

Assessment and reporting



Year 10

“Be the best you can be”



Introduction

This booklet is a guide for parents so they can support their child's learning.

This guide is to accompany your child's report and shows a snapshot of progress to date. We anticipate that parents will help their child work on the areas for development. In this booklet, teachers have included links to websites and other supporting documents to help you to support your child in improving their work and reading more widely around the subject area.

The importance of assessment

Valid and reliable assessment will inform teachers about how well pupils in their class have learnt a particular topic and whether any adaptations will be needed to their planning or curriculum design.

Well-designed assessment should allow pupils to show how well they have learnt the knowledge taught. Pupils need to have learnt curriculum content sufficiently well in order to make progress.

What happens as a result of the assessment?

Assessment data will inform teachers and pupils about strengths in their understanding and gaps in their knowledge. This can be seen in teacher feedback and pupil response in pupil books and assessments. This will allow both teacher and pupil to focus on areas for improvement.

“Be the best you can be”



Assessment principles

Every subject specific curriculum is a planned progression model with knowledge built in depth and complexity lesson by lesson, topic by topic and year by year.

Our assessment principles:

- All summative assessments are knowledge focused and test an accumulation of knowledge learnt throughout the year.

Content taught in Year 10 will be linked to the exam board specification and assessed at the end of Year 10.

Content taught at KS3 will also be tested in Year 10.

- All summative assessments are set centrally by the subject leader and are substantial in size and rigour
- There will be a minimum of two summative assessments per subject per year which will be set at the most appropriate time within the curriculum plan – usually mid-year and the end of year.

Each test will be between 50mins – 1hr 45mins

Pupils will be given two weeks-notice in advance of each assessment

Pupils will receive a revision list and links to the content being assessed – this will also link to the exam board specification.

- Each assessment will use a variety of question types as directed by the exam board specification.

Examples could include multiple choice, short and extended answers and the creation of a piece of work e.g., musical composition, painting or food dish.

“Be the best you can be”



Key terms

Formative assessments

Formative assessments have low stakes and carry no grade, which in some instances may discourage the pupils from doing the task or fully engaging with it.

An example of a formative assessment might be asking pupils to draw a concept map in class to represent their understanding of a topic or to answer quiz questions or contribute their ideas on a mini-whiteboard.

Summative assessments

The goal of summative assessment is to evaluate pupil learning at the end of a topic by comparing it against some standard or benchmark. Summative assessments often have high stakes and are treated by the pupils as the priority over formative assessments.

Mock Examinations

Mock Exams are full practice papers for external examinations like GCSE's or BTEC's. They are vital because they allow for a complete check an accumulation of knowledge over a longer period of time. They:

- Ensure pupils revisit earlier material when studying for the real examinations.
- Have been shown to improve pupil performance because pupils remember more through repetition and revisiting. (Lawrence, 2013, Khanna, 2013).
- Take advantage of the testing effect – the demonstration that repeated testing results in better learning than repeated studying.
- Are a form of retrieval practice – a learning approach that emphasizes recalling rather than encoding information.

“Be the best you can be”



Understanding your child's report

The report contains information as follows:

- Attendance and late to registration.
- Reading age indicator
- Reading lesson summary
- Personal Development summary
- Subject information including:
 - Subject
 - Teacher name
 - End of Year Assessment Percentage
 - Cohort Average Percentage which is the mean of all scores in the year group.
 - *Current working at grade (the grade best representing the most recent assessment performance)*
 - *Minimum expected or target grade*
 - Attitude to learning score 1-4
 - Effort score 1-4
 - Homework score 1-4

More information about the scoring scale 1-4 and the individual subject assessments are contained in this booklet and the accompanying letter.



“Be the best you can be”

ATL Scale

	Attitude to Learning
1	<p>This pupil..</p> <ul style="list-style-type: none">·Has an extremely positive attitude to learning.·Shows exemplary behaviour for learning and respect for others.·Demonstrates consistently high levels of concentration.·Demonstrates a real determination to learn.
2	<p>This pupil..</p> <ul style="list-style-type: none">·Has a positive attitude to learning.·Shows good behaviour for learning and respect for others.·Demonstrates high levels of concentration.·Demonstrates a determination to learn.
3	<p>This pupil..</p> <ul style="list-style-type: none">·Has a poor attitude to learning at times.·Shows reasonable behaviour for learning and respect for others.·Does not always have high enough levels of concentration.·Does not always show determination to learn.
4	<p>This pupil..</p> <ul style="list-style-type: none">·Has a poor attitude to learning.·Rarely shows good enough behaviour for learning and sometimes shows a lack respect for others.·Does not demonstrate high enough levels of concentration.·Does not demonstrate determination to learn.

