ISLEWORTH & SYON SCHOOL
FINIS CORONAT OPUS

CURRICULUM OVERVIEW YEAR 7 - 2026-27

Curriculum Overview

Aims

- All students make exceptional progress with high levels of enjoyment and engagement.
- All students have opportunities to fulfil their potential, through curricular and extra-curricular opportunities.

Principles

- All students can access a broad and balanced curriculum.
- There is a clear focus on literacy and numeracy development.
- Key Stage 3 builds on the work done at Key Stage 2 and provides the foundations for success in the Key Stage 4 curriculum and extra-curricular opportunities.
- The curriculum provides stepping stones to prepare young people for future careers and the world of work.

Assessment

- Day-to-day in-lesson assessment is the cornerstone of student progress.
- End-of-unit and termly assessments are specifically designed to be accessible, build confidence and support success in future public examinations.
- Assessments are reported to students regularly and to parents/carers termly.

Curriculum Allocation (25-Period Week)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
YEAR 7																								
En				Ma				Sc			PE		MFL			Hi		Gg		Cs	Ar	Dr	Mu	Tech

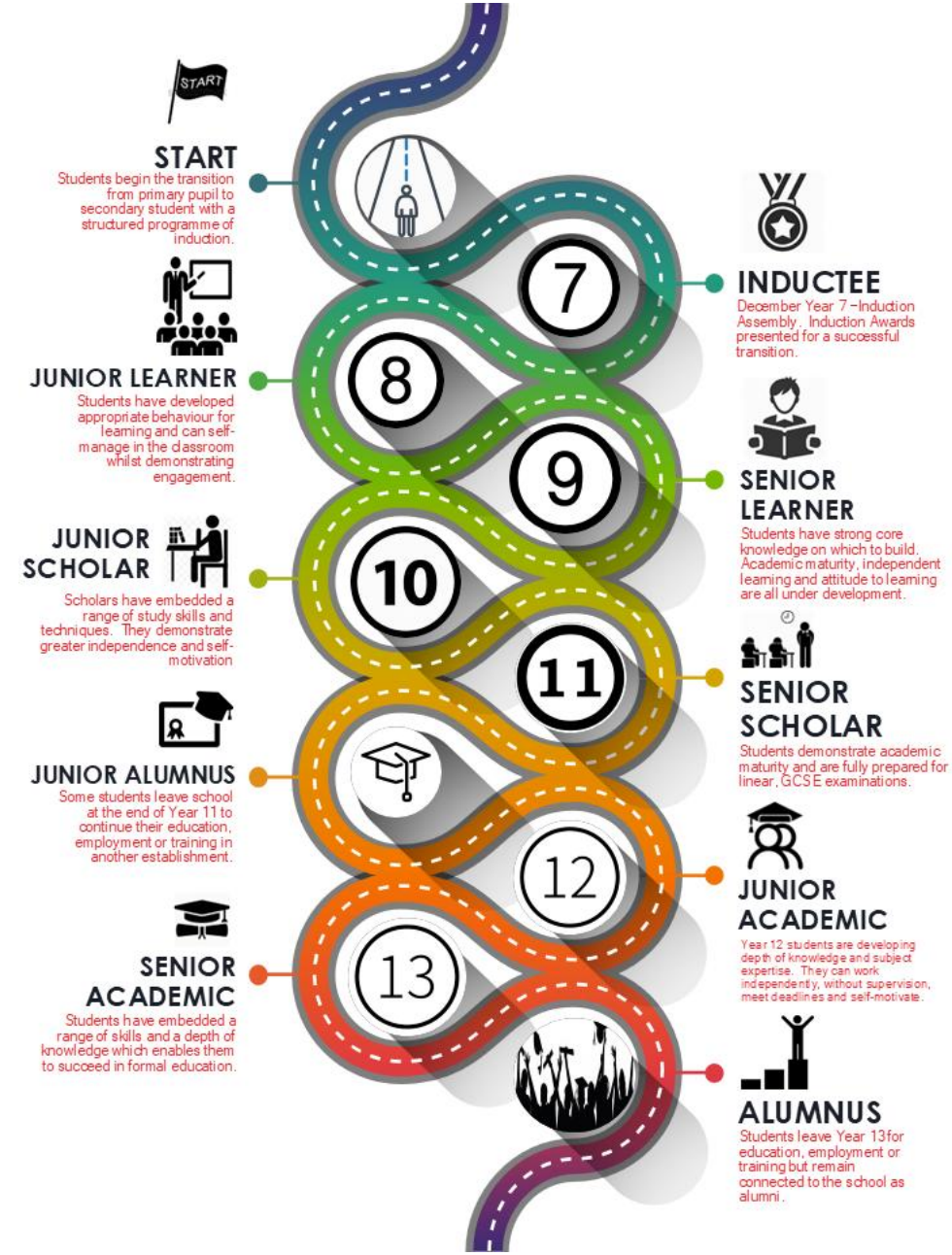
Personal, Social, Heath and Economic Education (PSHE)

