






# Values Reporting: Readiness to Learn & Skills to Succeed in Subject Areas

At Redborne we have a whole school focus on helping students ensure that they are “Ready to Learn” and are then equipped with the “Skills to Succeed” in their endeavours. The overview of these is summarised below:

<u>Readiness to Learn</u>	<u>Skills to Succeed</u>
<p><b>Responsibility</b> </p> <ul style="list-style-type: none"><li>• Arrive on time</li><li>• Bring the equipment needed for the lesson</li><li>• Complete independent work in &amp; out of class</li><li>• Ask for help when you need it</li><li>• Don't give up, even when it's hard</li></ul>	<p><b>Aspiration</b></p> <ul style="list-style-type: none"><li>• Remember and apply things learned in previous lessons</li><li>• Work at an appropriate speed and with accuracy</li><li>• Make changes when given advice on how to improve</li><li>• Think about your own learning</li><li>• Be able to work out what questions mean and how to answer them</li><li>• Provide evidence to justify statements</li><li>• Be able to interpret a set of instructions to create things that are original </li></ul>
<p> <b>Respect</b></p> <ul style="list-style-type: none"><li>• Listen carefully to everyone</li><li>• Show care for how others feel</li><li>• Respect others' opinions and views, challenging them politely and constructively</li></ul>	

Whilst this framework is common across the school, subtle differences exist in the requirements for each subject area. This document contains a brief outline of what is expected of students in each subject area, it is designed to help parents and students understand what is expected of them and to understand the grade they have received in the “Values” section of their school report.

# Agriculture

## **In lessons:**

- You must be prepared to be open minded about the tasks presented to you
- You must be prepared to work practically in all weathers
- You must show respect to all animals and your peers at all times
- You must be prepared to work with different people each lesson
- You must be prepared to do tasks that are out of your comfort zone
- You must be prepared to listen to other people's views and show respect for their stance
- You must make sure that any work completed is submitted to your teacher AND printed out and put into your folders

## **Outside of lesson:**

- You should watch programmes on TV like Countryfile or This Farming Life to put the subject in context
- You may need to spend time at home completing tasks that you have not completed in class

# Art

In Art students research, analyse and evaluate the work of artists along with their own work. They purposefully explore a variety of media to develop a personal response to an artists' work and to create refined outcomes.

- Students need an open mind to be able to experiment, explore and develop ideas freely.
- Perseverance is key to ensuring that ideas are well developed, refined and show a personal approach to creating an outcome.
- Students need to make mistakes to learn and rather than discarding this work it should be kept to enable reflection and see progression.
- In order to develop students should be independently practising these skills for at least an hour a week outside of lessons.
- Bring sketchbooks/current work to every lesson.
- It is essential that any homework that is set is completed by the deadline. If a deadline is missed it will hinder the students progress as they will not be able to start the next task in lesson time.
- Catch up on missed work by accessing the relevant resources available via Google Classroom and attend art club.

Outside of lessons students should practise skills and techniques taught in lessons. Attend external art workshops and/or view online tutorials. Read about artists and art movements in addition to visiting museums and galleries to widen their contextual knowledge of the art world.

# Biology

Biology is all about the body and the living world around us. Students should be curious about what they are learning, and try to make connections to their own experiences.

## **Responsibility:**

In biology, students are expected to arrive ready to learn, on time, and with the usual equipment plus subject-specific equipment - ruler, pencil and calculator. They must then complete the starter straight away.

In group and practical work, students must take an active role, ensuring they know what they are expected to do, and why they are doing it. All safety instructions must be followed

## **Respect:**

Students must respect other people's feelings and needs, by following the classroom rules, and listening carefully. They must be respectful of the contributions of others, especially in sensitive topics, whether they agree with them or not. Students must think about how their own behaviour affects the learning of others.

## **Aspiration:**

Students should actively listen, and take an active role in discussion, asking and answering questions. They should then complete all work set as thoroughly as possible, using the correct scientific language. Students are expected to start the work promptly, attempting the work on their own first, and then proactively asking for help if needed. If finished, students are expected to ask the teacher to check their work, and for the next task.

Biology requires students to use their own time to complete the set homework regularly, as well as practising the scientific vocabulary and revising the content in order to be able to use their prior learning in later lessons. To do this they can make revision cards, mind maps and so on. Revision guides, websites such as [bbc bitesize](#), [Seneca](#), videos, and [focuselearning](#) can be used for the information.

Exam questions in biology can be wide ranging, and often include unfamiliar contexts, and so exam question practice is vital in lessons and at home. Students must read the question carefully and to make sure they understand it, and know what the command word means - they mustn't simply write down everything they know about a topic. Longer questions should always be attempted, even if they are unsure about the science they can attempt to address the context. Practise questions can be found on the exam board website, and sites such as [physicsandmathstutor.com](#).

To attain the higher grades, extra reading is required, particularly for A level. The A level biology Google site has many recommendations for further reading, study skills, and lots of other useful information. Documentaries, such as David Attenborough, can also be helpful. Students can try and link what they are watching to what they have learnt in class.

