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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 in the presentation.

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

Ms S Kisten  
Assistant Headteacher – Curriculum & Outcomes

Dear Parent/Carer,

**Welcome to the year 11 family. This year is pivotal in securing the very best outcomes for your son. One of the ultimate success criteria in ensuring this happens is the collaboration between Parent, school and student.**

**In a very short nine months, your son will be sitting his final exam/assessment and this will form the foundation on which he will build his future.**

**I look very forward to working together with you this year to ensure your Son maximises his potential and to celebrate that success on GCSE Results day in August.**

This booklet and evening is designed to raise your awareness of work and events in relation to Year 11. It is important that you are informed so that you are in a position to support your child as they negotiate their time at school and adjust to this transition period.

The evening and booklet will provide an opportunity for us to inform you of key Year 11 information including:

- Curriculum Structure
- Measuring Academic Progress, including Reports
- School & Home Support Strategies
- Target Setting
- Landmark Assessments
- Homework

If there are any topics on which you feel you need more information, please do not hesitate to contact us.

We do hope you enjoy the evening and find this booklet useful.

Thank you for your continued support.

Yours Sincerely



Ms A. Garrib

Head of Year 11

**Head of Department: Mr L. Northey**

**Year 11**

Edexcel	Autumn 1	Autumn 2
<b>Focus/Context for Learning</b>	<p>Week:</p> <ol style="list-style-type: none"> <li>1. Portfolio of work: Present Ideas</li> <li>2. Presentation Techniques: Portfolios Displays</li> <li>3. Sketchbooks displays and Design Development</li> <li>4. As above</li> <li>5. Design Development: Presentation of personal ideas</li> <li>6. Test/AfL: Peer and self-assessment</li> <li>7. Enrichment</li> </ol>	<p>Week:</p> <ol style="list-style-type: none"> <li>1. Portfolio of work: Final Outcome</li> <li>2. Final Outcome: tutorials</li> <li>3. Research on appropriate artists/designers</li> <li>4. Experimentation on appropriate techniques</li> <li>5. Painting – coursework</li> <li>6. Painting – coursework.</li> <li>7. Christmas Exams – AP1</li> </ol>
	Spring 1	Spring 2
<b>Focus/Context for Learning</b>	<p>Week:</p> <ol style="list-style-type: none"> <li>1. Portfolio of Work: Final outcome</li> <li>2. Portfolio Display</li> <li>3. Portfolio Display</li> <li>4. Final designs for artwork.</li> <li>5. Controlled Assessment expectations and themes: group discussions and individual tutorials</li> <li>6. Discussion of External Assignment</li> </ol>	<p>Week:</p> <ol style="list-style-type: none"> <li>1. External Assignment: Contextual Studies</li> <li>2. Research on appropriate Artists/Designers</li> <li>3. As Above</li> <li>4. Experimentation</li> <li>5. Select appropriate resources, media, materials, techniques and processes</li> <li>6. Exam preparation</li> </ol>
	Summer 1	Summer 2
<b>Focus/Context for Learning</b>	<p>Week:</p> <ol style="list-style-type: none"> <li>1. Exam prep: Record</li> <li>2. Final ideas - Proposals</li> <li>3. Final Ideas – Research</li> <li>4. Development – Record ideas and development</li> <li>5. Final piece preparation.</li> <li>6. Final Exam.</li> </ol>	<p>Week:</p> <ol style="list-style-type: none"> <li>1. Mounting of work - presentation</li> <li>2. Internal Moderation</li> <li>3. External Moderation</li> <li>4. Enrichment</li> </ol>

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.

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

Edexcel	Autumn 1	Autumn 2
<b>Focus/Context for Learning</b>	<p>A. Revision 1</p> <ul style="list-style-type: none"> <li>• Systems architecture</li> <li>• Memory &amp; storage</li> <li>• Storage Units &amp; Binary</li> <li>• Binary</li> <li>• Binary arithmetic</li> <li>• Hexadecimal</li> <li>• ASCII and Unicode</li> <li>• Images, Sound and Compression</li> </ul> <p>B. Past Papers - Programming Project (Python)</p>	<p>A. Revision 2</p> <ul style="list-style-type: none"> <li>• Wired and wireless networks</li> <li>• Network topologies</li> <li>• protocols and layers</li> <li>• System security</li> <li>• Systems software</li> </ul> <p>B. Past Papers - Programming Project (Python)</p>
	Spring 1	Spring 2
<b>Focus/Context for Learning</b>	<p>A. Revision 3</p> <ul style="list-style-type: none"> <li>• Ethical, legal, cultural and environmental concerns</li> <li>• Computational Thinking</li> <li>• Searching Algorithms</li> <li>• Sorting Algorithms</li> </ul> <p>B. Past papers - Programming Project (Python)</p> <ul style="list-style-type: none"> <li>• Producing robust programs</li> </ul>	<p>A. Revision 4</p> <ul style="list-style-type: none"> <li>• Programming Concepts</li> <li>• Sequence and selection</li> <li>• Iteration</li> <li>• Arrays</li> <li>• Procedures and functions</li> <li>• Records and files</li> <li>• Introduction to SQL</li> </ul> <p>B. Past papers - Programming Project (Python)</p> <ul style="list-style-type: none"> <li>• Producing robust programs</li> </ul>
	Summer 1	Summer 2
<b>Focus/Context for Learning</b>	<p>A. Revision 5</p> <ul style="list-style-type: none"> <li>• Logic diagrams and truth tables</li> <li>• Defensive design</li> <li>• Errors and testing</li> <li>• Translators and facilities of languages</li> </ul> <p>B. Past papers - Programming Project (Python)</p>	<p>A. Exam Styled Programming Challenges</p> <p>B. Exam Styled Questions</p>



## Head of Department: Mr L. Northey

Year 11

In year 11, students will continue and complete their NEA coursework which will be assessed on their ability to investigate, design, make, analyse and evaluate their contextual challenge. Students will have to explore their context, develop a design brief and submit a prototype and folder that provides evidence of the decisions and skills used in investigating, designing, making and evaluating their prototype. Teaching and learning will be challenging and robust, consisting of a variety of formal skills teaching; 'learning through doing' practical activities and skills building; maths skills, retrieval practices, questioning and reflective evaluations (self, peer and group assessment opportunities).

Students will revisit, revise and assess on all exam topics in preparation for their final written examination.

