



Area of Learning Experience: Literacy, Language and Communication	
Subject: English	
Learning Intentions	<p>During the Summer term, students will study a compendium of diverse writers through the form of an anthology of short stories and chapter extracts from contemporary texts. As a result of this study, they will craft their own piece of writing that showcases their own distinct writer’s voice. Students will also read the literary heritage play-text ‘An Inspector Calls’, in preparation for their GCSE studies, developing an understanding of character and thematic development, as well as an awareness of the medium of drama.</p> <p>During this term, pupils will develop the following key aspects of reading, writing and oracy:</p> <ul style="list-style-type: none"> - Comprehension: impressions and context - Response and analysis: how and compare - Structure and organisation: exposition - Meaning, purposes and readers: narration and description - Listening: discussion; questioning and responding - Speaking: discussion; justifying <p>Throughout the term, learning experiences will encourage pupils to develop the integral skills of planning and organising, through application of the structural approach of ‘High 5’ in response to textual study. In conjunction with co-constructed success criteria, a range of opportunities to assess, edit and refine their own work and the work of their peers will also encourage pupils to develop their personal effectiveness.</p>
How we will assess progress towards these intentions	<p>Tracking Task 1: Creative Writing</p> <p>Skills assessed:</p> <ul style="list-style-type: none"> - Structure and organisation: exposition - Meaning, purposes and readers: narration and description

Area of Learning Experience: Literacy, Language and Communication

Subject: French

Learning Intentions

Year 9 carousel (24 lessons)

To be able to recognise and use language related to the “Holidays” topic, with a focus on past and future tenses. Students will also encounter cultural characteristics of France/the French speaking world (holiday destinations in mainland and overseas France). The students will develop their integral skills of Critical thinking and Problem Solving through evaluating the credibility of a source; Planning and Organising through researching, synthesising and analysing information; Creativity and Innovation through effectively



	communicating ideas; and Personal Effectiveness through working independently and managing their time. As these skills have been developed discretely in Years 7 and 8, the tasks will enable pupils to show their independent application of the skills
How we will assess progress towards these intentions	Content will be assessed through a Writing and a Reading task whilst the integral skills progress will be measured by the Homework project (book a holiday in France) with a focus on revisiting/reinforcing all the skills developed in Years 7 and 8.

Area of Learning Experience: Literacy, Language and Communication
Subject: Welsh/Cymraeg

Learning Intentions	In term 3, pupils will study the theme ‘Bwyta’n Iach a Chadw’n Heini’ Healthy Eating and keeping fit. Pupils will build progressively on the skills of speaking, listening, reading and writing as they become confident with subject specific vocabulary and the conditional tense will be revisited. Pupils will recap the soft mutation with this tense and various tasks have been created to deepen pupils’ thinking. Throughout the spring term, pupils will look at Welsh food brands ‘Bwyd Cymreig’ and a variety of tasks have been created that enable pupils to use cross curricular and integral skills effectively to develop and progress as ambitious capable learners.
How we will assess progress towards these intentions	Term 3 content will be assessed by a range of reading, writing and oracy tasks. Pupils will look at the Cardiff based Burger company ‘Ansh Cymru’ and complete tasks.

Area of Learning Experience: Mathematics and Numeracy
Subject: Mathematics Foundation

Learning Intentions	During the Summer term pupils will develop their data and shape and measure through work on time, compound measures, conversions, area and perimeter of circles, constructions using compass and protractor, all types of symmetry and transformations of shapes. They will also complete another series of lessons to experience more financial literacy including lessons on Borrowing and Lending, Budgeting and Pensions. Pupils will be given the opportunity to develop their modelling skills using spreadsheets. Throughout lessons and tasks pupils will develop many of the integral skills and develop their mathematical proficiencies.
How we will assess progress towards these intentions	<ul style="list-style-type: none"> ● End of Year Exams ● National Numerical Procedural and Reasoning tests



Area of Learning Experience: Mathematics and Numeracy Subject Mathematics: Higher	
Learning Intentions	<p>During the Summer term pupils will develop their number, shape, and data through work on unitary proportion, Pythagoras, using place value, trigonometry, transformation of shape, constructions and loci, circle theorems, quartiles and box and whisker diagrams and cumulative frequency.</p> <p>Another series of lessons to experience more financial literacy including lessons on Borrowing and Lending, Budgeting and Pensions. Pupils will be given the opportunity to develop their modelling skills using spreadsheets. Throughout lessons and tasks pupils will develop many of the integral skills and develop their mathematical proficiencies.</p>
How we will assess progress towards these intentions	<ul style="list-style-type: none"> • End of Year Exams • National Numerical Procedural and Reasoning tests

