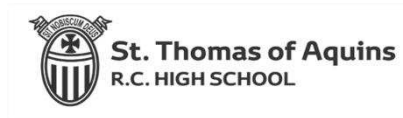# St Thomas of Aquin's RC High School

St Thomas of Aquin's RC High School

Learning, Teaching and Assessment policy

October 2023

Our Values and Ethos

St Thomas of Aquin's Roman Catholic High School is an inclusive learning community which ensures a safe, supportive and enjoyable environment where pupils, staff, and parents are inspired and motivated to work hard for one another to fulfil pupils' God-given potential.

Self-Discipline

Teamwork

Trust

High expectations

Openness

Mutual Respect

Achieving excellence

Success

Content

St Thomas of Aquin's vision of learning and teaching

Our vision is that every young person at **St Thomas of Aquin's LEARNS** to the best of their ability. Every young person's learning journey is unique to them, and their individual needs are met to ensure that they progress and achieve their potential as part of our school community.

Through the fostering of positive relationships and mutual respect all young people at St Thomas are known as individuals and cared for.

Achieving excellence, success and high expectations are core school values. Our **St Thomas of Aquin's LEARNS strategy** is delivered in every classroom and faculty to ensure that we are providing the highest quality of learning and teaching in line with our values.

St Thomas of Aquin's

Learning intentions and success criteria shared at lesson start.
Engaging activities meeting all learner's needs.
Assessment approaches, varied to support pupils in demonstrating their knowledge.
Regular pupil-led learning opportunities.
Next steps and feedback shared frequently to support progression.
Skilled questioning which stimulates curiosity and develops higher order thinking.

Learning intentions and success criteria will be shared with pupils in lessons to ensure that pupils know what the context of the lesson will be. Success criteria convey to pupils what is required to achieve in the lesson or series of lessons.

A range of engaging activities in classrooms will ensure that lessons are varied, interesting and meeting the needs of all learners. Engaging activities may include:

- o Debating and role play
- o Use of digital technology- iPads
- o Presentations
- o Posters
- o Extended writing tasks
- o Use of documentaries and film
- o Paired, group or class discussion.
- o Use of textbooks
- o Quizzes, educational games
- o Project and portfolio tasks
- o practical investigations, performances, oral presentations, and discussions
- o a product, for example, piece of artwork, report, project

Assessment approaches will support learners to understand how they are progressing and what their next steps are to improve further. Our approach at St Thomas of Aquin's will be communicated later in this policy document.

Pupils will have opportunities both in faculty classrooms and at whole school level to <u>lead their own learning</u>. In classrooms, teachers will plan activities that give pupils opportunities to make decisions on how and what they learn. Pupils will be given opportunities to work independently as well as in groups to support the development of key skills including teamwork, communication and problem solving.

At whole school level, pupils are encouraged to develop their leadership skills and shape learning through a variety of approaches including:

- o Participation in Pupil Parliament
- o Joining an improvement group (examples- RRS, Equalities, CAG, Numeracy)
- o Applying for leadership positions in the senior phase
- o Running lunchtime clubs
- o Peer mentoring
- o Pupil questionnaires and surveys

Quality <u>feedback</u> is key to support pupils understand their <u>next steps</u> and how they can progress further in their learning. At St Thomas of Aquin's feedback. Pupils also have a part to play in this, in terms of reading, listening to and acting upon feedback to determine the areas in which they can improve. Feedback can come from many sources, staff, peers, self, and others and may be given in written, digital or verbal format, whether formally in a one-to-one meeting, or more as part of the everyday classroom conversations through learning and teaching. Feedback must relate to the criteria that have been used in the assessment. Teaching staff are explicit about the time it takes to give good quality formal feedback. Pupils are informed when they are likely to receive feedback and in what format. The format chosen will maximise pupil engagement with the process.

At St Thomas of Aquin's, pupils engage in whole school learner conversations with their subject teachers in line with tracking reports. Pupils identify next steps to support their progression. Next steps are recorded in a central document on their iPads and at key points throughout the academic session parents are asked to discuss these next steps with their child at home.

Effective <u>questioning</u> sets the learning climate. Pupils are encouraged to participate in discussion and answer questions which will support progress and provide teachers with a clear understanding of how each individual pupil is develop. Through skilled questioning strategies teachers engage pupils in the lesson to develop higher order thinking skills.

Effective questioning is a key aspect of the teaching and learning process, the quality of questions that are asked to determine the level of thinking we develop and support the raising of attainment. Effective questioning requires time for pupils to think and respond as well as ensuring pupils are active participants in the lesson. Teachers use effective questioning which supports pupils:

- o Pupils understand different viewpoints.
- o Encourages learners to think.
- o Structuring or guiding the learning of a task
- o Allow teachers to assess the learning of their pupils both in terms of what they bring to the lesson and what they are taking from the lesson.
- o Identify gaps in learning and/or misconceptions in learning.
- o Provide an immediate insight into pupil understanding.
- o Helps pupils clarify their understanding.

- o Motivating pupil interest and engagement in a topic.
- o Provides opportunities for pupil learning through discussion.

