



Cohort 7 Course Guides

Summer Term 2017

Table of Contents

Art	1
Dance	2
Drama	3
English Language and English Literature	4
Enterprise and Solutions	5
French.....	7
German	8
Geography	9
History.....	11
Maths	13
Music	14
Physical Education	15
Product Design	16
Science.....	18
Glossary of Terminology	20

Cohort 7 Course Guide – Summer Term 2017

Art

Course Overview

During the summer term Cohort 7 learners will be exploring the theme “I am a Fascinating Person”. They will learn about portraiture and the proportions of the face before embarking on a series of explorations and experiments developing their skills and experience in printmaking, painting and drawing. Learners are encouraged to continue using their sketchbooks thoughtfully to record their journey and will further develop their reflective practice using their il@h platform to help them think through and discuss the skills and processes they have been learning. All project information, interesting links and Independent Study details will be available on The Art Space il@h page throughout the term.

Assessment Points

Sketchbooks are collected three times during each study period (approximately once a fortnight) and learners are given structured guidance from their teacher, via a simple feedback sheet, about how well they are developing, recording and reflecting on their work. Showcasing is structured periodically throughout the course and is designed to encourage learners to focus on a particular element of their journey in more detail. A final showcase opportunity at the end of the study period allows learners to reflect on their progress towards project targets, and teachers to offer guidance as to how to further enhance and develop this learning.

Nature of Assessment

Teaching staff will consistently monitor each learner’s progress against key targets, set at the beginning of the study period, and shared via a target sheet in the sketchbook. Teachers will offer weekly verbal guidance and written feedback is offered at three specific points during each study period. Learners engagement and application (organisation, concentration and meeting of deadlines) is also monitored and will be fed back to learners formally through the progress review cycle. Once again this will include an assessment of progress using the 4 part ‘P’ scale (P1: making excellent progress to P4: declining performance).

Guidance

Written guidance is offered through the target and feedback sheets in sketchbooks, and can be expected on 2-3 occasions per study period. In addition, learners are offered verbal guidance and feedback about ongoing work every session and digital (written or spoken) responses to showcase work will be placed directly on learners il@h learning journey page. Independent Study, which plans for, consolidates or stretches the work in session time will be set each session via assignment manager on il@h.

Cohort 7 Course Guide – Summer Term 2017

Dance

Course Overview

Learners have been studying a variety of dance ideas, concepts and styles and will be moving on to using these to develop their own choreographic material. They will work through the history of dance crazes, looking at how dance evolved and what captured the large audiences. Learners will look at how these styles are developed, studying their foundations and key moves. The learners will develop their own material based on the dance style, performing them using the different dance techniques we have already looked at such as cannon, unison and solo.

Dance will be closely linked with Music and Drama, enabling the learners to build on their Expressive Arts skills throughout the year. The learners will by now have a strong understanding of working in a variety of groupings; this skill will also be pushed further.

Assessment Points

Throughout every study period, learners will have regular performance opportunities, and will take part in self, peer and teacher assessment. Performance opportunities will also happen as part of Showcasing sessions. The learner's Book Creators are an ongoing tool that evidences their learning and developing understanding.

Nature of Assessment

The assessments will either be solo or group assessments, depending on the individual's choice. There will be opportunities for performance in front of the class throughout the sessions. These are vital opportunities to develop performance skills and etiquette, and to gain the support and feedback from peers. Written evidence will also be assessed, mainly through the creation of their Book Creators.

Guidance

Throughout the year guidance to each learner will be primarily given through verbal communication. There will be many moments of one-to-one discussion time where feedback and areas for improvement are analysed and put in place. Small and whole group verbal guidance will also be a regular feature from, not only the teacher, but other learners as well. Learners will also have written guidance through reports and emails and on written work, this will be through their il@h pages.

Cohort 7 Course Guide – Summer Term 2017

Drama

Course Overview

During Drama this term the learners have been focusing on improving their collaborative skills within the subject, whilst exploring the topic of rumours, bullying and unkind behaviour. They are now moving onto taking this idea forward and developing empathy and understanding of Outsiders. This will see them build on their craftsmanlike skills, looking at Theatre in Education as well as how to create a successful character.

