



# Greyfriars Catholic School

## The Curriculum





## Subject overviews at Greyfriars Catholic School

### *A curriculum where every student can flourish*

At Greyfriars, we know that teaching makes the biggest difference to the personal, academic and emotional success of our young people.

- Know the curriculum deeply
- Plan and deliver well-constructed lessons
- Ensure effective assessment and feedback
- Create an effective working environment
- Provide students with the resources they need for deep thought and learning at home

This guide aims to give a curriculum overview for every subject. It contains information about the vision for every subject, the resources used for both learning in the classroom and independent, home learning. It also explains the assessment process in every subject, as well as subject specific approaches to reading. Finally, this document shares how each subject supports students to memorise and learn key information and the subject specific homework approach.

1. English
  2. Mathematics
  3. Science
  4. Religious Education
  5. History
  6. Geography
  7. Modern Languages
  8. Physical Education
  9. Design & Technology
  10. Art
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# English at Greyfriars

## What do we want our students to know about English?

The aim of English is to give students a deep knowledge of literature, to understand the significance of genre and the importance of context. The curriculum introduces students to knowledge which will be the most use to them in academic contexts and to afford them the maximum amount of choice in KS4, 5 and beyond. It aims to build cultural capital to enable all students to take part in discussion or debate that they may otherwise be excluded from. Therefore, we teach by genre and have selected texts with strong cultural significance and lexical challenges that are also age appropriate. Having a strong focus on genre allows students to understand the differences in written style and then apply this to their own writing. By the end of KS4, students should have a firm understanding of genre and have practised writing in a range of styles. In doing so, they are enabled to craft more authentic narrative styles that draw on their solid understanding of genre and grammatical structures and are able to approach the GCSE written assessment with styles they have consciously crafted for years.

## What resources will we provide for this?

- **Knowledge organiser** - a knowledge organiser (KO) is a key tool for learning and is issued in the first lesson of a topic; it is used throughout the topic as a resource for definitions. It should also be used to make revision cards for homework
- **Copies of novels, plays, poems, non-fiction and fiction articles** – will link with our schemes of work. .

## How will we assess and give feedback on student work?

- **Formative assessment** - All students will sit a formative assessment mid-way through each unit. This test will identify how far students have grasped key content that has been taught so far, and will provide the teacher with information as to what has / hasn't been understood, and what needs to be re-taught or presented in different way. All topics have an associated mid topic test. This will be followed with a feedback lesson where misconceptions are addressed.
  - **Summative assessment** – At the end of each unit, students will sit an end of term assessment, designed to allow them to show how well they've understood the knowledge and developed the skills being taught in the unit.
  - **Feedback lesson** – Feedback lessons place on an ongoing basis throughout the term, as well as after formative and summative assessments.
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## How do we approach reading in English?

### Reading approaches:

- Vocabulary is explicitly taught and is embedded in our SOW. Key vocabulary will be taught at the beginning of lessons and will be returned to during silent starters and using the knowledge organisers in lessons. Repeating these keywords throughout lessons is central to successful geography teaching and learning.
- Key vocabulary is identified on knowledge organiser
- Pre-reading homework is explicitly explained BEFORE setting as homework including providing a glossary of more complex vocabulary.
- Teachers will explicitly highlight in lessons when they are using terminology on KO and re-clarify where appropriate
- Reading lessons will take place once a fortnight in the Library.

## How do we ensure that students learn and remember key information?

- **Silent Starter Recap** - recall questions asked at the start of lessons remind students of key terminology and concepts.
- **Revision cards** - students make revision cards for each mid topic and end of topic test.

## How do we set homework in English?

Students are given standardised homework tasks of up to one hour of homework/week.