# Business Studies

## In business lessons:

- Students should **pay attention** to quizzing and questions, so they are **deliberately thinking** about whether they know the answer and how they will respond.
- Students should get down to work on written, group and practical tasks **without delay** so they can maximise the time they have to practise skills.
- Students should always try to **think** about how what they are learning would relate to real businesses.
- Students should ask questions and/or **speak to their teacher** if they feel they are struggling with the subject as teachers can provide extra support in the classroom and outside, such as additional revision sessions and advice on support resources.

## Outside of business lessons:

- Students' independent work should involve accessing the department website. They should regularly **test themselves** on the knowledge they need to learn using the resources provided and they should **read and re-read** written materials provided.
- Students should also **pay attention** to the activities of real businesses, such as taking notice of advertisements, products sold, locations, business news stories etc.

# Catering, Hospitality and Food Technology

Students will develop an understanding of nutrition, food science and food safety as well as a knowledge of how hospitality and catering providers operate. They will be encouraged to explore their skills, building resilience, independence and a passion for cooking.

- Students will develop researching skills, ICT skills, problem solving, organisation, time management and planning.
- Students will improve analytical and ICT skills.
- Students will develop perseverance to complete coursework
- Students will need an open mind to be able to explore and develop ideas freely whilst demonstrating resilience

## **Students will be required to:**

- Have a good knowledge of food groups, nutritional needs and impact of nutrition on health.
- Show enthusiasm for learning about cooking and food.
- Understand the importance of cleanliness and safety in the kitchen.
- Be prepared to follow recipes and teacher guidance.
- Be able to analyse and evaluate different cooking methods and ingredients.
- Gain knowledge of the various roles and responsibilities within the hospitality and catering industry.
- Plan, execute, and evaluate food-related projects and catering events.
- Develop skills in customer service and hospitality etiquette.

Outside of lessons, students should be observant and analytical by investigating ingredients and techniques. Examine why chefs or food technologists use specific ingredients or cooking techniques in various recipes.

- Read articles, books, journals and social media posts relating to food science / food technology
- Attend after school support session on a weekly basis

# Child Development and Health & Social Care

Students are expected to arrive at all lessons on time, eager to learn and with the required equipment. On arrival to the lesson students need to collect their theory/coursework folders and be ready for a prompt start to their learning. In lessons, students must listen actively, be attentive and deliberately engage with the learning content, activities and tasks. Lessons may require students to work independently, participate in group work, contribute to group discussions or take part in group presentations. Most lessons will incorporate teacher questioning and all learners are asked to respond with thoughtful engagement and deeper thinking. Coursework deadlines must be met, requiring students to plan, monitor and review their work. Students will be asked to reflect and act upon teacher feedback. Students should ask questions and/or speak to their teacher to help clarify work requirements and to help broaden their knowledge, understanding and subject enthusiasm.

## **Students will be required to:**

- recall, select and apply detailed knowledge and understanding of the sector
- apply relevant knowledge, understanding and skills in a range of situations (for example: practical assessments and answering examination questions in relation to real-life case studies)
- explain the impacts of actions using a logical chain of reasoning
- explain the pros and cons of a topic or argument and make reasoned comments
- separate or break down information into parts and identify their characteristics or elements
- produce a visual solution to a problem (for example: a mind map, flowchart or visualisation)
- present information clearly and accurately, using a variety of work formats and a wide range of subject terminology
- analyse and evaluate research evidence, reviewing and adapting research methods where appropriate
- demonstrate practical skills at a high level
- make reasoned judgements and substantiated conclusions
- produce detailed evaluative work, which thoroughly examines the strengths and weaknesses, arguments for and against and/or similarities and differences.

# Chemistry

In chemistry there is a large amount of subject knowledge that students should be able to recall. Regular completion of seneca homework will support students to consolidate their subject knowledge and to identify development areas. These development areas could then be discussed further with the teacher to develop strategies for improvement. Following assessments, test review sheets allow students to reflect on their performance in tests and highlight areas for improvement and set effective independent targets. Students should actively engage with starter activities in lessons which often involve retrieval practice from prior lessons.

Past paper questions are used regularly in chemistry lessons to assess students' understanding of the learning and support them to develop resilience with 6-mark level of response and calculation questions, asking for help if unsure. Students should read the questions carefully, familiarise themselves with command words, and develop their ability to pick out key prompts in a question to allow them to give a clear and concise answer.

A significant proportion of chemistry involves calculations, and students must learn the equations needed in chemistry - these equations are not provided in exams. When presented with a calculation question, students should identify the key numbers in the question and write down the relevant equations they can use with the data provided. This will lead them towards the next steps in calculating the correct answer. It is important for students to persevere with these questions. If in doubt, make sure you use the numbers provided in some form of calculation.

6-mark questions often require students to summarise the key steps in a required practical activity. Students should take time to learn the key details for each of these activities, through use of revision guides, seneca homework, youtube videos and asking their teacher. Students should actively contribute to group tasks, particularly practical activities, in order to support their learning of the key stages in each method.



# Classical Civilisation

## **Readiness to Learn**

Students are expected to be responsible for the learning materials and equipment they need to bring to each lesson. Students will be required to catch up with any missed work by using the resources that are regularly available on Google Classroom.

Participation in classroom discussion and debates about subject modules is essential to student learning and understanding of the units being studied.

