

Year 11 Curriculum Booklet



St Aloysius' College
2019/2020

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Introduction



Welcome to our Curriculum Evening. Thank you for attending this important evening.

Tonight, is all about your child and how the St Aloysius College community can make further impact on your sons' personal, social and educational journey to their GCSE exams and beyond. This evening will accomplish three important aims for you and your son:

- To further develop and build on a positive and supportive relationship between parents, students and staff.
- To support you, the parent with information that will enable you to ensure that your son achieves the academic outcomes that he is capable of.
- To continue to nurture aspiration in your son so that he can make effective decisions when it comes to his education

We are here for you and your son's education and to use this partnership to work closely together to ensure all avenues of success are taken full advantage of between now and the time your son leaves education at St Aloysius College.

This booklet contains information on subject curricula and more information that will be communicated this evening.

Should you require any additional assistance or support at any time, please do not hesitate to contact your son's Head of Year.

Ms S Kisten

Assistant Headteacher – Curriculum & Outcomes



Head of Department: Mr D. Doherty

	Autumn 1	Autumn 2
Focus/Context for Learning	<p>Week:</p> <ol style="list-style-type: none"> Portfolio of work: Present Ideas Presentation Techniques: Portfolios Displays & 4. Sketchbooks displays and Design Development Design Development: Presentation of personal ideas Test/AfL: Peer and self-assessment Enrichment 	<p>Week:</p> <ol style="list-style-type: none"> Portfolio of work: Final Outcome Final Outcome: tutorials Research on appropriate graphic designers Experimentation on appropriate techniques Christmas Exams Enrichment Enrichment
	Spring 1	Spring 2
Focus/Context for Learning	<p>Week:</p> <ol style="list-style-type: none"> Portfolio of Work: Final outcome and 3 – Portfolio Display Final Outcome Controlled Assessment expectations and themes: group discussions and individual tutorials Enrichment 	<p>Week:</p> <ol style="list-style-type: none"> Controlled Assessment: Contextual Studies & 3 – Research on appropriate Graphic Designers Experimentation Select appropriate resources, media, materials, techniques and processes Enrichment
	Summer 1	Summer 2
Focus/Context for Learning	<p>Week:</p> <ol style="list-style-type: none"> Controlled Assessment: Record Design Ideas Proposals – Tutorials Design Ideas Proposals – Research Design Development – Record ideas and development Design Development- Theme discussions Controlled Assessment Controlled Assessment (Enrichment) 	<p>Week:</p> <ol style="list-style-type: none"> Moderation Enrichment Enrichment Enrichment



Head of Department: Mr M. Caceres

You will investigate business growth. How does a business develop beyond the start-up phase? You'll learn about key business concepts and issues and decisions you need to make when growing a business and working in a global business. You'll learn about meeting customer needs, making marketing, operational, financial and human resourcing decisions and you'll explore how the wider world impacts the business as it grows.

	Autumn 1	Autumn 2
Focus/Context for Learning	<p><u>2.2 Making marketing decisions</u> 2.2.5 Using the marketing mix to make business decisions</p> <p><u>2.3 Making product decisions</u> 2.3.1 Business operations 2.3.2 Working with suppliers 2.3.3 Managing quality 2.3.4 The sales process</p>	<p><u>2.4 Making financial decisions</u> 2.4.1 Business calculations 2.4.2 Understanding business performance</p> <p><u>Topic 2.5 Making people decisions</u> 2.5.1 Organisational structures 2.5.2 Effective recruitment 2.5.3 Effective training and development 2.5.4 Motivation</p>
	Spring 1	Spring 2
Focus/Context for Learning	<p><u>Exam Practice & Revision Theme 1 & Theme 2</u></p>	<p><u>Exam Practice & Revision Theme 1 & Theme 2</u></p>
	Summer 1	Summer 2
Focus/Context for Learning	<p><u>Exam Practice & Revision Theme 1 & Theme 2</u></p>	<p><u>Exam Practice & Revision Theme 1 & Theme 2</u></p>



Head of Department: Ms M. Acquah

	Autumn 1	Autumn 2
Focus/Context for Learning	<ul style="list-style-type: none"> A. Introduction to SQL B. Python Programming C. Programming Project D. Programming techniques and Producing robust programs E. Analysis, Design, Development, Testing, Evaluation, Conclusions 	<ul style="list-style-type: none"> A. Algorithms B. Iteration C. Boolean Logic D. Data Types and Structures E. Searching & Sorting Algorithms