At St Thomas of Aquin's we encourage and expect our pupils to be ready to learn
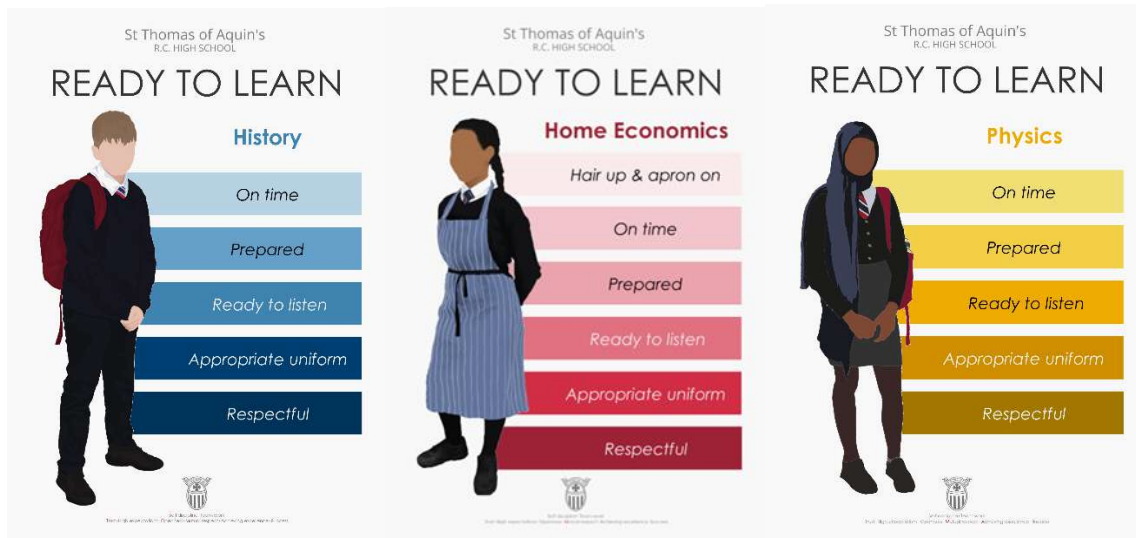
St Thomas of Aquin's vision of digital learning

"Children and young people are already required to make use of digital in almost every aspect of their lives and this will only increase as they grow. It is our role as educators to provide them with the skills and knowledge to be able to use the devices, platforms and services that they require for life, learning and work." – Digi Scot

Our strategy at St Thomas of Aquin's is to embed all parts of our "digital world" into our teaching and learning. We have embraced the city of Edinburgh Council's 1:1 Empowered Learning iPad roll out, improving hardware to keep up with advances in Technology, researching new technologies and providing a breadth of training opportunities for staff at differentiated levels based on confidence using digital within the classroom.

Our school's focus is to increase all members of the school community's skills and abilities in the digital world, enhancing collaboration, communication, and creativity across all areas of learning.

Short term Goals – June 2023
- To hand out Empowered Learning 1:1 device to all staff and students.
- To develop staff expertise using iPads to support teaching and learning.

These are our key foci 2022-2023.

- To develop pupil expertise using iPads to support teaching and learning.
- To develop a Digital behaviour policy to enhance our current policies in school.
- To develop digital learning platforms to support pupils access to resources / feedback and revision online.

Medium - Long term Goals – June 2025

- To achieve the Digital Schools Award
- To improve the digital learning and enhance creativity and independent learning.
- To close the poverty-related attainment gap regarding equity of access.
- Develop a STEM Lead in school and evaluate the success of the schools STEM allocated period.
- To improve the schools use of specialised equipment to support pupils with ASN needs.
- To embed digital into our learner conversations.
- Develop the use of digital learning to improve pupils access to learning intentions and success criteria.
- To improve the school's website and ease of access for our school community.
- Develop our internet safety and cyber resilience curriculum to achieve the Digital Wellbeing Award for Cyber Resilience and Internet Safety

Long Term- ongoing

- To improve the school's Digital hardware to be more up to date with enhancements in Technology.
- To continue to promote and offer digital learning CLPL for staff members, parents, and pupils.
- To continue to promote our digital behaviour strategy which will be updated to reflect changes to technology.
- To continue to embed our digital Culture into our school ethos and vison.
- To offer exciting and innovative lessons using digital learning and ensure that digital learning is a central consideration when planning any learning and teaching.

(L Stalker Curricular Leader of Computing Science and whole school Digital lead)

St Thomas of Aquin's Assessment policy

Curriculum for Excellence BTC 5 a framework for Assessment **states that** 'Assessment is an integral part of learning and teaching. It helps to provide a picture of a child's or young person's progress and achievements and to identify next steps in learning. Assessment approaches need to promote learner engagement and ensure appropriate support so that all learners can achieve their aspirational goals and maximise their potential.'

A framework for assessment to support the purposes of learning 3 to 18

Reflecting the values and principles of Curriculum for Excellence

- applying the values of Curriculum for Excellence in an inclusive way
- ensuring that curriculum, learning and teaching and assessment form a coherent experience
- gathering good quality evidence of learners' progress through relevant experiences using a range of approaches which reflect the breadth and depth of achievement in learning
- enabling all learners to maximise their potential and develop across the four capacities using motivating assessment approaches
- using assessment flexibly to meet the needs of all learners regardless of where their learning takes place

What we assess

Application of the national standards and expectations of each learner's progress and achievements in developing:

- knowledge and understanding
- skills
- attributes and capabilities

as detailed in the experiences and outcomes within curriculum areas and subjects and in the curriculum guidance and specifications for qualifications and awards in the senior phase

Principles of assessment: why we assess?

