

Year 7 Parents' Information Evening

Introduction to the KS3 Curriculum and
Assessment System

25 Years of Stability

Key Stage 1, 2 and 3 (Years 1 – 9)

- 1988 – Introduction of National Curriculum for all schools in England, Wales and Northern Ireland
- 1988 – Introduction of NC Levels (1-8) that ran from Year 1 to Year 9 to assess students' progress in relation the National Curriculum. Pupils were expected to progress by 1 Level every 1-2 years.

25 Years of Stability

Key Stage 4 (Years 10 & 11)

- 1988 – Introduction of GCSEs (to replace O' Levels and CSEs).
These exams typically included:
 - A mix of controlled assessments and final exams
 - Mixed tiers
 - Grades from A* - G

A Period of Change

Academies no longer required to follow the National Curriculum – free to design their own curriculum

Greater variation in prior knowledge and skills when students transfer from primary school to secondary school or between schools

A Period of Change

New Reformed GCSE introduced from 2017. Most subjects are:

- **Assessed by final exams only (with no controlled assessment)**
- **Single tier only**
- **Graded 9 - 1**

A Period of Change

Information as pupils transfer from primary to secondary is very different with new KS2 Scaled Scores and 'Expected Standard' statements

All schools required to develop their own assessment systems to track the progress of students

What does this have to do with Year 7?

- Schools have had to completely re-design KS3 curriculum to ensure that students are equipped and prepared for the demands of the new 'Reformed GCSEs'
- And in particular, re-think their Year 7 curriculum to ensure that it that builds on the changes that have taken place in the Primary KS2 curriculum and takes account of the variations between schools– so that students consolidate and build on their prior learning and don't simply repeat work

What does this have to do with Year 7?

A completely new assessment system that:

- Is based on the new KS3 curriculum
- Encourages students to master the knowledge and skills that are taught in each subject, rather than rushing onto the next thing
- Enables staff to track how well students are understanding the subject and identify if/ when students start to struggle with some areas of their work

The KS3 Curriculum

What are the main changes at KS4?

Main features of these new qualifications

- Much more challenging content
- New grading system (9-1)
- **Linear courses - mainly assessed by terminal exams**
- **Little or no coursework** – *with only a handful of exceptions*
- No tiering (*with 3 exceptions*)

How have we gone about 'building' our KS3 Curriculum?



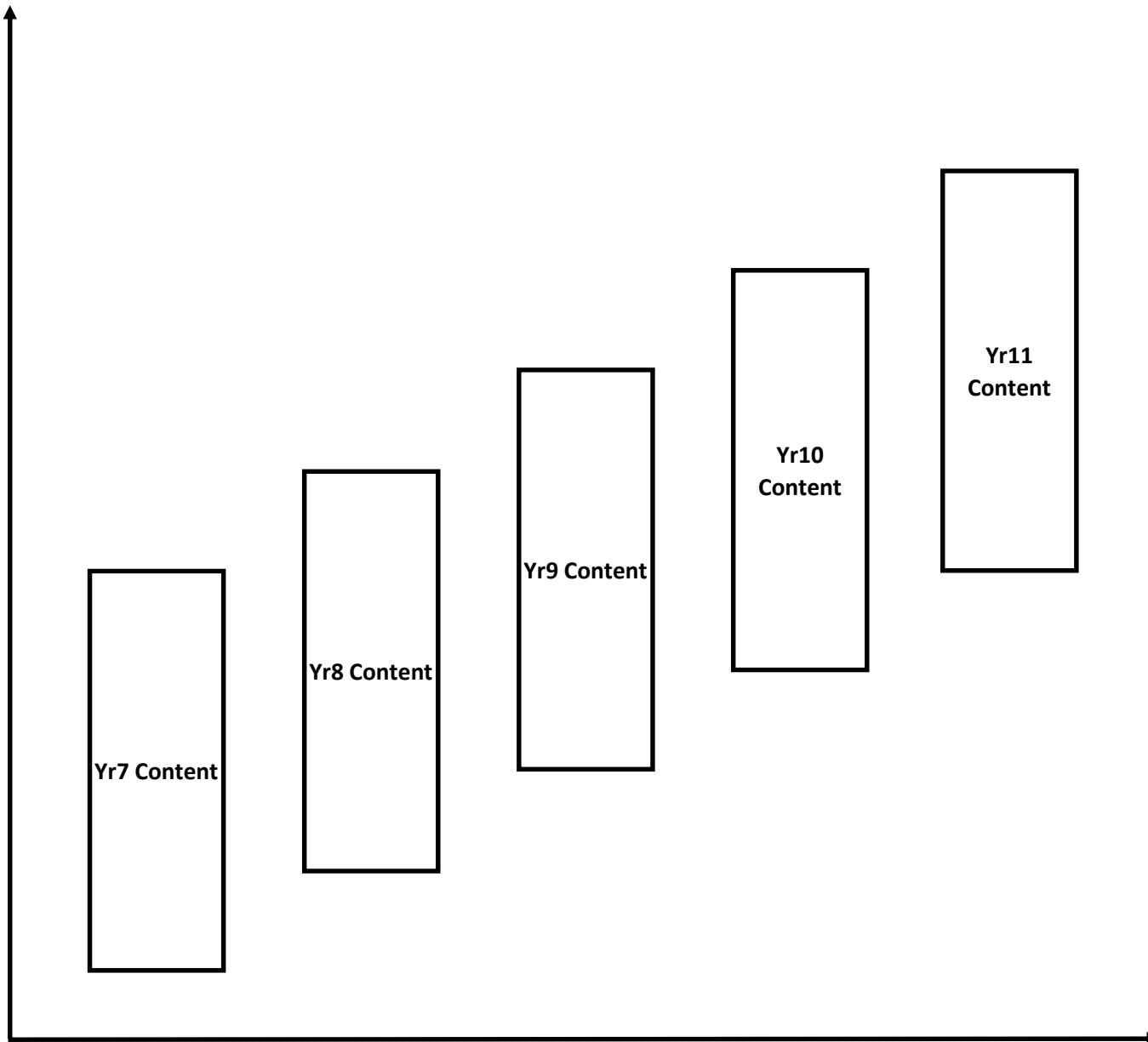
We have started off by identifying what needs to be taught under the new GCSE specs