**Retrieval methods and testing for revision will be taught and encouraged.**

Assessment: 1 Written Exam (2 Hours) - 50% of GCSE and Non-Exam Assessment – 50% of GCSE.

AQA	Autumn 1	Autumn 2
Focus/Context for Learning	<b>Assessment Objective (AO1):</b> The NEA 'Iterative design and make challenge on the iterative processes of explore, create and evaluate. <ul style="list-style-type: none"> <li>Explore the Contextual Challenges</li> <li>Outline a Design Problem</li> <li>Identify the needs of the End User</li> <li>Investigate Existing Products</li> <li>Research planning</li> <li>Design Brief and Specification</li> <li>Design strategies/Initial Ideas</li> <li>Review and evaluate Initial Ideas</li> </ul> <b>Assessment:</b> regular test and exam practice questions.	<b>Design and make prototypes:</b> <ul style="list-style-type: none"> <li>Developing and Refining</li> <li>Design Ideas</li> <li>Modelling ideas – CAD/CAM</li> <li>Final Design Idea</li> <li>Working drawings</li> <li>Manufacturing specification</li> <li>Production of Prototype</li> </ul> <b>Mock exam 2 Preparation/revision</b>
	Spring 1	Spring 2
Focus/Context for Learning	<b>Assessment Objective (AO3):</b> <ul style="list-style-type: none"> <li>Working drawings</li> <li>Manufacturing specification and costing</li> <li>DT mathematical skills</li> <li>Manufacturing</li> <li>Modifications for mass production</li> <li>Testing and evaluation of final prototype.</li> </ul>	<b>Final Exam Revision &amp; Preparation:</b> <ul style="list-style-type: none"> <li>Core technical principles</li> <li>Specialist technical principles</li> <li>Designing &amp; making principles</li> <li><b>Exam practice</b> - Past exam papers and mark schemes.</li> <li>Study &amp; Exam techniques</li> </ul>
	Summer 1	Summer 2
Focus/Context for Learning	<ul style="list-style-type: none"> <li>Revision and exam practice - past exam papers and mark schemes</li> <li>Final written exam (2hr written paper)</li> </ul>	



AQA	Autumn 1	Autumn 2
Focus/Context for Learning	<p><u>Revision of Literature Paper 1 &amp; Language Paper 2 :</u></p> <p><u>Literature P1:</u> Romeo and Juliet / The Strange Case of Dr Jekyll and Mr Hyde</p> <p><u>Language P2:</u> Writers' Viewpoints and Perspectives</p> <p>EXAMINED:</p> <ol style="list-style-type: none"> <li>LITERATURE PAPER 1</li> <li>LANGUAGE PAPER 2</li> </ol>	<p><u>Revision of Literature Paper 1 &amp; Language Paper 2 :</u></p> <p><u>Literature P1:</u> Romeo and Juliet / The Strange Case of Dr Jekyll and Mr Hyde</p> <p><u>Language P2:</u> Writers' Viewpoints and Perspectives</p> <p>EXAMINED:</p> <ol style="list-style-type: none"> <li>LITERATURE PAPER 1</li> <li>LANGUAGE PAPER 2</li> </ol>
	Spring 1	Spring 2
Focus/Context for Learning	<p><u>Revision of Literature Paper 2 &amp; Language Paper 1 :</u></p> <p><u>Literature Paper 2:</u> DNA / POETRY</p> <p><u>Language Paper 1:</u> Explorations in Creative Reading and Writing</p> <p>EXAMINED:</p> <ol style="list-style-type: none"> <li>LITERATURE PAPER 2</li> <li>LANGUAGE PAPER 1</li> </ol>	<p><u>Revision of Literature Paper 2 &amp; Language Paper 1 :</u></p> <p><u>Literature Paper 2:</u> DNA / POETRY</p> <p><u>Language Paper 1:</u> Explorations in Creative Reading and Writing</p> <p>EXAMINED:</p> <ol style="list-style-type: none"> <li>LITERATURE PAPER 2</li> <li>LANGUAGE PAPER 1</li> </ol>
	Summer 1	Summer 2
Focus/Context for Learning	EXAMS	EXAMS

**Head of Department: Ms G. Briody**

**Year 11**

“Geography prepares for the world of work - geographers, with their skills of analysis are highly employable!”

**- Michael Palin**

AQA	Autumn 1	Autumn 2
<b>Focus/Context for Learning</b>	<b>UK Physical Landscapes: Rivers</b> <ul style="list-style-type: none"> <li>Fluvial Processes</li> <li>Landforms of erosion - interlocking spurs, waterfalls and gorges</li> <li>Landforms of erosion and deposition - meanders and oxbow lakes</li> <li>Landforms of deposition - levees, floodplains and estuaries</li> </ul>	<b>UK Physical Landscapes: Rivers</b> <ul style="list-style-type: none"> <li>Hydrographs and factors affecting river discharge</li> <li>River management - hard and soft engineering strategies</li> <li>Case study: River Tees</li> </ul>
	<b>Spring 1</b>	<b>Spring 2</b>
<b>Focus/Context for Learning</b>	<b>The Challenge of Resource Management</b> <ul style="list-style-type: none"> <li>The changing demand and provision of resources in the UK create opportunities and challenges.</li> <li>Food, Water and Energy in the UK</li> <li>Food as a resource globally</li> </ul>	<b>The Challenge of Resource Management</b> <ul style="list-style-type: none"> <li>Food security and insecurity</li> <li>Global demand and consumption</li> <li>Food sustainability</li> </ul> <b>Paper 3</b> <ul style="list-style-type: none"> <li>Pre-release – March</li> </ul>
	<b>Summer 1</b>	<b>Summer 2</b>
<b>Focus/Context for Learning</b>	<b>Revision</b>	<b>GCSE Exams</b>