Supporting learning
- sharing learning intentions and success criteria
- high quality interactions and feedback

Promoting learner engagement
- learner involvement in reflection, setting learning goals and next steps including through personal learning planning
- self and peer assessment

Ensuring appropriate support
- to be fair and inclusive
- to enable learners to have the best chance of success

Informing self-evaluation for improvement

Information gathered should:
- contribute to an account of success at local and national levels
- enable the monitoring of standards over time

Learner
Through experiences ...
I can show that I can ...

(literacy, skills for learning, life and work, effective contributors, health & wellbeing, successful learners, responsible citizens, confident individuals, numeracy)

When we assess
- as part of ongoing learning and teaching
- periodic (from time to time)
- at transitions

Reporting on progress and achievement

- involving learners, parents and others, for example, profiles, records and reports
- describing progress and achievement against standards and expectations
- giving a valid and reliable account of learning at points of transition as concisely as possible
- recognising learners' achievements including through celebrating success, profiling achievement, and by using certification, accreditation, qualifications and awards

Ensuring quality and confidence in assessment

- developing sound judgements through sharing standards
- supporting assessment through exemplification and CPD

How we assess

- by using a variety of approaches and range of evidence to fit the kind of learning
- by making assessment fit for purpose and appropriately valid, reliable and proportionate
- through partnership working

Assessment will focus on the application of standards and expectations of each learner's progress and achievement in:

- knowledge and understanding.
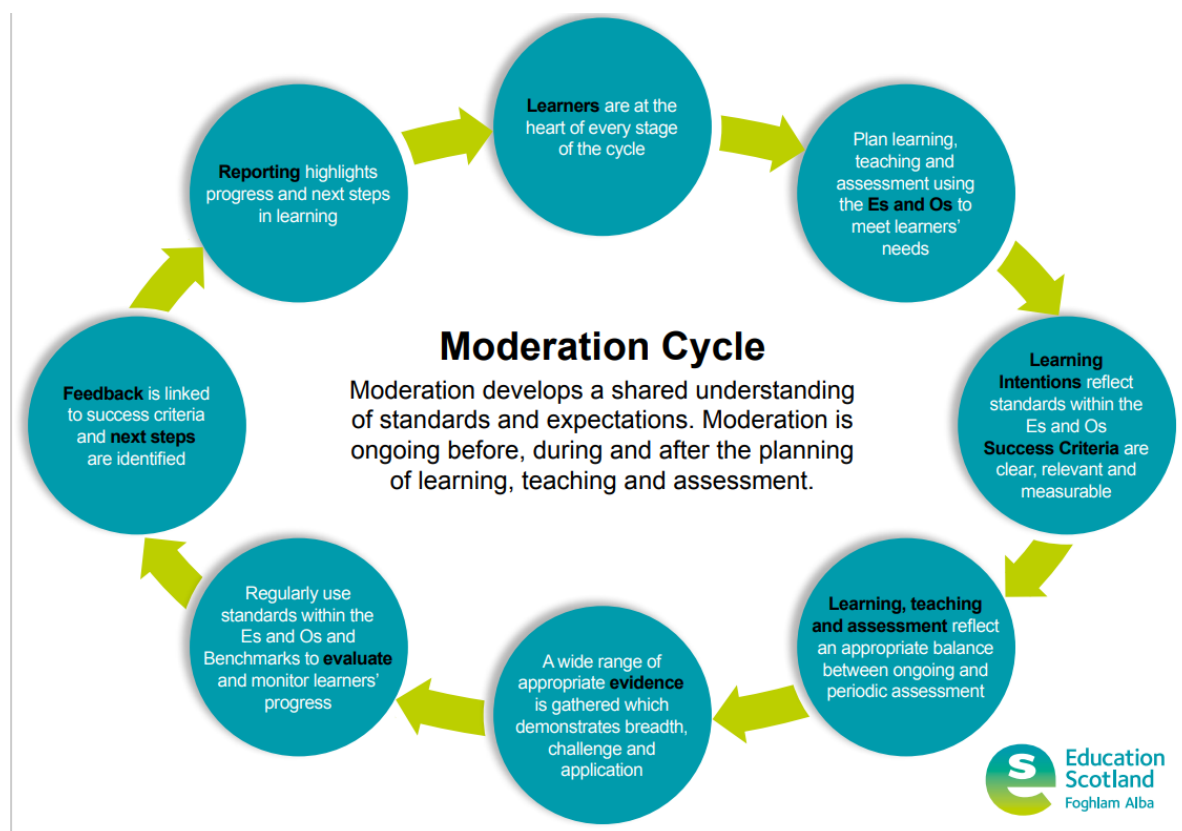- skills
- attributes and capabilities

A **standard** is something against which we measure performance.

The **expectations** about progression in the Scottish curriculum are illustrated in the table below-

Curriculum Level	Stage
Early	The pre-school years and P1
First	To the end of P4
Second	To the end of P7
Third, Fourth	S1 to S3 (Fourth level broadly aligns to SCQF level 4)
Senior phase	S4 to S6 and college or other means of study

Faculties and teaching staff will ensure that assessments are carefully developed in line with the CfE benchmarks and senior phase national qualification standards. Assessments are designed to ensure learner progress both in terms of knowledge as well as the development of skills. Assessments are created to be reliable, valid and fit for purpose. Teaching staff engage in opportunities at individual, faculty, whole school and authority level throughout the academic session to verify, moderate and understand standards at all stages of the moderation cycle.