“Be the best you can be”



Effort Scale

	Effort
1	<p>This pupil..</p> <ul style="list-style-type: none">·Is always well organised and arrives at lessons ready to learn·Fully engages on all tasks and completes work to the best of their ability·Works well with peers and makes positive contributions to the lesson·Always gives their full effort to their work.
2	<p>This pupil..</p> <ul style="list-style-type: none">·Is usually organised and usually arrives at lessons ready to learn·Usually engages on all tasks and often completes work to the best of their ability·Contributes constructively when working with peers·Usually gives their full effort to their work.
3	<p>This pupil..</p> <ul style="list-style-type: none">·Often fails to prepare and arrives to lessons not ready to learn·Rarely engages on tasks or completes work to the best of their ability·Needs encouragement to stay on task when working with peers and can distract others·Only sometimes gives their full effort to their work.
4	<p>This pupil..</p> <ul style="list-style-type: none">·Regularly fails to attend lessons prepared and ready to learn·Regularly fails to engage on tasks or to complete work·Rarely works effectively with peers and can frequently distract others·Regularly fails to give their full effort to their work.

“Be the best you can be”



Homework Scale

	Homework
1	<p>This pupil...</p> <ul style="list-style-type: none">· Completes all homework tasks fully and to the best of their ability.· Meets all homework deadlines.· Prepares for assessments and exams by revising at home.· Always submits merit worthy work of high quality.
2	<p>This pupil...</p> <ul style="list-style-type: none">· Completes almost all homework tasks fully and to the best of their ability.· Meets all homework deadlines.· Prepares for assessments and exams by revising at home.· Almost always submits work of good quality.
3	<p>This pupil...</p> <ul style="list-style-type: none">· Often fails to complete homework tasks fully and sometimes does not complete work to the best of their ability· Does not meet all homework deadlines.· Prepares for some assessments and exams by revising at home, but more effort is required.· Rarely submits work when required and it is sometimes not of the required standard.
4	<p>This pupil...</p> <ul style="list-style-type: none">· Regularly fails to complete homework tasks fully and does not complete work to the best of their ability· Regularly fails meet homework deadlines.· Does not prepare for assessments and exams and there is very little evidence of revision at home.· Regularly fails to submit of the required standard.

“Be the best you can be”



English

Year 10 Curriculum

[English Curriculum KS4](#) - click this link to see our curriculum map for both English Literature and English language.

Exam Board and link

Pearson Edexcel :

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/english-literature-2015.html>

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/english-language-2021.html>

Formative Assessment

So far this year, our focus has been on English Literature and pupils have been assessed using low stakes recall tasks.

Summative Assessment

Throughout the year, students have completed essays on 'An Inspector Calls' and 'A Christmas Carol', focusing on understanding the plot, characters and themes.

For the end of year exam, students have completed a full English Literature Paper 1, writing essay responses to 'Macbeth' and 'An Inspector Calls'. The paper is marked out of 80.

How can my child extend their learning?

[GCSE pod](#) – pods on language skills and literature texts

NET English on

YouTube <https://www.youtube.com/@NETEnglish1>

[BBC Bitesize](#)



“Be the best you can be”

Maths

Year 10 Curriculum

[Maths Curriculum KS4](#) - click this link to see our curriculum map.

Formative Assessment

Pupils are assessed using a combination of end of unit tests with detailed feedback to improve, starters which focus on recall and retrieval, 'think, pair, share' questioning, and mini-whiteboards. Homework is set on ClassCharts and is primarily based around the 'MathsWatch' learning platform where pupils can view useful videos of key topics as well as engage in independent study.

Summative Assessment

The end of year assessment results are based upon the summative assessment carried out in the summer term, alongside the average of all unit tests done to date. The summer assessment was comprised of two papers, and the mark given is a percentage. This score is then converted into a grade by comparing with the most GCSE grade boundaries from June 2023.

Alongside this mark is the class average to allow comparison with peers.

The unit tests are all made from past GCSE questions. This exposure to real-exam questions enables pupils to experience full GCSE questions without the associated pressure of the exam hall. After each test the solutions are fully modelled to pupils, who are then directed to specific topics based upon their own areas for development.