- Homework is always set at the start of lessons
  - Homework is clearly explained by showing the work on screen and how to complete
  - Students will also be asked to read a book of their choice for at least 20 minutes, four times a week.
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# Mathematics at Greyfriars

## What do we want our students to know about Maths?

A high-quality mathematics education provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. At Greyfriars we are on our 'Mastery Journey'. This is to support a long-term, secure and adaptable approach to mathematics teaching and supporting learners to become resilient learners as well as working efficiently by making effective links between concepts and relationships. Teaching is supported by "The Big 5 Ideas" where teachers use coherence, representation and structure, mathematical thinking, fluency and both conceptual and procedural variation.

## What resources will we provide for this?

- **Knowledge organiser:** a knowledge organiser (KO) is a key tool for learning and is issued in the end of a unit; it covers all the important information to revise for the unit test
- **KS5 Textbooks:** In KS5 we provide Pearson textbooks that are linked to the Edexcel specification.
- **On-line Resources:** A variety of On-line Resources are supplied to support the learning of our students such as Mathsgenie, Corbett Maths and Sparx Maths.

## How will we assess and give feedback on student work?

- **Formative assessment** – All units have an end of unit assessment in both KS3 & KS4. This assessment is used by the class teacher to identify areas that need reviewing, or misconceptions, before moving on to the subsequent content. These are teacher marked and all results recorded on the department data spreadsheet. A feedback lesson is given to ensure that students know what they need to do to move forward.
  - **Summative assessment** – Each term there will be a more formal test called an assessment point. These assessments cover all the topics from the term. These are teacher marked and all results recorded. A feedback lesson is given to ensure that students know what they need to do to move forward.
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## How do we approach reading in Maths?

### Reading approaches:

- Student understanding of terminology is a key focus of reading in Maths. Teachers will explicitly highlight during lessons any terminology that specifically needs to be learnt
- Reading is key when answering problem solving questions and we here at Greyfriars put a huge emphasis on building resilient problem solvers. Students are given lots of practice of interpreting the information and being able to form their ideas and answer challenging problems.

## How do we ensure that students learn and remember key information?

- **Sparx Maths HW** – Students are set Sparx HW each week covering the topics covered in class that week. 60% is new learning and 40% is revision of previous content covered
- **Revision cards & other Revision materials** – students make revision cards for each mid topic and end of topic test.
- **Silent Starter Recap** – Twice a week students will have a revision recap starter that tests prior learning of various topics. This retrieval content allows students to constantly revisit concepts throughout the year.
- **Regular sessions of Q&A** – both high and low stakes are woven into the SOW to ensure that staff identify misunderstandings or gaps in knowledge earlier.

## How do we set homework in Maths?

- Students are given homework tasks of one hour of homework per week
  - HW is set once every week on Sparx
  - Each student has their individual account and can login at home or at school
  - Each student has an individualised HW each week which uses an algorithm to set it at the right level for their ability
  - Students are set Sparx HW each week covering the topics covered in class that week. 60% is new learning from that week and 40% is revision of previous content covered
  - Teachers will track throughout the week the progress of each students HW and each week parents will be emailed to notify them on their child's progress.
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# Science at Greyfriars

## What do we want our students to know about science?

In Science, we cover a vast body of knowledge that explains the rapidly changing world that our students will need to keep pace with. We aim to give our students a well-rounded understanding of the essential topics that underpin the Sciences and provide the foundations of modern civilisation. Our students will understand that Science is essential to all their lives irrespective of whether they follow a STEM pathway or not. Science at Greyfriars also teaches our students how to approach problems in a methodical and critical way through the scientific method, skills that are transferable to studies in other disciplines and their future lives.