**Head of Department: Mr L. Northey**

**Year 11**

Edexcel	Autumn 1	Autumn 2
Focus/Context for Learning	<ol style="list-style-type: none"> <li>1. Evaluation of progress. Review of Yr. 10 work.</li> <li>2. Personal Project Development – Brainstorming.</li> <li>3. Conceptual development in relation to own ideas.</li> <li>4. Personal design project - 1.</li> <li>5. Personal design project - 2.</li> <li>6. Development of design project – Photoshop.</li> <li>7. Refinement of design –Adobe Photoshop</li> </ol>	<ol style="list-style-type: none"> <li>1. Modification of designs – contextual relationships.</li> <li>2. Design experimentation.</li> <li>3. Typography development 1.</li> <li>4. Typography development 2.</li> <li>5. Development of work – Adobe Photoshop.</li> <li>6. Development of work – Adobe Illustrator.</li> <li>7. Ap1. Mock Exam.</li> </ol>
	Spring 1	Spring 2
Focus/Context for Learning	<ol style="list-style-type: none"> <li>1. Portfolio – organisation.</li> <li>2. Coursework portfolio – work completion.</li> <li>3. Coursework portfolio – work completion.</li> <li>4. Work evaluation for selection.</li> <li>5. Final piece preparation.</li> <li>6. Final piece preparation two.</li> <li>7. Final piece completion.</li> </ol>	<ol style="list-style-type: none"> <li>1. External assignment – exam paper discussion.</li> <li>2. Exam preparation – contextual research.</li> <li>3. Exam preparation – contextual research, designers.</li> <li>4. Exam preparation – development of ideas.</li> <li>5. Practical prep work – Adobe Photoshop.</li> <li>6. Practical prep work – Adobe Photoshop.</li> </ol>
	Summer 1	Summer 2
Focus/Context for Learning	<ol style="list-style-type: none"> <li>1. Exam prep dash experimentation.</li> <li>2. Exam prep – contextual work on designers.</li> <li>3. Exam prep – development of designs.</li> <li>4. Exam prep – development of designs.</li> <li>5. Exam prep – multimedia experimentation.</li> <li>6. Final idea selection /development.</li> </ol>	<ol style="list-style-type: none"> <li>1. Final GCSE Practical Exam.</li> <li>2. Mounting of work for presentation.</li> <li>3. Internal Moderation.</li> <li>4. External Moderation.</li> </ol>

AQA	Autumn 1	Autumn 2
Focus/Context for Learning	<p><b>Power and the People : Reform and Reformers:</b> Peterloo, Chartism, Trade Unionism, The Great Reform Act, Slavery and Social Reform.</p> <p><b>The Women's Suffrage Movement , The General Strike and Minority Rights 1945-1981</b></p>	<p><b>Conflict and Tension in Asia 1950-1975</b></p> <p><b>The Korean War : Korea and the Cold War, Th United Nations at War, China enters the War, Stalemate. Analysis of the importance of the Korean war.</b></p> <p><b>The Vietnam War : War in Asia, Civil war in Vietnam, Who were the Vietcong.</b></p>
	Spring 1	Spring 2
Focus/Context for Learning	<p><b>Conflict and Tension in Asia 1950-1975</b></p> <p>War in Vietnam : Us involvement in Vietnam , The Gulf of Tonkin, The Vietcong and the US Army: comparison of fighting and techniques. Key turning points : My Lai, Tet Offensive, Role of Nixon and the end of the War</p>	<p><b>King Edward I : The Governments and Rights of King and People : Life in Medieval England : Edward I's military campaigns in wales and Scotland .</b></p> <p><b>Medieval site : London under Edward I</b></p>
	Summer 1	Summer 2
Focus/Context for Learning	<p><b>Revision and exam practice</b></p>	<p><b>Examinations and exam practice</b></p>

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.

Edexcel	Autumn 1	Autumn 2
Focus/Context for Learning	<ul style="list-style-type: none"> <li>• <b>Standard form, indices, surds, bounds</b></li> <li>• <b>Simultaneous equations, quadratics, Parallel and perpendicular lines.</b></li> <li>• <b>Transformation of graphs</b></li> <li>• <b>Circle theorems, Vectors</b></li> <li>• <b>Histograms, capture and recapture</b></li> <li>• Recurring decimals, percentages, triple brackets</li> </ul> <p><b>Assessment: Class tests, progress tests, monthly mocks, APs, past exam questions</b></p>	<ul style="list-style-type: none"> <li>• Probability, proportion, algebraic fractions, trig graphs, functions</li> <li>• Reversed percentages, standard form, quadratics</li> <li>• Surface area, volume, frequency tables, speed</li> <li>• Quadratic Simultaneous equations, transforming graphs, completing the square, Quadratic sequences and inequalities, velocity time</li> </ul> <p><b>Assessment: Class tests, progress tests, monthly mocks, APs, past exam questions</b></p>
	Spring 1	Spring 2
Focus/Context for Learning	<ul style="list-style-type: none"> <li>• Iteration, Trigonometry, 3D Pythagoras, similarity, congruence, histograms</li> <li>• Vectors, venn diagrams</li> <li>• Practice papers</li> </ul> <p><b>Assessment: Class tests, progress tests, monthly mocks, APs, past exam questions</b></p>	Practice papers
	Summer 1	Summer 2
Focus/Context for Learning	Paper 1: Non calculator (25/05/2021, 9am)	Paper 2: Calculator (08/06/2021, 9am)  Paper 3: Calculator (15/06/2021, 9am)

WJEC	Autumn 1	Autumn 2
Focus/Context for Learning	<p><u>Component 1A and 1B – Radio (Industries and Audience)</u></p> <p>Reviewing the set products for component A</p> <p>Analysing the set product <i>The Archers</i> radio show, focusing on Audience and Industries</p> <p><u>Component 2 A Crime Drama</u></p> <p>Analysing <i>The Sweeney</i> for Language/ Audience/ Context/ Industries/ Representation</p> <p><u>NEA Completion</u></p> <p>Final draft deadline at the end of the half term.</p>	<p><u>Component 2A – Crime Drama (All Contexts)</u></p> <p>Completing study of <i>Luther</i> and <i>The Sweeney</i></p> <p><u>Component 2B – Music Promotion</u></p> <p>Studying the set products – Taylor Swift <i>Bad Blood</i> music video and Pharrell Williams <i>Freedom</i> music video – in terms of all key concepts</p>
	Spring 1	Spring 2
Focus/Context for Learning	<p><u>Component 2B – Music Promotion</u></p> <p>Continuing study of set products including historical product: TLC <i>Waterfalls</i></p> <p><u>Component 1B – Newspapers</u></p> <p>Exploring the set product, <i>The Sun</i> newspaper, in terms of industries and audience</p>	<p><u>Component 1B Film Marketing</u></p> <p>Analysing the set product <i>Spectre</i> in terms of industry – marketing, ownership and regulation</p> <p><u>Component 1 and 2 Revision and Exam Practice</u></p> <p>Recap of all set products and exam practice</p>
	Summer 1	Summer 2
Focus/Context for Learning	<u>Revision and Exam Practice</u>	<u>Public Exams</u>