How can my child extend their learning

Practise! The best way to improve your maths is to do maths! Work should be constantly revisited and improved upon. For additional support, we recommend attending Maths Clinic where one of our Maths teachers is always on hand to provide additional help and guidance.

MathsWatch - The MathsWatch platform allows full access to the curriculum and provides instant feedback. <https://vie.mathswatch.co.uk>

GCSE Pod - GCSE Pod provides high-quality content and assessment and repeated practice has been proven to increase student attainment by one grade. <https://www.gcsepod.com/>

“Be the best you can be”



Combined Science

Year 10 Curriculum

[Science Curriculum KS4](#) - click this link to see our curriculum map.

Exam Board and link

[AQA Combined Science Trilogy GCSE](#)

Formative Assessment

Pupils are assessed using a combination of teacher assessment during lessons, through verbal questioning and answers, use of whiteboards, written answers and self-assessment during class activities.

Summative Assessment

The End of Year mock exams, pupils took a 1hr15 paper in each of Biology, Chemistry and Physics. These scores out of 70 marks each were combined to give an overall percentage and current working at grade. Assessments in Science are completed in exam conditions and consist of short answer questions, labelling diagrams, multiple choice questions, long answer questions and drawing and labelling apparatus and models.

How can my child extend their learning?

[FreeScienceLessons](#)

[Seneca](#)

[Tassomai](#)

“Be the best you can be”



Religious Education

Year 10 Curriculum

[Religious Education Curriculum KS4](#) - click this link to see our learning journey.

Exam Board and link

Students are studying Eduqas GCSE Religious Studies Specification B (full course)

[GCSE Religious Studies | Eduqas](#)

Formative Assessment

Pupils are assessed using a combination of end of unit tests with detailed feedback to improve, low stakes starters and mini whiteboard activities in class.

Summative Assessment

The Religious Education assessment was a full past paper of Component 1: Foundational Catholic Theology. On the paper there are two topics. The first topic is 'Origins and Meaning' which covers Catholic, other Christian, Jewish and Humanist beliefs about the relationship between Creation and Science. Topic 2 is 'Good and Evil' which covers the difference between natural and moral evil and how Catholics, other Christians and Jews respond to evil and suffering in the world.

Total Marks: 96

We used the June 2023 Grade Boundaries to calculate their grade.

How can my child extend their learning?

[Seneca | Online Learning & Tutoring for A Level, GCSE & KS3 \(senecalearning.com\)](#)

[Bible Gateway](#)

[YOUCAT](#)

“Be the best you can be”



Triple Science

Year 10 Curriculum

[Science Curriculum KS4](#) - click this link to see our curriculum map.

Exam Board and link

[AQA Biology GCSE](#)

[AQA Chemistry GCSE](#)

[AQA Physics GCSE](#)

Formative Assessment

Pupils are assessed using a combination of teacher assessment during lessons, through verbal questioning and answers, use of whiteboards, written answers and self-assessment during class activities.

Summative Assessment

The End of Year mock exams, pupils took a 1hr45 paper in each of Biology, Chemistry and Physics. These scores out of 100 marks are given individually and therefore pupils can have a different current working at grade for each of the science subjects. Assessments in Science are completed in exam conditions and consist of short answer questions, labelling diagrams, multiple choice questions, long answer questions and drawing and labelling apparatus and models.

How can my child extend their learning?

[FreeScienceLessons](#)

[Seneca](#)

[Tassomai](#)



“Be the best you can be”

Core Physical Education

Year 10 Curriculum

[PE Core Curriculum KS4](#) - click this link to see our learning journey

Formative Assessment

Pupil knowledge is assessed through a range of practical activities including drills and small sided / full games and performances. Pupils are assessed in each activity module of which there are 5 modules of work, covering half a term each. Pupils are assessed using the Eduqas GCSE PE practical assessment matrix.

Summative Assessment

The summative assessment is the average taken from the module assessments up to the point of reporting to parents/carers.

How can my child extend their learning?

[BBC SPORT](#)

[Oak National Academy](#)

[Olympics website](#)

[Wimbledon Tennis](#)

[Netball](#)

[Women and girls football](#)

[The Football Association](#)

[Basketball](#)



“Be the best you can be”

Personal Development

Year 10 Curriculum

[PSHE/RSE Curriculum KS3](#) - click this link to see our learning journey

Formative Assessment

In lessons, pupils are taught the statutory requirements of the PSHE/RSE curriculum. These lessons are a significant part of the whole school Personal Development programme.