## What resources will we provide for this?

- **Knowledge organiser:** a knowledge organiser (KO) is a key tool for learning and is either issued in the first lesson of a topic or is an integral part of the study booklet in KS3; it is used throughout the topic as a resource for definitions. It should also be used to make revision cards in HW and Educake.
- **KS3 Study Booklets:** In KS3 we have developed our own in-house support booklets that work alongside a student exercise book to help our students learn how to generate well structured notes.
- **KS4 Textbooks:** In KS4 we use Collins textbooks that link with the units of work and are accredited by AQA. Support sheets for practicals help student notes in the booklets provided.
- **KS5 Textbooks:** In KS5 we provide a range of different textbooks that are linked to the various specifications taught across all 5 science disciplines. We provide exercise books and support booklets as appropriate.
- **Online Resources:** A variety of online resources are supplied to support the learning of our students such as Educake for KS4.

## How will we assess and give feedback on student work?

- **Formative assessment:** All topics have an associated mid topic test which is aimed at assessing not only the core content so far in the unit being studied but also in reviewing prior learning that underpins the work being studied. This assessment is used by the class teacher to identify areas that need reviewing, or misconceptions, before moving on to the subsequent content. A feedback lesson is given to ensure that students know what they need to do to move forward.
  - **Summative assessment:** Each topic has a more formal end of topic test which is printed out and has two sections (Section A – multiple choice questions & Section B
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– longer answer questions). A feedback lesson is given to ensure that students know what they need to do to move forward.

### How do we approach reading in science?

- Student understanding of terminology is a key focus of reading in science.
- Key terminology is identified and highlighted to students
- Pre-reading homework includes the explanation of essential terminology. A support sheet for terminology may be used in addition to a reading task.
- The Google Classroom will be used to set a Google Form (or similar exercise) multiple choice quiz to check comprehension for all reading homework.
- Reading occurs on a regular basis, either as a reading lesson or as a series of reading tasks

### How do we ensure that students learn and remember key information?

- **Educake HW quizzes:** Educake tests are designed to check consistent responses.
- **Revision cards & other Revision materials:** students make revision cards for each mid topic and end of topic test. Memorisation tasks are then set as homework
- **Silent Starter Recap:** recap questions asked at the start of lessons remind students of key terminology and concepts
- **Regular sessions of Q&A:** low stakes quizzes are woven into the SOW to ensure that staff identify misunderstandings or gaps in knowledge earlier.

### How do we set homework in science?

- Students are given standardised homework tasks of up to one hour of homework per week
  - Homework is set at the start of lessons
  - Homework is clearly explained by showing the work on screen and how to complete
  - Homework will usually start with pre-Learning to learn key words
  - Later homework tasks are designed to review and apply knowledge as well as constantly addressing the learning of key words.
  - Homework before a test will be a revision session.
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# Religious Education at Greyfriars

## What do we want our students to know about Religious Education?

In order to understand the world, you need to understand religion. Everything that we are and have become has come from how religion is intertwined in our history, society and culture. Through the RE curriculum we offer students the chance to study a diverse range of world views and apply these to current issues. We want to provide students the tools to understand what is going on in the world and to make sense of their place within it. Through RE they will learn about other faiths and cultures but also have a deeper understanding of their own beliefs and place within society. We want every child to question and inquire about their place in society and the contributions that they make. Students are developing a deep sense of empathy for people from different walks of life, they are developing a non-judgemental approach to those that are different from them and they are developing their understanding of different cultures and their role in living harmoniously within this.

## What resources do we provide for this?

- **Glossary:** Students are issued with a glossary for each unit which provides students with the key vocabulary and definitions.
- **PowerPoints:** At the start of each term the PowerPoints are uploaded to google classrooms. This is so students can use these to pre-learn or review learning.
- **KS4: Online revision pack.** KS4 students have access to revision resources and activities for all units, examples of resources include revision notes, overviews and knowledge check questions.

## How will we assess and give feedback on student work?

- **Formative:** All topics have a mid-topic extended writing task. Students are asked to write an evaluative essay where they must consider two different points of view and provide a justified conclusion as to which is a stronger argument. We use feedback sheets to identify the strengths of the work and the areas for improvement. Students are provided with a question for further explanation to improve their work and dedicated time is given to complete this.
  - **Summative:** At the end of each topic there is a formal end of unit assessment. This is completed in time conditions and consists of multiple choice questions, completing
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quotes and a longer extended writing task to evaluate a statement. This is assessed and the percentage recorded.