Assessment Points

Throughout every study period, learners will have regular performance opportunities, and will take part in self, peer and teacher assessment. Performance opportunities will also happen as part of Showcasing sessions. Learners are given an opportunity to add to their progress logs throughout the 5 sessions.

Nature of Assessment

The assessments will be group assessments, and there will be opportunities for performance in front of the class, as well as written, video, audio and discussion based assessment opportunities. These are vital opportunities to develop performance skills and etiquette, and to gain the support and feedback from peers.

Guidance

Throughout the year guidance to each learner will be primarily given through verbal communication. There will be many moments of one-to-one discussion time where feedback and areas for improvement are analysed and put in place. Small and whole group verbal guidance will also be a regular feature from, not only the teacher, but other learners as well. Learners will also have written guidance through reports and emails and on written work. This may be sent through MLP as well as their il@h pages

Cohort 7 Course Guide – Summer Term 2017

English Language and English Literature

Course Overview

Summer half term 1: Animals

Learners will begin the half term exploring the topic of ‘Animals’. This will focus more predominantly on **English Language** and learners will have the opportunity to: explore the morals and ethics associated with animals and zoos; create and perform a speaking and listening piece; craft some descriptive writing from a variety of perspectives and create their own zoos and write some non-fiction, persuasive pieces about the morality of keeping animals in zoos.

Summer half term 2: Gothic Literature

Learners will then move on to focus on the unit of ‘Gothic Literature’. This will allow them to explore the concept of ‘beauty’ in literature. They will focus on a variety of extracts from texts such as *Frankenstein*, *Dracula*, and *The Strange Case of Dr Jekyll and Mr Hyde*. Learners will have a dual **Literature** and **Language focus**, crafting an analysis of a text as well as some creative writing, using a text as a stimulus.

Assessment Points

Learners will all complete one main key piece a half term. They will also focus on developing key skills through class work and Independent Study. Their learning summaries will provide an overview of what the learners have completed over the course of the year, focusing more heavily on more recent outcomes of study.

Nature of Assessment

English Language: This is likely to be a creative writing piece for the animals’ unit that assesses their technical accuracy (spelling, vocabulary, punctuation, sentence and paragraph crafting). They will also have the opportunity to develop their speaking and listening skills through a formal presentation.

English Literature: It is likely to be an analysis of a character or setting. For example: *How is the character of Frankenstein’s monster presented in the story?* Or: *How is the setting of the forest presented in Chapter 13?*

Guidance

Learners receive guidance in a variety of ways. These include marked assessments, feedback in books, on il@h, self and peer assessment as well as MLC appointments.

Cohort 7 Course Guide – Summer Term 2017

Enterprise and Solutions

Course Overview

Learners will begin Season 5 by exploring just what a business is and the key reasons that people decide to start them in the first place. Learners will then develop their understanding of why businesses often choose to establish themselves as Sole Traders and then look to become either Partnerships, Franchisees or Companies as they aim to expand. The Season 5 project will require learners to identify a key social need in the local community and then create a social enterprise that not only makes a profit as any successful business should, but also successfully tackles the social need that they have identified. The investigation will be a group task, which will require learner to not only produce a detailed business plan, but also deliver a 'dragons den' style business pitch, outlining just why their social enterprise is worthy of financial backing.

The final part of the summer term will see learners embark on Season 6, which they will continue into their time in Cohort 8. This season provides learners with the opportunity to really examine just what makes an entrepreneur and the key attributes required for success in the business world. Learners will have an opportunity to study a successful entrepreneur of their choice. During their investigation learners will be asked to assess how academic qualifications, hands on skills and personal characteristics are required to combine for ideas to become not only a reality, but a successful reality in a competitive market place. This will be an individual project, which they will be sharing with the rest of the class during showcase week.