Moderation Cycle

Moderation develops a shared understanding of standards and expectations. Moderation is ongoing before, during and after the planning of learning, teaching and assessment.

- **Learners** are at the heart of every stage of the cycle
- Plan learning, teaching and assessment using the **Es and Os** to meet learners' needs
- **Learning Intentions** reflect standards within the Es and Os **Success Criteria** are clear, relevant and measurable
- **Learning, teaching and assessment** reflect an appropriate balance between ongoing and periodic assessment
- A wide range of appropriate **evidence** is gathered which demonstrates breadth, challenge and application
- Regularly use standards within the Es and Os and Benchmarks to **evaluate** and monitor learners' progress
- **Feedback** is linked to success criteria and **next steps** are identified
- **Reporting** highlights progress and next steps in learning

Education Scotland
Foghlam Alba

Faculties and teaching staff clearly communicate in a timely manner, and as part of the course outline, the approaches of assessment for each subject and level so that pupils understand how and when they will be assessed.

Approaches to assessment

In the Broad General Education (S1-S3) pupils are assessed using a variety of assessment approaches to gather evidence of their progression through the relevant Broad General Education curriculum levels.

In the Senior phase, assessment is primarily focused on supporting young people to gain formal qualifications and awards. The SQA (Scottish Qualifications Authority) is the national awarding body. At St Thomas of Aquin's our curriculum is varied to meet the needs of all learners both in terms of level and pace.

Both formative and summative approaches to assessment are used by teaching staff to gather evidence of progress. Teaching staff will assess progress through the breadth of learning, level of challenge and the ability for individuals to apply the learning to new contexts. It is important to note that learners will progress at different stages and each learner journey will be unique to the individual.

Assessment **of** learning is essentially summative and is evidenced in the assessment of the knowledge, skills and understanding of the learner.

Assessment **for** learning uses formative feedback on performance to aid further learning.

Assessment **as** learning is where pupils through self- assessment will evaluate evidence to inform and plan future personal learning strategies, and the development of students as self-regulated learners.

Some examples of formative assessment strategies that teaching staff regularly use to monitor progress include:

o   Quizzes

o   Questioning (both written and verbal)

o   Think, pair, share

o   Show me boards.

o   Peer and self-assessment techniques

o   Exit passes.

o   Use of learning intentions and success criteria

o   Writing frames

o   Apple classroom for questioning and checking understanding.

o   Posters and class presentations

Summative assessments in the BGE will occur at different times throughout the academic session depending on the subject. Pupils will be given a minimum of 1 week notice of an upcoming assessment to support revision at home.

The purpose of formative assessment is to provide a toolkit of strategies to monitor pupil progress regularly throughout the learning process so that any issues can be addressed at the time rather than discovering them at the end of the learning process.

At St Thomas of Aquin's BGE pupils will experience summative assessments throughout S1-3 which complement the formative assessment strategies. In the Senior phase (S4-6) pupils will also be assessed using a range of both formative and summative approaches in the classroom. This supports pupils in their understanding of where they are at and allows for feedback and next steps to be discussed and implemented.

For Senior phase pupils studying National qualifications there will be two whole school formal assessment windows to support teaching staff with tracking and monitoring pupil progress as well as providing pupils with clear feedback which will inform next steps to supporting progression. The first formal assessment window is at the end of October and at the end of January preliminary examinations are held which constitutes the second formal assessment window. Please note that not every subject and level may assess during these windows. Key dates in the whole school calendar ensure that all assessment arrangements for pupils requiring them are in place to support individual requirements.

Tracking and monitoring

BGE (S1-3)

In S1-3 we use Curriculum for Excellence (CfE) Working Levels to indicate how much of the course has been covered using the letters W and P. These will appear in reports as 3W, 3P, 4W, 4P. S1-3

Working Levels -

W = working within the level less than half of the National Benchmarks covered or achieved

P = progressing within the level half or more of the National Benchmarks covered or achieved

Senior Phase (S4-6)

In the Senior phase pupils are tracked and monitored in line with national qualifications as below-

National 2, National 3, and National 4 courses are not graded — the units that make up these course are assessed as pass or fail.

Grades in National 5, Higher and Advanced Higher courses have the following bands:

- upper A (band 1) or lower A (band 2)
- upper B (band 3) or lower B (band 4)
- upper C (band 5) or lower C (band 6)
- Grade D (band 7)

Courses at National 5, Higher, and Advanced Higher are graded A-D.

Individual pupil progress is tracked and monitored at classroom teacher, faculty and whole school level. In the BGE Pupils and parents will receive 3 tracking reports and 1 parental consultation (over 2 evenings) in the academic session to communicate pupil progress. In the Senior Phase pupils will receive 2 tracking reports, 1 full report and 1 parental consultation in the academic session to communicate pupil progress.

Home Study

Home study is a key aspect of school life and supports the work being done in classes across all curricular areas. It makes a meaningful contribution to the learning experiences offered to each learner and reinforces classroom learning, consolidating knowledge and helping learners to progress through the significant aspects of their learning throughout school. It should promote effective links between home and school, allowing parents/carers to be more aware of the work being covered in school.

Education Scotland states that '*Short, focused interventions that relate directly to what is being taught and that are built on in ELC settings and schools are likely to be more effective in improving attainment than regular daily homework (Education Endowment Foundation, 2017). Additionally, the 'quality of the task set appears to be more important than quantity of work' (Education Endowment Foundation, 2017). Effective homework is linked to greater parental involvement and support.*'

What is the purpose of Home Study?