	Spring 1	Spring 2
Focus/Context for Learning	<ul style="list-style-type: none"> A. Problem Solving B. Input and Output C. Binary and Hexadecimal D. Binary Representations E. Programming Languages 	<ul style="list-style-type: none"> A. Ethical, Legal, Cultural and Environmental concerns B. Computer Systems Hardware C. Computer Systems Software D. Networks E. Systems Security

	Summer 1	Summer 2
Focus/Context for Learning	<ul style="list-style-type: none"> A. Data Representation B. Storage Units & Binary C. Binary arithmetic and Hexadecimal D. ASCII and Unicode E. Images, Sound and Compression 	<ul style="list-style-type: none"> A. Exam Styled Programming Challenges B. Exam Styled Questions C. Tutorials D. Revision – Algorithms, Boolean Logic, Data Types & Structures



Head of Department: Mr E. Frazer

The GCSE Design and Technology course is a new specification that combines the creative iterative design process and practical making skills necessary to produce a commercially viable product.

Year 11 is predominantly focus on the NEA coursework and exam practice. The NEA is worth 50% of the final GCSE grade and the written exam is also worth 50% and covers the following topics: Core Technical Principles; Specialist Technical Principles; and Designing and Making Principles.

Design and Technology is considered a highly creditable GCSE subject by Colleges, Universities and employers.

	Autumn 1	Autumn 2
Focus/Context for Learning	<p>Assessment Objective (AO1): The NEA 'Iterative design and make challenge on the iterative processes of explore, create and evaluate.</p> <p>1.1 Explore the Contextual Challenges 1.2 Outline a Design Problem 1.3 Identify the needs of the End User 1.4 Investigate Existing Products 1.5 Research planning 1.6 Design Brief and Specification 1.7 Design strategies/Initial Ideas 2.1 Review and evaluate Initial Ideas</p> <p>Assessment: regular test and exam practice questions.</p>	<p>Design and make prototypes: 2.2 Developing and Refining Design Ideas 2.3 Modelling ideas – CAD/CAM 2.4 Final Design Idea 2.5 Working drawings 2.6 Manufacturing specification 2.6 Production of Prototype</p> <p>Mock exam 2 Preparation/revision</p>

	Spring 1	Spring 2
Focus/Context for Learning	<p>Assessment Objective (AO3):</p> <ul style="list-style-type: none"> Working drawings Manufacturing specification and costing Applied mathematical skills Manufacturing Manufacturing 	<ul style="list-style-type: none"> Manufacturing continued Modifications for mass production Testing and evaluation of final outcome against set criteria <p>Exam preparation:</p> <ul style="list-style-type: none"> Revision - Theory Exam practice - Past exam papers and mark scheme

	Summer 1	Summer 2
Focus/Context for Learning	<p>Revision and exam practice - past exam papers and mark schemes</p> <p>Final written exam (2hr written paper)</p>	



Head of Department: Ms E. Doorly

	Autumn 1	Autumn 2
Focus/Context for Learning	<p><u>Revision of Literature Paper 1 & 2:</u> Romeo and Juliet / The Strange Case of Dr Jekyll and Mr Hyde / DNA / POETRY</p> <p>EXAMINED:</p> <ol style="list-style-type: none"> LITERATURE PAPER 1 LITERATURE PAPER 2 	<p><u>Revision of Literature Paper 1 & 2:</u> Romeo and Juliet / The Strange Case of Dr Jekyll and Mr Hyde / DNA / POETRY</p> <p>EXAMINED:</p> <ol style="list-style-type: none"> LITERATURE PAPER 1 LITERATURE PAPER 2

	Spring 1	Spring 2
Focus/Context for Learning	<p><u>Revision of Language Paper 1 & 2:</u></p> <p>EXAMINED:</p> <ol style="list-style-type: none"> LANGUAGE PAPER 1 LANGUAGE PAPER 2 	<p><u>Revision of Language Paper 1 & 2:</u></p> <p>EXAMINED:</p> <ol style="list-style-type: none"> LANGUAGE PAPER 1 LANGUAGE PAPER 2

	Summer 1	Summer 2
Focus/Context for Learning	EXAMS	EXAMS



Head of Department: Ms G. Briody

“The study of geography is about more than just memorising places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it’s about using all that knowledge to help bridge divides and bring people together.” – **Barack Obama**