Assessment Points

There will be one key assessment point during the summer term, which will often be delivered as a written project, but may also be accompanied by learners having to deliver collaborative presentations or sales pitches. This will take place during their Showcases, which are during either weeks 33 or 34. Showcasing will also include learners reflecting on their progress, in relation to both their subject knowledge and the MLAs, as well as peer assessment and feedback.

Nature of Assessment

Season 5: The Giving Game – Written project (Showcase: week 33 & 34)

Season 5: The Giving Game – Group presentation (Showcase: week 33 & 34)

Guidance

Written projects – Written feedback and guidance will be provided across 3 formats:

1. Knowledge and understanding.
2. Application of knowledge.
3. Explanations and justifications.

Guidance will be given to learners to attach to their projects and store in their exercise books/folders, so that they can reflect and target set appropriately. Guidance may also be uploaded onto learner's showcase page on il@h.

Cohort 7 Course Guide – Summer Term 2017

Presentations – Verbal feedback and guidance will be provided as per *the ‘Guided steps to Success’* (see above).

MLA Portfolios – Learners will also receive written feedback on their MLA progress, which they will be reflecting on and discussing during Showcasing.

Cohort 7 Course Guide – Summer Term 2017

French

Course Overview

During the third term learners will be studying the themes of Sport and Holidays. They will continue to use present tense verbs and personal opinions. During the second half term of Term 3, the focus will be on using the future tense to describe where they will go on holiday and what they will do.

Assessment Points

In the third term there will be assessments across the four skill areas in French consisting of Speaking, Listening, Reading and Writing. Each will be given equal weighting of 25%. Learners will complete two reading and two writing tasks of their choice, individually, during the term and for speaking and listening they will complete one task as a whole group per half term.

Nature of Assessment

Assessment in French will be equally weighted across the four skill areas of Speaking, Listening, Reading and Writing. Listening and speaking assessments will be completed once a term as a whole group, whereas with reading and writing, there will be a choice of assessment tasks to choose from, depending upon the level of challenge. The expectation will be to complete at least one reading and one writing assessment task per half term. The written tasks will be open ended in nature and will require writing in the target language over a range of formats, e.g. letters, web blogs, letters, diary entries etc...

The speaking assessment will comprise of an open ended task in the form of questions and answers, or a short presentation in French (up to 3 minutes). Listening tasks will consist of a range of activities using questions in English and French, using information provided in the target language.

Guidance

In Cohort 7 learners are provided with a variety of guidance, including written comments in exercise books, verbal feedback during learning sessions, peer assessment using the success criteria provided and electronic feedback via email, Showbie and il@h. Following written and spoken tasks learners are also provided with the appropriate feedback sheet which shows which types of grammar have been correctly used with space for both teacher and learner comments.

Cohort 7 Course Guide – Summer Term 2017

German

Course Overview

During the third term learners will be studying the themes of Home and Town. They will continue to use present tense verbs and personal opinions. During the second half term of Term 3, the focus will be on using the future tense to give future plans.

Assessment Points

In the third term there will be assessments across the four skill areas in German consisting of Speaking, Listening, Reading and Writing. Each will be given equal weighting of 25%. Learners will complete two reading and two writing tasks of their choice, individually, during the term and for speaking and listening they will complete one task as a whole group per half term.

Nature of Assessment

Assessment in German will be equally weighted across the four skill areas of Speaking, Listening, Reading and Writing. Listening and speaking assessments will be completed once a term as a whole group whereas with reading and writing, there will be a choice of assessment tasks to choose from depending upon the level of challenge. The expectation will be to complete at least one reading and one writing assessment task per half term. The written tasks will be open ended in nature and will require writing in the target language over a range of formats, e.g. letters, web blogs, letters, diary entries etc...

The speaking assessment will comprise of an open ended task in form of questions and answers or a short presentation in German (up to 3 minutes). Listening tasks will consist of a range of activities using questions in English and German, using information provided in the target language.

Guidance

In Cohort 7 learners are provided with a variety of guidance, including written comments in exercise books, verbal feedback during learning sessions, peer assessment using the success criteria provided and electronic feedback via email, showbie and il@h. Following written and spoken tasks learners are also provided with the appropriate feedback sheet which shows which types of grammar have been correctly used with space for both teacher and learner comments.