- · Building the knowledge and skills necessary for national qualifications
- · Supporting and consolidating work done in school.
- · Allowing personalisation and choice
- · Providing home-school links and giving opportunities for parents/carers to get involved in their child's learning.
- · Developing good study habits that will support lifelong learning.
- · Preparation for assessments
- · Raising attainment for all
- · Developing the skills learners will need for life, work and future study.

The forms home study may take include:

- · Written activities
- · Reading or preparation
- · Revision of classwork
- · Research
- · Practice/Rehearsal (e.g., Expressive Arts, PE, English talks for example)
- · Project work
- · Completion of tasks
- · iPad tasks
- · Learning vocabulary

This list gives an understanding of examples of home study that may be issued across various curriculum areas. Home study will be on paper, in a jotter, on a computer, iPad, or online, dependant on the task and subject.

Frequency of Home Study

The frequency and type of home study will vary depending on each subject area. The amount of time spent doing home study activities each week will also vary depending on year group and subject.

Curricular Leaders ensure that relevant home study is being provided in their faculty areas and have responsibility to quality assure what is being delivered.

Marking and Feedback

Marking and feedback on Home Study is provided in a variety of ways including:

· Using digital technologies (e.g., Microsoft Forms, Kahoot Quizzes) and automated marking (e.g., using rubrics)

· Assessing a performance or activity (e.g., poetry recital)

· Peer or self-assessment

· Teacher assessment (e.g., marking of work, voice memos)

All teachers are responsible for ensuring that appropriate feedback is given and that pupils clearly understand how their work will be assessed in tracking reports.

1	Exceeding Expectations	Pupil is going above and beyond the minimum requirements e.g., doing additional work or completing tasks to a very high standard
2	Meeting Expectations	Pupil is meeting the minimum requirements set by the faculty
3	Requires Improvement	Pupil is failing to submit work, missing deadlines, or not completing work to standard
4	Cause for Concern	Pupil is failing or refusing to engage with any Home Study

Teacher responsibilities

- · Ensure enough time is given to pupils to complete the home study task, with clear comprehensible instructions and deadline (minimum 3 days' notice)
- · Be purposeful and useful.
- · Be at the appropriate level.
- · Challenge thinking and encourage independent learning.
- · Be varied, allowing for personalisation and choice, where possible
- · Support preparation for assessments, where appropriate
- · Provide feedback to support improvement and next steps in the pupil's learning journey
- · Be recorded and concerns discussed with Curricular Leaders, Pupil Support Leaders, Support for Learning, and parent/carer as appropriate.
- · Use iPad resources as appropriate and inform pupils when work is put up on MS Teams.

Pupil responsibilities

- Be noted in a planner or iPad.
- Be well planned and presented.
- Be returned on time having been checked by a parent/carer if appropriate.
- Demonstrate a good understanding of the home study task.
- Be fully completed.
- Pupils should seek help, if necessary, from peers/teachers before due date

How can parents?

- Provide a quiet place for your child to work.
- Check your child's planner/iPad to see if they have any home study due.
- Help your child plan his/her time to complete home study.
- Check over completed homework before it is submitted.
- Ask your child what feedback they got about their home study.
- Contact your child's Pupil Support Leader, in the first instance, if you have any concerns.

What the school does to help?

- Makes planners available for pupils to note their home study in if they do not have a school issued iPad.
- Provides support with home study tasks.
- Gives clear instructions on completing tasks.
- Allows enough time for completion and submission – pupils should be given more than 1 weeks' notice for 'substantial' pieces of home study.
- Home study club every Tuesday after school.
- Individual faculties run supported study.

Non completion of Home Study

From time-to-time pupils may struggle to meet deadlines for the submission of home study due to several mitigating circumstances. In these situations, we will use a variety of strategies which may include:

- Extension to deadline
- Use of Additional Support Need strategies as appropriate
- Discussion with pupil regarding expectations
- Involvement of Curriculum Leader/Pupil Support Leader/Support for Learning department to support as appropriate.
- After school/lunchtime support offered