Area of Learning Experience: Science and Technology
Subject: Science

Learning Intentions	<p><u>Biology</u> Pupils will develop their knowledge and understanding of human organ systems by studying the digestive system. They will be able to label the parts of the digestive system and know the dangers of eating an unbalanced diet. The process of digestion will also be taught. Pupils will need to understand that digestion is needed to make food molecules small enough to be absorbed into the blood and transported round the body to all cells. Pupils will need to draw conclusions from experiments as well as evaluate experiments.</p> <p><u>Chemistry</u> Understanding of chemical reactions will be broadened as pupils start to see patterns in groups and links to atomic & electronic structure, with signs of reactions now being understood. Reactions will be used along with data to spot and potentially explain trends. Word equations will be developed into symbol equations, where an appreciation for mass and numerical amount can be established and then calculated. Percentages and the concept of what they represent will be calculated.</p> <p><u>Physics</u></p>
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	<p>Pupils will revisit the idea that temperature differences can lead to the transfer of thermal energy by conduction, convection and radiation. They will use the molecular model of matter to explain the differences in the mechanism of thermal energy transfer by these three methods. In addition, they will use the ideas developed to discuss the efficiency and cost effectiveness of different methods of reducing thermal energy losses in the domestic situation.</p> <p>Pupils will develop their integral skills of critical thinking & problem solving by overcoming flaws in their methods. Planning and organising skills by establishing methods and variables in advance, while utilising creativity and innovation by suggesting improvements or alternate methods. In managing their time, working independently, and reflecting on their work pupils will hone their personal effectiveness. This year they will tackle all three areas of the scientific enquiry process; these latter terms will see them write up investigations without a scaffold.</p> <p>Pupils will continue to progress their literacy by dealing with more complex language and scientific terms. Being able to explain what is meant to peers or staff. Numeracy skills will be developed by performing multi-step calculations, while being able to justify their approach and why the steps are required.</p>
<p>How we will assess progress towards these intentions</p>	<p><u>Chemistry/Biology/Physics</u></p> <p>Verbal and written tasks during lessons will allow teachers to gain a professional judgement of pupils' progress. Understanding will be assessed through numerical, written, and oral tasks. Formal data will be gathered through written extended QER questions, recall homework and progress tests.</p>
<p>Area of Learning Experience: Science and Technology Subject: Design Technology</p>	
<p>Learning Intentions</p>	<p>Year 9 carousel (24 lessons)</p> <p>The aim of this unit is to revisit the skills learned in Year 7, including CAD/CAM and woodworking, while further developing students' critical thinking and evaluative abilities.</p> <p>The project is divided into two parts. In the first part, students will research six 20th-century design movements and use one of these movements as inspiration to create ideas for a clock face. They will select a client for whom they will design the clock, generating initial ideas by hand and then refining these concepts using computer software to be produced with a laser cutter.</p> <p>In the second part of the project, students will focus on advanced wood joining techniques to construct a box for housing the clock mechanism, onto which they will attach their designed clock face.</p>