## **Skills to Succeed**

Student-led motivation to ensure wider reading for the subject is being completed, this will give students a deeper understanding of the topics being studied and extend their vocabulary. Students will develop their ability to critically analyse subject content, as well as evaluating the material that builds to their own judgement. Additionally, students will demonstrate their ability to challenge assessment questions and be able to provide evidence to support their argument.

# Computer Science

In Computer Science students are expected to be able to analyse problems, decompose them into smaller tasks, plan their approach, and then use appropriate programming constructs in their solutions. Whilst accuracy and efficiency in coding are crucial, perseverance is a more important skill as students must recognise that code rarely works first time. They must learn to use the feedback given by peers, their teacher and their programming software to help develop their work. In order to develop these skills students should be independently coding for at least an hour a week outside of lessons.

In theoretical work, students will be required to provide balanced discussions on a range of topics and to support their answers with evidence and examples, showing a clear understanding of computer science principles and application to the scenarios they are given.

In addition to this, to gain a full insight of the course and achieve the highest grades, students will need to reflect on each component between lessons so that they are able to develop an understanding of how the different parts inter-relate.

## Creative iMedia and Digital Media

Students are expected to be able to breakdown and analyse a client brief, identify the requirements, plan their approach, and then use appropriate digital skills/software in their solutions. Using perseverance is important as the skills are developed over time. To be able to reflect and evaluate work is a must. They must learn to use the feedback given to help develop their work. In order to develop these skills students should be independently practising at least an hour a week outside of lessons.

In theoretical work, students will be required to provide balanced discussions on a range of topics and to support their answers with evidence and examples, showing a clear understanding of creative and digital media principles and application to the scenarios they are given.

In addition to this, to gain a full insight of the course and achieve the highest grades, students will need to reflect on each component between lessons so that they are able to develop an understanding of how the different parts inter-relate.

## Dance

Students are expected to arrive to all lessons with the correct and appropriate kit. They must be willing to participate practically in both individual and group contexts in a supportive manner and share work in progress, responding positively and appropriately to feedback from both teacher and peers. All students in dance lessons should therefore be empathetic, respectful and supportive of others. This will ensure that a positive atmosphere is created and students of all abilities will be able to develop and excel.

Students will need to remember and regularly use subject terminology specific to dance performance and composition and verbally and physically demonstrate /refer to them in subsequent lessons. They must also ensure that they can recall and remember the set fact files for the 6 set dance works and their constituent features and relevance to the work as a whole. Students on the GCSE course will be expected to demonstrate critical thinking skills when formulating responses to written questions, supporting their response with suitable evidence to improvements to their own practical work and practice

Resilience, perseverance and practice is paramount to making good progress and achieving well in this subject. This is especially prevalent when during the learning of set repertoire and during the creative composition process of the course for which they will need to ensure that they show creativity and originality and that their ideas are well developed, refined and relevant to set stimuli and criteria.

Students will also be expected to practise and improve their practical abilities by attending rehearsals in their own time/extra-curricular. If they have missed practical lessons, they are expected to catch up with additional rehearsals at break/lunch/after school on their own or with a peer.

## Drama

Students are expected to arrive to all lessons with an open mind, willing to participate practically and in a supportive manner. They must listen to the views of others, be willing and able to work in a group, and be prepared to assume a variety of responsibilities within their group over an extended period of time. Students will need to ensure their ideas are well developed, refined and relevant to stimuli and criteria. Perseverance and resilience are key to improving performance. During the creative process, they may need to abandon one idea and be prepared to conceive something completely new. They will need to share work in progress and respond positively and appropriately to feedback. Students will need to be empathetic, respectful and supportive of others in order to ensure a positive atmosphere is created in all lessons.

Students will need to remember and regularly use subject terminology specific to drama (*characterisation, gait, tone, demeanour...*). They will also need to make sure that they can remember the plot and characters of the texts being studied, so that they can refer to them in later lessons. If they have missed lessons, they need to catch up with the reading and the notes, and we have found that students enjoy the theory lessons much more if they read a scene ahead at home so they are prepared with questions, complications and ideas.

Our highest achieving students tend to be regular theatre-goers who are informed by their experiences of drama (not just musicals) in our local and London theatres. The Quarry Theatre (Bedford), Queen Mother Theatre (Hitchin), The Place Theatre (Bedford), Milton Keynes theatre and the many theatres in London often include new and traditional drama on their programmes, and sometimes offer discounted tickets for students.

# Design & Technology

Design and Technology allows students to create a better world through the products that they design. An understanding of a client's needs will allow students to stretch their creative abilities, whilst having an empathy for sustainability and understanding of how products are engineered.

- A willingness to fail and take positives from an iterative process
- Comprehensive critical analysis of existing products
- Interaction with clients to understand their requirements
- Design products in relation to a particular inspiration source
- Embrace failure when modelling and prototyping, evaluating every decision
- Use specific terminology when documenting portfolio work
- Evaluate the success of an outcome and suggest improvements
- Review theory elements and produce usable revision resources
- Attend all lessons punctually and positively
- Be able to question why
- Ask for help as required

Outside of lessons, students should be cautious of the world around them and analyse why designers or engineers have used a certain material or process. The ability to work independently and review their work on google classroom is required.

