak to people they know who babysit and see what skills they have. Use supermarket to investigate meals Visit shops to look at equipment	Revise lesson content to pass the test on babysitting skills. Use lesson material to analyse meals and compare equipment	Evaluate your skills used in babysitting. Complete mini projects set in lesson. Taste test meals at home. Complete the assessment and research equipment that you are using.	Arrange to babysit for a family member or friend to use your key skills. Cook at home. Find friends with baby equipment to look at and practice using.
Year 10 RO18 – Health and Wellbeing for Child Development	End of Unit exams, Exam for RO18 at the end of year 10 (counts towards their final grade RO19 Equipment comparison assessment	Bringing in examples of leaflets on pregnancy from the doctors and any other paraphernalia they find on pregnancy. Visit shops to look at equipment that is available and the key features of it.	Revise for each Learning Objective test using their materials produced in lessons. Complete practice exam questions set. Use lesson material to recognize key features of equipment.	Completing work and mini assessment tasks set in lesson e.g. Health and Wellbeing in pregnancy leaflets, reproduction flow chart. Research and choose equipment to use in the assessment.	Arrange to speak to pregnant women and people wanting to start a family to use as real life examples and case studies. Watching programmes such as one born every minute.
Year 11 – Child Study	RO20 Child Study	Visit their child and carry out a questionnaire with the parents to see stage of development	Look back at their work and pick out key stages of development that their child should be reaching	Conduct visits to their child so that they can gather data. Visit other children to use as comparisons.	Visit their child and get to know them. Visit other children so that they can compare them

Design & Enterprise: Home Learning & Assessment Policy Summary

Health and Social Care KS4					
Topic	Assessment	**P**reparation	**R**evision	**E**xtension	**P**lay
Year 9 – Key skills and communication, Nutrition	Recognising Key communication skills in Health and Social Care Produce a meal for a client	Observe different people in Health and Social Care contexts using communication skills Research into needs of different clients. Visit supermarket to look at/research meal ideas.	Revise lesson content to build knowledge on how to communicate and the dietary needs of clients.	Evaluate your communication skills and ask people to assess you on them. Look at the effects of diets on yourself and individuals you know.	Practice using different communication skills with different people Watch programmes such as Holby City and Casualty to observe communication skills. Practice cooking at home.
Year 10 Component 1 – Human Lifespan Development	Identify the growth and development factors for a person	Interviewing and speaking to your case study person on their life stages and areas of development Researching into the lives of case studies to note development achievements, specific life events that they may have experienced and to record how these events effected them	Use workbooks to remember the key life stages to research into your person	Tasks from lesson to extend learning on certain development at different life stages. E.G researching into when they hit key areas of development	Watch programmes related to Health and Social Care to pick out key life stages and development. Talk to different people who work in Health and Social Care to get their opinions.
Year 11 – Health and Social Care Values	Using Care Values and external exam	Prepare a role play for demonstrating the key values Create revision resources	Look back at their work and pick out the key values and how to use them Complete practice exam papers and set revision tasks	Evaluate their skills and how to use them in a wider context Extension Access specific alternative websites to complete revision tasks	Watch television programmes relating to Health and Social Care to see the values being demonstrated. Visit places where Health and Social care takes place (nursery, old people home, doctors) and watch the care values in action.

Design & Enterprise: Home Learning & Assessment Policy Summary

Computing Year KS4					
Topic	Assessment	Preparation	Revision	Extension	Play
Computer Theory	Students will access a variety of past paper questions throughout the course some of which will be in-class assessments, which will be directly in a timely manner by the teacher.	revision from bbc bitesize, Cambridge elevate, past papers and exa MOOC	Students will access a variety of past paper questions throughout the course some of which will be in-class assessments, which will be directly in a timely manner by the teacher.	Further programming experiences in Python (code academy)	Code combat and other such resources
Practicing Writing of algorithms	Students will access a variety of past paper questions throughout the course some of which will be in-class assessments, which will be directly in a timely manner by the teacher.	Practising Python techniques learned and exploring the next stages	Students will access a variety of past paper questions throughout the course some of which will be in-class assessments, which will be directly in a timely manner by the teacher.	Further programming experiences in Python (code academy)	
NEA	The NEA is 20% of the final qualification that is controlled assessment coursework	Look at examples on shared drive and own research	Understand clearly how to succeed at NEA and what exam board are looking for	Understand clearly how to succeed at NEA and what exam board are looking for	

Construction KS4					
Topic	Assessment	**P**reparation	**R**evision	**E**xtension	**P**lay
Year 9 – C&G Students are starting a new BTEC course which requires them to gain an understanding of the Construction Industry. Students to work on a coursework folder to go alongside each unit. Each term students make a product in the context of plan, do review. All PREP tasks will link to the course preparing students for Yr 10 & 11. 25% of exam theory will be covered in Year 9 which will also be part of the PREP framework	**Assessing** Knowledge Understanding Planning Making Evaluation **Through** Questioning (Direct) Written questions Self-assessment Peer assessment Grading of product **Timing of assessment** Term 1 – Unit 1 & 6 Term 2 – Unit 2 & 6 Term 3 – Unit 3 & 6	**Term 1 to 3** Skill building tasks to prepare for Yr10 & 11 construction assessments on the following 4 units; Unit 1 Construction Technology Unit 2 Construction and Design Unit 3 Scientific and Mathematical Applications for Construction Unit 6 Exploring Carpentry & Joinery Principles & Techniques	**Term 1 – Evaluation and Test** Students to use BTEC Construction text book (can be accessed on P drive) and complete end of topic tests, namely unit 1 & 6. **Term 2 - Evaluation and Test** Students to use BTEC Construction text book (can be accessed on P drive) and complete end of topic tests, namely unit 2 & 6	**Term 1 – Alternative Ideas** Using completed prep work research students can plan and design alternative tiled trivet ideas including design and manufacturer. **Term 2 – Iconic buildings** Students to research and produce a 4-week case study on an iconic building. The final outcome should have a mixture of interesting facts and images of the chosen object. A student led presentation will form part of the	**Term 1 to 3** Within each coursework project across all three terms students will be encouraged to include additional information. By doing this each folder will follow the 4 units (see prep section) but they will also have an individual element. Below are some areas where students will be encouraged to be different - Initial ideas - Modelling - Modifications **Examples** Term 1-Oblique or Isometric designs for carpentry project Term 2-Planning tiling to include numeracy