All PSHE/RSE lessons are taught in mixed ability form classes. These important lessons cover issues and areas of life which young people will be affected by in different ways and at different times. As such, we do not carry out any summative assessment and do not use grades to measure progress. Instead, teachers carry out a baseline assessment before teaching anything new. As pupil learning in the three main topics of 'Living in the Wider World', 'Health and Wellbeing' and 'Relationships' will come from a number of sources, we can only see whether they have made progress in their learning if we have established the knowledge, understanding, attributes, skills, strategies, beliefs and attitudes they had before any new teaching took place. This baseline assessment is revisited at the end of the lesson or topic. During lessons, a wide variety of strategies are used to assess learning, including; questioning, discussion, role-play, hot-seating, draw and write, freeze-frame and other drama techniques, storyboards/cartoon strip/scenario script writing, responding to a scenario, picture or video clip, self-assessment on continuum scale.

At the end of each half term, pupils complete an online activity which presents them with scenarios relevant to their recent learning which allow them to apply their knowledge in a meaningful context.

How can my child extend their learning?

[BBC TEACH Relationships Education](#)

[BBC CITIZENSHIP](#)

[HOW GOVERNMENT WORKS](#)

<https://www.youngminds.org.uk/>

“Be the best you can be”



Art

Year 10 Curriculum

[Art Curriculum KS4](#) - click this link to see our curriculum map.

Exam Board and link

[GCSE Art and Design](#) - click this link to see exam board specification.

The GCSE course is geared towards the requirements and demands of the AQA GCSE syllabus. Pupils are encouraged to respond to starting points with their own individual and personal ideas which they are to develop through sustained and independent study to a suitable outcome. Pupils are encouraged to work using their own initiative, utilising the skills and practices of the previous years in order that they become fluent in the art making process.

The practices of conducting independent research and recording ideas are vital, particularly in preparation for the art exam. Both skills are undertaken regularly as part of directed homework's and continued independently.

The qualification is 60% coursework and 40% exam.

Unit 1 – Personal Portfolio in Year 10 and Year 11

Unit 2 – Externally Set Assignment in Year 11

For Unit 2 tasks are set by the Examining Board AQA; marked by school and externally moderated.

Formative Assessment

Within the units of work teachers use questioning to establish 'where pupils are at' and how much they have learned/understood. Verbal feedback/intervention (individually and as a group) within lessons are critical to improving pupil artwork as it progresses. In addition, pupils assess their own work as part of their Art practice. Pupils also produce written annotations and evaluations, where they assess and critique their own work

Summative Assessment

Each unit is assessed separately out of 96 marks. pupils are assessed on four areas: AO1 - Researching artists, AO2 - Experimenting with a range of media, AO3 - Recording ideas and AO4 producing final outcomes. Annotation is a focus throughout both units.

How can my child extend their learning?

www.tate.org.uk

[National Gallery](#)

[Art and Design](#)

“Be the best you can be”



Art and Design

Year 10 Curriculum

[DT Curriculum KS4](#) - click this link to see our curriculum map.

Exam Board and link

<https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/art-and-design-practice/2022/specification-and-sample-assessments/btec-tech-award-art-and-design-2022-psa1.pdf>

Formative Assessment

Pupils are assessed using a combination of teacher assessment during lessons, through verbal questioning and answers, use of whiteboards, written answers and self-assessment during class activities. Project work is assessed ongoing through the topic.

Summative Assessment

Pupils have completed component 1. This is set over 20hrs of workshop time. Component 1 is assessed through non-exam internal assessment. The non-exam internal assessment for this component has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

- : Use investigation and experimentation processes in art and design practice
- : Generate and communicate art and design ideas
- : Develop practical skills through application and review

Pupil's marks are translated through a mark grid into a level which counts towards 50% of their final grade.

How can my child extend their learning?

[Royal Academy of Engineering](#)

[The Design Museum](#)

[Fashion and Textiles Museum](#)

[BBC Design and Technology](#)



“Be the best you can be”

Business Studies

Year 10 Curriculum

[Business Curriculum KS4](#) - click this link to see our curriculum map.

Exam Board and link Edexcel

GCSE <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html>

Formative Assessment

There is a range of different assessments that are used throughout the year. There will be low stake assessment such as presentations, questioning and teacher led discussions. There will be more rigorous ongoing assessment at the end of each topic, and this will include multiple choice questions, in-class written assessment and end of topic homework's involving questions which prepare for summative assessment. Each task assessment will be given a grade linked to the GCSE grading criteria.