Edexcel	Autumn 1	Autumn 2
Focus/Context for Learning	<b><u>Module 7: Bon travail! – Future aspirations, study and work</u></b> <ul style="list-style-type: none"> <li>Discussing jobs and work experience</li> <li>Discussing career choices</li> <li>Saying ‘better/worst and ‘the best/worst thing’</li> <li>Talking about plans, hopes and wishes</li> <li>Understanding the subjunctive</li> </ul>	<b><u>Module 7: Bon travail! – Future aspirations, study and work</u></b> <ul style="list-style-type: none"> <li>Discussing the importance of languages</li> <li>Using adverbs</li> <li>Applying for jobs</li> <li>Using direct object pronouns in the perfect</li> <li>Understanding case studies</li> <li>Using verbs followed by <i>à</i> or <i>de</i></li> </ul>
	Spring 1	Spring 2
Focus/Context for Learning	<b><u>Module 8: Un oeil sur le mode – International and global dimension</u></b> <ul style="list-style-type: none"> <li>Talking about what makes you tick</li> <li>Discussing problems facing the world</li> <li>Making connections between word types</li> <li>Talking about protecting the environment</li> <li>Using modal verbs <i>pouvoir</i> and <i>devoir</i> in the conditional</li> </ul>	<b><u>Module 8: Un oeil sur le mode – International and global dimension</u></b> <ul style="list-style-type: none"> <li>Discussing ethical shopping using</li> <li>Using the passive</li> <li>Talking about volunteering</li> <li>Using indirect object pronouns</li> <li>Discussing big events</li> <li>Giving arguments for and against</li> </ul>
	Summer 1	Summer 2
Focus/Context for Learning	Revisions and preparation for the final exams	Revisions and preparation for the final exams



Edexcel	Autumn 1	Autumn 2
Focus/Context for Learning	<b><u>Módulo 5: Ciudades – Local area, holiday and travel</u></b> <ul style="list-style-type: none"> <li>Talking about places in town</li> <li>Asking and understanding directions</li> <li>Talking about shops</li> <li>Buying souvenirs</li> <li>Describe the features of a region</li> <li>Using <i>se puede</i> and <i>se pueden</i></li> <li>Planning what to do</li> <li>Using the future tense</li> <li>Understanding the geography of Spain</li> <li>Shopping for clothes and presents</li> </ul>	<b><u>Módulo 5: Ciudades – Local area, holiday and travel</u></b> <ul style="list-style-type: none"> <li>Talking about problems in a town</li> <li>Using the conditional</li> <li>Describing a visit in the past</li> </ul> <b><u>Módulo 2: Mi vida en el insti – School</u></b> <ul style="list-style-type: none"> <li>Giving opinions about school subjects</li> <li>Describing school facilities</li> <li>Describing the school uniform and the school day</li> <li>Talking about subjects and teachers</li> </ul>
	<b>Spring 1</b>	<b>Spring 2</b>
Focus/Context for Learning	<b><u>Módulo 2: Mi vida en el insti – School</u></b> <ul style="list-style-type: none"> <li>Using comparatives and superlatives</li> <li>Describing your school</li> <li>Using the negative form</li> <li>Comparing now and then</li> <li>Talking about school rules</li> <li>Talking about a school exchange</li> <li>Using the near future tense</li> <li>Talking about activities and achievements</li> </ul>	<b><u>Módulo 7: A currar – Future aspirations, study and work</u></b> <ul style="list-style-type: none"> <li>Talking about different jobs</li> <li>Discussing job preferences</li> <li>Talking about how to earn money</li> <li>Talking about work experience</li> <li>Using the preterite and imperfect</li> <li>Talking about the importance of learning languages</li> <li>Applying for a summer job</li> </ul>
	<b>Summer 1</b>	<b>Summer 2</b>
Focus/Context for Learning	<b><u>Módulo 7: A currar – Future aspirations, study and work</u></b> <ul style="list-style-type: none"> <li>Writing a formal letter</li> <li>Discussing gap years</li> <li>Discussing plans for the future</li> </ul> <b><u>Módulo 8: Hacia un mundo mejor – International and global dimension</u></b> <ul style="list-style-type: none"> <li>Describing types of houses</li> <li>Talking about the environment</li> </ul>	<b><u>Módulo 8: Hacia un mundo mejor – International and global dimension</u></b> <ul style="list-style-type: none"> <li>Talking about healthy eating and living</li> <li>Considering global issues</li> <li>Talking about local actions</li> <li>Talking about international events</li> <li>Talking about natural disasters</li> </ul> <p>Revisions and preparation for exams</p>

## Head of Department: Mr O. Bunting

Year 11

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'.

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

## 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.

OCR	Autumn 1	Autumn 2
<b>Focus/Context for Learning</b>	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
<b>Focus/Context for Learning</b>	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
<b>Focus/Context for Learning</b>	Exam preparation and extended question practice.	

# P.E.: Sport (BTEC)



**Head of Department: Mr S. Henderson**

**Year 11**

In Sport BTEC....

Edexcel	Autumn 1	Autumn 2
Focus/Context for Learning	<p>Unit 3 - A1 - Personal information to aid training programme design.</p> <p>Unit 3 - A2 - Programme design</p>	<p>Unit 3 - B1, B2 - Musculoskeletal system and cardiorespiratory system</p> <p>Unit 3 - C1, C2, C3 - To safely implement a personal fitness training programme and complete a training diary for each session.</p>
	Spring 1	Spring 2
Focus/Context for Learning	<p>Unit 3 - D1 - Review programme</p> <p>Unit 3 - Completion of coursework</p>	<p>Unit 1 - Learning Aim A, B and C revision</p>
	Summer 1	Summer 2
Focus/Context for Learning	<p>Unit 1 – Exams</p>	

**Head of Department: Ms K. O'Donoghue**

**Year 11**

"The happiness of your life depends upon the quality of your thoughts."