	Teacher, self and peer assessed work **+** **Verbal Feedback** (2018-19 working party)	**Term 3** Students will be expected to research the following areas within the Construction Industry A1 building performance requirements A2 Common structural forms for low rise construction	**Term 3 Evaluation and Test** Students to use BTEC Construction text book (can be accessed on P drive) and complete end of topic tests, namely unit 3 & 6.	assessment. **Term 3 – PIC Controllers** Explore the world of power tools and plant machinery. How could you engineer an outcome using a different system? Use the Yr10 engineering Volvo project to inspire and guide you. **Exam Theory** External assessment theory 25% of exam theory will be covered in Year 9 which will also be part of the PREP framework	**Term 3** Modifications and testing Self, peer or industry
Year 10 –BTEC Construction BTEC L2 Construction course introducing students to a variety of construction trades and profession preparing the student for a vocational post 16 route.	**Assessing** Knowledge Understanding Planning Making Evaluation **Through** Questioning (Direct) Written questions Self-assessment Peer assessment Grading of product -	**Term 1 –** Unit 1 Construction Technology. Students will explore the build environment researching modern methods of construction, contacting construction companies to establish links with industry	**Term 1 – Skills Revision** Students to produce sequence of make and skills guidance sheets in order to reinforce new skills gained within lesson time. Research and create a step by step guide of how to complete 4 simple woodworking joints.	**Term 1** Research history of construction and produce a timeline of key events which have shaped how we work in the construction industry.	**Term 1** Compile a report on the planning and building of the A14 improvements. Use multimedia to compile your report

Engineering KS4					
Topic	Assessment	Preparation	Revision	Extension	Play
Year 9 - GCSE Students are starting a new GCSE course which requires them to produce a 3D product and a coursework folder to go alongside. Each term students will design and make a product and also produce an eight section folder. All PREP tasks will link to the coursework folder with most of the outcomes and work produced being used within the folder. GCSE theory 25% of exam theory will be covered in Year 9 which will also be part of the PREP framework	**Assessing** Knowledge Understanding Planning Making Evaluation **Through** Questioning (Direct) Written questions Self-assessment Peer assessment Grading of product **Timing of assessment** Term 1 – Phone Holder Term 2 – Mechanical/Structural Term 3 – Electronics 555 **Teacher, self and peer assessed work**	**Term 1 to 3** Coursework folder tasks to prepare for Yr11 GCSE (Red = Homework preparation) 1) Front Cover 2) Brief 3) Research - Image Board - Product Analysis 4) Initial Ideas 5) Technical Drawing 6) Development of final idea 7) Modelling and prototype 8) Evaluation - Self-Evaluation - Testing - Modifications (Self and peer assessment)	**Term 1 – Evaluation and Test** Students to evaluate final product using self and peer assessment. Test product against specification. **Term 2 - Evaluation and Test** Students to evaluate final product using self and peer assessment. Test product against specification.	**Term 1 – Alternative Ideas** Using completed prep work research students can plan and design alternative phone holder ideas **Term 2 – Famous structures** Students to research and produce a 4 week case study on a famous structure. The final outcome should have a mixture of interesting facts and images of the chosen object. A student led presentation will form part of the assessment.	**Term 1 to 3** Within each coursework folder across all three terms students will be encouraged to include additional pages. By doing this each folder will follow the eight sections (see prep section) but they will also have an individual element. Below are some areas where students will be encouraged to be different - Initial ideas - Modelling - Modifications **Examples** Term 1 Oblique or Isometric Term 2 2D or 3D modelling and/or CAD

		Term 3 Students will be expected to research the following areas within Electronics 1) Electronic component theory 2) PCB construction 3) 555 Astable	**Term 3** **Evaluation and Test** Students to evaluate final product using self and peer assessment. Test product against specification.	**Term 3 – PIC Controllers** Explore the world of programmable ICs. How could you create the same 555 pulse outcome using a different system? **Exam Theory** GCSE theory 25% of exam theory will be covered in Year 9 which will also be part of the PREP framework	**Term 3** Modifications and testing Self, peer or industry
Year 10 -GCSE PREP based tasks will only be used in the autumn and spring terms. Summer term onwards in Year 10 will be GCSE coursework. **Theory** Students will also be expected to revise and extend knowledge after theory lessons	**Assessing** Knowledge Understanding Planning Making Evaluation **Through** Questioning (Direct) Written questions Self-assessment Peer assessment Grading of product - **Timing of assessment** Term 1 – Tool Box project Term 2 – Volvo project Term 3 – Yr11	**Term 1 – 2D Designs** Students will use the laser cutter to design and manufacture their lid for the tool box. As part of the preparation for this task they need to produce a series of logo ideas which can then be transferred onto CAD	**Term 1 – Skills Revision** Students to produce sequence of make and skills guidance sheets in order to reinforce new skills gained within lesson time. - Marking and cutting metal - Lathe - Metal bending - 2D Design - Laser Cutter	**Term 1** Research automation and produce a timeline of key events which have shaped this modern way of manufacturing	**Term 1** Watch and compile a range of videos on Asimo the Honda automated robot. Has he got AI?

English: Home Learning & Assessment Policy Summary

English Year 9					
Topic	Assessment	**P**reparation	**R**evision	**E**xtension	**P**lay
Autumn 1 Analysing the American novel:	Analysing how a character is presented in an extract and in the novel as a whole.	Research the social and historical context of the novel in order to apply this to the writer's craft.	Create mindmaps on key characters. Learn quotations. Use educational resources on youtube and BBC bitesize to consolidate knowledge learnt in class.	Read around the subject by works by the same author or on a similar theme. Use educational resources on youtube and BBC bitesize to develop and extend knowledge by looking at GSCE material.	Watch the film version of the novel.
Autumn 2 Exploring argument writing through the modern playscript 0s and Xs.	Write an argumentative piece as a character from the play.	Research the topic of capital punishment.	Revise the persuasive techniques of PinAFOREST. Plan assessment.	Research the history of race relations in countries such as the USA and South Africa.	Read the 0s and Xs trilogy written by Malorie Blackman.
Please note set 1 will study To Kill A Mockingbird for the entire Autumn term. The PREP tasks will be very similar in nature as will the assessments.					