	Autumn 1	Autumn 2
Focus/Context for Learning	<p>UK Physical Landscapes: Coasts</p> <ul style="list-style-type: none"> • Processes • Landforms of erosion and deposition • Management • Case Study <p>Fieldtrip 1: Coastal study in Norfolk</p>	<p>The Challenge of Resource Management</p> <ul style="list-style-type: none"> • The changing demand and provision of resources in the UK create opportunities and challenges. • Food, Water and Energy
	Spring 1	Spring 2
Focus/Context for Learning	<p>The Challenge of Resource Management</p> <ul style="list-style-type: none"> • Focus on Food as a resource • Food security and insecurity • Global demand and consumption 	<p>Field Study</p> <p>Field study 2: An investigation into the success of urban regeneration</p> <ul style="list-style-type: none"> • Pre-release – March • Revision
	Summer 1	Summer 2
Focus/Context for Learning	Revision	Exams



Head of Department: Mrs G. Rimmer

	Autumn 1	Autumn 2
Focus/Context for Learning	Conflict and Tension in Asia 1950-1975 The Vietnam War	Medieval England The Reign of Edward 1 1272-1307

	Spring 1	Spring 2
Focus/Context for Learning	The Historic Environment Caernarfon Castle Revision	Revision

	Summer 1	Summer 2
Focus/Context for Learning	Revision	Examinations



Head of Department: Ms A. Toprak

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore 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.

	Autumn 1	Autumn 2
Focus/Context for Learning	<ul style="list-style-type: none"> Quadratic Simultaneous equations, transforming graphs, completing the square, Quadratic sequences and inequalities, velocity time, perpendicular lines Recurring decimals, percentages, triple brackets, transformations, circle theorems Compound interest, polygons, angles and lines, expand and factorise <p>Assessment: daily exam questions, weekly diagnostic quizzes (EEDI), monthly practice exams</p>	<ul style="list-style-type: none"> Probability, surds, bounds, proportion, quadratics, algebraic fractions, trig graphs, functions Reversed percentages, standard form, quadratics Surface area, volume, frequency tables, speed <p>Assessment: daily exam questions, weekly diagnostic quizzes (EEDI), monthly practice exams</p>
	Spring 1	Spring 2
Focus/Context for Learning	<ul style="list-style-type: none"> Iteration, Trigonometry, 3D Pythagoras, similarity, congruence, histograms Vectors, venn diagrams <p>Assessment: daily exam questions, weekly diagnostic quizzes (EEDI), monthly practice exams</p>	Practice papers set 1 to 7
	Summer 1	Summer 2
Focus/Context for Learning	<p>Practice papers set 8-9</p> <p>Paper 1: Non calculator (Tuesday 19th May, 9am)</p>	<p>Paper 2: Calculator (Thursday 4th June, 9am)</p> <p>Paper 3: Calculator (Monday 8th June, 9am)</p>



Head of Department: Ms L. Singleton

	Autumn 1	Autumn 2
Focus/Context for Learning	<p><u>Controlled Assessment Completion</u></p> <ul style="list-style-type: none"> • First draft deadline early in the half term <p><u>Component 2B – Music Promotion</u></p> <ul style="list-style-type: none"> • Studying the set products – Taylor Swift Bad Blood music video and Pharrell Williams – Freedom music video – in terms of all key concepts 	<p><u>Component 2B – Music Promotion</u></p> <ul style="list-style-type: none"> • Continuation of study of music promotion, including online and social media and historical contexts (Michael Jackson music video) • Exam question practice <p><u>Component 1B – Radio</u></p> <ul style="list-style-type: none"> • Analysing the set product <i>The Archers</i> in terms of Industries and Audience
	Spring 1	Spring 2
Focus/Context for Learning	<p><u>Component 1B – Newspapers</u></p> <ul style="list-style-type: none"> • Exploring the set product, <i>The Sun</i> newspaper, in terms of industries and audience <p><u>Component 1B – Film Promotion</u></p> <ul style="list-style-type: none"> • Exploring the set product, <i>Spectre</i> website, in terms of industries and audience <p><u>Component 1 Revision and Exam Practice</u></p> <ul style="list-style-type: none"> • Recap of all set products and exam practice 	<p><u>Component 1 and 2 Revision and Exam Practice</u></p> <ul style="list-style-type: none"> • Recap of all set products and exam practice
	Summer 1	Summer 2
Focus/Context for Learning	<u>Revision and Exam Practice</u>	<u>Public Exams</u>