PSHE education plays a vital role in preparing young people for a successful life in 21st century Britain. The subject does this by developing the knowledge, skills and confidence needed for students to make informed decisions, assess and manage risk, build healthy relationships, and respond positively to the opportunities as well as challenges which young people will encounter, both, now and in the future. In Year 7, students receive 20 minute of PSHE during Study Support twice a week; these sessions are delivered by form tutors. Additional expert input occurs through, both, school assemblies (Year and House) and specialist drop-down events. Some of these events involve the use of accredited external agencies.

Groups and Sets

All students are taught in carefully planned mixed ability groups. The only exception is mathematics where there are two top sets and the rest are mixed ability (this is regularly reviewed).

Isleworth & Syon Way



Homework

Homework plays an important role in developing independence and supporting learning. At Isleworth & Syon, homework is based around Reading, Revision, Research and Retention.
All homework is recorded on PARS and can be viewed through INSIGHT. Parents/carers are encouraged to check INSIGHT regularly with their son/ward to review homework, deadlines and completion.

Homework is usually set weekly, although this varies by subject. All Year 7 students are expected to read for at least 20 minutes each evening. PE homework focuses on regular participation in a sports club or physical activity.
Completing homework to a high standard and by the deadline contributes positively towards a student's Independent Learning grade.

Careers and Employability

In Year 7, students will be supported to:

- identify their strengths and personal qualities in order to set future goals as well as pursue future aspirations;
- explore leadership opportunities including examining what qualities make an effective leader;
- explore different job families using local labour market information; and
- complete enterprise and design challenges where they will demonstrate an array of soft skills.
- Explore our careers package (UNIFROG) and begin to sue the tools available to learn more about their interests, skills, and potential careers.

The majority of these employability opportunities will be provided through Personal, Social, Health and Economic Education (PSHE) within study support as well as via enrichment days. Careers and Enterprise Education is also part of and included in a student's standard lessons, linking curriculum to real world career paths.

Extra-Curricular

At Isleworth & Syon we are proud of the range of extra-curricular activities we offer our students. We believe these help them to develop as individuals, broaden their horizons and allow them to contribute fully to the school community.
Scan the QR code to the current offer.