Humanities: Home Learning & Assessment Policy Summary

Ethics Year 9					
Topic	Assessment	**P**reparation	**R**evision	**E**xtension	**P**lay
Spec: AQA Religious Studies A Theme D: Religion, peace and conflict	Interim assessment: Multiple choice knowledge test End of Unit assessment: 12-marker evaluate exam question	Pupils are encouraged to watch the news and know the latest developments in modern wars such as Syria. They should also revisit History Year 7 and 8 work where possible, to refresh knowledge on WW1 and 2.	A3 revision grid given to pupils	Get a copy of the AQA revision guide (ISBN 9780198422853). Create notes and mindmaps. Research the War in Afghanistan, the Falklands War, the Anglican Pacifist Fellowship and Christian Aid.	Create a memorial to those who have died in a terrorist attack e.g. 9/11. Present it however you wish, with whatever materials you wish.
Theme E: Crime and Punishment	Interim assessment: Multiple choice knowledge test End of Unit assessment: 12-marker evaluate exam question	Keep an eye on the news for criminal cases and how they are dealt with. Find out about why the death penalty was abolished in the UK.	A3 revision grid, given to pupils	Using the revision guide detailed above, create notes and mindmaps.	Research Amnesty International's policy on the Death Penalty.
Theme B: Religion and Life	Interim assessment: Multiple choice knowledge test End of Unit assessment: 12-marker evaluate exam question	Know the UK law on abortion and euthanasia.	Create mindmap using notes in book.	Research the case studies: Tony Bland Ian McCormack Read the creation story in Genesis 1 in the Bible. Find out about the Assisi and Ohito meetings.	Write to an MP, arguing for the legalisation of euthanasia, or against it.
Theme F: Human Rights and Social Justice	End of Unit assessment: 12-marker evaluate exam question	Revise work from Year 7 on Human Rights, Martin Luther King, women priests and conflict in Northern Ireland	A3 revision grid, given to pupils	Using the revision guide, create notes and mindmaps.	Create a poster calling for the end of Modern Day Slavery.

Food: Home Learning & Assessment Policy Summary

Food & Year 7					
Topic	Assessment	**P**reparation	**R**evision	**E**xtension	**P**lay
Year 7 Food (17 lessons) Topic - Starting to cook	Preparation Making Evaluating Knowledge and Understanding	Bringing ingredients for the following dishes: Week 3 – fruit salad Week 5 – pasta/rice salad Week 7 – flapjack Week 9 – rock cakes/salads Week 11 – ragu sauce Week 13 – fruit crumble Week 15 - pizza toasts	Getting feedback practical work of the following dishes using the guidance question sheet provided: Due week 3 – fruit salad Due week 5 – pasta/rice salad Due week 7 – flapjack Due week 9 – rock cakes/salads Due week 11 – ragu sauce Due week 13 – fruit crumble Due week 15 - Pizza toasts	Revision for end of unit test in week 16	Practise cooking dishes prior to practical. Make dish again at home. Shopping for food. Attendance at after school club. Participation in inter-house activity. Watch food programmes at home/online, e.g. Sorted food; Great British Bake-Off, Masterchef
Year 8 Food (17 lessons) Topic - Developing skills	Preparation Making Evaluating Knowledge and Understanding	Bringing ingredients for the following dishes: Week 2 – Sweet potato and chilli Week 4 – Dutch apple cake Week 6 – macaroni cheese Week 8 – Bolognaise sauce Week 10 – pizza swirls Week 12 – Swavesey Curry Week 14 – Chocolate sponge	Evaluating practical work of the following dishes using the guidance question sheet provided: Due week 2 – Sweet potato and Due chilli Due week 4 – Dutch apple cake Due week 6 – macaroni cheese Due week 8 – Bolognaise sauce Due week 10 – pizza swirls Due week 12 – Swavesey Curry Due week 14 – Chocolate sponge	Revision for end of unit test in week 16	Practise cooking dishes prior to practical. Make dish again at home. Shopping for food. Attendance at after school club. Participation in inter-house activity. Watch food programmes at home/online, e.g. Sorted food; Great British Bake-Off, Masterchef
Year 9 Food (7 lessons) Topic - Refining your skills	Preparation Making Evaluating Knowledge and Understanding	Bringing ingredients for the following dishes: Week 2 – Tortillas wraps Week 4 – cheesecake Week 6 – pastry dish	Evaluating practical work of the following dishes using the guidance question sheet provided: Due week 2 – Tortillas wraps Due week 4 – cheesecake Due week 6 – pastry dish	Revision for end of unit test in week 7 (if provided for in rotation)	Practise cooking dishes prior to practical. Make dish again at home. Shopping for food. Attendance at after school club. Participation in inter-house activity. Watch food programmes at home/online, e.g. Sorted food; Great British Bake-Off, Masterchef

Food Preparation & Nutrition Years 9-11					
Topic	Assessment	**P**reparation	**R**evision	**E**xtension	**P**lay
Food	Preparation Making Evaluating Knowledge and Understanding through past paper questions	These tasks are set on an individual basis depending on the next lesson to take place. These are usually centred on bringing ingredients or a contribution. Students will be informed by the teacher and recorded in students' planners.	These tasks are set on an individual basis depending on the lesson which has taken place. These will usually be centred on preparation for end of topic tests. Students will be informed by the teacher and recorded in students' planners.	This is set in the penultimate lesson of the sequence of lessons and is recorded in students' planners.	These tasks are in part optional and available to all. Students are informed at the start of each module. Practise cooking dishes prior to practical. Make dish again at home. Shopping for food. Participation in inter-house activity. Watch food programmes at home/online, e.g. Sorted food; Great British Bake-Off, Masterchef