- Spend time updating their google slides
- Read articles, books, journals and social media posts relating to design/ engineering
- Attend after school support session on a weekly basis

# Economics

## In economics lessons:

- Students should **pay attention** to quizzing and questions, so they are **deliberately thinking** about whether they know the answer and how they will respond.
- Students should get down to work on written, group and practical tasks **without delay** so they can maximise the time they have to practise skills.
- Students should always try to **think** about how what they are learning would relate to real economies, businesses, governments and markets.
- Students should ask questions and/or **speak to their teacher** if they feel they are struggling with the subject as teachers can provide extra support in the classroom and outside, such as additional revision sessions and advice on support resources.

## Outside of economics lessons:

- Students' independent work should involve accessing the department shared drive and Google Classroom. They should regularly **test themselves** on the knowledge they need to learn using the resources provided and they should **read and re-read** written materials provided.
- Students should regularly **read** the recommended textbook and note key points. Students should regularly complete **written practice** of questions in order to further develop their skills.
- Students should also **pay attention** to the activities of real economies, businesses, governments and markets, such as taking notice of relevant news stories etc.

## English

In lessons, students are expected to listen actively and to ask and answer questions in discussion. If they are absent from a lesson, for whatever reason, they should take steps to catch up with the reading and any notes they have missed. They are expected to complete homework and classwork to a high standard, and to bring the appropriate equipment - a pen, their exercise book and the literature text they are studying - to all lessons.

When writing analytically about literature texts, students are expected to come up with an independent response which answers the question, and then support their comments with quotations from the text. In creative or persuasive writing, they are expected to think of an idea without assistance, and then use their knowledge of writers' techniques to construct a piece of original writing. They will need to persevere even if they can't initially think of something to write. English assessments all take the form of extended writing, and there are specific marks for spelling, grammar and punctuation, so writing accurately and at speed are important skills to develop.

Students are expected to remember and regularly use subject terminology specific to English (*metaphor, soliloquy, adjective...*). They will also need to make sure that they can remember the plot and characters of the literature text being studied, so that they can refer to them in later lessons.

Additionally, at A level, we expect students to read widely and inquisitively and base their investigation into writers' methods in the belief that no text exists in isolation but is the product of the time in which it was produced. Lessons are taught in a seminar style and students are expected to contribute to critical debate - both with the teacher and each other. Students will need an enquiring mind and enthusiasm for the written word; to be excited to write extended essays and by the opportunity to complete an independent critical study of their own.

For A Level English Language & Literature, all the above applies. In addition, students are expected to undertake wider reading of spoken and written texts, including non-literary texts – for example, spoken transcriptions, advertisements, autobiographies, biographies, travel writing, journalism, information texts and speeches. Learners should be able to recognise the bias, moral outlook, prejudices, attitudes and values of speakers and writers and to be able to analyse how these views and perspectives are conveyed through the use of language.



# Enrichment

## RSHE

In order to possess the skills to succeed in RSHE, students need to demonstrate the school values by aspiring to take **responsibility** for their own learning. Students can do this by paying attention within lessons, coming to the lesson equipped and with an open mind ready to explore other views and perspectives other than their own. Students should be punctual and participate in all lessons and aim to catch up on any learning that they may have missed.

Showing empathy towards others is crucial within RSHE and the wider world. Students should be **respectful** towards others' opinions whilst also challenging their own thought processes in a calm and respectful way.

Students will be given case studies to reflect upon and problem-solve different scenarios independently and with their peers whilst knowing the correct vocabulary to use when seeking support/guidance internally and externally.

# Fashion and Textiles

In Fashion & Textiles students are expected to arrive to lessons with an open mind and be willing to develop the skills and knowledge needed to design and make creative pieces in response to set briefs.

All pupils are expected to:

- Bring the appropriate equipment to all lessons.
- Look after the resources and equipment and work in a safe manner during practical lessons.
- Complete classwork and homework to a high standard.
- Meet set deadlines - if homework is set by a teacher, they are expected to complete this as it is invariably needed for the next lesson or assessment.
- Catch up on missed work by accessing the relevant resources available via Google Classroom.

Students will need to show resilience when developing designs and creating practical outcomes. To aid this, they must be empathetic and supportive of others in lessons to create the positive working environment needed to enable students of all abilities to build confidence and thrive.

To develop creativity and originality in their work, students will first explore the work of others to build on existing ideas and inspire their own. They will learn to review their work and develop the flexible thinking required to refine designs to meet the requirements of set briefs. Whilst accuracy and quality are crucial, perseverance is an equally important skill as students must recognise that this process takes time.

Project based assessments focus on key areas of the design and making processes, but as specific marks are awarded for presentation and communication, these are also important skills to develop.

At Level 3, lessons are taught in a combination of seminar and workshop styles and students are expected to work both independently and in support of each other to develop their working practice. They will need an enquiring mind and enthusiasm for design, be excited to explore the creative opportunities of different briefs and to independently develop wide-ranging practical skills.

## Film Studies

Students are expected to remember and regularly use terminology specific to the study of film and to use these terms to structure increasingly analytical writing about specific sequences and moments in the films studied. They will also need to make sure that they can remember and apply elements of film form and ideas about context and genre to the film text being studied, so that they can refer to them in later lessons and in examinations. If they have missed lessons, they need to catch up on any missed learning.

