

Mission Statement

“Be a Skills Home-worker! It goes straight to your head.”

Homework

The Skills department follows the school homework policy. Teachers of the Certificate of Personal Effectiveness, Functional Skills and Cross Curricular Qualifications set regular homework for all students in years 10 and 11. Students are expected to take responsibility for their own learning in order to develop their independence. However, parental co-operation is valued.

Homework tasks will be varied and engaging, covering a range of subject content and skills development. Activities are related to work being carried out in sessions in order to move learning forward and allow learner to reach their full potential. It also provides students with the opportunity to develop and prepare a portfolio of evidence which will be used for final assessment.

Homework will be set for each student on the day stated in the publish homework timetable unless there are special circumstances.

Y10 & Y11 (CoPE)	Tasks – min 1 hour per week	How will it be marked?
	<ul style="list-style-type: none"> • Key concepts and terms activity per Skills area. • Planning sheets for activities – worksheet or form to be filled in. • Recording entries in activity logs. • Action planning. • Gathering appropriate (fit for purpose) evidence which are to be included in the assessment portfolio. • As research forms a large part of this course, students will be asked to research a given topic or topic of their choice. This will require research sourced from both electronic and non-electronic sources which will need to be summarised and put into their own words. • Review a specific activity which will be used to claim wider key skills and fill in the appropriate work sheet. • Evaluate own work and identify areas for improving learning and performance. • Complete an appropriate activity which will facilitate the student taking responsibility for their own learning. 	<p>Teacher</p> <p>Self assessed</p> <p>Peer assessed</p> <p>Teacher levelled with comments/feedback & targets for improvement</p>

Y10z & Y11z (Accredited Route)	Tasks – min 2 hours per week	How will it be marked?
	<ul style="list-style-type: none"> • Key concepts and terms activity per Skills area. • Planning sheets for activities – worksheet or form to be filled in. • Recording entries in activity logs. • Action planning. • Gathering appropriate (fit for purpose) evidence which are to be included in the assessment portfolio. • As research forms a large part of this course, students will be asked to research a given topic or topic of their choice. This will require research sourced from both electronic and non-electronic sources which will need to be summarised and put into their own words. • Review a specific activity which will be used to claim wider key skills and fill in the appropriate work sheet. • Evaluate own work and identify areas for improving learning and performance. • Complete an appropriate activity which will facilitate the student taking responsibility for their own learning. 	<p>Teacher</p> <p>Self assessed</p> <p>Peer assessed</p> <p>Teacher levelled with comments/feedback & targets for improvement</p>

Extension Activities

In addition to homework set there are a number of extension activities that can be undertaken by students to improve their understanding and develop their problem solving skills. These could include:

- Revision for Key Skills Communications, ICT and Application of Number.
 - www.keyskills4u.com
- Practising for assessment using practise question worksheets available as handouts upon request.
- Gaining extended work experience by working part-time or on extended work placements.
- Demonstrating entrepreneurial skills by starting their own business.
- Joining extracurricular activities.
 - Young Enterprise – Friday Lunchtime in A122.
 - Darton Futures & Options Club – Thursday Lunchtime in A122.
 - Sports Clubs & Activities

Portfolio Evidence

All year 10 & 11 students have a CoPE or Functional Skills individual learning plan recorded on their records of progress which can be found in their electronic portfolios. Additional evidence presented by a student could contribute to the equivalent of 2 ½ GCSE qualifications.

- Prepared evidence to demonstrate working as part of a group of three or more individuals.
 - Record and evidence how you planned to work as part of a team by filling in a key skill working with others planning sheet.
 - Record and evidence how you have worked effectively as part of a team. Evidence may include annotated photographs, witness statements, documents such notes and minutes of meetings, etc.
 - Review this activity and evidence your reviewing process by recording it on the key skills working with others review sheet.
- Prepare evidence to demonstrate how you have identified a problem and three possible ways of solving the problem.
 - Prepare evidence to demonstrate how you have identified a solution in an attempt to solve the problem by filling in a key skills problem solving planning sheet. Evidence may include annotated photographs, witness statements, documents such notes and minutes of meetings, etc.
 - Review this activity and evidence your reviewing process by recording it on the key skills problem solving review sheet.
- Prepare evidence to demonstrate how you have improved your own learning and performance.
 - Record and evidence how you planned to improve your own learning and performance by filling in a key skills improving own learning and performance planning sheet.
 - Record and evidence how you have improved your own learning and performance. Evidence may include activity logs/diary, annotated photographs, witness statements, documents such as certificates, etc.
 - Review this activity and evidence your reviewing process by recording it on the key skills improving own learning and performance review sheet.
- Prepare evidence to demonstrate how you have carried out a piece of research using two sources of information.
 - Records and evidence how you planned to conduct your research by filling in a key skills research planning sheet.
 - Record and evidence how you carried out the research, providing copies of the sources used. Evidence may include annotate photocopies of books showing the information highlighted and notes made, copies of notes, annotate print outs of electronic sources, source table indicating sources of information and which area or topic it covered and justification/evaluation of the reliability of the source.
 - Evidence must include how you actively sought feedback and a record of the feedback received.
 - Present your research findings, including the feedback, and provide a conclusion.
 - Review this activity and evidence your reviewing process by recording it on the key skills research review sheet.