Head of Department: Mr D. Gaye

	Autumn 1	Autumn 2
Focus/Context for Learning	<p>Revision</p> <ul style="list-style-type: none"> Using the present, perfect and the future tenses Using negatives Asking questions using quel/ quelle/ quels/ quelles <p>Local area , holiday and travel</p> <ul style="list-style-type: none"> Talking about what you normally do on holiday Talking about holidays(past, present and future) Talking about an ideal holiday Using the conditional 	<ul style="list-style-type: none"> Booking and reviewing hotels Using reflexive verbs in the perfect tense Ordering in a restaurant using en + present participle Talking about travelling using avant de + infinitive Buying souvenirs
Focus/Context for Learning	Spring 1	Spring 2
	<ul style="list-style-type: none"> Talking about holiday disasters using the pluperfect tense Talking about school using the pronouns 'il' and 'elle' Comparing school in the UK and French- Speaking countries Discussing school rules using 'il faut' and 'il est interdit de...' 	<ul style="list-style-type: none"> Talking about getting the best out of school Using the imperative Talking about school exchange Using past, present and future timeframes Test
Focus/Context for Learning	Summer 1	Summer 2
	<ul style="list-style-type: none"> Discussing career choices Saying ' better/worst and 'the best/worst thing' Talking about plans, hopes and wishes Understanding the subjunctive Discussing the importance of languages using adverbs Applying for jobs using direct object pronouns in the perfect tense Understanding case studies using verbs followed by a or de 	<ul style="list-style-type: none"> Discussing problems facing the world Talking about protecting the environment using modal verbs pouvoir and devoir in the conditional Discussing ethical shopping using the passive Talking about volunteering using indirect object pronouns Discussing big events/ Giving arguments for and against



Head of Department: Mr D. Gaye

Focus/Context for Learning	<p style="text-align: center;">Autumn 1</p> <ol style="list-style-type: none"> 1. Talk about places in town or a city. 2. Talk about shops. 3. Describe the features of a region. 4. Planning what to do. <p>Grammar awareness:</p> <ul style="list-style-type: none"> - Using se puede and se pueden. - Using the simple future tense. - Using demonstrative pronouns. 	<p style="text-align: center;">Autumn 2</p> <ol style="list-style-type: none"> 1. Shopping for clothes and presents. 2. Talk about problems in a town. 3. Describe a visit in the past. 4. Describe mealtimes and daily routine. <ul style="list-style-type: none"> - Using tan and tanto. - Using different tenses together. - Using me gusta and me gustaria.
	Focus/Context for Learning	<p style="text-align: center;">Spring 1</p> <ol style="list-style-type: none"> 1. Talk about illnesses and injuries. 2. Talk about typical foods. 3. Compare different festivals. 4. Describe a special day. <p>Grammar awareness:</p> <ul style="list-style-type: none"> - Using quantity expressions. - Using verbs in the 'we' and 'they' form. - Using reflexive verbs in the preterite.
Focus/Context for Learning		<p style="text-align: center;">Summer 1</p> <ol style="list-style-type: none"> 1. Talk about work experience. 2. Talk about languages and travel 3. Apply for a summer job. 4. Discuss plans for the future. 5. Consider global issues. <p>Grammar awareness:</p> <ul style="list-style-type: none"> - Using the imperfect and preterite tenses together. - Using 'lo' +adjective. - Revising the perfect tense.



Head of Department: Mr T. Graham

Students will complete their knowledge of all 8 set works in the Edexcel GCSE Music in detail.

Students will work on both their solo & ensemble performance repertoire.

Students revise their 'Free Composition' submission & also complete their 'Set Brief Composition'.

	Autumn 1	Autumn 2
Focus/Context for Learning	<p>SW2: Sonata No8 – Level 2 detailed analysis</p> <p>SW3: Music for a While – Level 2 detailed analysis</p> <p>Ensemble Instrument Study:</p> <p>Performance mock exam & feedback</p> <p>Planning the 'Set Brief Composition' & submission of 1st ideas</p> <p>'Free Composition' Final recording mock exam & feedback</p>	<p>SW5 Defying Gravity – Level 2 detailed analysis</p> <p>SW8 Samba em Preludio – Level 2 detailed analysis</p> <p>Ensemble Instrument Study: Final recording / submission</p> <p>'Set Brief Composition' 2nd submission – developing ideas & written intentions for the finished work</p> <p>'Free Composition' Final submission: Recording & Score</p>
	Spring 1	Spring 2
Focus/Context for Learning	<p>All SW's 1-8 revision & past paper & practice questions</p> <p>Music dictation, unfamiliar listening & extended writing</p> <p>Solo Instrument Study: Performance mock exam & feedback</p> <p>'Set Brief Composition' final recording mock exam & feedback</p>	<p>All SW's 1-8 revision & key points, past paper & practice questions</p> <p>Solo Instrument Study: Final recording / submission</p> <p>'Set Brief Composition' final submission: Recording & Score</p>
	Summer 1	Summer 2
Focus/Context for Learning	<p>All SW's 1-8</p> <p>Full mock exams</p> <p>Rhinegold listening tests</p> <p>Analysis of past paper performances & green pen activities</p> <p>Final Appraising Exam</p>	