Summative Assessment

Pupils have sat an end of term mock examination. This is based on Theme 1 of the examination content. The exam is worth 50% of their overall score. This was a combination of multiple-choice questions, numerical calculations and extended writing. When completed. The focus of this exam was for the pupils to investigate the start-up opportunities associated with small to medium enterprises. This examination took 1hr 30 minutes and is out of 90 marks.

How can my child extend their learning?

<https://www.youtube.com/@tutor2u-official>

<https://www.tutor2u.net/business/blog/gcse-igcse-business-studies-revision-notes-master-listing>

<https://www.gcsebusiness.com/>

“Be the best you can be”



Computer Science

Year 10 Curriculum

At Key Stage 4 we aim to develop a course that promotes critical thinking, analysis and problem-solving skills through the study of computer programming. Giving pupils a fun and interesting way to develop skills which can be transferred to other subjects and applied in day-to-day life.

[Computing Curriculum KS4](#) - click this link to see our curriculum map.

Exam Board and link

[OCR J277 GCSE Computer Science](#) - click this link to see the exam board Specification.

Formative Assessment

Pupils are assessed using a combination of teacher assessment during lessons through verbal questioning and answers, use of low stakes quizzes, written answers and self-assessment during class activities.

Summative Assessment

The End of Year mock exam, pupils took a 1hr30m paper with a mixture of questions taken from both component 1 and component 2. This paper was out of 90 marks and summarised all learning since starting the GCSE Programme. Assessments in Computer Science is completed in exam conditions and consist of short answer questions, labelling diagrams, multiple choice questions and long answer questions.

How can my child extend their learning?

[GCSE POD](#)

[Smart Revise](#)

[BBC Bitesize](#)

[Craig'n'Dave](#)

“Be the best you can be”



Dance

Year 10 Curriculum

[Dance Curriculum KS4](#) click this link to see our curriculum map.

Formative Assessment

Throughout the year, students in Dance have been taking low-stakes tests to check their understanding of choreographic and performance skills. These tests, including vocabulary quizzes, have helped them learn and remember important terms and concepts. Now, they are using all that knowledge to complete their mock exams, ensuring they are ready to show what they have learned in both theory and practice.

Summative Assessment

The summative assessment in the report is a mock exam of their Component 1 performance exam. Students have been practicing how to perform safely as a trio, focusing on coordination and safety. They have also learned how to use performance skills to communicate meaning and emotion. This mock exam allows them to show how well they can put these skills into practice, giving a clear picture of their readiness for the final assessment.

How can my child extend their learning?

Students need to revise all vocabulary and terminology to ensure they progress in their learning. Reviewing these terms will reinforce their understanding and help them apply the concepts effectively in their dance practice. Additionally, they can watch the set phrases they will be starting in September by visiting this link - <https://www.aqa.org.uk/resources/dance/gcse/dance/teach/set-phrases>. Watching these set phrases will give them a head start and a better grasp of the movements and techniques they will be working on, further enhancing their preparation and confidence for the upcoming term.

“Be the best you can be”



Drama

Year 10 Curriculum

[Drama Curriculum KS4](#) - click this link to see our curriculum map.

Formative Assessment

Pupils have devised and performed their own plays and completed a written log comprising of 2500 words. This was carried out over a 6-week period.

Summative Assessment

This year pupils sat a mock exam based on Blood Brothers. Section one and section two following the AQA GCSE specification.. This is two thirds of the written exam they will be expected to complete at the end of year 11.

How can my child extend their learning?

Pupils can re-watch blood brothers.

Complete all tasks on the revision check list.

Try to go to the theatre over the summer and watch a play making notes on the acting skills on show by two or more actors



“Be the best you can be”

Engineering

Year 10 Curriculum

[Engineering KS4-](#) click this link to see our curriculum map.

Exam Board and link

WJEC Level 1/2 Vocational Award in Engineering (Technical Award)

wjec.co.uk/umbraco/surface/blobstorage/download?nodeId=36655

Formative Assessment

Summative Assessment

How can my child extend their learning?



“Be the best you can be”

Enterprise

Year 10 Curriculum

[Enterprise Curriculum KS4](#) - click this link to see our curriculum map.

Exam Board and link

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/enterprise-2022.html>

Formative Assessment

There is a range of different assessments that are used throughout the year. There will be low stake assessment such as presentations, questioning and teacher led discussions. There will be more rigorous ongoing assessment at the end of each topic, and this will include multiple choice questions, in-class written assessment and end of topic homework's involving questions which prepare for summative assessment. Each task assessment will be given a grade linked to the BTEC Level 1 /2 grading criteria.