### How do we approach reading in RE?

- The ability to interpret scripture is a key focus in RE. Students need to read for the symbolism in a story and be able to identify the key teachings from this.
- Key vocabulary is a key focus and students are given a glossary for each unit at the beginning of term
- Once a term there is a key vocabulary multiple choice quiz set for homework through google classrooms to check pupil understanding of key terms
- Teachers will identify the key words for the lesson and explain their meaning using the strategy of 'I say, You say'.
- Lessons contain intentional opportunities to read with explanations being written on a PowerPoint and also explained by the teacher.

### How do we ensure that students learn and remember key information

- **Google Classroom Homework:** Students complete a weekly google quiz through their google classroom which consists of 10 multiple choice questions. This is then automatically marked and recorded.
- **Silent Starter:** At the start of each lesson students complete a memory platform, to identify the keywords from images and definitions. This is to remind students of key terminology and concepts.
- **Low Stakes Quiz:** At the end of each lesson students complete a short quiz to test they have understood key concepts.
- **Written explanations:** Students complete a written task each lesson which will focus on a key skill, either to explain a belief, a religious practice, or an expression of a belief. They also compare different beliefs and practices.

### How do we set homework in Religious Education?

Students are given standardised homework tasks of up to one hour of homework/week.

- HW is always set on the same day each week
  - HW is a multiple choice quiz on a google form
  - HW is electronically marked with instant feedback
  - HW scores are stored on Google Classroom as is submission
  - HW is set based on the learning that week
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# History at Greyfriars

**What do we want our students to know about history?**

*"Those who cannot remember the past are condemned to repeat it"*

***George Santayana (1905) Reason in Common Sense, p. 284, volume 1 of The Life of Reason***

Greyfriars History department champions each and every student and provides students with the knowledge to understand how Britain's history fits into the wider world. We also want students to understand how history shaped the place and society they have grown up in. We want our students to care for the past and how different societies, cultures and ideas have shaped and developed our world to this day. We champion our students to become ambitious on both the grades they can achieve through working hard and questioning the knowledge we provide, and ambitious to continue to record, protect and learn from our history.

**What resources will we provide for this?**

- **PowerPoints:** to support each lesson and this will be uploaded to the class google classroom with any other resources from the lesson.
- **KS4 Textbooks:** Students will have access to the supporting subject textbooks specific to the exams they are completing.
- **Revision materials** provided in built up to assessments and exams which again can be accessed on the class' google classroom.

**How will we assess and give feedback on student work?**

- **Formative assessment** -All topics have bi-weekly assessment for learning quiz which test students on short term memory recall. These quizzes will be set on Google Classrooms and automatically marked and placed in a mark sheet. Misconceptions will be addressed in the consequent lesson to support learning. Also in lessons themselves regular assessment for learning techniques will be used to check understanding in lessons.
  - **Summative assessment** Assessment points will be completed during the year which will test learning from the subsequent topics. This will be marked by the teacher and the mark formally recorded. These will explore the different key
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historical skills of cause and consequence, change and continuity, significance and use of historical sources and interpretations.

- **Feedback lesson** - After the summative assessment there will be a feedback lesson. This will allow all students to review their performance in the assessment and will address any misconception which might have arisen. Students will complete a self-assessment section in this lesson.

## How do we approach reading in History?

### Reading approaches:

- Reading is an important part of the learning process and throughout their time at school students will have opportunities to read lots of different types of primary and secondary historical texts. These will focus on both key historical topics and subjects but also the key historical skills.
- All texts will begin with pre-learning of any key vocabulary needed for the reading. Also a discussion of what would be expected from the type of reading they are looking at.
- All readings will be read by an expert reader to ensure all can understand what the text is about and followed by a comprehension task to check understanding of the reading.
- Students will also have the support of a glossary to help embed tier 2 and 3 vocabulary. These will be termly based at KS3 and for KS4 and 5 will be exam unit based.