MFL: Home Learning & Assessment Policy Summary

Key Stage 4 French Year 9					
Topic	Assessment	Preparation	Revision	Extension	Play
Module 1: **Ma vie sociale d'ado**	Autumn 1: End of Module Formal assessment in Listening and Speaking Weekly vocabulary/ grammar test	Pearson : Active Learn online homework tasks set weekly Vocab Express: Expo 3: Ça t'intéresse? Expo 3: Le week-end dernier	Doddle activities 1: Media To be determined on half termly basis. Toolkit Module 1	Record a short review of a concert you watched or attended in French and email it as an **MP3** to your teacher Mary Glasgow magazine subscription	Year 9 Transbee Tune in to a French radio station http://www.listenlive.eu/france.html
Module 3: **A l'horizon**	Autumn 2: End of Module Formal assessment in Listening and Speaking Weekly vocabulary/ grammar test	Pearson : Active Learn online homework tasks set weekly Vocab Express: Expo 3 : Projets d'avenir Expo 3: Quand j'étais petit(e)	Doddle activities 3: To be determined on half termly basis. Toolkit Module 3	Create an A3 digital poster of your childhood: when I was younger using childhood photos and the Imperfect tense. Mary Glasgow magazine subscription	Year 9 Transbee Tune in to a French radio station http://www.listenlive.eu/france.html
Module 4: **Spéciale vacances**	Spring 1: End of Module Formal assessment in Reading and Writing Weekly vocabulary/ grammar test	Pearson : Active Learn online homework tasks set weekly Vocab Express: Expo 3: Les vacances Expo 3: Les hôtels	Doddle activities: Passe Compose / Vacances To be determined on half termly basis. Toolkit Module 4	Create a newspaper article/ brochure on your holiday holidays. Write a postcard to your teacher describing your holiday activities.	Year 9 Transbee Read a French childrens' book http://www.childrensbooksforever.com/childrenpages/French.html

				J'aime lire series of books from MFL office	
Mastering Tenses and GCSE Speaking examinations : role-play/photo card	Spring 2: Summative Grammar Assessment Weekly vocabulary/ grammar test	Pearson : Active Learn online homework tasks set weekly Languages online Passport de Grammaire	Doddle activities: tenses quizzes	Create a grammar wheel on tenses Mary Glasgow magazine subscription J'aime lire series of books from MFL office	Year 9 Transbee Tune in to a French radio station http://www.listenlive.eu/france.html
Studio GCSE **Module 1 Qui suis-je? (Theme 1: Identity and culture)**	Summer 1 and 2: Skills to be assessed: Listening/ Reading/ Speaking Writing **in full** with GCSE grading for all four skills Weekly vocabulary/ grammar test	Pearson : Active Learn online homework tasks set weekly Vocab Express: **Identity and culture** ■ Me, my family and friends	Doddle activities To be determined on half termly basis.	Create a **Kahoot** revision quiz	Year 9 Transbee Read a French childrens' book http://www.childrensbooksforever.com/childrenpages/French.html

Humanities: Home Learning & Assessment Policy Summary

Geography Year 9					
Topic	Assessment	Preparation	Revision	Extension	Play
Violent Volcanoes	Interim 10 test- Revise for a 10 mark test to review terminology and issues explored in the topic	Research 10 facts about volcanoes	Complete concept map to revise the topic. Doddle Volcanoes quiz: https://www.doddlelearn.co.uk/app/teacher/content/2044	Mount St Helens extension quiz: https://www.doddlelearn.co.uk/app/teacher/content/2371	
Global Fashion	Decision making exercise from a choice of 6 different countries on the best location for a new Primark factory	Find 10 fashion items in your bedroom and write down where they have come from	Complete concept map to revise the topic. Revise for the global fashion spelling test from the list of 20 spellings that will be stuck into your child's book	Read the bbc bite size section on globalisation: http://www.bbc.co.uk/education/guides/zrycwmn/revision	
Antarctica	Decision making exercise from a choice on the future of Antarctica.	Research 10 facts about the continent.	Complete concept map to revise the topic.	Bring 5 facts into class on one of the two options below: What happens to the waste that scientists' produce? Or research the smallest penguin on Antarctica, the largest penguin on Antarctica and the ice worm	

Humanities: Home Learning & Assessment Policy Summary

Cracking earthquakes and Tsunamis	What was the greatest impact of the Tsunami?	Research what a tsunami is and how it has affected the country in terms of people, money and nature.	Complete concept map to revise the topic. Doddle Earthquakes quiz: https://www.doddlelearn.co.uk/app/teacher/content/2047	Indian Ocean earthquake quiz: https://www.doddlelearn.co.uk/app/teacher/content/2372	Which earthquake caused the highest death toll?

MFL: Home Learning & Assessment Policy Summary

German Year 9					
Topic	Assessment	Preparation	Revision	Extension	Play
Stimmt 2, Unit 2 Bist du ein Medienfan?	Autumn 1: End of Unit Formal Assessment in Listening and Speaking	Vocabulary Learning Toolkit Kapitel 2 Activelearn Kapitel 2	Activelearn Reading and Listening Activities Doddlelearn: activities as set by class teacher	Write a book review in German on a book you have recently read.	Languages Challenge A chance for pupils to complete all sorts of challenges (tell a joke, follow a recipe, watch a film) in a foreign language Mary Glasgow Magazine Subscription Read a child's book in German http://www.childrensbooksforever.com/childrenpages/toddler.html N.B Dictionary needed
Unit 3 Bleib gesund!	Autumn 2: End of Unit Formal Assessment in Reading and Writing	Vocabulary Learning Toolkit Kapitel 2 Activelearn Kapitel 3	Activelearn Reading and Listening Activities Doddlelearn: Activities as set by class teacher	Research Christmas traditions in Germany and create your own quiz on German Christmas Create a powerpoint on traditional German foods.	Languages Challenge Mary Glasgow Magazine Subscription Language from Film Routes into Languages East