Cohort 7 Course Guide – Summer Term 2017

Geography

Course Overview

Learners study the notions of ‘Who do you think you are?’ thinking about ideas of Britishness and then go a little more global by considering ‘How beautiful are you?’ by investigating a variety of cultures from around the globe, such as the African Pygmies and the Yanomami tribes. They will investigate their way of life, beliefs, food and clothes. There will be an opportunity to practise some key geographical skills such as mapping locations, creating timelines, finding out how interconnected we all are and looking for patterns in cultures and communities. Learners who are progressing well through the unit will also be able to tackle some extended learning ideas, such as how we treat our environments and whether human actions around the world could be considered beautiful. Learners can then compare their findings with that of their own culture.

Cohort 7 geography will finish with learners beginning to investigate landscapes, geographers and locations they think are inspirational. They will discuss the notion of what makes people or places inspirational and then choose their own place or person to create a profile of. This should include location, maps, intriguing information, photographs, descriptive writing and then explanation of processes that have created the landscape features or explaining what the geographer has achieved to be considered inspirational. This unit will be picked up again in Cohort 8, so learners should take great care to make sure they bring their learning back into their first Geography session in September.

Assessment Points

This topic will be assessed at the end of the unit in the showcase week beginning the 5th of June. Learners will have the opportunity to submit their learning journey for assessment throughout the unit to receive personalised feedback in advance of the final deadline.

In Cohort 8 learners will be asked to submit their inspirational person or landscape learning.

Nature of Assessment

Learners will create a response to the question – ‘Who do you think you are?’ and ‘How beautiful are humans?’ They will be prompted to include all of the elements investigated throughout the unit.

The inspirational person or place learning should take the form of a poster presentation or lap book that is able to be wall mounted for a display in the classroom. Learners will also need to submit a piece of writing describing their person or place and explaining why they consider the person or place to be inspirational, they will have a success criteria shared with them for this task.

Guidance

Learners will get feedback on their learning both in their exercise books and through verbal feedback. It is important that they identify when verbal feedback has been given, and act and reflect on the feedback that has been given to them, if this is the case.

Cohort 7 Course Guide – Summer Term 2017

Written projects – Written feedback and guidance will be provided across 3 formats:

1. Geographical knowledge and understanding of the topic they have studied.
2. Application of skills such as whether they have included appropriate maps at a range of scales and described them in writing.
3. To what extent the learner has managed to use evidence to back up their ideas.

Guidance will be given to learners to attach to their projects and store in their exercise books, so that they can reflect and target set appropriately. Guidance may also be uploaded onto learner's showcase page on il@h.

Presentations – Verbal feedback and guidance will be provided as to the quality of the learner's delivery of information and the geographical knowledge they have shown. There will be time given in sessions to record this, often in addition to peer marking. Learners will also receive written feedback on their MLA progress, which they will be reflecting on and discussing during Showcasing.

Cohort 7 Course Guide – Summer Term 2017

History

Course Overview

In the summer term, learners will be investigating the ignition point “How beautiful you are”. In History, this will involve learners carrying out a “Who do you think you are?” style investigation. Learners will carry out a personal investigation into their family and local History. What makes them who they are? What can they learn from investigating their family tree, or interviewing their family about their past? Can a study of Coggeshall or Colchester increase their understanding of themselves? Using their family and local area as a starting point, learners will explore topics such as World War Two, Evacuation, the Blitz, teenage life in the 50’s and 60’s etc. Learners will start by forming a questionnaire to ask historical questions to different members of their family. Learners will use old maps and pictures of the surrounding area as a starting point for their investigation into their local area, and will also go on a historical walk around Coggeshall. They will select some key periods of history that have been highlighted from their interviews, and carry out deeper investigations. After showcasing their learning from their personal history, learners will begin their investigation into their final study period.

Assessment Points

Learners will produce a personal portfolio of their ‘Who do you think you are?’ enquiry.