Head of Department: Mr S. Henderson

In GCSE PE we follow the OCR syllabus which comprises 40% practical and 60% theory. Pupils will be taught in a variety of practical and theory lessons. Theoretical topics studied include Skeleton, Muscles, Fitness training, drugs in sport, sponsorship and media. In practical lessons pupils are introduced to a variety of activities, improving their skills and tactical awareness.

	Autumn 1	Autumn 2
Focus/Context for Learning	1.1a The structure and function of the skeletal system 1.1b The structure and function of the muscular system 1.1c Movement analysis 1.1d The cardiovascular and respiratory systems 1.1e The effects of exercise and the body systems	1.2a Components of fitness 1.2b Applying the principles of training 1.2c Preventing injury in physical activity and training
	Spring 1	Spring 2
Focus/Context for Learning	2.1a Engagement patterns of different social groups in physical activities and sports 2.1b Commercialisations of physical activity and sport 2.1c Ethical and socio-cultural issues in physical activity and sport	2.2 Sport psychology 2.3 Health fitness and well-being
	Summer 1	Summer 2
Focus/Context for Learning	Exam preparation and extended question practice.	



Head of Department: Mr S. Henderson

Physical education is compulsory for all Year 11 students. Emphasis is placed on recreational and sporting activities for personal enjoyment and fitness as well as promoting and developing high levels of skill in particular sports. Students have the opportunity to participate in Badminton, Athletics, Tennis, Handball, Basketball, Football, Rugby, and Health Related Fitness.

The core Physical Education programme aims to build upon many of the activities covered in Key Stage 3, in order to develop the depth of understanding which would allow the student to continue to enjoy that activity once they leave school.

Focus/Context for Learning	Autumn 1	Basketball/Handball: More time is devoted to pupils developing skills under the tutelage of their peers. Pupils are taught how to design skill based warm ups and how to officiate.	Autumn 2	Badminton: Pupils should be at a stage to independently use a range of badminton shots to outwit an opponent. Taking part in whole class tournaments and competition. Games should be pupil led throughout the activity. Table Tennis: More time is allocated to allow pupils to take part in tournaments and matches organised in lessons. The pupils will also have the opportunity to officiate for a large portions of the unit.
	Focus/Context for Learning	Spring 1	Health Related Fitness: Students have time to design and execute their own fitness activities based on the components and methods learned in previous years. Sport specific fitness lessons are a feature in this unit. Recording and measuring data in lessons to monitor performance is also a feature.	Spring 2
Focus/Context for Learning		Summer 1	Athletics: Pupils will have a thorough knowledge of the rules which apply to each jump, run and throw. They will be able to measure and officiate within lessons in paired and group activities.	Summer 2



“The happiness of your life depends upon the quality of your thoughts.”

	Autumn 1	Autumn 2
Focus/Context for Learning	CRIMINAL PSYCHOLOGY: <ul style="list-style-type: none"> • Theories explaining criminality • Biological explanations of criminality • Effects of punishment 	CRIMINAL PSYCHOLOGY: <ul style="list-style-type: none"> • Rehabilitation programmes • Criminal investigation studies • Exam practice
	Spring 1	Spring 2
Focus/Context for Learning	THE SELF: <ul style="list-style-type: none"> • Concept of the self and self-concept. • Role of identity and free will • Internal and external influences • How personality can be measured. • Trait theory 	Exam prep for external exams.
	Summer 1	Summer 2
Focus/Context for Learning	Exam prep for external exams.	EXTERNAL EXAMS

Religious Education



	Autumn 1	Autumn 2
Focus/Context for Learning	Arguments for the Existence of God Revelation Visions Miracles Religious Experiences The Design Argument The Cosmological Argument The Existence of Suffering Solutions to the Problem of Evil	Religious Teachings on Relationships and Families in the 21st Century Marriage Sexual Relationships The Family Support for the Family Family Planning Divorce, Annulment and Marriage Equality of Men and Women in the Family Gender Prejudice and Discrimination
	Spring 1	Spring 2
Focus/Context for Learning	Revision	Revision
	Summer 1	Summer 2
Focus/Context for Learning	Revision	GCSE Public Exams



Head of Department: Ms H. Clarke

For Science to be a department of excellence, collaboration, motivation and engagement.