Year 7 Curriculum Overview Subject-by-Subject

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
ENGLISH						
Aims	To foster a love of reading, develop literature skills and be able to write to narrate, persuade and describe. To develop knowledge and cultural capital towards KS4 and beyond. One lesson a week is purely focused on reading.					
Extra-Curricular	Debate mate, author visits, writing competitions, Poetry by Heart competition, Reading Ambassadors, World Book Day activities, film club, watching school productions.					
Curriculum	**Culture & Identity** • Novel: *The Bone Sparrow* • Non-fiction: themes related to *The Bone Sparrow* • Poetry: selected poems related to the themes of culture and identity		**Creation & Origin** • Short stories: myths and legends • Drama: *Frankenstein*		**Voices** • Non-fiction: speeches by 'legendary voices' • Writing: to express a viewpoint	
Assessment	Assessment: Knowledge, Understanding & Application		Assessment: Knowledge, Understanding & Application		Assessment: Speaking & Listening Assessment: end of Y7 examination (reading and writing)	
Homework	Regular tasks linked to classroom learning. Homework, deadlines and completion information can be viewed through INSIGHT and are supported by the resources below: - All written homework are in the Student SharePoint in English folder here.					
MATHEMATICS						
Aims	To ensure that students have an understanding of the fundamentals of numeracy, algebra, probability and geometry, whilst instilling a love of problem solving.					
Extra-Curricular	KS3 Maths Homework club; top-achieving students will be invited to take part in the UK Junior Mathematics Challenge.					
Curriculum	**Algebra 1**: Substitution & simplifying expressions **Number Properties 1**: 4 rules including negatives & place value	**Fractions:** 4 rules **Geometry and measure**: Types of shapes & angles	**Fractions, Decimals and Percentages:** Equivalents & finding the amount **Statistics:** Surveys, bias & sampling	**Algebra 2**: Solving equations & forming equations **Angles**: Drawing and measuring	**Sequences**: Creating, completing & nth term **Averages:** From a list and table	**Interpreting Data**: Quartiles & Box Plots **Problem Solving**
Assessment	Topic tests and initial assessment	Topic tests	Topic tests	Topic tests and end of term paper	Topic tests	Topic tests and end of year assessment
Homework	Regular tasks linked to classroom learning. Homework, deadlines and completion information can be viewed through INSIGHT and are supported by the resources below:					

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
	- Dr Frost tasks. Your username is your full school email address (xx@isleowrthsyon.org) and your password is set by you. Reset log-in here.					
SCIENCE						
Aims	To engage students on basic scientific concepts and scientific techniques.					
Extra-Curricular	Year 7 science club; Sequence on cultural capital lessons at the end of the year. WLW activities: iodine clock and sports drinks					
Curriculum	Taught on rotation: Biology 1 • Cells, tissues, organs • Diffusion • Plant reproduction	Chemistry 1 • Particle model • Expansion and contraction • Changes of state	Physics 1 • Types of forces • Measuring forces • Contact and non-contact forces • Balanced and unbalanced forces	Taught on rotation: Biology 2 • Plants and photosynthesis • Food chains and interdependence	Chemistry 2 • Separation techniques • Dissolving • Melting and boiling points of mixtures	Physics 2 • Energy • Fuels • Sound
Assessment	Each module has the following formative assessment elements: experimental skill; extended writing, math skills, and a test paper which tests 3 skill areas: knowledge, application and data.					
Homework	Regular tasks linked to classroom learning. Homework, deadlines and completion information can be viewed through INSIGHT and are supported by the resources below: • Home Learning booklets, with weekly tasks these can be found here.					
ART						
Aims	To provide the opportunity for students to explore, discover and express themselves based on their surroundings through art and design.					
Extra-Curricular	All art and design units of work provide a platform from which to explore and discover the work of artists from different cultures from the past and present.					
Curriculum	**Introduction to Drawing** The formal elements in art, artist research. Artist: Giorgia Morandi • line • shape • form • tone	**Introduction to Painting** The formal elements in art, artist research. Artist: Paul Cezane • colour • texture • watercolour	**Composition** The elements of composition. Artist: David Hockney • space • shape • focal point • balance • unity	**Mark Making** Creation of lines, dots, patterns and textures on surfaces using tools/materials. Artist: David Hockney • collage • montage • mixed media	**3D Experimentation** Media exploration using 3D processing. Artist: Pedro Linare • design • construction • low relief	**3D Experimentation** Continued media exploration using 3D processing. • design • construction • low relief
Assessment	Skills review marking checklist once/twice	Skills review marking checklist once/twice	Skills review marking checklist once/twice	Skills review marking checklist once/twice	Skills review marking checklist once/twice	Skills review marking checklist once/twice