When writing analytically about texts, students are expected to come up with a response which directly answers the question, and to support their comments with aptly chosen evidence. Students' NEAs require them to work creatively to a specific brief - interpreting this, realising the brief to a set form, using industry standard software and then critically evaluating the work. It is vital that film students develop independent skills of planning, meet all deadlines and respond constructively to feedback.

Film students are expected to work hard beyond the classroom and use homework tasks to develop strong research skills and to showcase creativity of thinking and presentation. An enthusiastic film student will always be curious about the world of film - watching films, reading about films and keeping an eye on developments in the industry.

# French

## Students are expected to:

- Learn vocabulary independently of lessons. This could be using quizlet, memrise or flashcards. Remember short and often is better than once a week.
- Bring their folder of books as well as different coloured pens and a highlighter to every lesson.
- Ensure that they catch up on missed work after every lesson.
- Check the google classroom on a weekly basis
- Complete all homework set focusing on accuracy
- Attend after school sessions if they need extra help.
- Participate in speaking tasks
- Ask for clarification if they have not understood something.
- Regularly revise grammar using websites such as [Languagesonline.org.uk](http://Languagesonline.org.uk)
- Listen in lessons
- Give opinions with clear reasons explaining them

## To really succeed in languages:

- Practise listening to French outside of school (you could listen to french radio, watch films in French with French subtitles)
- Use [lingua.com](http://lingua.com) to practise reading, listening and dictation skills
- BBC bitesize practises all skills and gives you cultural insights
- Read authentic materials. We have a range of reading materials for all levels available in the French department
- Keep up to date with French current affairs using sites such as <https://www.1jour1actu.com/>

## German

Students are expected to learn vocabulary both from lessons and from independent learning at home. These include both higher and foundation level vocabulary. It can also be completed in whichever way they see fit - Quizlet, Memrise or flashcards. In order to be successful, students should be fully equipped for each lesson by having their folders, which include their exercise books and grammar books, as well as different coloured pens and a highlighter to aid comprehension skills through reading. Students should be catching up on any missing work and homework even when absent as well as checking the google classroom regularly to ensure that they navigate any extra work or homework which they should do in a prompt manner and submit either online or in class.

Students should participate in class to show their understanding of the material and avoid any misconceptions that may arise from not asking questions or working with a partner. They can also do this by ensuring that they are actively listening to the teacher when giving verbal feedback in class.

In order to be a truly successful linguist, students should work independently by accessing German speaking materials (films, tv, music) as well as books that can be borrowed from the school library. Websites such as BBC Bitesize and languages online are also key tools that can aid students' learning.

# Geography

In Geography students need to be able to learn, remember and apply subject specific key terms and use them accurately in their writing. They need to understand and explain how different physical and human geographic processes operate at different scales, and then make connections between them to explain how they are interdependent and bring about spatial variation and change over time. Students need to develop good literacy skills and be able to write at an appropriate speed.

Investigative skills are important in Geography and students need to be able to collect data, identify and analyse trends and patterns and select suitable quantitative or qualitative evidence to support the trends they identify and create a convincing argument. Basic numeracy skills are needed to be able to deconstruct information. They also need to be able to interpret questions, as well as think critically about sources of information to work out how to answer them. Assessing and evaluating causes and effects of human and natural events and then reaching decisions in conclusions about their significance is a crucial part of the study of Geography. Shoi

When students miss lessons they are expected to catch up and they can do this by using the Google Classroom to find the lesson(s).

# Graphics

In Graphics, students are expected to create physical and digital graphical outcomes that convey certain ideas, meaning and information in response to a given or self-defined brief. They complete this through exploring various media, techniques and processes in response to various designers and themes. They should be able to document their idea refinement and reflect critically throughout the project. This should then conclude with students creating professional, personal and meaningful graphical outcomes that clearly fulfil their design intentions.

Students will need to:

- Collect relevant and inspirational research to critically analyse and reflect upon when guiding their creative journey
- Identify features of existing designers, styles and themes to then respond to creatively and take inspiration from
- Explore, select and experiment with media, materials and techniques, being willing to develop their pencil sketching, colour pencil, paint, pastel, collage, digital and other methods as appropriate
- Be prepared to review and refine their ideas to improve how successfully they meet design criteria
- Show sensitivity to a specific target audience and their appropriate design requirements
- Record ideas visually within their project work and compare to their design intentions, through written annotation
- Be willing to take risks and discover independence when exploring new ideas
- Produce physical and digital graphical outcomes that creatively fulfil the criteria of the design brief intentions
- Demonstrate respect and maturity when preparing, using and packing away specialist equipment
- Show good organisation in lessons and outside of lessons by completing classwork, homework and coursework by the specified deadlines
- Show initiative when making effective use of the resources provided for them in class and on Google classroom
- Take responsibility for getting caught up with any missed lessons as well as attending graphics catch up club

# History

## All students are expected to:

- Arrive on time for lessons and bring the correct equipment with them.
- Look after the textbooks provided and not write or draw on them.
- If the teacher sets homework, they must have it completed and ready to hand in according to the due date.
- If a student misses a lesson, they must catch up with the work using resources available on Google Classroom.