AQA	Autumn 1	Autumn 2
Focus/ Context for Learning	<b>5.1 Social influence</b> 5.1.1 Know the terms. 5.1.2 Understand factors affecting bystander intervention. 5.1.3 Understand conformity to majority influence and factors affecting conformity to majority influence. 5.1.4 Understand obedience to authority and factors affecting obedience to authority figures. 5.1.5 Understand the behaviour of crowds and the individuals within them and the effect of collective behaviour. 5.1.6 Understand possible ways to prevent blind obedience to authority figures. 5.2 Studies Understand the aims, procedures, and findings (results and conclusions), strengths and weaknesses of: 5.2.1 Piliavin et al (1969) Good Samaritanism: An Underground Phenomenon? 5.2.2 Haney, Banks, and Zimbardo (1973) 5.3 Issues and debates 5.3.1 Understand social and cultural issues in psychology	<b>6.1 Criminal Psychology</b> 6.1.1 Understand learning theories as an explanation of criminality, including strengths and weaknesses of each theory. 6.1.2 Understand biological explanations of criminality, including personality types (Eysenck, 1964), to include strengths and weaknesses of the theory. 6.1.3 Understand the effects of punishments on recidivism, including strengths and weaknesses of each punishment. 6.1.4 Understand two treatments to rehabilitate and reduce criminal and antisocial behaviour and increase pro-social behaviour, including strengths and weaknesses of each treatment: a. token economy programmes b. anger-management programmes. 6.2 Studies Understand the aims, procedures and findings (results and conclusions), strengths and weaknesses of: 6.2.1 Bandura, Ross and Ross (1961) 6.2.2 Charlton et al (2000)
	Spring 1	Spring 2
Focus/ Context for Learning	<b>9.1 Sleep and Dreaming</b> 9.1.1 Understand the functions, features and benefits of sleep, including: a. the four sleep stages b. REM c. the sleep cycle 9.1.2 Understand the internal and external influences on sleep, including strengths and weaknesses of each explanation: Bodily rhythms, to include (i) circadian rhythms (ii) ultradian rhythms hormones, to include (i) pineal gland (ii) melatonin zeitgebers, to include (i) light Understand the aims, procedures and findings (results and conclusions), strengths and weaknesses of: 9.2.2 Siffre (1975) Six months alone in a cave 9.1.3 Understand symptoms and explanations of sleep disorders, including: a. insomnia b. narcolepsy	<b>9.1 Sleep and Dreaming</b> 9.1.4 Understand Freudian theory of dreaming (Freud, 1900), including strengths and weaknesses of the theory: a. manifest content b. latent content c. dreamwork 9.1.3 Understand symptoms and explanations of sleep disorders, including: a. insomnia b. narcolepsy 9.1.4 Understand Freudian theory of dreaming (Freud, 1900), including strengths and weaknesses of the theory: a. manifest content b. latent content c. dreamwork 9.1.5 Understand Activation Synthesis Theory (Hobson and McCarley, 1977), including strengths and weaknesses of the theory: a. random activation b. sensory blockade c. movement inhibition Understand the aims, procedures and findings (results and conclusions), strengths and weaknesses of: 9.2.1 Freud (1909) Little Hans, analysis of a phobia in a five-year-old boy
	Summer 1	Summer 2
Focus/ Context for Learning	Exam prep for external exams.	EXTERNAL EXAMS

# Religious Education



**Head of Department: Ms L. Carter**

**Year 11**

Edexcel	Autumn 1	Autumn 2
<b>Focus/ Context for Learning</b>	<b><u>Arguments for the existence of God</u></b> Students will examine the Bible and other sources of wisdom and Authority. Students will examine how the different religious denomination interpret and accept different sources of authority. Students will learn about the development of Church teaching pre & post Vatican II.	<b><u>Catholic: Forms of expression and ways of life</u></b> This unit examines the different ways in which Catholics express their belief through different mediums, and how each different medium can enrich worship and inspire a deeper understanding of belief. Students will look particularly at the use of art, statues, sacred objects, symbols and the internal and external design of a church building.
	Spring 1	Spring 2
<b>Focus/ Context for Learning</b>	<b><u>Ethics: Marriage, relationships and Family life</u></b> This unit examines the Catholic beliefs around marriage and relationship in the 21 <sup>st</sup> Century and how it contrasts with humanist and non-religious views. Students will examine Christian and non- Christian teaching around: marriage, sexual relationships, families, contraception, divorce and remarriage, equality of men and women, gender prejudice and discrimination.	<b><u>Revision for Summer exam</u></b> Students will partake in lessons that consolidate the material they have learned over the past three years, they will be given opportunities to develop exam skills and particularly their evaluation skills throughout the term.
	Summer 1	Summer 2
<b>Focus/ Context for Learning</b>	<b><u>Revision for Summer exam</u></b> Students will partake in lessons that consolidate the material they have learned over the past three years, they will be given opportunities to develop exam skills and particularly their evaluation skills throughout the term.	<b>GCSE Public Exams</b>

## Head of Department: Ms H. Clarke

Year 11

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.

AQA	Autumn 1	Autumn 2
<b>Focus/ Context for Learning</b>	<u><b>Combined Science</b></u> 1B. Inheritance 2P. Forces  <u><b>Separate Science</b></u> Summer h/w: - Biodiversity and Human interaction - Organic chemistry - Space 1B. Inheritance and Evolution 2P Forces	<u><b>Combined Science</b></u> 3C. The rate and extent of chemical changes 4B. Biodiversity (Xmas homework) 5P. Electromagnetism  <u><b>Separate Science</b></u> 3C. The rate and extent of chemical changes & Using resources 4B. Organs
	Spring 1	Spring 2
<b>Focus/ Context for Learning</b>	<u><b>Combined Science</b></u> 6C. Chemical analysis 7P. Waves  <u><b>Separate Science</b></u> 5P. Electromagnetism 6C. Chemical analysis 7B. Ecological relationships	<u><b>Combined Science</b></u> 6C. Organic chemistry 7B. Interdependence  <u><b>Separate Science</b></u> 8P. Static electricity & Particle model of matter 9P. Waves
	Summer 1	Summer 2
<b>Focus/ Context for Learning</b>	<u><b>Combined Science</b></u> Revision and Practical skills  <u><b>Separate Science</b></u> Revision and Practical skills	<u><b>Combined Science</b></u> Revision and Practical skills  <u><b>Separate Science</b></u> Revision and Practical skills