## How do we ensure that students learn and remember key information?

- **Homework - KS3** – Bi-weekly cycle with one week being a knowledge based quiz online to check understanding of learning. The other week will consist of a reading or research based task to develop deeper understanding of topics being studied. **KS4** – Bi-weekly cycle consisting of one week focusing on exam practise through completing exam styled questions. The other week will focus on revision base activities to consolidate learning.
  - **Silent Starter recap**- Students will be asked to do a recap of the key terms and themes at the beginning of lessons. There will be a range of short and longer term memory questions to support recall. There will be an image question which will support EAL and SEND students.
  - **Assessment Preparation**- Students will be provided with an overview of the content of the assessment and revision material to support their learning.
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### **How do we set homework in History?**

- HW will be explained to students at the start of a lesson
- Instructions and work will also be posted on the class' Google Classroom
- Each piece will have a week to complete it with due date and instructions clear on Google Classroom and given in lesson.
- Feedback on HW and marking of quizzes is in good time to support misconceptions.
- Homework will be set weekly in History for KS3 and 4.





# Geography at Greyfriars

## What do we want our students to know about Geography?

Geography champions each and every student's understanding of the changing world around them. We want students to know how geography is pivotal in the world in which they will grow up in. Geography provides a lens through which students are able to see their ability to transform the world around them for good, to live simply and sustainably and to see themselves as stewards of local, national and global communities. We champion our students to become ambitious, and ambitious for a future where societies and environments are sustainable. The teaching of geography gives pupils an understanding of the world around them, its environments, places near and far, and the processes that create and affect them.

## What resources will we provide for this?

- **Knowledge Organisers-** a knowledge organiser (KO) will be provided to students at the beginning of each topic. This will be stuck in their books or present at the front of the booklet. This will be alongside a glossary which will support the learning of key geographical definitions throughout the topic. It should also be used to support revision for the summative assessment point.
- **Textbooks-** textbooks are rarely used in Geography but when they are we use Geog.1, Geog. 2 and Geog.3 for KS3 and GCSE 9-1

## How will we assess and give feedback on student work?

- **Formative assessment** – All topics have bi-weekly quizzes that test students on short term memory recall. These quizzes will be set on Google Classrooms and automatically marked and recorded. Misconceptions will be addressed in the subsequent lesson to ensure learning. Observing pupils' questioning and discussions in class is an effective method for teachers to establish pupils' understanding on a day-to-day basis.
  - **Summative assessment** – Assessment points will be completed during the year which will test learning from the subsequent topics. Students will have revision materials and key topics on Google Classroom to allow them to prepare for these assessments. This will be marked by the teacher and the mark formally recorded.
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- **Feedback lesson** – After the summative assessment there will be a feedback lesson. This will allow all students to review their performance in the assessment and will address any misconception which might have arisen. Students will complete a self-assessment section in this lesson.

## How do we approach reading in Geography?

### Knowledge to support reading:

- There is a need to identify both the content (substantive knowledge) that is to be taught and the knowledge of relationships that allow pupils to understand the connections between ideas (disciplinary knowledge). Pupils' combined appreciation of both substantive and disciplinary knowledge can be described as geographical understanding.
- Key vocabulary will be taught at the beginning of lessons and will be returned to during silent starters and using the knowledge organisers in lessons. Repeating these keywords throughout lessons is central to successful geography teaching and learning.