<p>How we will assess progress towards these intentions</p>	<p>Learners will be assessed on their ability to apply their research to design within a given theme, create a product that meets the success criteria and aligns with the theme, and evaluate their designs and final product using critical thinking and problem-solving skills.</p>
<p>Area of Learning Experience: Science and Technology Subject: ICT/Computer Science</p>	
<p>Learning Intentions</p>	<p>Year 9 carousel (24 lessons)</p> <p>The purpose of this unit is to build on several different aspects of the Year 7 & 8 curriculum and allow learners to further develop their computational thinking & programming skills and ICT skills.</p> <p>The activities in the project will also give learners the opportunity to further develop all the cross-curricular skills (literacy, numeracy and digital competence) and all the integral skills (creativity & innovation, planning & organising, critical thinking & problem solving and personal effectiveness).</p> <p>The project will also cover the theme of CWRE (running a business/organisation) and have a Welsh angle, with the organisation selected by the learner to be based in Wales.</p> <p>Learners will be given a scenario with user requirements and success criteria and asked to research, plan, design, create and evaluate digital products based around the scenario. Extension tasks will be included throughout for more able/faster working learners.</p> <ol style="list-style-type: none"> 1. Learners will be firstly asked to select a business that is based in Wales and is small-to-medium sized. The business may be real or realistic/plausible. 2. Learners will then research, plan, design and create a logo for the business based on user requirements and fulfilling set success criteria. Learners will receive peer feedback on their logo and use the feedback to optimise their logo. Finally, the logo will be exported as a suitable file type and tested on a range of merchandise and digital products (eg dummy social media posts for the organisation). The software used for the logo will be Serif Draw Plus and learners will develop ICT skills in using the software’s basic and advanced features. The logo created will also be used in the subsequent tasks (business webpage and profit & loss spreadsheet). 3. Learners will then plan, design and create a webpage for the organisation using HTML programming language, developing the basic computational thinking and programming skills acquired during Year 7 and 8, and writing extended code for the first time. Programming inherently involves the development of literacy as words have to be spelt precisely and accurately for the code to function, and also inherently involves the development of some aspects of numeracy eg understanding pixel size of images and implementing this correctly in the code. Given the nature of programming, problem solving skills are also naturally developed as learners must ‘debug’ their code by Identifying and rectifying any errors that prevent the code from running.



	<p>4. Learners will then plan, design and create a profit and loss spreadsheet for their organisation. This will further develop their data handling skills as they will use increasingly complex formulas and functions, without the use of a teacher-provided template (as provided in Year 8). Learners will need to plan very carefully and use their problem-solving skills to ensure functions and formulas are correct. Numeracy skills will be developed through the use of various functions and formulas and the creation of charts/graphs. Literacy skills will be developed eg use of capitals for brand names, products etc</p> <p>5. Finally, learners will develop their personal effectiveness skills by completing a self-evaluation of the work completed for the project.</p>
<p>How we will assess progress towards these intentions</p>	<p>Skills developed during the project will be assessed through a criteria-based marks system with grades awarded. Marks will be awarded for developing skills in the separate tasks with the total mark generating an associated grade. Marks will be awarded for a variety of criteria including planning/designing, creativity, developing skills in the different software packages, literacy (spelling/capitals etc) and self-evaluation.</p>
<p>Area of Learning Experience: Expressive Arts Subject: Art</p>	
<p>Learning Intentions</p>	<p>Year 9 carousel (24 lessons)</p> <p>The purpose of this unit is to build on knowledge and progress made throughout the Year 7 & 8 curriculum and allow learners to further develop their creative making skills.</p> <p>Our Aim is to deliver richly creative, focused tasks that facilitates purposeful, meaningful and authentic development of a broad range of practical skills, artistic techniques and mediums, writing and oracy skills, self-expression, independent learning and enjoyment.</p> <p>In Year 9 we will be delivering a concise project over a twelve-week period. The theme for this project will be "Identity" We focus on developing pupils' knowledge of the formal elements of Art & Design, through a wide variety of mediums and techniques. We begin by asking the pupils to reflect on their experiences and skills developed throughout Year 7 & 8 working in the various creative career pathway fields: Graphic Design, Textiles/Fashion Design, Graffiti Art, Illustration, Animation, Surface Pattern Design, Fine Art and Photography. Focusing on their strengths and interests, they will then further progress these skills to complete a personal and individual mixed-media outcome.</p> <p>Our essential integral art skills are recognised through the design and making process within each brief: Step 1 – Research and contextual understanding. Step 2 – practical experiments and learning new techniques. Step 3 - planning and</p>