Summative Assessment

At the end of year 10 pupils will have completed a Pearson Set Assignment which is a new task annually which requires pupils to submit a unit of study associated with micro, small or medium enterprises. They will have to complete 5 different task focussing on activities of an entrepreneur, aims and objectives, market research internal and external influences on business success or failure. This assignment will be submitted in either December or May. They will receive a score out of 60. It will contribute towards 30% of their overall grade.

How can my child extend their learning?

<https://www.youtube.com/watch?v=8Ah2EH9Du-0&list=PLJl5rFr3KefARZDnXOpKEPe37TzSUWfS6>

<https://www.youtube.com/watch?v=hQkkdTTUPCw>

<https://time2resources.co.uk/Pearson-BTEC-Level-1-2-Tech-Award-Enterprise>

“Be the best you can be”



ASDAN

Year 10 Curriculum

[ASDAN Curriculum KS4](#) - click this link to see our curriculum map.

What is ASDAN?

ASDAN (Award Scheme Development and Accreditation Network) programmes and qualifications are nationally recognised and well regarded by Further/Higher Education such as colleges and universities, as well as employers. Achieving an ASDAN accredited course shows a pupil's ability to engage in learning and develop personal, social and work-related skills as well as improving their Maths and English. At Holy Family High School, pupils' study for their Bronze, Silver and Gold certificate in Person Development.

Assessment

There is no examination as pupils are expected to keep a folder of evidence which is externally assessed in order to gain their certification in Bronze, Silver and Gold. In Years 10 and 11, pupils complete a folder of evidence which is exchanged for credits and equates to a Bronze, Silver and Gold Certification. It is expected that all pupils will earn their Bronze Certificate by the end of Year 10 with some working towards their silver. In Year 11, pupils work towards their silver and gold certificates.

The modules of study are:

- Communication
- My community
- Sport and leisure
- Independent living
- My environment
- Number handling
- Health and wellbeing
- World of work
- Science and technology
- The wider world
- Expressive arts
- Beliefs and values

How can I support my child?

[ASDAN Website | Home](#)

“Be the best you can be”



NCFE Level 1/2 Food and Cookery

Year 10 Curriculum

[NCFE Curriculum KS4](#) - click this link to see our curriculum map.

Exam Board and link

<https://www.ncfe.org.uk/qualification-search/qualification-detail/ncfe-level-12-technical-award-in-food-and-cookery-973>

Formative Assessment

Pupils are assessed throughout the year using a combination of teacher assessment during lessons through verbal questioning and answers, written answers in end of unit tests, and peer and self-assessment of practical work.

Summative Assessment

For end of year assessment pupils will sit a written exam paper with a range of questions from past exam papers. They will also complete a practical assessment which will give them an opportunity to demonstrate a range of practical skills, creativity, organisation and presentation skills.

This was be assessed in line with NCFE grades. 40% of their final grade came from the written exam, 60% from the practical assessment.

How can my child extend their learning?

[British Nutrition Foundation](#)

[The Eatwell Guide](#)

[Food a Fact of Life](#)

“Be the best you can be”



Food and Nutrition

Year 10 Curriculum

[Food Curriculum KS4](#) - click this link to see our curriculum map.

Exam Board and link

[EDUQAS GCSE Food Preparation & Nutrition](#)

Click this link to see the exam board specification

Formative Assessment

Pupils are assessed throughout the year using a combination of teacher assessment during lessons through verbal questioning and answers, written answers in end of unit tests, and peer and self-assessment of practical work.

Summative Assessment

For end of year assessment pupils sat a written exam paper with a range of questions from past exam papers. They also completed a practical assessment which gave them an opportunity to demonstrate a range of practical skills, creativity, organisation and presentation skills. This was assessed in line with GCSE grades. 50% of their final grade came from the written exam, 50% from the practical assessment.

How can my child extend their learning?

[British Nutrition Foundation](#)

[The Eatwell Guide](#)

[Food a Fact of Life](#)

“Be the best you can be”



French

Year 10 Curriculum

[French Curriculum KS4](#)- click this link to see our curriculum map.

Exam Board and link : AQA French GCSE

Formative Assessment

Pupils are assessed using a combination of verbal questioning, low stakes testing, whiteboard work and self-assessment and through regular homework tasks. Each half term pupils complete GCSE past papers in Listening and Reading.