Please refer to appendix 1 for home study by faculty.
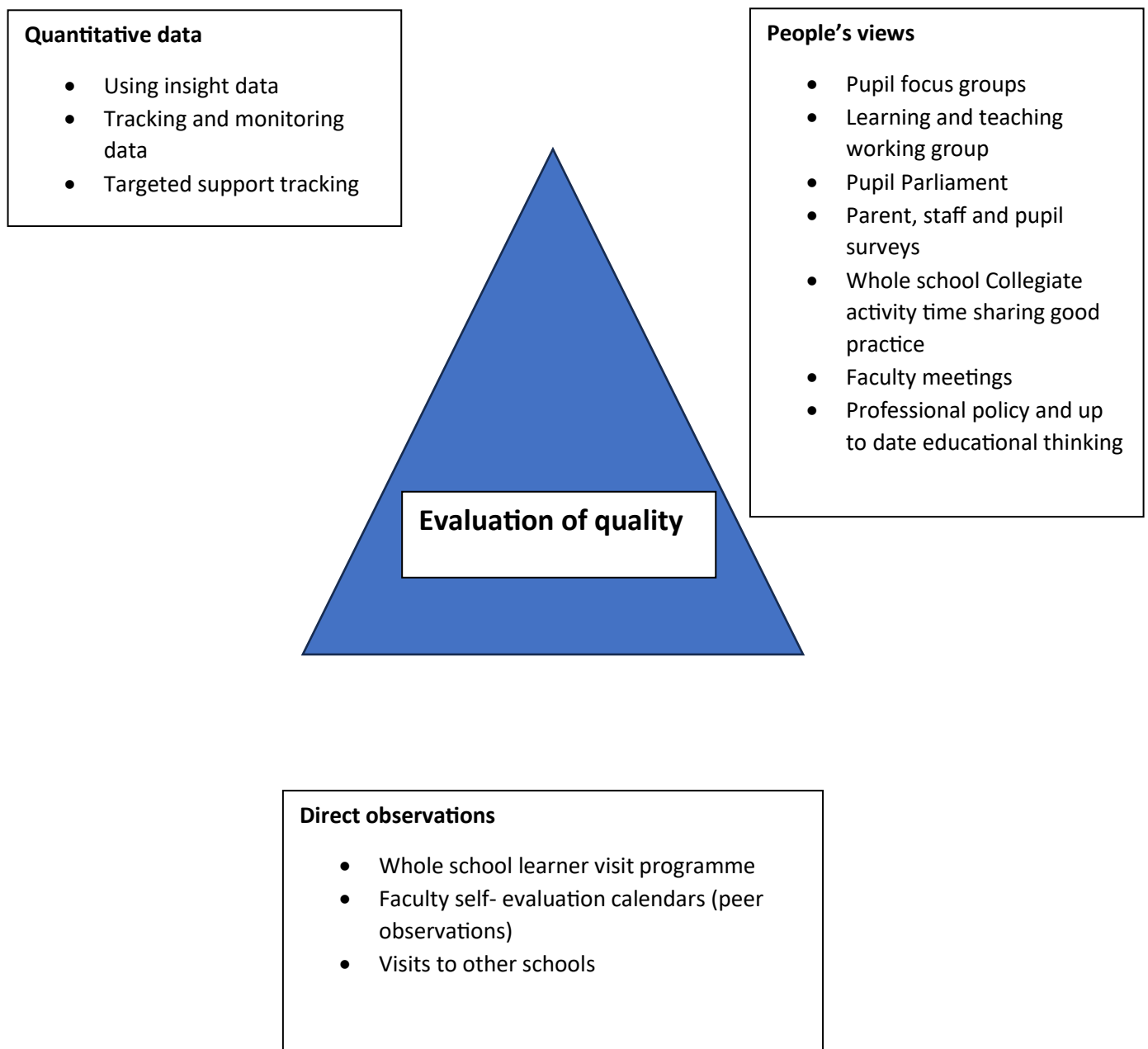
Parental engagement

At St Thomas of Aquin's we strive to build positive relationships with all our stakeholders. As part of our community there are many opportunities throughout the academic sessions for parents to engage with the school. These include:

- Parent consultation evenings
- Parent Council
- Information evenings
- School tours and visits with the headteacher
- Developing the Young workforce- career talks and support
- Whole school questionnaires and surveys
- School website

Self -evaluation of Learning, Teaching and Assessment

At St Thomas of Aquin's RC high school we apply a wide range of strategies to gather evidence to evaluate the quality of learning and teaching across the school community. These strategies are outlined below. This triangulation of evidence is used to support the identification of our next steps in improvement and inform the School Quality Improvement Plan.

Quantitative data

- Using insight data
- Tracking and monitoring data
- Targeted support tracking

People's views

- Pupil focus groups
- Learning and teaching working group
- Pupil Parliament
- Parent, staff and pupil surveys
- Whole school Collegiate activity time sharing good practice
- Faculty meetings
- Professional policy and up to date educational thinking

Evaluation of quality

Direct observations

- Whole school learner visit programme
- Faculty self- evaluation calendars (peer observations)
- Visits to other schools

Appendix 1

Home study by faculty

English	Frequency	Type of home study	Method of delivery	Feedback
S1	Weekly	Pupils are asked to do personal reading for at least ½ hour at home every week. In addition, pupils may be asked to complete tasks started in class such as a writing piece or critical essay. Or they may be asked to complete research, plan a presentation complete close reading or other work as it arises from the learning focus of the work in class.	MS teams	Individual feedback provided relevant to task
S2	Weekly	Pupils are asked to do personal reading for at least ½ hour at home every week. In addition, pupils may be asked to complete tasks started in class such as a writing piece or critical essay. Or they may be asked to complete research, plan a presentation complete close reading or other work as it arises from the learning focus of the work in class.	MS Teams	Individual feedback provided relevant to task
S3	Weekly	Pupils may be asked to complete tasks started in class such as a writing piece or critical essay. Or they may be asked to complete research, plan a presentation complete close reading or other work as it arises from the learning focus of the work in class.	MS Teams	Individual feedback provided relevant to task
Senior phase	Weekly	Pupils will be asked to do a variety of tasks depending on what is being taught at the time. These tasks might involve reading sections of the class text, researching folio topics, writing folios, annotating poems, reading quality newspaper articles, practising exam-type questions,	MS Teams	Individual feedback provided relevant to the task

		past papers etc depending on what the focus of learning at the time is.		