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
Homework	Regular tasks linked to classroom learning. Homework, deadlines and completion information can be viewed through INSIGHT and are supported by the resources below: - Tasks linked to Personal Learning Checklists (PLCs), supporting the development of key knowledge and skills.					
COMPUTING						
Aims	To provide student with a firm foundation in understanding what computer science is and how it can be used safely and effectively.					
Extra-Curricular	After-school coding club					
Curriculum	**Introduction to Using Computers Safely** • School accounts • Account security • Respectful communication • Cyberbullying • Internet usage • Presentation tools	**Clear messaging in digital media** Combining the use of digital tools and online collaboration to produce media.	**Computer networks and data transmission** Recognising networking hardware and explaining how networking components are used for communication.	**Using programming constructs in a block-based language** Applying the programming constructs of sequence, selection, and iteration in Scratch. Using subroutines to decompose a problem that incorporates lists in Scratch	**Using media to support a cause** Using software formatting skills and exploring concerns surrounding licensing and legal issues.	**Data modelling** Sorting and filtering data and using formulas and functions in spreadsheet software.
Assessment	Fortnightly homework End of topic test	Fortnightly homework End of topic assessment	Fortnightly homework End of topic test	Fortnightly homework End of topic test	Fortnightly homework End of topic test	Fortnightly homework End of topic test
Homework	Regular tasks linked to classroom learning. Homework, deadlines and completion information can be viewed through INSIGHT and are supported by the resources below: - Tasks completed via Sam Learning, linked to current areas of study. Centre ID: TW7IS. Username: Students email, Password: Set by student. Link: "Forgot Password".					
DRAMA						
Aims	• Inspire – To allow all students to explore their own creativity, to give them a greater sense of confidence and wonder. • Cultivate - To develop skills needed in the wider world, such as working collaboratively. To nurture a love of live performance though looking at diverse theatre and drama from around the world. • Celebrate – To allow all our students to be seen and heard achieving in front of an audience.					
Extra-Curricular	Year 7/8 drama club, Tech Crew, Winter Concert, Whole school production, Summer Arts Festival.					
Curriculum	**Arrival** An introduction to some of the most fundamental drama techniques. There will be a focus on working	**Folk Tales** Developing confidence and competence in the use of drama techniques through performing a number of	**Slapstick Comedy** Developing skill in comedy techniques, using commedia dell'arte and silent movies.	**Ghost Stories** Exploring immersive storytelling and creating scripts about the ghosts of Isleworth & Syon.	**Greek Theatre** A practical exploration of the style and techniques in Greek theatre, many of which are the foundation of modern drama;	

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
	in groups focusing on the theme of arrival	folk tales from around the world.				
Assessment	Making – Continuous assessment of rehearsal Responding – A written response to the work of the half term	Making – Continuous assessment of rehearsal Performing – A final group performance of a folk tale	Making – Continuous assessment of rehearsal Responding – A written response to a performance	Making – Continuous assessment of rehearsal Performing – A solo performance of a monologue	Making – Continuous assessment of rehearsal Responding – A written response to the work of the half term	Making – Continuous assessment of rehearsal Performing – A final group performance of a Greek myth Technical – A mark given for work over Year 7 on non-acting roles such as prop making, set design etc.
Homework	Regular tasks linked to classroom learning. Homework, deadlines and completion information can be viewed through INSIGHT and are supported by the resources below: - Written tasks can be found in the Drama Year 7 folder on Student SharePoint and includes creative, research and revision activities linked to current topics of study.					
GEOGRAPHY						
Aims	To develop an understanding of the connections between the physical and human world. Students will also develop the core skills vital when studying geography					
Extra-Curricular	Fieldwork investigation around school and fieldwork visits in the local area.					
Curriculum	**UK Landscapes** The physical geography of the UK which includes climate and geology. Human features of the UK which includes cities, location and landmarks	**River landscapes** The physical processes within a river, features of a river and human interactions.	**Changing cities** Focus on the human geography of London, including site, population, migration challenges and solutions to urban living	**Ecosystems** Physical and human geography of the Tropical rainforest	**Geographical challenges & fieldwork** Ongoing throughout the year and specifically focused on in half term 5. Geographical fieldwork skills and decision making based on topical issues	**End-of-Year Revision** Development of key revision skills
Assessment	Geographical skills questions – short knowledge questions	Geographical skills questions – short & extended writing	Short, long and resource-based question	Short, long and case study-based questions	Decision making exercise and fieldwork skills	End-of-year assessment
Homework	Regular tasks linked to classroom learning. Homework, deadlines and completion information can be viewed through INSIGHT and are supported by the resources below: - Tasks set on pink paper, handed out in lesson. If student were not in the lessons, it can be accessed in the SharePoint folder here.					
HISTORY						
Aims	To develop a love and understanding of medieval history.					