Summative Assessment

For the end of year exams, pupils sat a GCSE Higher Tier/ Foundation Tier past paper in the three skills of Listening, Reading and Writing. Each paper is marked out of 60, with a total out of 180, which is then converted to a GCSE grade and shows on their report as their **current working grade**.

How can my child extend their learning?

www.languagesonline.org.uk

www.kerboodle.com

www.language-gym.com

www.pearsonactivelearn.com

“Be the best you can be”



Geography

Year 10 Curriculum

[Geography Curriculum KS4](#) - click this link to see our curriculum map.

Exam Board and link

AQA [AQA | Geography | GCSE | Geography](#)

Formative Assessment

pupils are assessed using a combination of baseline tests, low stake quizzes, think, pair, share, questioning, teacher led thinking deeper questioning, in class feedback as well as homework using Seneca, Educake, GCSEPOD and practise exam questions.

Summative Assessment

The Geography assessment was split into two part. One Physical paper testing Coasts and Glaciation and the second, a human paper testing development. The results of both assessments are combined to give an overall current working grade. The end of year assessments form part of a schedule of assessment throughout the year. GCSE pupils are tested after each GCSE topic. Spring and Summer term assessments are reported to parents.

How can my child extend their learning?

[Geography: AQA GCSE \(senecalearning.com\)](#)

[GCSE Geography - BBC Bitesize](#)

[AQA GCSE Geography Revision \(physicsandmathstutor.com\)](#)

[Topics - Internet Geography](#)

[Coolgeography - GCSE - Revision Zone](#)

“Be the best you can be”



Health and Social Care

Year 10 Curriculum

[H&S Curriculum KS4](#) - click this link to see our curriculum map.

Exam Board and link

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care.html>

Formative Assessment

There is a range of different assessments that are used throughout the year. There will be low stake assessment such as presentations, questioning and teacher led discussions. There will be more rigorous ongoing assessment at the end of each topic, and this will include multiple choice questions, in-class written assessment and end of topic homework's involving questions which prepare for summative assessment. Each task assessment will be given a grade linked to the BTEC Level 1 /2 grading criteria.

Summative Assessment

At the end of year 10 pupils will have completed a Peason Set Assignment which is a new task annually which requires pupils to submit a unit of study associated with PIES developmental stages, and lifestyle factors that can impact an individual's development. They will have to complete 4 different task focussing on activities of PIES characteristics, lifestyle factors, life events their impact and how individuals adapt to these events. This assignment will be submitted in either December or May. They will receive a score out of 60. It will contribute towards 30% of their overall grade.

How can my child extend their learning?

<https://www.cqc.org.uk/>

<https://www.hsj.co.uk/>

<https://www.nhs.uk/>

<https://www.healthcareers.nhs.uk/explore-roles/explore-roles>

“Be the best you can be”



History

Year 10 Curriculum

[History Curriculum KS4](#)- click this link to see our curriculum map.

Exam Board and link

We are following the EDEXCEL syllabus in History:

[Edexcel GCSE History \(2016\) | Pearson qualifications](#)

Formative Assessment

pupils are assessed using low-stakes recall quizzes and recap activities in lessons. Their understanding is regularly assessed through questioning and through written activities in lessons. Pupils also have a more formal assessment (typically at the end of a unit of work) based on GCSE past paper exams.

Summative Assessment

The Summer exam tested a range of historical skills and topics:

- Anglo-Saxons: How far do you agree (argument)? 16 marks
- Cold War: Explain the consequences of an event. 8 marks
- Germany: Source utility question. 8 marks

How can my child extend their learning?

Use the materials provided on Teams (typically all of our lessons for the unit can be found here). In addition, use on-line platforms to boost subject knowledge:

[GCSEPod](#)

[GCSE History - Edexcel - BBC Bitesize](#)

“Be the best you can be”



ICT

Year 10 Curriculum

Unit 1 allows learners to explore the wide range of uses of hardware, application and specialist software in society. Learners will investigate how information technology is used in a range of contexts, including business and organisations, education and home use of information technology .

Unit 2 introduces learners to a broad working knowledge of databases, spreadsheets, automated documents and images and enables learners to apply their knowledge and understanding to solve problems in vocational settings.

[Curriculum KS4](#) - click this link to see our curriculum map.

Exam Board and link

[Level 1/2 Vocational Award ICT \(Technical Award\)](#) - click this link to see the exam board Specification.