### Reading approaches:

- We bring the reading skills required at GCSE and A Level Geography down through key stage three to support our students to build these skills through the 7 year geography educational journey.
  - Students will develop the skills of comprehension when reading a piece of geographical text. Through building from pupils' personal and 'everyday' geographies in 'dialogue with the academic', there can be 'the possibility of the creation of new knowledge that can give learners a sense of social and environmental agency.
  - Students will be able to pick out key aspects within text to support the knowledge and understanding of geographical events and case studies.
  - Students will be taught exam command words from KS3 which will support their reading and comprehension of what is required of them in Geography.
  - Subject specific vocabulary will be highlighted to students to allow them to develop a broad range of subject specific words. These will be revisited and assessed in the quizzes set bi-weekly in geography.
  - Teachers will read longer pieces of text in line with the schools expert reader policy.
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## How do we ensure that students learn and remember key information?

- **Homework** – **KS3 students** will complete a quiz bi-weekly to assess short term memory recall and support recall of the subject specific key concepts. Students will be asked to do a range of activities in between the quizzes to support not only over-learning and pre-learning but also develop a love and insight of Geography in the wider world. **KS4 and KS5- Students** will alternate between a revision style homework, which will allow them to develop their revision skills, and an examination question style homework, which will support their ability to answer exam style questions. This will also provide valuable understanding for the teachers of their progress in Geography.
- **Silent Starter** recap- Students will be asked to do a recap of the key terms and themes at the beginning of lessons. There will be a range of short and longer term memory questions to support recall. There will be an image question which will support EAL and SEND students.
- **Assessment Preparation-** Students will be provided with an overview of the content of the assessment and revision material to support their learning.

## How do we set homework in Geography?

- HW is always set at the beginning of lessons or time is provided for explanation at the end.
  - HW is clearly explained and time for questions allowed.
  - HW is set on Google classroom with clear and direct instructions.
  - HW is always set with a week in between setting and due date.
  - HW is weekly in KS3, KS4 and KS5
  - Feedback on HW and marking of quizzes is in good time to support misconceptions.
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# French at Greyfriars

## What do we want our students to know about French?

The vision for French at Greyfriars is to develop communicative skills and to encourage intercultural knowledge and understanding. We seek to open students' minds to different cultures whereby students feel "Citizens of the World". Furthermore, we want to nurture a lifelong passion and curiosity for languages and to consolidate the skills for future language learning. Through French, students deepen their appreciation of their faith and fulfil their God-given talents. Students will also understand how Catholic virtues and British Values relate to French and finally to learn to appreciate the similarities and differences, which exist between the French and British.

## What resources will we provide for this in the lesson?

- **Knowledge Organisers** - a knowledge organiser (KO) is a key tool for learning and is issued at the start of the term where we introduce a new theme. It is used throughout the theme as a resource with vocabulary and phrases required for that term.
- **Google Slides Presentation** of our Lessons, which are adapted by the team in MFL to account for misconceptions and needs of our pupils. They are published on google classroom which allows those who have missed lessons to catch up.
- **Interactive resources and ICT** are used to vary teaching and learning. To help and support pupils gain both confidence and knowledge, we do a range of activities including the following: language games, group work, paired work, music, video clips etc We also include sessions to improve their cultural awareness of where French is spoken.

## How will we assess and give feedback on student work?

- **Formative Assessment -Continuous in-class assessment** - We continuously assess students in their lessons through formative assessments by incorporating the feedback loop at the end of each task. Students are encouraged to tick their answers in the feedback loop stage & correct any incorrect answers.
  - **Summative Assessment** - We also assess students at the end of each term with a summative assessment where we assess them on the knowledge and skills built through class and homework activities. These are teacher marked and formally recorded on both our own tracking system and on sims.
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- **AP Assessments:** Three times a year students complete AP assessments which are fed into our data information system and informs interventions and seating plans to ensure all students are well supported in French lessons.
- **Feedback Lesson-** All end of term and AP assessments are followed by a feedback lesson where common misconceptions are retaught and informs future planning by ensuring these misconceptions are carried forward to the next term's lessons.

### How do we approach reading in French?

- **Reading Approaches:** In class we read to succeed. We model reading to students and then ask students to read together as a class, then in pairs, then independently. We also deliver phonic sessions to ensure students learn how to pronounce the vocabulary and similar sounds.