## In lessons:

- Students must be respectful and actively participate in class.
- Students must be open-minded to different perspectives and interpretations.
- Students must be willing to work in groups and be involved in class discussions.
- Students should try to achieve well-structured essays and responses, using clear and concise writing with proper grammar and spelling.
- Students must engage with a variety of sources, including books, articles, and primary documents.
- Students are responsible for their own learning, and they must seek help when clarification is needed.



## IT and Computing

In the IT and iMedia topics students are expected to be able to breakdown and analyse a client brief, identify the requirements, plan their approach, and then use appropriate digital skills/software in their solutions. Using perseverance is important as these skills are developed over time. To be able to reflect and evaluate work is a must. They must learn to use the feedback given to help develop their work. In order to develop these skills students should be independently practising at least an hour a week outside of lessons.

In the Computer Science tasks students are expected to be able to analyse problems, decompose them into smaller tasks, plan their approach, and then use appropriate programming constructs in their solutions. Whilst accuracy and efficiency in coding are crucial, perseverance is a more important skill as students must recognise that code rarely works first time. They must learn to use the feedback given by peers, their teacher and their programming software to help develop their work.

## Latin

Students are expected to **learn vocabulary independently** of lessons, via the Memrise app and the exam board materials, and apply what they have learned to translations in class. They should be able to attempt a translation even if they are unsure of a lot of the words, and **persevere** in taking it apart, looking for clues in the grammar and context. When writing about Latin Literature and history, students should support their comments with quotations or examples from the texts studied.

## Law

Students are expected to remember and routinely use the relevant legal language associated with each topic in all areas of work, including discursive and written. They will successfully recall and apply learning from previous lessons due to them routinely reviewing it before the next one. The weekly set past paper questions are completed, and to the expected standard, or amended in accordance with any feedback provided, to ensure it is at the required level.

They are competent at reading problem based scenarios and selecting the relevant information to apply to a legal test to determine a defendant's liability. The points presented are consistently developed; it is clear why they believe a part of the legal test is satisfied or not. These skills are also routinely applied to relevant cases that are reported in the media.

When analysing and evaluating the law, students identify a relevant point that supports the question theme then develop it fully, so their reasoning is clear. They are also skilled at identifying and explaining in full relevant counter arguments. This work usually considers both sides of an argument before presenting a substantiated conclusion.

Students are expected to catch up on missed work by accessing the relevant resources available via Google Classroom.

They complete past paper questions on a weekly basis to consolidate their understanding and hone their exam technique. A question or questions equivalent to 20 marks in total are answered, which could include knowledge, problem and / or analytical and evaluative ones. To facilitate this process they at least make effective use of the resources available to them on Google Classroom.

Students are expected to read the legal section of a quality newspaper once a week, and make appropriate notes on key cases and / or key developments in the law, in order to enable them to provide up to date examples in analytical and evaluative work.

They are expected to be proactive at using the department reading list to assist them in exploring the law beyond the classroom.

# Maths

For students to succeed in Maths they need the following attributes

- To arrive at lessons with all standard equipment, including more Maths specific items such as a scientific calculator, compass, protractor and ruler.
- Following the IMPRESS model that is in Maths classrooms.
- Being resilient and Having a “never give up” attitude towards problems, especially worded questions.
- Complete all home learning to the best of your ability and on time.
- Showing logical steps in the structure/layout when formulating answers and being able to explain clearly how you have got to the end result.
- Not fearing making mistakes.
- Being respectful of other students in the class so everyone feels they can contribute in lessons.
- Being a strong independent learner who is prepared to try problems first and not stop at the first hurdle.
- Being Mathematically fluent

# Medical Science

Students are expected to bring their folder of notes and unit guidance to each lesson.

Basic stationary is required; pen, pencil, ruler and calculator.

Medical Science includes 50% Non Examined assessment carried out in blocks throughout the year and organisation and preparation for these assignments is key to success;

If the teacher has asked students to research a topic before the next lesson it is essential that they arrive at lesson prepared.

## Music

Students will be expected to show perseverance and resilience through the practice of playing an instrument. This may be in a whole-class context (for example keyboard and guitar in year 9) or on an individual basis for GCSE and A level students, and those who take additional instrumental or singing lessons. Students will also be expected to practise and improve their skills using technology to create and develop pieces of music.

Students will be expected to show creativity and originality through the creation of pieces of music. This will begin with the ability to build on existing ideas, moving towards more originality as students progress to examined courses. Students will learn to evaluate their own ideas and to develop the flexible thinking required to improve an idea or even to abandon it in favour of a different one.

Students on examined courses (GCSE, NCFE and A level) will be expected to demonstrate critical and logical thinking skills when formulating responses to written questions, supporting their response with suitable evidence. They will be taught to break down tasks analytically before choosing a suitable approach.

All students in music lessons, regardless of key stage, should be empathetic and supportive of others, in order that a positive atmosphere is created in all music lessons. A positive atmosphere is vital to supporting students of all abilities to thrive.

## PE (Core - Years 9-11)

In core PE lessons students are expected to be responsible for their learning by having the correct equipment and ready to learn by ensuring they arrive at lessons on time. When in lessons, students will undertake both group and independent work. These activities will develop communication and collaboration skills, whilst also enhancing students' resilience and confidence. We actively encourage positive and supportive learning environments where students feel comfortable to seek and give support from and to other students, and the teacher. PE lessons at Redborne are whole student focussed, therefore the development of empathetic characteristics such as encouragement and patience are fostered within lessons.