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
Extra-Curricular	History club, history talks, competitions such as Historical Association's historical fiction project.					
Curriculum	**Why did William become King of England in 1066?** Analysing the causes of the Battle of Hastings and the reasons why William won	**How did William secure control of England?** Analysing the different methods used to take control including the building of castles.	**How dark were the Dark Ages?** Analysing Medieval life in different countries within Africa and Asia	**How powerful were Medieval Monarchs?** Analysing the challenges that Medieval Monarchs such as King John faced and how power was restricted.	**How did the First Crusaders make it all the way to Jerusalem?** Analysing the relationship between the Muslim and Christian world and events that took place on the First Crusade	**Research project – Ancient Civilisations: Who were the Mayans?**
Assessment	Evidence and explanation-based questions	Evidence and explanation-based questions	Source-based question	Evidence and explanation-based questions + introduction to narrative accounts	Evidence and explanation	End-of-year assessment
Homework	Regular tasks linked to classroom learning. Homework, deadlines and completion information can be viewed through INSIGHT and are supported by the resources below: Tasks set on blue paper, handed out in lesson. If student were not in the lesson, it can be accessed in the SharePoint folder here.					
MFL						
Aims	To foster a love of language learning and to enable students to start to communicate in a foreign language.					
Extra-Curricular	Cinema club, cultural day trips, foreign language days, trips to Northern France and also to Spain, pen-pal exchanges with French and Spanish schools.					
Curriculum	**Introducing themselves**, Name, age **Spanish (Sp):** Brothers and sisters, your area **French (Fr):** Likes and dislikes.	**Spanish (Sp):** Birthdays, free time activities, sports. **French (Fr):** Life at school, subjects, teachers, facilities, break time	**Sp:** Hair and eyes, family foods **Fr:** Free time activities, the weather.	**Sp:** Ordering food and drink, school subjects and school **Fr:** In the city, inviting someone to go out.	**Sp:** A school trip and a virtual school visit **Fr:** Holidays, café ordering, numbers 40-100, weekend plans	Revision of all modules
Assessment	Speaking	Reading and listening	Writing	Reading and listening	Speaking	Writing
Homework	Regular tasks linked to classroom learning. Homework, deadlines and completion information can be viewed through INSIGHT and are supported by the resources below: - Weekly ActiveHub tasks, related to work in class. Your username is your school email address, and your password is set by you.					
MUSIC						