Maths	Frequency	Type of home study	Method of delivery	Feedback
S1	Fortnightly	Multiple choice quizzes	MS Forms and MS Teams	When returned the quiz provides feedback on questions that were incorrect.
S2	Fortnightly	Multiple choice quizzes	MS Forms and MS Teams	When returned the quiz provides feedback on questions that were incorrect.
S3	Fortnightly	Multiple choice quizzes	MS Forms and MS Teams	When returned the quiz provides feedback on questions that were incorrect.
Senior phase	Fortnightly	**National/Higher** Multiple choice quiz issued fortnightly in Teams. Sets 1-3 looked after by one member of staff for consistency. Set 4 topic w/s revision set by class teacher. Sets 1-4 are set past paper practice after prelims. Sets 5/6 given separate differentiated work usually write on worksheets. Multiple choice quiz issued fortnightly in Teams. Higher and N5 are looked after by an allocated member of staff. Multiple choice quiz as with other year groups, feedback provided in quiz when returned. Worked solutions also uploaded. **Advanced Higher**	MS Forms MS Teams Class work Past paper practice	Multiple choice quiz as with other year groups, feedback provided in quiz when returned. Individual feedback provided relevant to task set

		Advanced Higher as above set by class teacher(s) and a significant amount of finish-off work. Past paper practice after the prelims.		

Science	Frequency	Type of home study	Method of delivery	Feedback
S1	10 tasks per year	Revision tasks including key questions and mind maps. Completion of class tasks- consolidation 2 research projects per year with creative pupil choice of delivery	MS Teams	Teacher feedback on assessments Peer and self-assessment Research tasks- teacher and peer feedback
S2	10 tasks per year	Revision tasks including key questions and mind maps. Completion of class tasks- consolidation 2 research projects per year with creative pupil choice of delivery	MS Teams	Teacher feedback on assessments Peer and self-assessment Research tasks- teacher and peer feedback
S3	Half-termly	Revision tasks including key questions and mind maps. Completion of class tasks- consolidation	MS Teams	Teacher feedback on assessments Peer and self-assessment
Senior phase	Chemistry-fortnightly Biology- half termly Physics- half termly	Consolidation of classwork Revision for progress tests and end of unit tests including past paper practice. Revision notes and mind maps	MS Teams	Teacher feedback on assessments Teacher/Self/peer feedback in class

Social Subjects	Frequency	Type of home study	Method of delivery	Feedback
S1	2x HS per subject per term so around 8 homework tasks each term across all subjects.	Pupils have a range of Homework tasks posted on Teams. These include quizzes, research tasks, consolidation of learning and poster type tasks.	MS Teams	Rubrics are used for consistency in feedback as well as personal feedback with next steps.

S2	2x HS per subject per term so around 8 homework tasks each term across all subjects.	Pupils have a range of Homework tasks posted on Teams. These include quizzes, research tasks, consolidation of learning and poster type tasks.	MS Teams	Rubrics are used for consistency in feedback as well as personal feedback with next steps.
S3	2x HS per subject per term so around 8 homework tasks each term across all subjects.	Pupils have a range of Homework tasks posted on Teams. These include quizzes, research tasks, consolidation of learning and poster type tasks.	MS Teams	Rubrics are used for consistency in feedback as well as personal feedback with next steps.
Senior phase	4x HS per term (every two weeks)	Pupils have a range of Homework tasks posted on Teams. These include quizzes, research tasks, consolidation of learning. Class teacher decides on the most appropriate homework. Past paper practice. Rubrics are used for consistency in feedback as well as personal feedback with next steps. Pupils are additionally issued with a revision booklet to support revision before the prelim and final exam.	MS Teams Revision booklets	Rubrics are used for consistency in feedback as well as personal feedback with next steps. Pupils are additionally issued with a revision booklet to support revision before the prelim and final exam and feedback is provided. Pupils also work independently on their coursework submissions. AH requires a high degree of independent study and pupils are given frequent tasks as HW.

Religious Education	Frequency	Type of home study	Method of delivery	Feedback
S1	3 per term	Two Forms quizzes per unit/half-term (self-marking) and one extended piece of work e.g., short essay or poster (teacher marked).	MS Forms	MS Forms – self marked Extended piece-teacher marked and next steps provided.
S2	3 per term	Two Forms quizzes per unit/half-term (self-marking) and one extended piece of work	MS Forms	MS Forms – self marked Extended piece-teacher marked

		e.g., short essay or poster (teacher marked).		and next steps provided.
S3	3 per term	Two Forms quizzes per unit/half-term (self-marking) and one extended piece of work e.g., short essay or poster (teacher marked).	MS Forms	MS Forms – self marked Extended piece-teacher marked and next steps provided.
Senior Phase	Weekly	short essay, essay plan, reading, key terminology.	MS Teams Past papers	Teacher marked and feedback provided to inform planning.

Music Performing	Frequency	Type of home study	Method of delivery	Feedback
S1		No home study unless the pupils is learning an instrument, in which case 4 x 20- minute practice session are required to ensure progress		
S2		No home study unless the pupils is learning an instrument, in which case 4 x 20- minute practice session are required to ensure progress		
S3	Daily/Weekly	Instrumental practice: 4 x 20-minute practice session required to ensure progress. Understanding music: pupils are expected to go over the concepts covered in class using the website www.ataea.co.uk (weekly)	MS Teams iPads	Concepts are revised for in-class assessments, feedback is given verbally after assessment
Senior phase	Daily/Weekly	Instrumental practice: 4/5 x 30- minute practice session required to ensure progress. Understanding music: pupils are expected to go over the concepts covered in class (PPTs posted on Teams) using the website www.ataea.co.uk (weekly) Ad H pupils are expected to get their research assignment completed as home study.	MS Teams iPads	Teacher feedback on assessments Peer and self-assessment
Music Technology Senior Phase	Weekly	Music Tech pupils are expected to keep their assignment updated on a weekly basis. Understanding music: pupils are expected to go over the	MS Teams iPads	Teacher feedback on assessments Peer and self-assessment

		concepts covered in class (PPTs posted on Teams) using the website www.ataea.co.uk (weekly) Genre reports Research projects Revision for listening assessments		