Students will be challenged in lessons to actively seek creative solutions to physical and tactical problems both within a group and individually. This may be in the form of a highly structured lesson with tasks to guide them to solutions. In other cases, a problem or challenge will be posed to students at the start of the lesson and students are expected to use knowledge from prior lessons to create a solution to ensure success. Throughout year 9 and 10 students will develop their leadership skills, which will culminate in them leading a whole, or part of, a PE lesson to their peers in year 11.

## PE (GCSE / A-level)

In GCSE PE lessons students are expected to be able to take responsibility for their own learning by ensuring that they have the correct equipment for all lessons. Support for this is encouraged by all teaching staff, to ensure high levels of engagement and helps the learners to take responsibility for their own learning.

Resilience is a skill that is paramount to making good progress and achieving high outcomes in this subject. It can be easy to 'give up' and students need to ensure that they push themselves to the highest level and also outside of their comfort zone when participating in the different practical sports on offer to them. The support and encouragement of others is also an important factor to build high levels of self esteem and confidence. These attributes are very positive in ensuring that all learners feel comfortable to be able to express and articulate their opinions and showcase their inner talents within a positive classroom climate.

The development of creativity and problem solving are fully embedded and encouraged across the different sub topics and practical activities, with students having to be adaptive when presented with new challenges. This also provides opportunities for the learners to work collaboratively with others and present their ideas clearly and precisely to their audience and listen to the views of others with empathy and respect.



# Physics

Success in Physics requires students to problem solve and apply scientific logic to the world around them. We'd love students to be curious; be willing to work alone; be proactive; challenge assumptions and require evidence for assertions; remain confident, focused, flexible and optimistic; and help others to move forward in the face of adversity.

In Physics there is a large amount of subject knowledge that students should be able to recall. Regular completion of seneca homework will support students to consolidate their subject knowledge and to identify development areas. These development areas could then be discussed further with the teacher to develop strategies for improvement.

Past paper questions are used regularly in Physics lessons to assess students' understanding of the learning and support them to develop resilience with 6-mark level of response and calculation questions, asking for help if unsure. Students should read the questions carefully, familiarise themselves with command words, and develop their ability to pick out key prompts in a question to allow them to give a clear and concise answer. Regarding numerical computation and algebraic manipulation, students should take care to select the correct formula and input the relevant data from the question

6-mark questions often require students to summarise the key steps in a Required Practical activity. Students should take time to learn the key details for each of these activities, through use of revision guides, seneca homework, youtube videos and asking their teacher. Students should actively contribute to group tasks, particularly practical activities, in order to support their learning of the key stages in each method.

Students should:

- Reflect on their own subject knowledge and take the time to address any gaps.
- Ask for help and assistance when required
- Be able to overcome setbacks; and act upon targets given to them
- Regularly check google classroom and complete set seneca homework to the best of their ability
- Be able to work independently and in small groups, to develop their written and communication skills, as well as using their practical skills in experiments.
- Turn up to lessons with all relevant equipment, which includes pens, calculators, pencils and rulers to ensure they are ready to learn
- Have a "never give up" attitude towards problems, especially worded questions.
- Show logical steps when formulating answers and be able to explain how they have got to the end result.
- Not fear making mistakes.
- Be respectful of other students in the class so everyone feels they can contribute in lessons.

# Philosophy & Ethics

## Readiness to Learn

Readiness to learn in Religion, Philosophy and Ethics involves activating prior knowledge to engage in big questions about the curriculum and world views. Students should be willing to consider different beliefs and attitudes to religious and non-religious issues in contemporary British society. They should be open minded about the religious traditions of Great Britain including diversity within Christianity and other religious traditions.

## Skills to Succeed

In order to possess the skills to succeed in Religion, Philosophy and Ethics students need to demonstrate the schools values in their learning by: aspiring to being able to take responsibility for their learning, respecting the opinions and worldviews of their peers - embracing both the religious and non-religious community and aspiring to achieve in their academic pursuits.

The skills needed to succeed include:

- Explanation of the influences that beliefs, teachings and practices have on contemporary society
- Evaluation of data, beliefs and practices associated with different worldviews
- Analysis of sacred texts and different religious and secular arguments
- The ability to discuss and think critically about their own views and the views of others
- Reflect and review their own learning taking into account teacher feedback

## Politics

Politics students would be expected to take responsibility for their own learning in the same way that we would expect any sixth form student to approach lessons. This would include things like being fully equipped, keeping a well organised folder and notes, engaging fully in learning in and out of lessons, keeping an eye on Google classroom to ensure that all work is done to time and to the best of ability, ensuring that attendance and punctuality are as good as possible and making sure that any work missed is caught up with.

To succeed at politics it is very important that students engage with current events to ensure that they can provide good contemporary examples to back up their work. Therefore students would be expected to follow current affairs by watching the news, reading a quality newspaper or website, following a reputable blog and/or podcast and to record examples. In addition, students will be given the opportunity to subscribe to Politics Review magazine at the beginning of year 12 and 13 and it would be a good idea to take advantage of this or at the very least to read articles from it regularly from back issues located in the politics department.