### How do we ensure that students learn and remember key information?

- **Quizlet and Languagesonline** Homeworks and consolidation exercises: Students complete Quizlet or languagesonline homework tasks each week.
- Our **Silent Starter** recap learning from the previous lesson and is consistent across all classes. We look at key skills assessed at GCSE. List, correct, translate, grow, change and grammar activities.

### How do we set homework in French?

- **Homework is set weekly** through Quizlet and languagesonline and is posted on Google Classroom for students to access.
  - **Quizlet** activities allow students to work through a series of tasks and is differentiated by outcome.
  - **Flashcards** with pronunciation support, listening, writing and match-up activities. These homework activities feed into their final end of term summative assessment which tests their memory recall, knowledge and understanding from that term.
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# Physical Education at Greyfriars

## What do we want our students to know about PE?

All students are entitled to a progressive and comprehensive PE curriculum which takes into account the individual's physical, educational and personal developmental needs. It is broad, balanced and meaningful and is planned in a way that meets the 4 strands of physical education. It allows students to develop skills, make and apply decisions, develop physical and mental capacity and evaluate and improve their performance.

Curricular and extra-curricular PE ensures that students in the school access a holistic education where their physical, social, personal, cognitive and creative needs are met as well as improving their overall health and fitness. The PE curriculum is accumulative in skills as well as striving to prepare students for competitions. It is ambitious and designed to give all learners the opportunity, support and challenge to make progress.

At the end of students' school career the intent is for each pupil to have a successful transition into a life-long pursuit of sport or activity

## How will we assess and give feedback on student work?

- **Formative assessment** - Formative assessment takes place throughout the unit of work. This is done through questioning, observations, peer and self assessment.
- **Summative assessment** - All sports/activities have an associated end of activity test. This is set on Google Classroom and consists of 10 multiple choice questions about the sport/activity and scientific principles. Students are also graded on their practical ability within each sport/activity. They are assessed against the GCSE PE criteria.

## How do we ensure that students learn and remember key information?

- **Educake HW quizzes** - Students do 2 Educake quiz HWs per topic where 5 Q repeat. Students make revision cards of key words from KO and have informal whiteboard quizzes in lessons and a follow up question after making revision cards.
  - **Silent Starter Recap** - recap questions asked at the start of lessons remind students of key terminology and concepts.
  - **Revision cards** - students make revision cards for each mid topic and end of topic test. Memorisation task then set as HW.
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## How do we set homework in PE?

Students are given standardised homework tasks of up to one hour of homework/week:

- HW is always set at the start of lessons
- HW is clearly explained by showing the work on screen and how to complete
- HW 1 Pre-learning 1 to learn key words.
- HW 2 Educake Quiz 1 to practice key terms and identify early misconceptions.
- HW 3 Mid topic test followed feedback lesson to re-teach misconceptions.
- HW 4 Pre-learning 2 to learn 2nd half of key terms.
- HW 5 Educake Quiz 2 to revise 5 key questions and test learning of 10 more.





# Design & Technology at Greyfriars

## What do we want our students to know about D&T?

Design and technology gives students the skills and abilities to engage positively with the designed and made world and to harness the benefits of technology. They learn how products and systems are designed and manufactured, how to be innovative and to make creative use of a variety of resources including digital technologies, to improve the world around them

Design and Technology is a practical and valuable subject. It enables students to actively contribute to the creativity, culture, wealth and well-being of themselves, their community, and their nation. It teaches how to become more resourceful, innovative, enterprising and capable. Students develop a critical understanding of the impact of design and technology on daily life and the wider world. Additionally, it provides excellent opportunities for students to develop and apply value judgments of an aesthetic, economic, moral, social and technical nature both in their own designing and when evaluating the work of others