Unit 4: Klassenreisen machen Spaß!	Spring 1: End of Unit Formal Assessment in Listening and Speaking	Vocabulary Learning Toolkit Kapitel 4 Activelearn Kapitel 4	Activelearn Reading and Listening Activities Doddlelearn: Activities as set by class teacher	Write a journal/or a blog in German of a school trip you have been on. Create an itinerary in German for your ideal school trip.	Languages Challenge Mary Glasgow Magazine Subscription
Unit 5: Wir gehen aus	Spring 2: End of Unit Formal Assessment in Reading and Writing	Vocabulary Learning Toolkit Kapitel 5 Activelearn Kapitel 5	Activelearn Reading and Listening Activities Doddlelearn: Activities as set by class teacher	Research a German clothing brand such as Adidas and prepare a presentation on it	Languages Challenge Mary Glasgow Magazine Subscription
Stimmt 3 Unit 1: Vorbilder	Summer 1: End of Unit Formal Assessment in Speaking and Listening	Vocabulary Learning Toolkit Kapitel 1 Activelearn Kapitel 1	Activelearn Reading and Listening Activities Doddlelearn: Activities as set by class teacher	Write a review in German of a German film or a cartoon you have watched. Write an article in German on someone who has inspired you.	Languages Challenge Mary Glasgow Magazine Subscription Language from Film Routes into Languages East
Stimmt 3 Rot, Unit 3 Meine Ambitionen	Summer 2: End of Unit Formal Assessment in Reading and Writing	Vocabulary Learning Toolkit Stimmt 3, Kapitel 1	Activelearn Reading and Listening Activities Doddlelearn: Activities as set by class teacher	Research your dream job Write a letter of application in German	Languages Challenge Mary Glasgow Magazine Subscription Language from Film Routes into Languages East

Design & Enterprise: Home Learning & Assessment Policy Summary

Hair Ks4					
Year Group	Assessment	**P**reparation	**R**evision	**E**xtension	**P**lay
Ks4		The criteria is always hair first term learning health and safety both practical and written. The second term they move to beauty learning health and safety both practical and written. They follow set tasks as laid out by VTCT. 1. Hair and Beauty Sector 2. Project 3. Science 4. Marketing	The tasks are set at the end of the lesson as a plenary giving students plenty of time to prepare for the next lesson. They follow a separate unit each half term in preparation for a formal test in both written and practical lessons. They are shown written examples of previous student work to get an idea of the grading criteria. PASS MERIT DISTINCTION	Tasks are set for pupils to prepare for the next lesson or to encourage students to practice/revisit what they are unsure about. They use time in lesson or as additional research time at home. I encourage students to prepare themselves by having a look at online VTCT resources and visiting other recommended sites.	These tasks are optional and available to all. Pupils are encouraged during the topic to explore different areas. They will use text books and the internet to learn as much as they can about technique and application. I also encourage students to take photos of any practical work they have undertaken at home to show progression.

Humanities: Home Learning & Assessment Policy Summary

History Year 9					
Topic	Assessment	Preparation	Revision	Extension	Play
Russian Revolution	October What happened to the Romanov family?	Find out why Russia had a first revolution in 1905	Interim assessment revision task. Teacher will set exactly what to prepare and identify what to look for.		Watch Crash Course to learn more about Russia- https://www.youtube.com/watch?v=etmRI2_9Q_A
Introduction to USA	December America is the land of the free. To what extent do you agree with this?	Listen to the American National Anthem on Youtube. Does their anthem give us any clues about their values and beliefs?	Create a timeline of key events in American history starting the Revolution to present day. Add colour codes for different groups experiences across this time.	Read 'People's History of America' by Howard Zinn.	Free podcast on some key themes in American history: https://itunes.apple.com/us/podcast/constitutional/id1254001472?mt=2

Design & Enterprise: Home Learning & Assessment Policy Summary

ICT Year KS4 R081 & R082 are core units, students depending on ability will either have the choice to submit two more or be directed to do so by their teacher					
Topic	Assessment	Preparation	Revision	Extension	Play
R081	Students will access a variety of past paper questions throughout the course some of which will be in-class assessments, which will be marked in a timely manner by the teacher.	Revision from Past Papers, BBC Bitesize, and Previous knowledge gained during KS3.	Students will access a variety of past paper questions throughout the course some of which will be in-class assessments, which will be marked in a timely manner by the teacher.	Research individual topics in more detail and prepare questions to ask the class teacher at an appropriate time. Utilise YouTube to engage in TED talks about technology.	
R082	Students will learn the basics of Microsoft Office applications and develop specific expertise in the use of Microsoft Excel.	Ensure full understanding of the marking criteria either on the teams page or by looking in the specification at	Students will practice a variety of small projects to improve computer skills and learn the project development life cycle.	https://helpx.adobe.com/uk/photoshop/tutorials.html and suitable online youtube tutorials to improve skills	Play with photoshop with remote desktop to create images and Memes
R083 – R092 For more information ask to see the students Microsoft Teams Page	4 units need to be submitted, R081, R082 and 2 from the remaining 10. All units in the range R083 – R092 are 100% portfolio based More details can be found at https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/	Ensure full understanding of the marking criteria either on the teams page or by looking in the specification at	Students will practice a variety of small projects to improve computer skills and learn the project development life cycle.	Find suitable online youtube tutorials to improve skills	Play with the software in question to improve skills

MATHEMATICS: Home Learning & Assessment Policy Summary

Mathematics Year 9 Autumn Term					
Topic	Assessment	**P**reparation	**R**evision	**E**xtension	**P**lay
1: Calculator Use 1 week	Assessment 1 w/c 6th November		Homework Tasks: N/A	Challenge questions on each homework task.	
2: Collecting and Representing Data 3 weeks	Assessment 1 w/c 6th November		Homework Tasks: 1.Sampling and Data Collection pg. 16 & 17- due approx. 22nd Sept 2.Simple Charts and Graphs pg. 18 & 19 - due approx. 29th Sept 3.Mean, Median, Mode, Rangepg. 20 & 21 - due approx. 6th Oct	Challenge questions on each homework task.	
3: Equation of a straight line 2 weeks	Assessment 1 w/c 6th November		Homework Tasks: 1.Straight line graphs pg. 30 & 31- due approx. 20th Oct	Challenge questions on each homework task.	