Every child is entitled to a good education and we are committed in ensuring all pupils make greater than expected progress across all Key Stages, by developing scientific enquiry, numeracy and literacy through practical activity and outstanding teaching.

Learning is our priority.

	Autumn 1	Autumn 2
Focus/Context for Learning	<p><u>Separate Science</u> Photosynthesis & Plant disease Static electricity & Particle model Energy changes</p> <p><u>Combined Science</u> Lungs, heart, blood and respiration Energy & Particle model (revision)</p>	<p><u>Separate Science</u> Evolution Quantitative chemistry & Chemical changes Ecological relationships</p> <p><u>Combined Science</u> Energy changes Quantitative chemistry</p>
	Spring 1	Spring 2
Focus/Context for Learning	<p><u>Separate Science</u> Waves</p> <p><u>Combined Science</u> Inheritance Waves</p>	<p><u>Separate Science</u> The rate and extent of chemical changes & Using resources Biodiversity and human interaction</p> <p><u>Combined Science</u> The rate and extent of chemical changes Evolution</p>
	Summer 1	Summer 2
Focus/Context for Learning	<p><u>Separate Science</u> Chemical analysis Organic chemistry Revision and Practical skills</p> <p><u>Combined Science</u> Electricity (revision) Revision and Practical skills</p>	<p><u>Separate Science</u> Revision and Practical skills</p> <p><u>Combined Science</u> Revision and Practical skills</p>



We strive for each and every pupil at St Aloysius to achieve their greatest potential. For that reason there are multiple assessments and revision opportunities in place to ensure that pupils know their projected grades at intervals throughout the year and are supported in improving upon them. Intervention, revisions classes and study zone sessions are pivotal in securing progress.

Year 11 Assessment Schedule

Exact dates for Mock Exams will be confirmed nearer the time. Year 11 pupils will undertake three Mock Exams:

Mock 2 – 28th October 2019

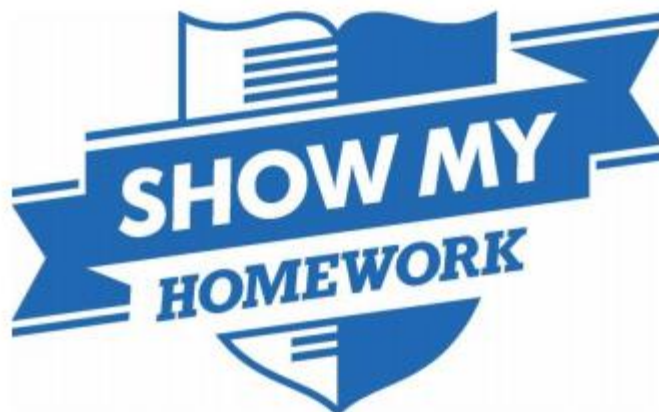
Mock 3 – 27th January 2020

Pupils that underachieved in Mock 1 or Mock 2 will have to attend a meeting with their parents and a senior member of staff to discuss lack of suitable progress. The pupils will be asked to resit another assessment.

Intervention

1. English, Maths & Science intervention for identified groups in form period.
2. Afterschool revision will begin for all core subjects after October half term.
3. There will be revision classes timetable during February half term, Easter holidays and May half term. **It is important that students attend these sessions, so we ask that parents avoid booking holidays during these critical weeks.**
4. Study zone is available after school every day. It provides a quiet, supervised study area for pupils to revise in. This is available till 5:30 pm.

Show My Homework Parent Guide



We use Show My Homework because...

Show My Homework is a simple homework calendar the school uses to ensure homework is set and communicated with parents across the school. Teachers can use it to set homework quickly and ensure students and parents always have the information they need about homework available via the Web, Mobile and Tablet devices.