Nature of Assessment

Learners will produce a personal portfolio, which will highlight their research and enquiry skills, their chronological understanding and their ability to explain what they have learnt about themselves from studying their local and personal family history.

Guidance

Learners will get feedback in their exercise books, through verbal feedback and where appropriate on il@h. It is important that they identify when verbal feedback has been given, and act and reflect on the feedback that has been given to them, if this is the case.

Written projects – Written feedback and guidance will be provided across 3 formats:

1. Historical knowledge and understanding of the topic they have studied.
2. Application of knowledge in written format, this may be either in the form of essays or PEE paragraphs.
3. To what extent the learner has managed to explain justify their decisions.

Guidance will be given to learners to attach to their projects and store in their exercise books/folders, so that they can reflect and target set appropriately. Guidance may also be uploaded onto their showcase page on il@h.

Presentations – Verbal feedback and guidance will be provided as to the quality of the learner’s oratory and knowledge of the subject. Learners will have to ensure that they record this feed in the learning journey and reflect on ways that they could develop their presentation further.

Cohort 7 Course Guide – Summer Term 2017

Learners will also receive written feedback on their MLA progress, which they will be reflecting on and discussed during Showcasing.

Cohort 7 Course Guide – Summer Term 2017

Maths

Course Overview

During Cohort 7, learners follow a curriculum which is designed to allow them to be ignited by an idea and explore how maths might be linked to it. The following lists identify some of the content available to learners in each study period during the Summer term. All challenges are differentiated to allow all learners to access it at a level that is suitable to them and to enable them to go as far as they can.

During the study period commencing with Ignition Day 5 (How beautiful you are) learners will learn about the following mathematical topics:

- Fibonacci and other sequences
- Data collection
- Introduction to averages
- Scatter graphs
- Properties of shapes

During the study period commencing with Ignition Day 6 (My Inspirations) learners will learn about the following mathematical topics:

- Code breaking
- Circles, cones and ellipses
- Statistics
- Mazes

Assessment for Learning Opportunities

During the sessions teachers assess learners constantly by asking questions to check understanding, by looking at what they have written in their books and by listening to discussions that are taking place.

Formal Assessment

At the start of the year, once they had settled into the school, learners completed an audit of their learning. This gave their teachers a clear picture as to what they already knew and where their gaps were to support them appropriately for the year.

At the end of the year learners will complete a similar assessment, based on topics that have been covered during their learning. This will be used to inform our understanding of each youngster; their strengths and areas for development and their progress over the year.

Guidance

Learners will be given verbal feedback in class which could sometimes be written in books and electronic feedback outside the classroom (via email, il@h or other apps) and they will be expected to respond to it to enable them to improve. After each assessment learners will receive an analysis of their results which will then be used to inform them of their strengths and areas for development.

Cohort 7 Course Guide – Summer Term 2017

Music

Course Overview

During the Summer Term, Music learners will be studying composition skills within Descriptive Music and also Songwriting. We will explore how music and sound effects are used in film, TV and Computer Games. Composition workshops will encourage the learners to persist, researching certain artists whose compositional ideas intrigue them. They will discover how songs can be written in a wide range of genres. They will explore the attributes of Communitive and Constructive.

Assessment Points

Throughout every study period, learners will have regular performance opportunities, and will take part in self, peer and teacher assessment. Performance opportunities will also happen as part of Showcasing sessions.

Nature of Assessment

The assessments will either be solo or group assessments, and there will be opportunities for performance in front of the class. These are vital opportunities to develop performance skills and etiquette, and to gain the support and feedback from peers.

Guidance

Throughout the year guidance to each learner will be primarily given through verbal communication. There will be many moments of one-to-one discussion time where feedback and areas for improvement are analysed and put in place. Small and whole group verbal guidance will also be a regular feature from, not only the teacher, but other learners as well. Learners will also have written guidance through reports and emails, for example.

Learners will also be able to use il@h to guide them through all of their learning and enable them to extend their thinking in a range of ways. Teachers will also offer regular feedback and guidance through learner's My Learning Journey page.