	<p>developing an answer to the set brief, Step 4 – making your final project and self-reflection/evaluation.</p>
<p>How we will assess progress towards these intentions</p>	<p>There are two types of assessment within the Art Department in Year 9 to monitor progress; Teacher assessment and self-assessment. At the start of each term, alongside Termly briefs, pupils are given assessment success criteria for up-coming “Rich Tasks” where formal teacher feedback will be given to students. Alongside this, pupils will have Self-reflective “DIRT” resources in the backs of their book where they can monitor and track their progress and development against the Art & Design “What matters statements”. The “Rich Tasks” are comprised of a practical outcome and a writing outcome.</p>
<p>Area of Learning Experience: Expressive Arts Subject: Performing Arts</p>	
<p>Learning Intentions</p>	<p>Year 9 Performing Arts Carousel (24 lessons)</p> <p>The Year 9 Performing Arts carousel engages and inspires learners to become creative, confident, innovative, and independent performers. Through a structured programme of study, learners develop their understanding of music, drama performance and drama design by exploring a wide range of genres, styles, techniques, materials, and professional practices.</p> <p>Throughout the carousel, pupils build and refine their practical and analytical skills through a variety of carefully sequenced activities. These include acting and design exploration through the analysis and performance of Macbeth, and music technology composition using BandLab, where learners respond creatively to set briefs and develop their compositional skills. Pupils also take part in a group video production project, gaining experience in planning, performance, and technical execution.</p> <p>A key element of the carousel is a festival planning project, which develops learners’ creative and collaborative skills while introducing them to essential planning and organisational processes within the performing arts industry. This project encourages teamwork, problem-solving, and independent thinking, reflecting real-world creative practice.</p> <p>The carousel concludes with a focus on live theatre reviews, enabling learners to analyse and evaluate acting, design, and musical elements within professional performances. This final unit strengthens pupils’ evaluative language and critical thinking skills, while deepening their appreciation of live performance.</p>
<p>How we will assess progress towards these intentions</p>	<p>Progress will be assessed towards these intentions through:</p> <ul style="list-style-type: none"> Peer assessment on the music technology composition Peer evaluation and teacher feedback on the video project A teacher assessed performance on Macbeth (acting or design)



A live theatre review	
Area of Learning Experience: Humanities Subject: Geography	
Curriculum Intentions	<p>Year 9 carousel (24 lessons)</p> <p>During the geography carousel in year 9, students will begin by studying Coastal Change. They will learn how different processes operate along the UK coastline, and how this leads to environmental and social change. They will then Use this new knowledge to engage is a Decision-Making Exercise (DME) on Coastal Management. Initially (during phase 1 of the DME) pupils will engage collaboratively, where they will begin to analyse and interpret sources of information provided to them about a specific location. This will give them opportunity to explore and discuss ideas and options available to them in their decision-making process. They will then move into Phase 2, which is when they apply the knowledge and understanding gained to produce a written coastal management report where they share their reasoned decision for the management of a section of coastline. They will reflect on the evaluate their plan and consider the validity of their decision. A range of subject specific skills will be used within this written report which is completed independently under controlled conditions.</p> <p>Pupils will then go on to study a shorter human geography unit on Urbanisation. This will be a more traditional exam style unit where pupils will further develop subject specific skills. They will consider the causes and consequences of Urbanisation and its impacts. They will learn about settlement hierarchies and urban land-use models before touching upon Urban Issues such as housing in cities at contrasting levels of development.</p>
How we will assess progress towards these intentions	<p>The focus of our assessments this term will come from:</p> <ol style="list-style-type: none"> 1. Seneca Coastal Processes and Management (online). 2. The Coastal Management DME (Main Rich Task Assessment). 3. An Urbanisation Test (online & teacher marked). <p>All of the above will help inform attainment tracking grades.</p>
Area of Learning Experience: Humanities Subject: History	
Learning Intentions	<p>Year 9 carousel (24 lessons)</p> <p>Learning intentions</p> <ul style="list-style-type: none"> • The learning intention of the 'Changes in 1920s US society' unit is to consolidate pupils' understanding of and proficiency in enquiry, exploration and investigation in readiness for GCSE level. • This unit allows pupils to consolidate the application of historical enquiry skills through the following content areas: <ul style="list-style-type: none"> - Race & immigration