We believe that homework is important because good quality homework supports learning in school. It also:

helps to develop independent study skills

encourages students to realise that learning can, should and does occur outside of school

reinforces the partnership between home and school and enables parents to have a stake-holding in their child's learning

significantly extends the learning hours and learning opportunities available to students.

encourages students to see their family, home and community resources as sources of information, ideas & encouragement

Show My Homework



As a school, we will support students by...

making available accommodation such as the school library and ICT rooms on a regular basis, at break and lunchtime

opening and staffing the Library before and after school wherever possible,

providing a daily homework club in the SEN department with assistance if and when required

offering students studying for exams the opportunity to complete homework at school in Study Zone

Students should...

listen to homework instructions in class

visit smhw via the school website

download the apple or android app if they have a smart phone to see their homework

copy down instructions for the task and the deadline date into their journal if this has been requested by the teacher

ensure that homework is complete and handed in to meet the deadline

attempt all work and give their best

inform the class teacher of any difficulties

Class Teachers should...

ensure that homework is set on Show My Homework for all classes

give full and comprehensive instructions

set deadlines for completed work and ensure that they are met.

ensure students are given feedback on their homework in a timely manner

provide help and support where necessary



The role of parents is crucial if a child is to gain success from homework.

To reinforce its value through positive feedback will give students the confidence to persevere, work hard and reach high standards of achievement. Parents can assist by...

making it clear to their child that they value homework and believe it is important in ensuring best progress at school

taking an interest in homework tasks and encouraging their child to give their best

accessing Show My Homework regularly, or using the mobile device app, to track the homework being set

provide, as far as possible, a suitable working environment in which homework can be undertaken successfully

negotiating with the student when homework is to be done as a student's free time is important too

checking the time spent on individual tasks

ensuring that outside clubs do not hamper a child's quality of work and put a child under undue pressure

checking presentation and content of all homework being returned to school

providing the school with information about any problems through the school planner or by contacting the school directly

Parents need a PIN to access their child's details on Show My Homework. These have been sent in the post to all parents.

To request a copy of the letter with PIN and login details, please e-mail enquiries@sta.islington.sch.uk giving your child's full name and tutor group.

Online Learning Apps



Many departments in the school have invested in online learning apps to take advantage of the excellent range of resources available to our students. These are extremely useful to build student's knowledge which can allow them to get ahead, catch up or revise. Some apps enable students to access the course textbook at home (e.g. Kerboodle) which provides a useful resource when completing homework or revising. Others enable students to test themselves on knowledge to build their retention and prepare for assessments.

All Apps can be accessed by going through the Student Hub on the school website.

Using GO 4 Schools, you will be able to view your child's progress online and access the following information at any time:

- **Timetable** – Your child's daily and weekly timetable
- **Attendance** – Shown from the start of the academic year
- **Progress Reports** – Assessment point reports which are published 2 times a year
- **Behaviour information** – A summary of positive and negative events, plus any managed detentions your child has been issued

Your child's page is constantly updated, providing you with the latest information.

You will also have access to this information via a mobile app. Additional help documents for the Mobile App are available to parents and more information can be found at <http://www.go4schools.com/MobileApp.aspx>.

Accessing your Go 4 Schools Account

To access the site, please go to www.go4schools.com and click on the Parents icon at the top of the main page to arrive at the log-in screen. The email address you use to enter the site must be the one we have registered for you on our school system.

To request a password for GO 4 Schools, please click on the 'First-time User' link shown below.

GO 4 PARENTS AND GUARDIANS

Parent home Login

Welcome!

This is the GO 4 Schools login page for Parents and Guardians

In order to login, you will need to use the email address that your child's school holds for you.

If you don't have a password yet, or have forgotten your password, you can request a password reset email using the [First-time User?](#) and [Forgotten your Password?](#) links.

If you are having problems logging on, please contact your child's school.

Email address:

Password:

Remember my email address

Sign in

First-time User?

[Forgotten your Password?](#)

Then enter your email address into the First-time User 'Email address' field and click 'New password'. A randomised password will then be generated and sent to your email address.

First-time User?

If you haven't logged on to GO 4 Parents and Guardians before, type your email address and click the "new password" button. (Please note that you need to provide an email address that has been registered in GO by the school(s) that your child/children attend.)

Email address:

Please note, if you are having problems with your password please contact your child's school. For Data Protection reasons we are unable to divulge or set passwords for parents ourselves.

New password Cancel

You will then be able to log into the site using your email and generated password then view your child's page using the parent and guardian login page, shown below.

GO 4 PARENTS AND GUARDIANS

Parent home Login

Welcome!

This is the GO 4 Schools login page for Parents and Guardians

In order to login, you will need to use the email address that your child's school holds for you.

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If you are having problems logging on, please contact your child's school.

Email address:

Password:

Remember my email address

Sign in

[First-time User?](#)

[Forgotten your Password?](#)

Once logged in, what will you see?

Parent home view

When you log in you will see names of your children that attend the school.