Cohort 7 Course Guide – Summer Term 2017

Physical Education

Course Overview

In Cohort 7 learners have two 100 minutes of PE each fortnight and this will continue for their time in Cohort 7 and Cohort 8. Between the Easter break and May half term all learners will learn and practice a range of athletic events. After May half term learners will experience a range of striking and fielding activities. The learners are encouraged to pick the choice they wish to explore/learn rather than making a choice based upon any other external influences. Within the sessions the learners will explore a range of sport specific skills, giving them the understanding of how they are able to progress within their chosen sport. Additionally, learners will be exploring and reflecting on key learning attributes which enables them to develop their MLA's and therefore become a well-rounded learner. After each session the learners are expected to engage with the Honywood il@h Page where there is a short reflective task which will contribute towards their showcase at the end of the study period.

Assessment Points

Learners will be assessed at the start and end of each of their activities, this will then be used to gauge the progress they have made, assessment will also be made on the depth and accuracy of their reflection that is shared via their showcasing.

Nature of Assessment

During this term the learners develop their skills regarding peer and self-assessment. They will be taught to analyse their own and others' performance with a focus on improving the range and application of skills. GCSE criteria will be used as a guide, however the focus is progress, therefore the GCSE grades will not be reported.

Guidance

Feedback on subject skills will mostly be given verbally throughout each and every session due to the practical nature of the subject. We encourage learners to record this feedback and use it as a point of reflection for their reflective task which is set for Independent Study. Written feedback is given on il@h with a focus in aiding learners to become more effective in documenting their learning journey within PE.

Cohort 7 Course Guide – Summer Term 2017

Product Design

Course Overview

C7 Projects

In **Food** technology learners will be focusing on Healthy Eating. They will learn a variety of life skills along with nutritional information - the Eatwell Guide and a selection of recipes available on il@h. From these resources they will learn different skills for example knife skills, rubbing in technique and all in one method along with using kitchen equipment. Learners will choose a basic recipe for either a crumble or pizza and try to adapt it to their own needs and wants and make the final dish.

In **Textiles** learners will be creating a storage holder, they will learn how to use the sewing machines along with hand stitching techniques by teacher led demonstrations. There is a bank of resources on il@h for extra guidance and inspiration. Learners will be shown how to screen print using stencils, alongside other decorative techniques, so that they may incorporate into their final products.

In **Resistant Materials** learners will be making a note holder that will allow them to combine metal, wood and plastic. They will develop a good range of practical skills and we hope that these products will give them an insight into how you can combine materials.

In **Electronics** learners will be building a Jitter Bug. They will be shown how to use the soldering equipment safely to construct an electronic circuit, they will also learn the symbols, names and jobs of each component to give them an understanding of electronics. Learners will have to identify a target market and design for them, and consider how they will package their product.

In **Graphic Products** learners will be using Design software packages to create a cultural influenced box. We would like them to see new technologies and understand what is meant by the terms CAD/CAM it will be cut out on the laser cutter. Learners will identify what they would consider a culture to be and then find inspiring imagery to then develop their sketching skills and replicate them onto our computer packages.

Learners will learn through a wide range of activities; we have created a large selection of resources that have been uploaded on to our Product Design pages on il@h. They will be shown practical demonstrations which are also supported with physical examples and printed laminated sheets to help guide them. We continue to circulate the room guiding and supporting when needed, we will respond to the class or individuals needs to bring learners back and address any misconceptions.

Assessment Points

Work will be assessed during and at the end of each project.

Cohort 7 Course Guide – Summer Term 2017

Nature of Assessment

Teachers will set up Showbie accounts for learners' work along with giving them a folder to keep all paper based work in. The weighting of the practical work along with the paper based research and design are equal.

Guidance

Learners will be given prompt questions for their showcase reflections, this will have a range of both departmental skills along with attributes which we feel are relevant in their projects. This will be uploaded onto il@h and Showbie along with their Independent Study and project work. This will allow us to use all of the work to give verbal and written feedback and guidance along with focused learning conversations about their learning journey identifying individual targets.