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
Aims	Students should develop the skills to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.					
Extra-Curricular	Music Technology Club, KS3 Music Makers Club, I&S Music Events Crew; Battle of the Bands, Winter Concert, Summer Arts Festival, School Production Band.					
Curriculum	**Pulse and Rhythm**	**Keyboard Skills**	**Voice works**	**Introduction to Sequencing**	**Pentatonic Power**	**Ukuleles**
Assessment	**Performing (P) –** Individual part in a rhythmic canon **Composing (C) –** Creating and notating simple rhythmic patterns **Listening (L) –** Rhythmic dictation	**P –** Keyboard skills / intro to Logic Pro X / performances in pairs **C –** Musical questions and answers **L –** Identifying different keyboard instruments and instrumental techniques.	**P –** Vocal canon **C –** Call and response song **L –** Identifying features of vocal music	**P –** Aeolian mode improvisation over sequenced backing track **C –** Sequenced arrangement of a chord progression, bassline and percussion tracks **L –** Recognising tuned and un-tuned percussion instruments.	**P –** Ensemble skills in group work. **C –** Musical questions and answers **L –** Identifying compositional devices and changes in the elements of music.	**P –** strum patterns / chords / accompaniment of vocal performance **C –** songwriting introduction **L –** End of Year 7 musical elements review – music language & theory
Homework	Regular tasks linked to classroom learning. Homework, deadlines and completion information can be viewed through INSIGHT and are supported by the resources below: - Self-marking knowledge quizzes, these are posted on Music Teams pages.					
PHYSICAL EDUCATION						
Aims	To provide students with a broad range of activities, giving them a basic understanding of their own body.					
Extra-Curricular	Multiple sports clubs, including rugby, football, basketball, badminton and table tennis.					
PE Curriculum	Students will follow a half-termly rotation of the following areas: • **Fundamental Movement Skills**, students will learn and refine a number of basic skills such as balance and throwing/catching • **Badminton**, students will acquire a base knowledge of the different skills employed in badminton, and begin to explore tactical elements of the game. • **Body control**, students will have an opportunity to learn, create and perform gymnastic routines • **Table Tennis**, students will acquire a base knowledge of the different skills and tactics employed in table tennis.			Students will experience and develop in a full-range of **athletic events**, both track and field, before having the opportunity to compete at sports day.		
Games Curriculum	**Rugby** – Students will develop their rugby knowledge and skills throughout the term		**Football** – Students will develop their football knowledge and skills throughout the term		**Cricket** – Students will develop their Cricket knowledge and skills throughout the term	

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
Assessment	Assessed in the following areas in PE activities: physical competence, lifestyle/mindset.					
Homework	Regular tasks linked to classroom learning. Homework, deadlines and completion information can be viewed through INSIGHT and are supported by the resources below: - Regular participation, ideally in a range of clubs and/or activities. The school extra-curricular clubs are here.					
TECHNOLOGY						
Aims	To identify the skills and techniques required to design and manufacture products. Students will develop their understanding of how to manipulate a variety of materials in order to engineer a variety of fully functioning products. They will be taught to develop a variety of design techniques, including 2D and 3D drawing, observational sketches, user-centred design analysis, and design annotation					
Extra-Curricular	Woodworking club; Food Technology club; sewing club					
Curriculum	*Can we make an LED light up?* • How can we set up a soldering station? • Can we identify an LED and resistor? • What's the difference between stranded wire and single core wire? • Can I use an electric hand drill to create a twisted pair of wires? • Can I identify a transistor? • Can I compare conductors and insulators? • What can I use to power my circuit? • How do I test my circuit?	*How can we make a motor operate without pressing a switch?* • What is resistance? • How are PCBs made? • How can I accurately drill a hole? • Can I solder electronic components onto a PCB? • Why are diodes used with motors? • Can I identify electronic inputs and outputs? • What do I know about electronics?	*How are plastic products produced?* • What does a vacuum former do? • What does a gerbil cutter do? • What does a laser cutter do? • How do I test a circuit for continuity? • What glues are available for permanently attaching materials together? • Can I identify how to improve my project?	*How can Art Deco inspire us?* • Where do polymers come from? • Where do timbers come from? • Can I produce a high quality presentation drawing? • What is Art Deco? • Can I produce a range of Art Deco inspired ideas? • How can Isleworth and Syon inspire my ideas?	*Can we use computer aided design to help make a high quality product?* • Can I create a card model of my design? • How can I improve my model? • Will my design be the right size? • Can I draw my design using CAD? • Can I separate my design into separate layers? • Can I ensure that my product is rigid?	*Can computers control machinery?* • Can I finalise my CAD drawing? • How can I decorate plywood? • How can I assemble my design? • Does my clock accurately tell the time? • What is an orthographic drawing? • Can I produce an orthographic drawing?
Assessment	Electronic touch sensor fan project - Technical Knowledge and Making.			Art Deco clock project – Designing, Evaluating, Making Skills & Technical Knowledge.		
Homework	Regular tasks linked to classroom learning. Homework, deadlines and completion information can be viewed through INSIGHT and are supported by the resources below: - Fortnightly design, evaluation and technical knowledge tasks, accessed through the Year 7 folder on Student SharePoint.					