Clicking a child's name will display the information held in GO 4 Schools about them. The top of the page give you these quick links.

At a glance

This is a quick overview of your child's current progress against their target grades for each subject. A value of zero indicates that your child is on target, a negative value indicates below target and a positive value indicates above target




Attendance Data

This information is always shown up to the previous day. Full attendance information, including weekly attendance figures, can be viewed by clicking the 'view detailed attendance link' shown in the yellow box.

Attendance

[View detailed attendance record](#)

Attendance	100.00%	 <ul style="list-style-type: none"> ■ Attendance ■ Authorised absences ■ Unauthorised absences ■ Unknown marks
Authorised absences	0	
Unauthorised absences	0	
Unknown marks	0	
Possible sessions	74	

Detailed Progress

This table shows the current levels in each subject. Also included is the target grade and colour coding to inform of progress.

Detailed progress

Subject	Year 7 Baseline	EoY 9 TARGET	Current Grade	Mark sheet summary
English Language Ms S Chambers	102	3H	2H (36%)	Assessment Point 2H
English Literature Ms S Chambers	-	3H	2M (33%)	Assessment Point 2M
Geography G Briody	-	3H	3M (42%)	Assessment Point 3M
Graphic Products Mr L Northey	-	3H	2H (36%)	Assessment Point 2H
Head of Year Comments Ms A Gamba	-	-	-	
Maths Ms K Royston	9B	3L	1M (24%)	Assessment Point 1M
PE BTEC Mr C Simpson View subject description	-	-	-	Unit 1 (external assessment) Fitness for Sport and Exercise - Unit 2 Practical Sports Performance - Unit 3 Applying the Principles of Personal Training - Unit 6 Leading Sports Activities -

Behaviour Data

This will give you an overview of positive and negative behaviour pointes.

Attendance	91.91%
Registration group	10P (Mr A Emsley)
Positive behaviour points	83
Negative behaviour points	-9
More	

[View full profile](#)

Daily Timetable

You can click the 'View full timetable' link to view the full week timetable for your child or click for more detailed information on your child's daily timetable including timings and teachers.

Today's timetable

Tu	08:50 Tutorial 11G/Tu Dr A ARMSBY CONNEL	09:15 Mathematics 11n/Ma1 Mrs T TWEEDIE	10:15 Biology 11NT/BI Mr A AL-ADELI	11:20	11:40 French 11Z/Fr1 Miss A AKANOVA	12:40	12:40 Geography 11Y/Gg1 Mrs L LALONDE	14:20	14:20 French 11Z/Fr1 Miss A AKANOVA	15:20
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[View full timetable](#)

Progress Reports

This shows grades for your child as they were captured by reports and compares them against current grades. At the bottom of each report column you can access a report by clicking the 'View report' link. You can then also download and print copies of the reports which will be available for the whole of the year.

Progress and reports

Subject	07 Nov 2018	14 Dec 2018	19 Jun 2019	Current Grade
English Language	-	-	2H	2H
English Literature	-	2H	-	2M
Geography	-	2L	3M	3M
Graphic Products	-	2L	2H	2H
Maths	-	1L	1M	1M
PE BTEC	-	-	-	-
Physical Education	-	-	-	2H
Religious Studies	-	2H	3M	3M
Science	-	3L	4H	4H
Attendance	100.00%	98.46%	99.08%	99.10%
	View report	View report	View report	

Communication Settings

By clicking on "My settings" it will allow you to set whether you receive email notifications from GO 4 Schools, as well as show you the default setting the school has set.

My settings

Your login email address is:

Homework

The below table defines the global school settings and if any, the year group settings.

Scope	Email	Notification
School	Enabled	Enabled

Automatic daily summaries of homework are sent every evening after 16:00.

Scope	Email	Notification
Default	Enable ▾	Enable ▾

Behaviour

The below table defines the global school settings and if any, the year group settings.

Scope	Email	Notification
School	Enabled	Enabled

Automatic daily/weekly summaries of behaviour are sent every evening after 18:00, as configured.

Scope	Email	Notification
Default	Enable ▾	Enable ▾

Behaviour update emails

How often should we send you email updates about behaviour events?

If you do not wish to receive updates about your child's behaviour please contact your child's school.

We will send updates only if new events have been recorded by Demonstration School.



Lined writing area with alternating light green and white horizontal bands.



A large area with horizontal lines for writing, consisting of 30 rows. Each row is a white rectangle with a light green border, alternating with a light green background row.

St Aloysius' College



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