Cohort 7 Course Guide – Summer Term 2017

Science

Course Overview

Learners will begin this term by continuing with “How beautiful you are”. Learners will look at various body systems and find out how different organs, tissues and cells work together to complete their jobs. They will learn about the structure of cells and how to study them under a microscope. They will look at the circulatory system, muscular skeletal system and the digestive system. They will then discuss the ethics of transplants and if everyone has the right to one. Ultimately, these sessions will result in them deciding for themselves if there is any truth in inner beauty.

They will finish this year by starting “My Inspirations”, a topic that will continue into Cohort 8. In this study period learners will focus on some of the most important scientific inventions and discoveries, focusing on the science behind them. They will begin by studying various scientists and what inspired them to carry out their work. They will then look at electricity, sound and light in more detail, studying the advances in technology and how useful these inventions are to us. They will have the opportunity to carry out mini research projects in the inventions that interest them and share their own thoughts and ideas.

Assessment Points

Part way through each topic there will be a feedback sheet that learners will complete. In these they will be given a progress grade and some feedback for the work they have completed so far. There will be an opportunity for them to reflect and make improvements, stretching themselves further.

At the end of every topic they will complete an Assessed Task. These are graded from “easy” to “most challenging” and will be used to formally check learners understanding and to give them extra guidance.

Nature of Assessment

The feedback sheets will provide progress grades. These are the same as in their reports where they will be graded from P1 (exceptional progress) to P4 (progress declining). These will be handed to learners where they will make a comment and then returned to their teachers, along with their work, where their teachers will also make a comment. There will then be opportunities for the learners to reflect on their progress and set themselves targets.

The Assessed Task will be completed independently. They can use their previous work, iPad's, teachers and peers to support them but they must complete it individually. They will be given a PDF task page and a list of the criteria to help support them.

Guidance

Throughout learning sessions, the class teacher will give them regular verbal feedback.

Cohort 7 Course Guide – Summer Term 2017

The feedback sheet given part way through the topic will provide learners with written feedback at least once during a topic. Learners will have time to read through this, reflect on it and write themselves some targets for the remaining sessions.

Any Independent Study which is handed in will be given written or verbal feedback, depending on the teacher. When they upload their showcase work onto il@h we will give them written feedback on their work so they will have a set of targets going into their next topic.

Cohort 7 Course Guide – Summer Term 2017

Glossary of Terminology

Bookcreator – Bookcreator is an app on the iPad that allows a person to use text, images, audio and visual recordings of their learning. At each showcasing point youngsters are expected to have reflected using their Bookcreator app. The learning is then uploaded to their 'My Learning Journey' site in il@h for staff to access.

DfL – Design for learning, a series of learning sessions that have been designed by the teacher for each study period.

il@h – Independent Learning at Honeywood. A learning platform located on the school's website where youngsters can log in and access resources as well as their My Learning Journey.

IS – Independent Study is where learners carry on their learning beyond school. This may take the form of research, reflection or consolidation of what they have been doing in learning sessions.

MLA – My Learning Attributes – of which there are 8. There is a strong focus on developing youngsters learning attributes, attributes that will stay with them, long after leaving Honeywood and which will strengthen their capacity to have happy and successful lives. The attributes are: Communicative, Considered, Curious, Collaborative, Craftsmanlike, Constructive, Capable and Confident.

MLC – My Learning Choices. The opportunity for youngsters to book a one to one session with a teacher. Youngsters can also book such appointments in pairs or in small groups.

MLJ – My Learning Journey. A site on il@h where youngsters can upload examples of their learning for showcasing.

MLP – My Learning Programme. An app on youngsters iPads that shows their timetable. They can also record their Independent Study as well as book My Learning Choices appointments.

Showcasing – Showcasing happens at the end of every study period in Cohort 7 and Cohort 8. It is an opportunity for a youngster to demonstrate understanding and evidence of a personal learning journey. Showcasing can be in the form of a written reflection, a log of the process they went through whilst learning, a journal, a learning map, a presentation or a one to one conversation. Whilst showcasing, learners are expected to demonstrate their thinking about:

 'Where was I?'
 'Where am I now?'
and 'Where could I be?'