**Head of Department: Ms K. O'Donoghue**

**Year 11**

AQA	Autumn 1	Autumn 2
Focus/ Context for Learning	<b>3.5 Crime and deviance</b> 3.5.1 The social construction of crime and deviance The social construction of concepts of crime and deviance and explanations of crime and deviance. The work of Merton on the causes of crime from a functionalist perspective and Becker from an interactionist perspective. 3.5.2 Social control Formal and informal methods of social control. The work of Heidensohn on female conformity in male dominated patriarchal societies.	<b>3.5 Crime and Deviance</b> 3.5.3 Criminal and deviant behaviour Factors affecting criminal and deviant behaviour and ways in which criminal and deviant behaviour have generated public debate. The work of Albert Cohen on delinquent subcultures and Carlen on women, crime and poverty. 3.5.4 Data on crime The usefulness of the main sources of data on crime, the collection of official data on crime, patterns and trends in crime figures and the 'dark figure'.
	Spring 1	Spring 2
Focus/ Context for Learning	<b>3.6 Social stratification</b> 3.6.1 Functionalist theory of stratification Different views of the functionalist theory of social stratification. The work of Davis and Moore on social stratification from a functionalist perspective. 3.6.2 Socio-economic class Different views of socio-economic class. The work of Marx and Weber on socio-economic class. 3.6.3 Life chances Different views on factors affecting life chances. The work of Devine revisiting the idea of the affluent worker.	<b>3.6 Social Stratification</b> 3.6.4 Poverty as a social issue Different interpretations of poverty as a social issue. The work of Townsend on relative deprivation and Murray on the underclass. 3.6.5 Power and authority Different forms of power and authority. The work of Weber on power and authority. 3.6.6 Power relationships Describe and explain different views on factors affecting power relationships. The work of Walby on patriarchy.
	Summer 1	Summer 2
Focus/ Context for Learning	Exam prep for external exams.	EXTERNAL EXAMS

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 have completed three mock exams before their final GCSEs:

Mock 1 – These took place at the end of year 10

Mock 2 – 1<sup>st</sup> November 2021

Mock 3 – 21<sup>st</sup> February 2022

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 selected subjects from week commencing 20<sup>th</sup> September
3. There will be revision classes timetable during October half term, 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 from week commencing 13<sup>th</sup> September. It provides a quiet, supervised study area for pupils to revise in. This is available till 5:00 pm.

## 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
- **Homework** – Homework is set on Go4Schools and can be accessed by both parents and students via the app. Parents and students can easily see what homework has been set, when it is due and parents will also be able to track when the homework has been completed

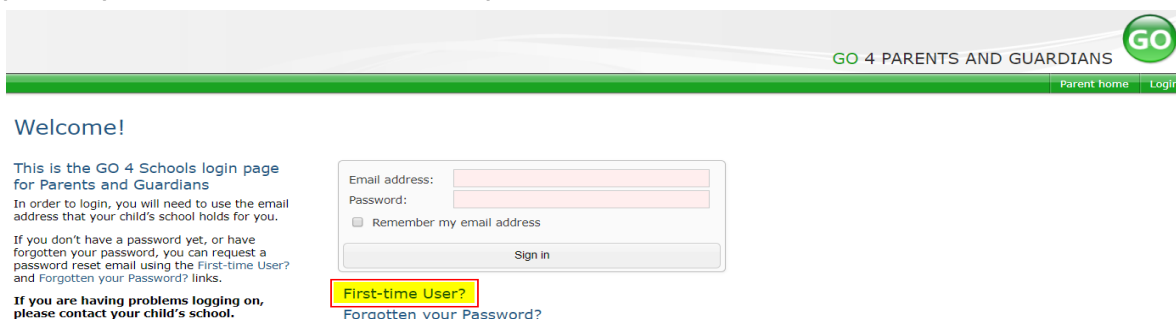
Your child's page is constantly updated, providing you with the latest information.

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](http://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:

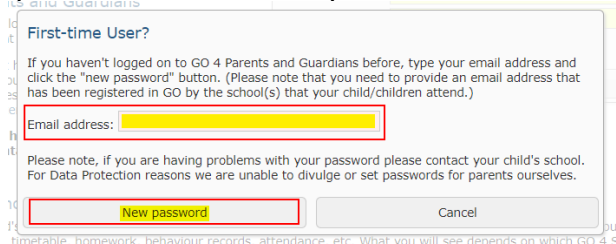
☐ Remember my email address

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?

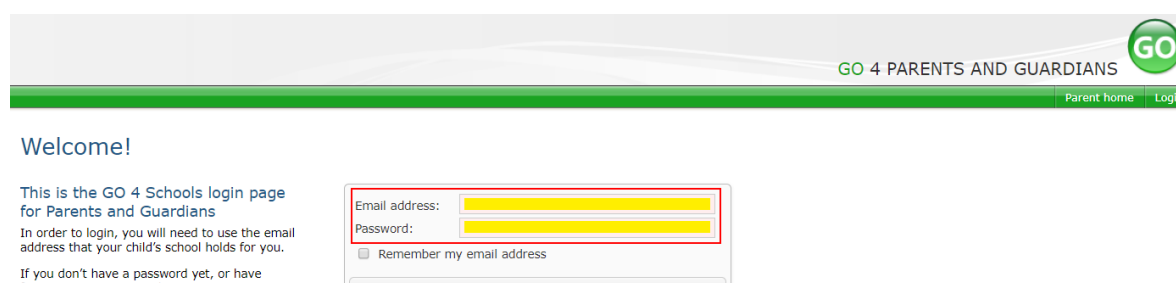
If you haven't logged on to GO 4 Parents and Guardians before, type your email address and click the "new password" button. (Please note that you need to provide an email address that has been registered in GO by the school(s) that your child/children attend.)

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.

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.

Email address:

Password:

☐ Remember my email address



Once logged in, what will you see?

GO 4 PARENTS AND GUARDIANS

Logged in as: Mrs M Adams | Parent home | **My Inbox** | My settings | Logout

Mrs M Adams

Click on your child's name below to view their current progress.

Chloe ADAMS

George ADAMS

**Sophie ADAMS**

Timetable

Timetable

**Timetable**

Click the child's name to view their full GO 4 Schools profile.

Click 'Timetable' to view the child's timetable.

Click here to access the online inbox.

Click here to access you 'My settings' page to change your password or update your email notification preferences.

**Parent home view**  
When you log in you will see names of your children that attend the school.

GO 4 PARENTS AND GUARDIANS

Logged in as: Mrs M Adams | Parent home | My Inbox | **My settings** | Logout

ADAMS, Sophie - Year 11 (Current)

Click these quick links to access unread progress reports.