Physical Education: Home Learning & Assessment Policy Summary

Examination Physical Education Year 9					
Topic	Assessment	Preparation	Revision	Extension	Play
Components of Fitness & Fitness Testing **Methods & Principles of Training** **Basic Muscles and Bones** **Basic Cardiorespiratory System**	Doddle based preparation test (1 set per Topic) End of Topic Test (exam conditions) Weekly home work set using worksheets / resources cards accompanying each practically based lesson. Mock Examination (written paper)	VLE Physical Education resource file containing lesson resources and supporting material (students can read up on lessons and tasks in advance)	Doddle Tasks (Physical Training) VLE GCSE Physical Education resource file containing lesson resources and supporting material After school revision sessions	Extension Questions on Home work / Lesson resource cards	Watch YouTube videos on these topics. Recommendations include: https://www.youtube.com/watch?v=RnyB9CBGC2I&t=24s https://www.youtube.com/watch?v=xkJeE6-lHoQ https://www.youtube.com/watch?v=KycE8YJeaEI https://www.youtube.com/watch?v=HSUISv5gOAA https://www.youtube.com/watch?v=93_xAFpG2jk https://www.youtube.com/watch?v=2TXEVo1hwlM&t=15s https://www.youtube.com/watch?v=dHz59IinUTM https://www.youtube.com/watch?v=eNcxtSF2-Ac https://www.youtube.com/watch?v=nRJUzl7mOfs https://www.youtube.com/watch?v=rMcg9YzNSEs&t=11s https://www.youtube.com/watch?v=UYSOe06j4ps https://www.youtube.com/watch?v=aLoY1wjmVvg&t=9s
Practical Sporting Selection	End of Activity Assessment Completion of the Practical Log Book (supported by video and photographic evidence) Mock Practical Examination (internal Moderation)	Practical Assessment criteria for all 'in school' sporting activities found in students practical log book	Afterschool sports clubs and fixtures.	Playing sport outside of school for a club or team.	After school sports clubs (displayed on the Sports Centre notice board)

Physical Education: Home Learning & Assessment Policy Summary

Practical Research Project	Completion of the coursework assignment and a portfolio of analysis recordings. Presentation of assignment in student chosen format (including written, PowerPoint presentation or instructional video).	VLE GCSE Physical Education resource file containing lesson presentations and in lesson work sheets/books (students can read up on lessons and tasks in advance)	After-school Catch Up Sessions	Doodle Extension tasks and research in analysis and coaching techniques through www.sportsplan.net	Analysis of recorded / live sport, paying close attention to the pre & post match analysis of player's performances.

SCIENCE: Home Learning & Assessment Policy Summary

Science Year 9					
Topic	Assessment	Preparation	Revision	Extension	Play
Biology - Cells	Cells – End of unit test	http://www.bbc.co.uk/schools/gcsebitesize/science/add_aqa/cells/cellsrev1.shtml	Doddle KS4 AQA mini-quiz: 1. Cells 2. Specialised cells 3. Cell Division 4. Stem Cells 5. Microscopy AQA revision guides (new GCSE 1-9)	https://www.doddlelearn.co.uk/app/teacher?#!Science/resources https://www.tassomai.com/home (if purchased subscription)	Design a Cell – extended homework
Biology - Organisation	Organisation – End of Unit Test	Http://www.bbc.co.uk/schools/gcsebitesize/science/add_aqa_pre_2011/enzymes/ http://www.bbc.co.uk/schools/gcsebitesize/science/triple_aqa/transport_systems/blood_system/revision/2/ http://www.bbc.co.uk/schools/gcsebitesize/science/add_edexcel/organi	Doddle KS4 AQA mini-quiz: 1. Organisation 2. Enzymes in digestion 3. Heart and Lungs 4. Food tests practical quiz 5. Blood and blood vessels 6. Leaves AQA revision guides (new GCSE 1-9)	https://www.doddlelearn.co.uk/app/teacher?#!Science/resources https://www.tassomai.com/home (if purchased subscription)	Visit the Bodyworks Exhibit Out of plasticine make a human body featuring all the systems

		sm_energy/photosynthesisrev1.shtml			
Chemistry – Atomic structure and the periodic table	Atomic structure and the periodic table – End of unit test	http://www.bbc.co.uk/schools/gcsebitesize/science/add_edexcel/atomic_structure/periodictablerev1.shtml http://www.bbc.co.uk/schools/gcsebitesize/science/add_edexcel/periodic_table/groupsrev1.shtml http://www.bbc.co.uk/bitesize/ks3/science/chemical_material_behaviour/atoms_elements/revision/4/	Doddle KS4 AQA mini-quiz: 1. Introducing atoms 2. Separating mixtures 3. Atoms and their electrons 4. Metals and non-metals 5. Group 1 6. Group 7 7. Group 0 AQA revision guides (new GCSE 1-9)	https://www.doddlelearn.co.uk/app/teacher?#!Science/resources https://www.tassomai.com/home (if purchased subscription)	Choose any element from group 1, 2, 7 or 8 in the periodic table – make a model of them including the protons, neutrons, electrons. Label the model. Watch https://www.youtube.com/watch?v=wbuDmY5gpXQ The Mystery of Matter: "UNRULY ELEMENTS" (Documentary)
Chemistry – Bonding	Bonding – End of unit test	http://www.bbc.co.uk/schools/gcsebitesize/science/add_aqa/bonding/structure_propertiesrev1.shtml http://www.bbc.co.uk/schools/gcsebitesize/science/add_edexcel/ionic_compounds/ionicanalysisrev1.shtml	Doddle KS4 AQA mini-quiz: 1. Ions, their compounds and bonding 2. Metallic and covalent bonding 3. Giant covalent structures AQA revision guides (new GCSE 1-9)	https://www.doddlelearn.co.uk/app/teacher?#!Science/resources https://www.tassomai.com/home (if purchased subscription)	Watch the khan academy video on the different types of bonding: https://www.khanacademy.org/science/biology/chemistry--of-life/chemical-bonds-and-reactions/v/ionic-covalent-and-metallic-bonds