Art and Design Technology	Frequency	Type of home study	Method of delivery	Feedback
S1	12 pieces of home study per year	Art& Design – developing observational drawing skills. Technologies – ICT, written, drawing or practical activities that develop knowledge, understanding and skills relating to Food, Textiles and CDT.	MS Teams	Grading reflects whole school tracking (1-4)
S2	12 pieces of home study per year	Art& Design – developing observational drawing skills. Technologies – ICT, written, drawing or practical activities that develop knowledge, understanding and skills relating to Food, Textiles and CDT.	MS Teams	Grading reflects whole school tracking (1-4)
S3	12 pieces of home study per year	Art& Design – developing observational drawing skills. Technologies –ICT, written, drawing or practical activities that develop knowledge, understanding and skills relating to Food, Textiles and CDT.	MS Teams	Grading reflects whole school tracking (1-4)
Senior phase	Variable	Revision of theory, knowledge and understanding of topics, specialist language needed for SQA assessment. Research based activities to support SQA workbooks. Practical tasks relating to SQA coursework in preparation for deadlines. Engaging with demonstration videos to support development of practical skills and processes.	MS Teams	Feedback verbal in class.

Computing Science	Frequency	Type of home study	Method of delivery	Feedback
S1	2 per term	In class Forms Quiz covering homework revision	MS Forms MS Teams	individual feedback given and used for

		Revision for end of topic tests – revision sheets handed out in class and uploaded onto teams.		tracking and monitoring
S2	2 per term	In class Forms Quiz covering homework revision **Revision for end of topic tests – revision sheets handed out in class and uploaded onto teams.**	MS Forms MS Teams	individual feedback given and used for tracking and monitoring
S3	2 per term	In class Forms Quiz covering homework revision **Revision for end of topic tests – revision sheets handed out in class and uploaded onto teams.**	MS Forms MS Teams	individual feedback given and used for tracking and monitoring
Senior phase	Higher – weekly N5- Half termly	Termly forms quizzes are uploaded onto teams for pupils to complete. Revision for in class tests – theory books and question books provided to help prepare with questions to complete.	MS Teams MS Forms	Feedback given to each pupil via teams as well as class feedback on key areas with next steps provided.

Modern Languages	Frequency	Type of home study	Method of delivery	Feedback
S1	weekly	Each week they have a combination of reading, listening and grammar activities.	website 'Pearson Active Learn'.	The homework self-marks so the pupils can see how they got on one finishing all the tasks. They can also provide feedback to us via the form of different smiley faces. We

				provide feedback and praise via teams to those who have completed the work.
S2	weekly	Each week they have a combination of reading, listening and grammar activities.	website 'Pearson Active Learn'.	The homework self-marks so the pupils can see how they got on one finishing all the tasks. They can also provide feedback to us via the form of different smiley faces. We provide feedback and praise via teams to those who have completed the work. Each year group/language has one teacher who is charge of setting and giving feedback on the weekly tasks. Tasks are set Monday- Monday.
S3	weekly	Each week they have a combination of reading, listening and grammar activities.	website 'Pearson Active Learn'	The homework self-marks so the pupils can see how they got on one finishing all the tasks. They can also provide feedback to us via the form of different smiley faces. We provide feedback and praise via teams to those who have completed the work. Each year group/language has one teacher who is charge of setting and giving feedback on the weekly tasks. Tasks are set Monday- Monday.

| Senior Phase | TBC | Reading or Listening tasks.

If the pupils are preparing for a speaking or writing assessment their homework will be to revise their piece. | HW Scholar.

After prelims pupils are given past papers to complete at home.

An addition as part of the AH course the pupils read a piece of foreign literature at home and prepare a critical essay on it. This is part of SQA course work. | Peer assessment

Individual feedback from teacher |

Physical Education	Frequency	Type of home study	Method of delivery	Feedback
S1	weekly	Pupils are encouraged to attend 2 an extra-curricular club at school or out with	School or external club links	Kinaesthetic and verbal feedback from coaches/teachers
S2	weekly	Pupils are encouraged to attend 2 an extra-curricular club at school or out with	School or external club links	Kinaesthetic and verbal feedback from coaches/teachers
S3	Weekly	Pupils are encouraged to attend 2 an extra-curricular club at school or out with	School or external club links	Kinaesthetic and verbal feedback from coaches/teachers
Senior phase	Weekly Fortnightly Fortnightly	National 5 Pupils are encouraged to attend 2 an extra - curricular club at school or out with Higher Course notes and Higher success guide provided by the faculty. Pupils are encouraged to attend 2 an extra-curricular club at school or out with Advanced Higher	School or external club links MS Teams Paper copies School or external club links	Kinaesthetic and verbal feedback from coaches/teachers Individual Written and verbal feedback Individual written and verbal feedback provided by teacher

		Pupils are encouraged to attend 1 extra - curricular club at school or out with AH course notes provided by faculty.	MS Teams Paper copies School or external club links	