Click these quick links to access information about your child from previous academic years.

Click these quick links to jump to a particular section of information. You can also quickly view 'managed detention' information by clicking here.

There are unread progress reports for this student:  
22 Oct 2018  
07 Nov 2018

2019 (Current Year 11), 2018 (Year 10), 2017 (Year 9), 2016 (Year 8), 2015 (Year 7)

Today's timetable, ongoing and recent homework tasks, academic Mentorings, detailed progress, attendance, behaviour, progress and reports, key grades/levels achieved

There are managed detentions coming up

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

At a glance ?

Residuals: Grade

Subject	Residual	Category
Design & Technology	-0.67	Below target
English Language	no data yet	
English Literature	+0.67	On target
French	+0.33	On target
History	+1.67	Above target
Maths	-1.67	Well below target
Physical Education	-0.33	Below target
Religious Studies	+1	Above target
Science	-1.33	Well below target

Well below target

Below target

On target

Above target

26



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%	<div><div></div><div>Attendance</div></div> <div><div></div><div>Authorised absences</div></div> <div><div></div><div>Unauthorised absences</div></div> <div><div></div><div>Unknown marks</div></div>
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	98	3L	1M (24%)	Assessment Point 1M
PE BTEC Mr C Simpson <a href="#">View subject description</a>	-	-	-	Unit 1 (external assessment) Fitness for Sport and Exercise - <a href="#">Unit 2 Practical Sports Performance</a> - <a href="#">Unit 3 Applying the Principles of Personal Training</a> - <a href="#">Unit 6 Leading Sports Activities</a> -

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
<a href="#">More</a>	

[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 116/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%
	<a href="#">View report</a>	<a href="#">View report</a>	<a href="#">View report</a>	

## 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?

[By default \(emails will be sent Weekly\) ▼](#)

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

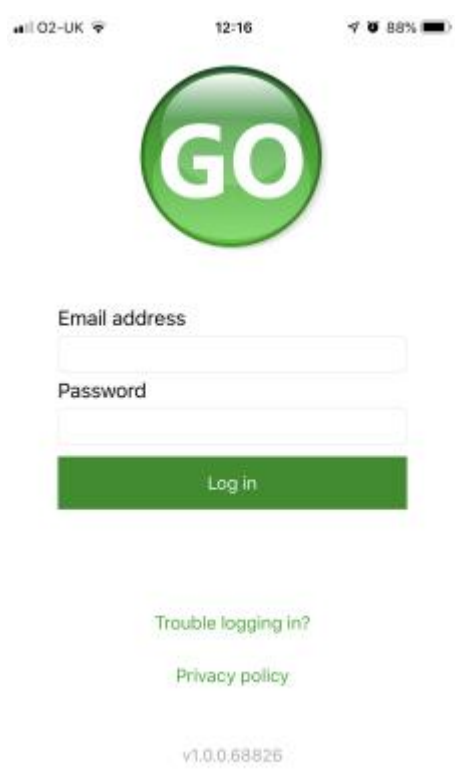
We will send updates only if new events have been recorded by Demonstration School.

[Save](#)

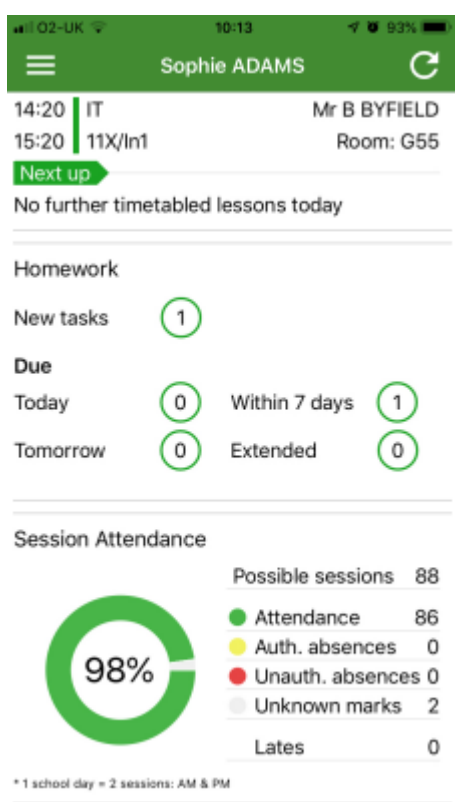




## How to log in to the App



1. Tap on the App to open.
  2. Type in your email address and password. *This is the same email address and password you use to log into the Go4Schools website.*
  3. Click on "log in". *If you are a first-time user you will need to log into the website first to receive your password.*



The homepage shows a student's current timetable and overview of the status of their homework. Tap on the timetable or homework to view more information.



How to view your child's homework

02-UK 13:11 88%

Homework

Ongoing Extended Pending History

Fri 14 Dec	Algebra: Solving simultaneous equations Mathematics, 11n/Ma1	730-980 min.
Mon 10 Dec	Mastery Homework 2 Mathematics, 11n/Ma1	720-900 min.
Tomorrow	Homeostasis Biology, 11N1/Bi,11NT/Bi	600 min.
Tomorrow	English Poetry Revision English Literature, 11n/En1	60 min.
Tomorrow	Maths GCSE Y11 Worksheet 2 Mathematics, 11n/Ma1	22 min.
Today	Cell structure Biology, 11N1/Bi,11NT/Bi	10-20 min.
Today	English Literature Revisions for year 11 English Language, 11n/En1	70 min.

The homework card allows you to filter by ongoing, extended, pending, and homework history. Tap on the specific homework you wish to view.

02-UK 10:14 93%

mastery Homework

Mathematics  
11n/Ma1

Due: **Mon 15 Oct**

Set: Thu 06 Sep by Mrs LOCKTON

Status: n/a

Grade/ n/a

Mark:

*This task should take between 720 and 900 minutes to complete.*

Print off the relevant homework from the t-drive

T-drive - Maths - Mastery Homework - 11n1 - Autumn 1

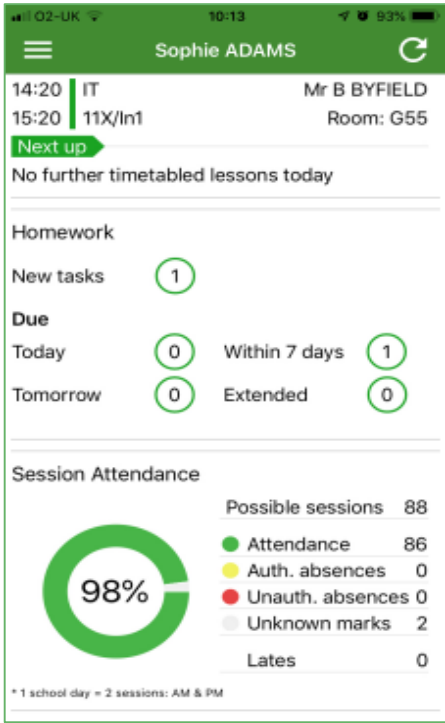
or the attached file.