Physics – Energy Changes	Energy changes – End of unit test	http://www.bbc.co.uk/education/topics/z2wqtfr	Doddle KS4 AQA mini-quiz: 1. Energy resources 2. Potential and Kinetic energy 3. Energy transfers and efficiency 4. Power 5. Work and energy 6. Internal Energy AQA revision guides (new GCSE 1-9) AQA revision guides (new GCSE 1-9)	https://www.doddlelearn.co.uk/app/teacher?#!Science/resources https://www.tassomai.com/home (if purchased subscription)	Watch https://www.youtube.com/watch?v=b7iuFIKmkN4&index=2&list=PLk4aZhY2J7MPXeWoYdO0eIs_SFd4tkU08 Entropy (Order and Disorder) Energy BBC w/ Jim Al-Khalili HD
Physics - Electricity	Electricity – End of unit test	http://www.bbc.co.uk/schools/gcsebitesize/science/add_aqa/electricity/	Doddle KS4 AQA mini-quiz: 1. Electrical Circuits AQA revision guides (new GCSE 1-9) AQA revision guides (new GCSE 1-9)	https://www.doddlelearn.co.uk/app/teacher?#!Science/resources https://www.tassomai.com/home (if purchased subscription) Research the battles between the following pairs of scientists. What were they competing for? Volta and Galvani Tesla and Edison	Watch https://www.youtube.com/watch?v=Gtp51eZkwoI Shock and Awe: The Story of Electricity -- Jim Al-Khalili BBC Horizon

Spanish: Home Learning & Assessment Policy Summary

Key Stage 4 Spanish: Year 9					
Topic	Assessment	Preparation	Revision	Extension	Play
Module 2: Todo sobre mi vida	Autumn 1: End of Unit Formal assessment in Speaking and Listening Weekly vocabulary/ grammar test	Active Learn Toolkit	Doddle activities To be determined on half termly basis.	Record a short TV/music review in Spanish and email it as an **MP3** to your teacher Write a profile on a Hispanic singer	Year 9 Transbee Tune in to a Spanish radio station http://www.listenlive.eu/spain.html Mary Glasgow subscription
Module 3: ¡A comer!	Autumn 2: End of Unit Formal assessment in Reading and Writing Weekly vocabulary/grammar test	Active Learn Toolkit	Doddle activities To be determined on half termly basis.	Create a crazy recipe/cookery video in Spanish Download the app from www.bitstrips.com/ and create a comic strip scene in a Spanish restaurant	Year 9 Transbee Tune in to a Spanish radio station http://www.listenlive.eu/spain.html Mary Glasgow subscription
Module 4: ¿Qué hacemos?	Spring 1: End of Unit Formal assessment in Speaking and Listening Weekly vocabulary/grammar test	Active Learn Toolkit	Doddle activities To be determined on half termly basis.	Create a Spanish clothing magazine article promoting the season's fashions	Year 9 Transbee Tune in to a Spanish radio station http://www.listenlive.eu/spain.html Mary Glasgow subscription
Module 5: Operación verano	Spring 2: End of Unit Formal assessment in Reading and Writing Weekly vocabulary/grammar test	Active Learn Toolkit	Doddle activities To be determined on half termly basis.	Create a tourist brochure	Year 9 Transbee Tune in to a Spanish radio station http://www.listenlive.eu/spain.html Mary Glasgow subscription

AQA GCSE VIVA MODULE 3 **MI GENTE (THEME 1)**	Summer 1 and 2 Skills to be assessed: Speaking Mock exam in July. Assessment point: last two weeks of June	Active Learn Toolkit	Doddle activities To be determined on half termly basis		Tune in to a Spanish radio http://www.listenlive.eu/spain.html Mary Glasgow subscription

Music: Home Learning & Assessment Policy Summary

GCSE Music Year 9					
Topic	Assessment	**P**reparation	**R**evision	**E**xtension	**P**lay
1. Modes	Autumn 1: notereading practical; mode listening exercise; mode evaluation	Modes/scales ~ evaluation; listening to Russian 19th.-century music	Keywords in notebook	Modal pop songs to play (Beatles, Sting); notating modes	Gregorian chant; improvising using Aeolian mode; jazz riffs
2. Murder Ballads	Autumn 2: murder ballad practical; murder ballad evaluation	Listening examples; recap of songwriting techniques	Chord patterns: C, F, G / Am, Dm, Em	Acappella vocals; rap and beatbox; Additional songwriting task	Listen to: country music ballads, Nick Cave
3. Programme Music	Spring 1: Programme practical; programme evaluation	Listening examples from Romantic repertoire; instrumental music structures	Orchestral instruments; additional terminology such as timbre and texture	Rondo form exploration with additional development	Listening to: Tchaikovsky, Chopin, Copland, Penderecki
4. **Variations**	Spring 2: Variation practical; variation listening exercise; variation evaluation	Examples from Mozart, Mahler, Rachmaninov	Recap of development methods and key terminology	Paganini Caprice; 'The Year 9 Challenge'	'Frere Jacques' (Mahler), Twinkle (Mozart)
5. Arts Award	From January: moderation from end of term 2 into term 3	Joining arts clubs in preparation for the experience aspect	Much work can and will be encouraged to be done at home in prep for moderation	Some students will have completed bronze or silver and can move to next level	Swavesey Music School, music extra-curricular clubs incl. musical production
6. THEORY	From Autumn onwards: weekly assessment of individual's understanding	Most students will already have covered some theory in instrumental lessons or SMS	Books can be taken home for further work and practice	Additional work set for those requiring Grade 5 theory exam	Swavesey Music School provides classes to support theory - pick up a registration form from the music department

Arts Faculty: Home Learning & Assessment Policy Summary

GCSE Art and Photography Year 9					
Topic	Assessment	**P**reparation	**R**evision	**E**xtension	**P**lay
Autumn/Spring Term Landscapes, Portraits or Still Life	**Autumn/Spring Term** Formative sketchbook feedback. Complete sketchbook and final canvas.	See Course Guide for weekly tasks.	KS4 Art and Photography club: Monday, Wednesday, Thursday 3.15-4.15pm	**Exhibitions** 1. Richard Pousette-Dart: Beginnings at Kettle's Yard, Cambridge. 23rd Oct – 6th Jan '19. 2. Alex Prager. Silver Lake Drive at The Photographers Gallery, London. 15th Jun – 14th Oct '18.	**Photoshop club:** Mondays 3.15-4.15 **Clay Club**: Wednesday 3.15-4.15 **Photography club**: Thursday 3.15-4.15
Spring/Summer Term Silver or Bronze Arts Award	**Spring/Summer Term** Sketchbook and final piece.	See Course Guide for weekly tasks.	KS4 Art and Photography club: Monday, Wednesday, Thursday 3.15-4.15pm	**Exhibitions** 1. Cindy Sherman at the National Portrait Gallery, London. 27th Jun-15th Sep '19. 2. The EY Exhibition: Van Gogh and Britain at the Tate Britain, London. 27th Mar – 11th Aug '19.	**Photoshop club:** Mondays 3.15-4.15 **Clay Club**: Wednesday 3.15-4.15 **Photography club**: Thursday 3.15-4.15