# Psychology

In AS/A-Level Psychology students are encouraged to take responsibility for their own learning, tracking their own progress and target setting. To attain this students need to:

- Show independence (using books, magazines and internet to expand on their understanding)
- Use assessments as a tool to understand where their strengths and weaknesses lie and use this to take responsibility in working towards improving their ability in these areas.
- Be able to state the Strengths and weakness of a theory or explanation

# Religious Studies

## Readiness to Learn

Readiness to learn in Religious Studies involves a willingness to engage in big questions about the course whilst taking into account the views of key thinkers. Students should be willing to consider different responses and attitudes to religious and non-religious issues in contemporary British society. They should be open minded about the religious traditions of Great Britain and the wider world, to include divergent views between key thinkers.

Students should aim to:

- Develop their interest in a rigorous study of religion and belief and relate it to the wider world
- Develop knowledge and understanding appropriate to a specialist study of religion
- Develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies
- Adopt an enquiring, critical and reflective approach to the study of religion
- Reflect on and develop their own values, opinions and attitudes in the light of their study

## Skills to Succeed

In order to possess the skills to succeed in Religious Studies students need to demonstrate the school's values in their learning by aspiring to be able to take responsibility for their learning, respecting the opinions and views of their peers and both the religious and non-religious community. Students should take the necessary steps to be ready for life beyond their sixth form academic studies. Where possible this means developing an interest in Religious Studies that extends beyond the classroom.

The skills needed to succeed include:

- A critical explanation of the ideas that influence the beliefs, teachings and practices within contemporary society
- Evaluation of data, beliefs and practices associated with different worldviews and thinkers
- Analysis of sacred texts and different religious and secular arguments
- The ability to discuss and think critically about their own views and the views of others
- Reflect and review their own learning taking into account teacher feedback

## Science

Success in Science requires students to apply their subject knowledge to analyse a range of familiar and unfamiliar issues. They should be able to take responsibility for their own learning and spend time outside of lessons completing independent study tasks that will allow them to be successful in lessons. Some of these tasks could include completing homework tasks that have been set by the teacher or reflecting on their own subject knowledge and taking the time to address any gaps in their subject knowledge.

Science requires students to view the world around them in a holistic way, they should try to make links between Biology, Chemistry and Physics and recognise the interdisciplinary skills that will allow them to be successful. For example, all three subject areas require students to be able to work in teams, to develop their written and communication skills as well as to use their mathematical skills in a range of different topics.

Students are expected to turn up to lessons with all relevant equipment, that includes pens, calculators, pencils and rulers to ensure they are ready to learn.

# Sociology

Sociology students need to bring with them an open mind and a respect for the views of others. Students are expected to remember and routinely understand and apply relevant sociological terms in discussion and in writing . They must learn and remember sociological research studies and analyse and critically evaluate the ideas of specific thinkers.They will successfully recall and apply learning from previous lessons .Students need to assess research methodologies and learn how to apply those in context with increasing confidence and skill. Students are always expected to catch up on missed work by accessing the relevant resources available via Google Classroom , and to meet deadlines.

Students are expected to engage in current affairs by keeping an eye on the news and social, medical, political and legal debates. The most enthusiastic students make this evident by opening up discussions about these events and joining in with discussions started by others . Often these events can be used as case studies in exams They are also expected to be proactive in exploring the department supra curricular list to assist them in developing their sociological learning beyond the classroom.

# Spanish

In order to succeed in Spanish students should demonstrate the following:

- Ensure that they bring exercise books, pens, highlighters etc to lessons
- Complete all work to the best of their ability
- Complete all homework set
- Catch up on work missed due to absence through resources on google classroom
- Listen attentively in class, especially to teachers and other students
- Ask if unsure / don't understand
- Learn vocabulary independently (this can be done in different ways - through memrise/quizlet etc)
- Attend after schools sessions for extra help
- Aim to participate in lessons (either in whole class or paired activities)
- Check google classroom regularly every week
- Access authentic reading materials from the department or library to assist in reading and to develop a wider range of vocabulary
- Practise reading aloud in Spanish to develop pronunciation of sounds
- Check over your Grammar notes regularly and learn endings for the different tenses through [www.conjuguemos.com](http://www.conjuguemos.com) or [languagesonline.org.uk](http://languagesonline.org.uk)
- A curiosity to learn more about the culture and attitudes of Spanish speaking countries
- Use BBC bitesize to help in all skill areas



## Sport

Success in sport will require students to be able to breakdown and analyse assignment briefs, identify the task requirements and to plan their independent approach to a range of scenario based tasks. In addition students will be expected to:

- to take responsibility for their learning in and out of the classroom
- To develop perseverance to complete all work to the best of their ability
- Listen attentively in class, especially to teachers and other students.
- To ask if unsure or they don't fully understand
- To use google classroom to recap taught contents and bridge gaps in learning to assist assessed coursework assignments (worth 60% of the course)
- Students need to develop researching, problem solving and organisational skills including time management and planning.
- Show independence using books, magazines and internet to help include research based evidence to assignments
- To be encouraging and supportive of others during lessons to ensure that all learners feel comfortable to express and articulate their opinions helping to foster a positive atmosphere so students of all abilities can achieve.