Complete all tasks given.

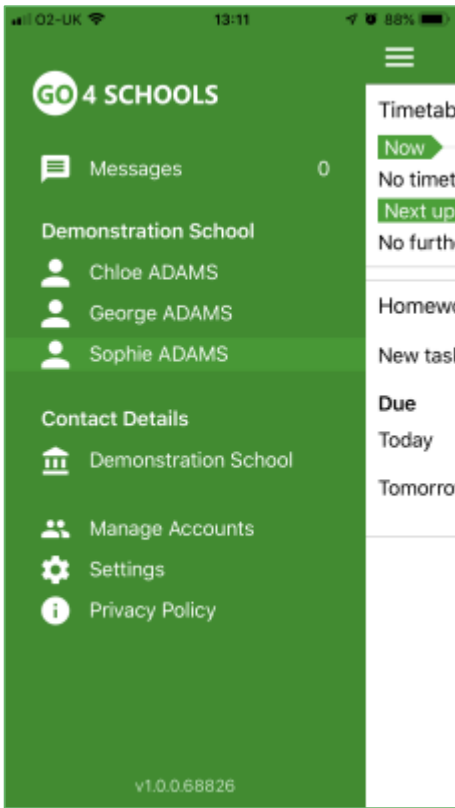
Detailed homework information is visible with attachments and weblinks. If the school tracks homework you can see when a class teacher has ticked off the completion of Homework tasks or marks if the work has been assessed.



## How to view your messages



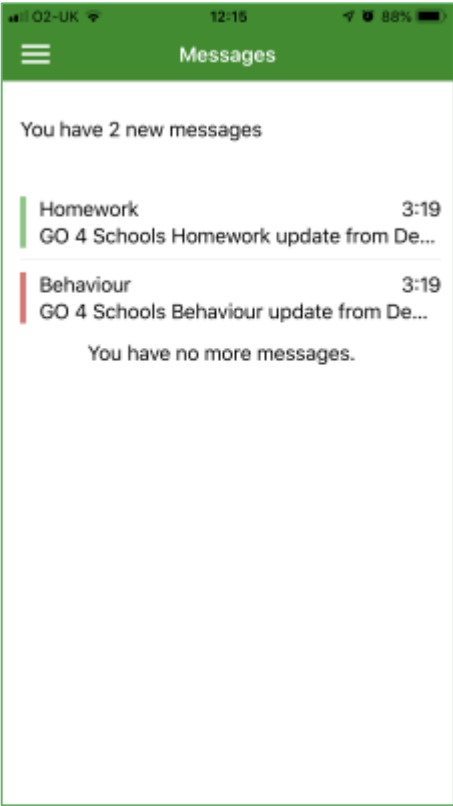
Tap on the menu in the top-left corner to access messages and settings.



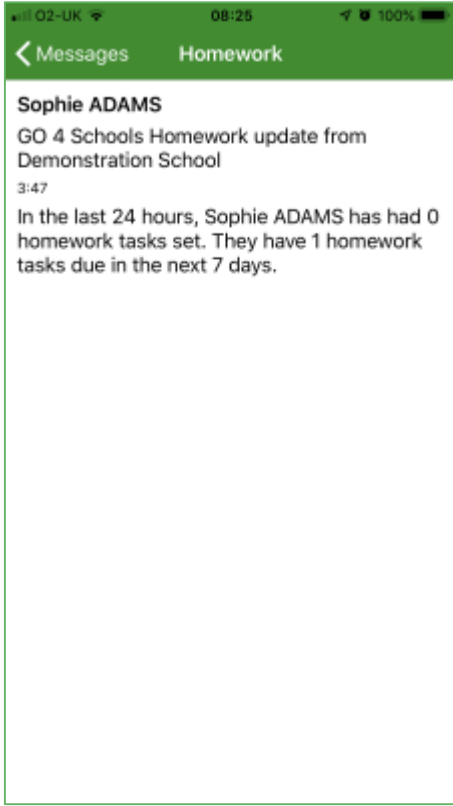
From the menu you can view messages, or swap between schools and select individual students with GO 4 Schools accounts. Your settings can also be accessed from this menu.



## How to view your messages



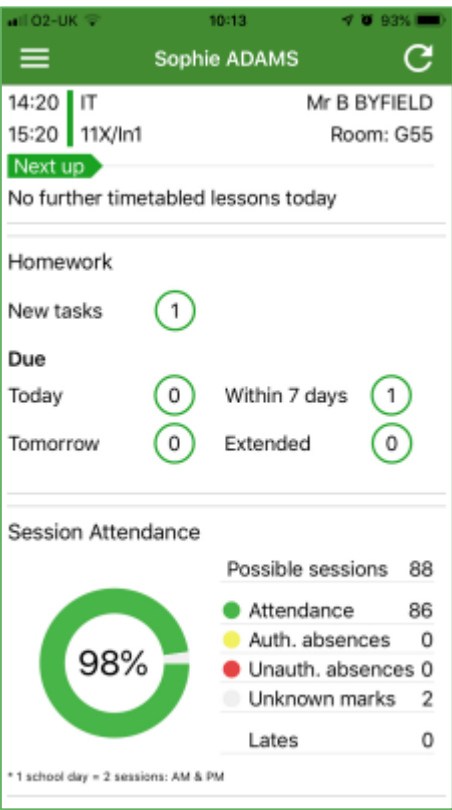
In the message inbox tap on the message for more detail. Your messages will be organised by date order and titled by areas such as Homework and Behaviour.



Tap back on messages and then your child's name to return to the main screen.



## How to view your child's attendance



The attendance information is displayed on the main App page and shows the overall percentage attendance as a chart with details for authorised and unauthorised absence including a count of late marks. Where an unknown mark is displayed this may be due to the school waiting for confirmation for the reason of the absence.

# Notes



# Notes