Year 7 Curriculum Assessment Areas

SUBJECT	AREA 1	AREA 2	AREA 3	AREA 4
English	Knowledge & Application	Writing	SPAG	Speaking & Listening
Mathematics	Numeracy	Algebra	Shape and Space	Data Handling
Science	Practical Skills	Data Analysis	Scientific Knowledge	Application of Knowledge
Art	Drawing Skills	Media Experimentation	Artist Research	Presentation Skills
Computing	Computer Science	IT	Digital literacy	N/A
Drama	Making	Performing	Responding	Technical
French	Speaking	Listening	Reading	Writing
Geography	Knowledge	Explanation	Case study application	Geographical Skills
History	Knowledge	Explanation	Use of Sources	Interpretation
Music	Listening	Performing	Composing	Contextual Understanding
PE	Physical competence	Tactics and Strategies	Lifestyle and Mind-set	Evaluate and Improve
Spanish	Speaking	Listening	Reading	Writing
Technology	Designing	Making	Evaluating	Technical knowledge

How Can Parents/Carers Support Their Son/Ward During Year 7?

We ask parent/carers to support the school in developing good routines for their son/ward from the beginning. These are key aspects where good support will bring help high levels of success:

- An initial focus on organisational skills in order to get students 'KS3-ready'.
- Good punctuality is essential; we use the mantra of 'no minutes lost' to encourage students to get to school on time and move between lessons quickly and efficiently.
- Being organised is extremely important. We ask parents/carers to check INSIGHT with your son/ward at least once a week. This provides a clear overview of homework tasks, deadlines and completion status, helping students develop the routines and organisational skills required for success at secondary school.
- It is the student's responsibility to come to school fully equipped, we ask parent/guardians to monitor/spot check student bags regularly to ensure they are ready for learning the next day. This should include checking basic equipment (pencil case containing two pens pencil, ruler, rubber, sharpener and scientific calculator), a reading book, PE/Games kit if required that day and that he has packed his lunch/there is sufficient money on his account if eating in the school canteen.
- The school will mostly communicate with electronically via email. We ask that parent/carers check their accounts regularly and respond in a timely fashion if the school requests feedback; for example, to confirm attendance at a Parents' Evening.
- In December, parent/carers will be invited to attend an induction assembly to celebrate Year 7's achieving Inductee status as the second stage on his journey through the Isleworth & Syon Way.

The Importance of Reading

Reading is important because it underpins and supports progress across all areas of the curriculum. Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who do not, but they also develop a broader and more sophisticated vocabulary, have increased general knowledge, and gain a better understanding of other cultures. In fact, reading for pleasure is more likely to determine whether a child does well at school than their social or economic background.

As an Isleworth & Syon student, your son/ward is expected to read for a minimum of 20 minutes every evening and to have a reading book in his bag every day at school. We aim to foster a love of reading in our students and celebrate reading in school through our dedicated Year 7 library lessons, our use of the online Accelerated Reader programme and through author visits and workshops. The Isleworth & Syon Reading Ambassadors scheme offers avid readers the opportunity to act as leaders and role models both within school and in the wider community.

Teachers of English track reading using the Accelerated Reading programme. Students are also expected to read across a range of genres, especially fiction as this has been proven to raise academic achievement.

Reporting Attitude to Learning

For each report, along with achievement data, students will be graded for two aspects of each student's Attitude to Learning: Engagement and Independent Learning. Below are the criteria used by teachers for these grades; they are always printed on each report for parents/carers and students to refer to.

ATTITUDE TO LEARNING: ENGAGEMENT

1	Outstanding participation, always displaying a desire to learn, enthusiastic in all activities and displaying curiosity and leadership.
2	Good participation, attentive and often enthusiastic and can display curiosity and leadership.
3	Generally passive participation, often needs prompting to contribute and complete the activities.
4	Poor participation, a highly passive learner who often needs reminders to engage in the activities.

ATTITUDE TO LEARNING: INDEPENDENT LEARNING

1	Outstanding evidence of homework and independent practice.
2	Good evidence of homework and independent practice.
3	Requires improvement in relation to homework and independent practice.
4	Serious concern in relation to homework and independent practice.

Notes

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