Formative Assessment

pupils are assessed using a combination of low stake quizzes, teacher-led practical activities, homework and pupil-led personal response activities for each project. Formative assessment also take place in ICT classrooms through the interactions between pupils and teachers in answering questions, working in pairs and through feedback tasks between pupils and teachers.

Summative Assessment

The ICT assessment was out of 26 marks and used multiple choice, short answer and application style questions. Exam Topic - Computer Hardware

During Year 10 pupils submitted their Unit 2 controlled assessment. This grade and work has been sent to the exam board for moderation and will count towards 60% of their overall grade at the end of Year 11.

How can my child extend their learning?

[GCSE POD](#)

[BBC Bitesize](#)

Level 1/2 Vocational Award ICT Unit 1 Course Companion – *Textbook available to hire from school.*



“Be the best you can be”

Music

Year 10 Curriculum

[Music Curriculum KS4](#) - click this link to see our curriculum map.

Exam Board and link

[BTEC Tech Award Level 1/2 in Music Practice](#) - click this link to see the exam board Specification.

Formative Assessment

A variety of formative assessments are used throughout the year including teacher, self and peer assessment. Assessment is used in Music to assist pupils in improving their outcomes and in knowing where their individual strengths lie. Work is assessed and monitored throughout the year using a variety of activities: call and response, closed and open questioning, verbal feedback, recall quizzes and performances. Verbal feedback (individual and group) is given regularly to allow pupils to improve their progress. Pupils are encouraged to perform regularly both formally and informally.

Summative Assessment

During Year 10 pupils will submit their Unit 1 & 2 controlled assessments. This grade and work will be sent to the exam board for moderation and will count towards 60% of their overall grade at the end of Year 11.

How can my child extend their learning?

[Music Theory Exercises](#)

[BBC Bitesize Music](#)

musicca.com

“Be the best you can be”



Spanish

Year 10 Curriculum

[Spanish Curriculum KS4](#) - click this link to see our curriculum map.

Exam Board and link AQA Spanish GCSE

Formative Assessment

Pupils are assessed using a combination of verbal questioning, low stakes testing, whiteboard work and self-assessment and through regular homework tasks. Each half term pupils complete GCSE past papers in Listening and Reading

Summative Assessment

For the end of year exams, pupils sat a GCSE Higher Tier/Foundation Tier past paper in the three skills of Listening, Reading and Writing. Each paper is marked out of 60, with a total out of 180, which is then converted to a GCSE grade and shows on their report as their **current working grade**.

How can my child extend their learning?

www.languagesonline.org.uk

www.kerboodle.com

www.language-gym.com

www.pearsonactivelearn.com

“Be the best you can be”



Pupils are asked to complete two Bedrock ‘lessons’ as homework in English each week.

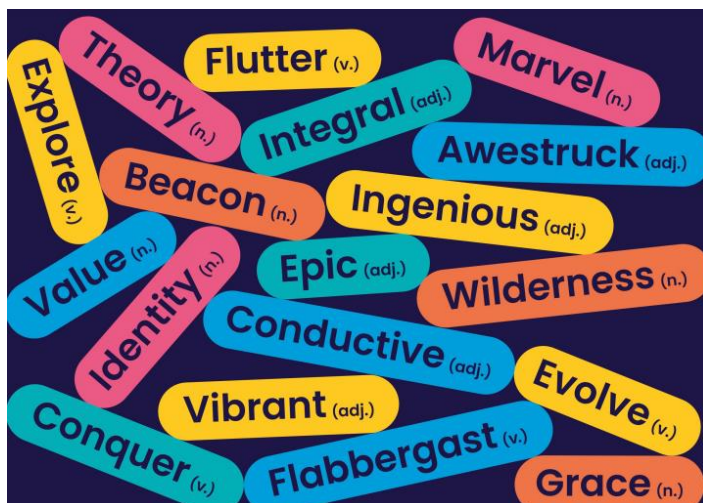
Bedrock makes it possible to ensure regular reading of culturally enriching texts, while also improving reading fluency and comprehension. Vocabulary and grammar are learned while reading rich, interesting texts. The texts are a mix of fiction and non-fiction from a wide range of topics and they are read aloud so that pupils can hear expert reading.

Parents should create their own account through the ‘Guardian signup’ tab using the access code provided by school.

app.bedrocklearning.org.

Please contact Mrs. Leonowicz if you would like support downloading and using the Bedrock app on this email:

j.leonowicz@holyfamilyhighschool.co.uk



“Be the best you can be”



Notes



“Be the best you can be”