GCSE Art and Photography Year 10					
Topic	Assessment	**P**reparation	**R**evision	**E**xtension	**P**lay
Autumn/Spring Term Landscapes, Portraits or Still Life	**Autumn/Spring Term** Formative sketchbook feedback. Complete sketchbook and final canvas.	See Course Guide for weekly tasks.	KS4 Art and Photography club: Monday, Wednesday, Thursday 3.15-4.15pm	**Exhibitions** 1. Richard Pousette-Dart: Beginnings at Kettle's Yard, Cambridge. 23rd Oct – 6th Jan '19. 2. Alex Prager. Silver Lake Drive at The Photographers Gallery,	**Photoshop club:** Mondays 3.15-4.15 **Clay Club**: Wednesday 3.15-4.15 **Photography club**: Thursday 3.15-4.15
Spring/Summer Term Mock Exam	**Spring/Summer Term** Sketchbook and final piece produced in ten hour practical exam.	See Course Guide for weekly tasks.	KS4 Art and Photography club: Monday, Wednesday, Thursday 3.15-4.15pm	**Exhibitions** 1. Cindy Sherman at the National Portrait Gallery, London. 27th Jun-15th Sep '19. 2. The EY Exhibition: Van Gogh and Britain at the Tate Britain, London. 27th Mar – 11th Aug '19.	**Photoshop club:** Mondays 3.15-4.15 **Clay Club**: Wednesday 3.15-4.15 **Photography club**: Thursday 3.15-4.15

Arts Faculty: Home Learning & Assessment Policy Summary

Drama Year 9					
Term/Topic	Assessment	**P**reparation	**R**evision	**E**xtension	**P**lay
Autumn One/Introduction to devising [C1] Using a range of dramatic devices in the devising of original theatre for performance	Practical workshops and written HL tasks Rehearsal diary Practical assessment in Week 7 'devising from stimulus'	Understand how to respond to a range of stimuli: how research and rehearsal are vital in the structuring, interpreting and realising of ideas in performance	Engage in a range of dramatic activities in preparation for devising and then apply these to a devised piece	Explore the ideas and work of the practitioners, devising and responding to stimuli: http://www.bbc.co.uk/education/subjects/zbckjxs (optional and won't be covered until year 10)	Swavesey Youth Theatre Arts Award Join an external drama group (e.g. YAC, Spotlight) Visit Theatre to see a live performance.
Autumn Two/WW1 Exploration of the theme of war. Applying key techniques to a range of stimuli	Use the techniques of cross cutting and flashback to connect the trenches and those back home Using hot-seating as a rehearsal technique for developing a role Creating resources – writing a letter home from the trenches. Practical assessment in week 14 'devising a performance on a given theme'.	Watch an episode of Blackadder to get a sense of the time and setting. Fourth Series, n.b age appropriate episodes Corporal Punishment and/or Goodbyeee only.	Engage in a range of dramatic activities in preparation for devising and then apply these to a devised piece Optional additional rehearsals after school	Learn lines ready for performance. Consider addition of significant props and/or costume.	Swavesey Youth Theatre Arts Award Join an external drama group (e.g. YAC, Spotlight) Visit Theatre to see a live performance.
Spring Introduction to the study of a play text (one lesson a week) [C2] Develop an understanding of the ways in which we can use a range of techniques in	Devising original version for part of Act 1 scene 5 in order to develop a greater understanding of the motivation behind	Understand how to apply a range of dramatic techniques in both rehearsal and performance in order to bring the text from the page to the stage.	Rehearsal in and (optional) out of lessons.	Watch extracts from the production/see the production live, read the complete playtext.	Swavesey Youth Theatre Arts Award Join an external drama group (e.g. YAC, Spotlight) Visit Theatre to see a live performance.

order to explore a text, take on and sustain a character; develop understanding of the variety of staging when devising a set for a production; engage in a range of dramatic activities when exploring a playtext, it's themes, plot, sub-plot and playwright's intentions.	Mrs Lyons and The Mother's actions. Select, rehearse and then perform two complete extracts from a choice of 5.			Video your performance and watch it back. Make notes on areas for improvement, rehearse and then present a second time for assessment.	
Summer 1 – Introduction to Style : Physical Theatre [C1] **Summer 2 – Introduction to Style :** TIE Live Theatre Review	Workshops focusing on the key factors, application of physical theatre to a devised piece. Practical workshops on the genre, development of understanding of key theatre companies, devising original TIE piece, theme 'cyber-safety'.	Research the work of key practitioners and build a personal portfolio: http://www.bbc.co.uk/education/guides/ztfk6sg/revision Consider visiting theatre in education companies you've seen and reflect on what the experience taught you.	Learn lines and rehearse out of lesson time Conduct research across common target audience age group to help inform the devising project – e.g. questionnaires, small group discussion…	Video your performance and watch it back. Make notes on areas for improvement, rehearse and then present a second time for assessment.	Swavesey Youth Theatre Arts Award Become a Drama Youth Leader Join an external drama group (e.g. YAC, Spotlight) Visit Theatre to see a live performance. This may be an organised enterprise during this half term.
Autumn One/Introduction to devising [C1] Using a range of dramatic devices in the devising of original theatre for performance	Practical workshops and written HL tasks Rehearsal diary Practical assessment in Week 7 'devising from stimulus'	Understand how to respond to a range of stimuli: how research and rehearsal are vital in the structuring, interpreting and realising of ideas in performance	Engage in a range of dramatic activities in preparation for devising and then apply these to a devised piece	Explore the ideas and work of the practitioners, devising and responding to stimuli: http://www.bbc.co.uk/education/subjects/zbckjxs (optional and won't be covered until year 10)	Swavesey Youth Theatre Arts Award Join an external drama group (e.g. YAC, Spotlight) Visit Theatre to see a live performance.