	<ul style="list-style-type: none"> ○ The legacy of slavery ○ The treatment of indigenous people ○ The experience of immigrant communities - The roaring 20s <ul style="list-style-type: none"> ○ The development of popular entertainment ○ The Harlem Renaissance
<p>How we will assess progress towards these intentions</p>	<ul style="list-style-type: none"> ● Pupils will complete four rich tasks over the course of the enquiry. [Two will be peer-assessed and two will be self-assessed; after which teacher assessment will take place]. ● All tasks will provide pupils with the opportunity to demonstrate visible progress in their understanding of and proficiency in enquiry, exploration and investigation from when they applied historical skills to enquiries in Year 7 and Year 8.
<p>Area of Learning Experience: Humanities Subject: Religious Studies</p>	
<p>Learning Intentions</p>	<p>Year 9 learners will study the theme of ‘Medical Ethical Issues’. Learners will study religious and non-religious beliefs and teachings on the value of human life. Learners will explore this issue by analysing how people make medical and ethical decisions on life and death situations such as; IVF, abortion, euthanasia and genetic engineering.</p>
<p>How we will assess progress towards these intentions</p>	<p>Learners will complete two tasks during this term, with the focus on Oracy and Literacy skills. This includes a class debate on the sanctity of life; ‘Is the sanctity of life more important than quality life?’, and an extended writing task evaluating religious and non-religious views on IVF; ‘Explain how having a religious faith might influence someone making a choice about whether to have IVF’.</p>
<p>Area of Learning Experience: Humanities Subject: Business Studies</p>	
<p>Learning Intentions</p>	<p>Year 9 carousel (24 lessons)</p> <p>The learning intention of the Business Studies unit is to develop students' understanding of key business concepts while enhancing essential skills in preparation for further study.</p> <p>This unit allows pupils to apply business principles through the following key tasks:</p> <ul style="list-style-type: none"> ☐ Understanding customer needs and wants: Pupils will explore how to identify and meet customer demands in designing a holiday package.



	<ul style="list-style-type: none"> 📌 Planning and budgeting: Pupils will create a holiday itinerary within a set budget, practising critical thinking and problem-solving. 📌 Marketing: Pupils will develop and present marketing strategies to promote their holiday package, emphasising creativity and innovation. <p>Through these tasks, students will consolidate their skills in planning, organising, critical thinking, and personal effectiveness.</p>
<p>How we will assess progress towards these intentions</p>	<p>Throughout the unit, teachers will monitor students' understanding and application of business concepts during classroom activities, group discussions, and individual tasks. Regular feedback will be provided to guide improvements in planning, budgeting, and marketing strategies.</p> <p>Students will present their completed holiday packages to the class, demonstrating their ability to integrate all aspects of the project. This presentation will be assessed on the effectiveness of their communication, the coherence of their business strategy, and their ability to respond to questions and feedback.</p> <p>The final project, including all components of the holiday package, will be evaluated against clear criteria that encompass understanding of business concepts, application of skills, and overall presentation quality. This will provide a comprehensive measure of each student's achievement in the unit.</p>
<p>Area of Learning Experience: Health and Well-Being Subject: RSE/PSE</p>	
<p>Learning Intentions</p>	<p>To know and understand the concept of exploitation across a range of contexts including:</p> <ul style="list-style-type: none"> • ‘using people’ - what it means to treat others with respect; why people abuse others online; the role of algorithms and dopamine • The different forms of exploitation including domestic servitude, forced labour, sweatshops and sexual exploitation • The factors that make some groups of individuals vulnerable to exploitation • The definition and nature of human trafficking • Contrasting the representation of exploitation in media with the real life harms <p>To support students to know and understand the characteristics of healthy and unhealthy relationships; to identify the different forms of abuse including</p>



	<p>physical, emotional (gaslighting, DARVO, coercive control), sexual and financial; to define sexual consent, stalking, street-harassment and sexual harassment.</p> <p>To define sextortion and Revenge Porn</p> <p>School nurse lessons – contraception and STIs</p> <p>To identify why people misuse controlled and illegal substances; to explore the impact of substance misuse in terms of the physiological, emotional, social and ethical implications.</p>
<p>How we will assess progress towards these intentions</p>	<p>Using 'Forms' on Teams to reflect on progression of learning.</p>
<p>Area of Learning Experience: Health and Well-Being Subject: Physical Education</p>	
<p>Learning Intentions</p>	<p><u>Self-Reflection</u></p> <p>Pupils will understand what is meant by the term 'self-reflection and to be able to apply this knowledge in PE lessons and further aspects of life.</p> <p>The Pupil – will understand self-reflection and the importance it has within PE and wider contexts.</p> <p>The Person – will feel connected with themselves.</p> <p>The Performer - will be able to self-reflect and apply this to various contexts.</p>
<p>How we will assess progress towards these intentions</p>	<p>Baseline assessment - Self assessment of ability to demonstrate self-reflection in physical activity.</p> <p>Teacher assessment of ability to demonstrate self-reflection in physical activity.</p> <p>Self-assessment of own progress.</p>
<p>Area of Learning Experience: Health and Well-Being Subject: Catering</p>	
<p>Learning Intentions</p>	<p>Year 9 carousel (24 lessons)</p> <p>Learners will acquire knowledge and skills in planning, preparing, and creating complex dishes, as well as understanding how pathogenic bacteria can lead to illness. They will also deepen their understanding of the role and responsibilities of Environmental Health Officers (EHOs).</p>