## What resources will we provide for this in the lesson?

- **Knowledge Organisers** - a knowledge organiser (KO) is a key tool for learning and is issued at the start of a new module. It is used throughout the module as a resource to support students.
- **Booklets** - DT use booklets for each module with key content, differentiated tasks and visual images to support student learning
- **Textbooks** – AQA GCSE Design PG Online Design and Technology textbooks and Hodder Education A level Design and Technology textbooks to link in with units of work
- **ICT** and design software used to vary teaching and learning and help and support pupils, gain both confidence, knowledge and skills. PP presentation of lessons, paired work, video clips etc

## How will we assess and give feedback on student work?

- **Formative Assessment** - We continuously assess students in their lessons through formative assessment e.g. informal feedback both book and project tasks, low stakes questioning and feedback loop for book work.
  - **Summative Assessment** - We also assess students at the end of each module with a summative assessment where we assess them on the knowledge and skills developed through class and homework activities. These are teacher marked and recorded.
  - **Feedback Lesson**- End of term theme assessments are followed by a feedback lesson where common misconceptions are retaught.
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## How do we approach reading in DT?

### Reading approaches:

- Student understanding of terminology is a key focus of reading in DT
- Key terminology is identified on knowledge organiser
- Teachers will highlight in lessons when they are using key terminology
- Google Form multiple choice quiz to check comprehension and help prepare for end of unit tests.
- Drop down reading opportunities built into student booklets including biographies of designers to link in careers.

## How do we ensure that students learn and remember key information?

- **HW Quiz:** Students complete google forms homework quiz tasks.
- **Silent Starter Recap:** recap questions asked at the start of lessons remind students of key knowledge, skills and concepts
- **KO cover recall.** Students are encouraged to use KO in read cover recall tasks

## How do we set homework in DT?

Students are given standardised tasks on a fortnightly basis. These homework activities help prepare students for their summative assessment.

- **Homework quizzes** are set through google forms and is posted on Google Classroom for students to access which are self-marking.
  - **Revision card:** students use knowledge organisers to make key revision cards
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# Art at Greyfriars

## What do we want our students to know about Art?

Our curriculum is modelled on the national curriculum. Art aims to enhance the creativity of each student, help students rediscover their creative side in their Art lessons and it is the aim of our curriculum to nurture these skills as the students learn. By providing pupils with enjoyable and engaging lessons, pupils will find Art to be a subject that is accessible to all. We do this by educating pupils in a broad range of media, materials and styles. They will learn about a wide selection of Art from the present day and through history and about the creative possibilities that art offers. These skills are relevant across the wider curriculum and are beneficial life skills to have. Students are encouraged to become ambitious on both the grades they can achieve through working hard and making the most of their natural creativity and talent. Art at Greyfriars aims to inspire, engage and challenge individuals with one of the highest forms of human creativity.

## What resources will we provide for this in the lesson?

- **Knowledge Organisers:** a knowledge organiser is used throughout the module as a resource to support students.
- **ICT** used to vary teaching and learning and help and support pupils, gain both confidence as well as knowledge and skills. PP presentation of lessons, paired work, video clips etc

## How will we assess and give feedback on student work?

- **Formative Assessment:** We continuously assess students in their lessons through formative assessment e.g. informal feedback both book and project tasks, low stakes questioning and feedback loop for book work.
  - **Summative Assessment:** We also assess students at the end of each module with a summative assessment where we assess them on the knowledge and skills developed through class and homework activities. These are teacher marked and recorded.
  - **Feedback Lesson:** End of term theme assessments are followed by a feedback lesson where common misconceptions are retaught.
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## How do we approach reading in Art?

### Reading approaches:

- Student understanding of terminology is a key focus of reading in Art
- Key terminology is identified on knowledge organiser
- Teachers will highlight in lessons when they are using key terminology
- Google form multiple choice quiz to check comprehension and help prepare for end of unit tests.
- Drop down reading opportunities built into student books including biographies of Artists to link in careers.

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