	<p>Additionally, students will explore the functions of nutrients, enhancing their understanding of both macro and micronutrients.</p>
<p>How we will assess progress towards these intentions</p>	<p>Learners will be assessed using multiple methods, with regular formative evaluations conducted during each lesson, and summative tasks used to gauge overall progress.</p> <p>Learners will reflect on their own progress using DIRT (Dedicated Improvement and Reflection Time) activities.</p> <p>At the conclusion of the project, students will complete a final test that encompasses the skills acquired in both theoretical and practical sessions.</p>
<p>Area of Learning Experience: Health and Well-Being</p> <p>Subject: Skills</p>	
<p>Learning Intentions</p>	<p>During the summer term Year 9 pupils will continue to work on the Victory for Velindre Enterprise and Employability Challenge in all Skills lessons. Pupils will be working in a team (consisting of 3-6 members) to develop a business proposal for a product or service which can be used to raise funds for the charity. Pupils will construct a portfolio of evidence and tasks will be assessed as follows.</p> <p>Assessment</p> <p>Task 2a - 2 hours</p> <p>Individual preparation for your first team meeting. You must: undertake market research of your Challenge Brief; develop your own idea for a product or service to put forward to the team.</p> <p>Task 2b – 2 hours. To be completed under supervision</p> <p>First team meeting</p> <p>As a team, complete the following during your meeting: produce a SWOT analysis on each of the team members ideas. Agree on one idea to take forward; decide how you will produce a business proposal for your idea which considers the 5Ps</p> <p>Product, Price, Place, People and Promotion; allocate roles and responsibilities for each team member to work on until the next meeting; keep minutes of the meeting as a record of the decisions made and actions to be taken.</p> <p>Task 2c – 2 hours Individual preparation for the second team meeting. You must: Undertake the role, responsibilities and tasks set for you by your team in preparation for the next team meeting</p> <p>Task 2d – 2 hours. To be completed under supervision</p> <p>Second team meeting</p> <p>As a team, complete the following during your meeting:</p>



allow each team member to talk through and share the tasks that they have accomplished since the first meeting;
 agree on any changes, improvements or developments that need to be made to the business proposal;
 decide how you will produce and present a promotional **Visual Display** of the business proposal. You need to consider:
 aims, objectives and details of the product or service;
 potential customers/clients;
 financial implications including cost analysis;
 marketing and promotional materials including use of social media;
 speaker notes to go with presentation.
 allocate responsibilities for each team member to work on until the next meeting;
 keep minutes of the meeting as a record of the decisions made and actions to be taken.

Task 2e – 1 hour

Individual preparation for the third team meeting. You must:
 Undertake the role, responsibilities and tasks set for you by your team in preparation for the next team meeting

Task 2f – 1 hour. To be completed under supervision

Third team meeting

As a team, finalise your Visual Display in preparation for the team **Pitch**.

As a team, plan and organise the team **Pitch** of the business idea for a product or service ensuring:

- effective structure and communication;
- use of props such as a prototype where appropriate;
- involvement of all members of the team.

Task 3 – 10-minute presentation to responsible persons

Pupils will present their team business proposal to a panel of external judges in our Dragons’ Den. Judging panels will consist of members of staff from Velindre Cancer Centre and business professionals provided by Careers Wales. Dragons’ Den will consist of heat stages for all pupils followed by a school Dragons’ Den final for selected finalist teams.

- Deliver a 10-minute team **Pitch**, including use of the **Visual Display** of the idea, to a panel of at least 2 people.

A **Confirmation Statement** must be completed by a responsible person to confirm this task.

Task 4 – 1 hour

Complete **either** a written **or** oral **Personal Reflection** on your own performance and the team’s performance during the Challenge. A written reflection should be **no longer than an A4 page**, an oral reflection **no longer than a 5-minute recording**. You must focus on:

- how you used and developed your Creativity and Innovation skills throughout the Challenge;
- how you used and developed your Personal Effectiveness skills throughout the Challenge.



<p>How we will assess progress towards these intentions</p>	<p>Progress will be checked regularly throughout the term, with pupils reflecting on their own progress in the Challenge using the Learning Outcomes. All assessment tasks will be carried out under teacher supervision.</p>
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