We have then identified what supporting knowledge and skills need to be taught to ensure that students are 'GCSE ready'

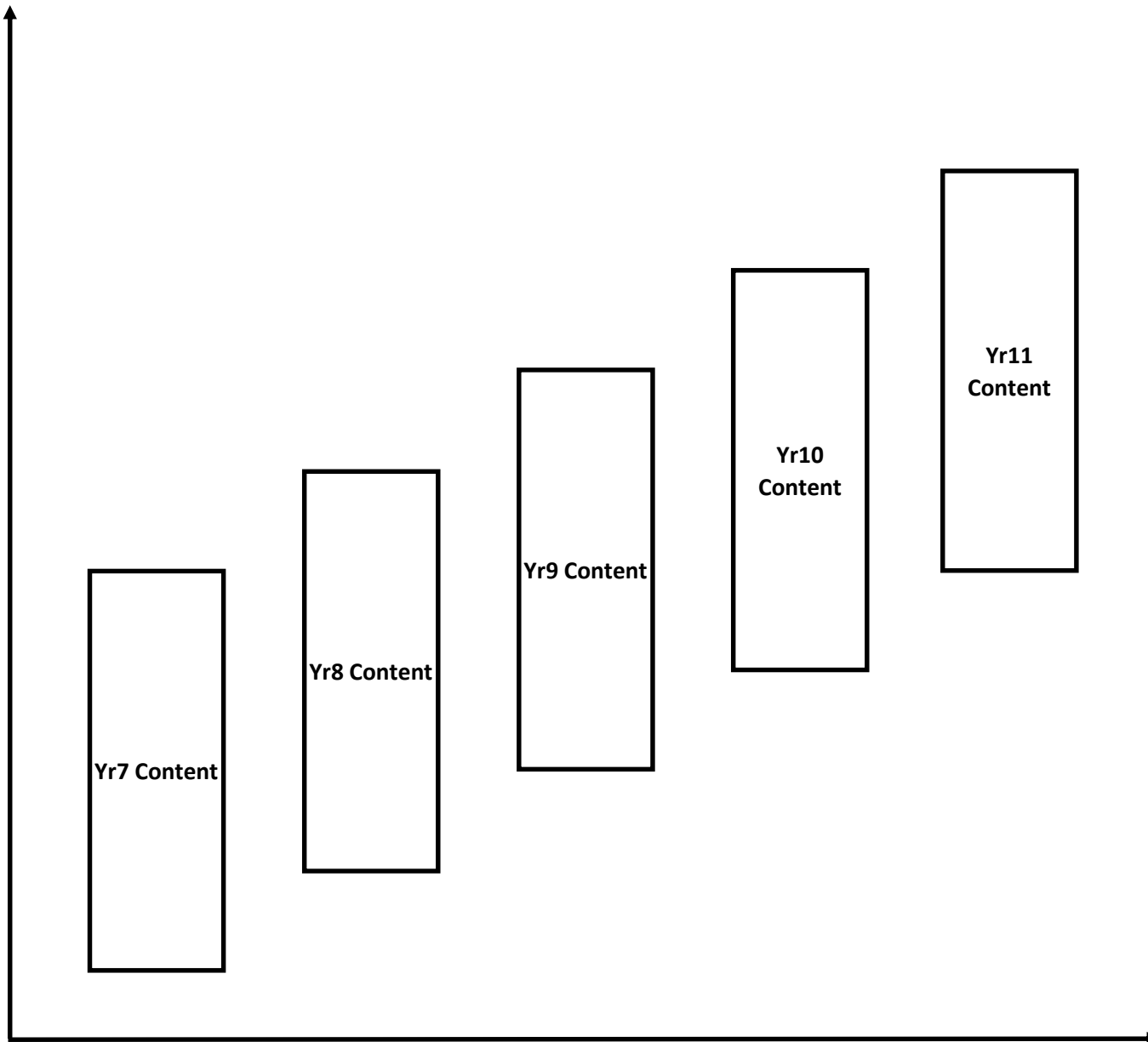
**5 Year Subject Curriculum
(KS3 & KS4)**

**When combined these
two form the body of
knowledge and skills
that need in order to
be successful at GCSE**



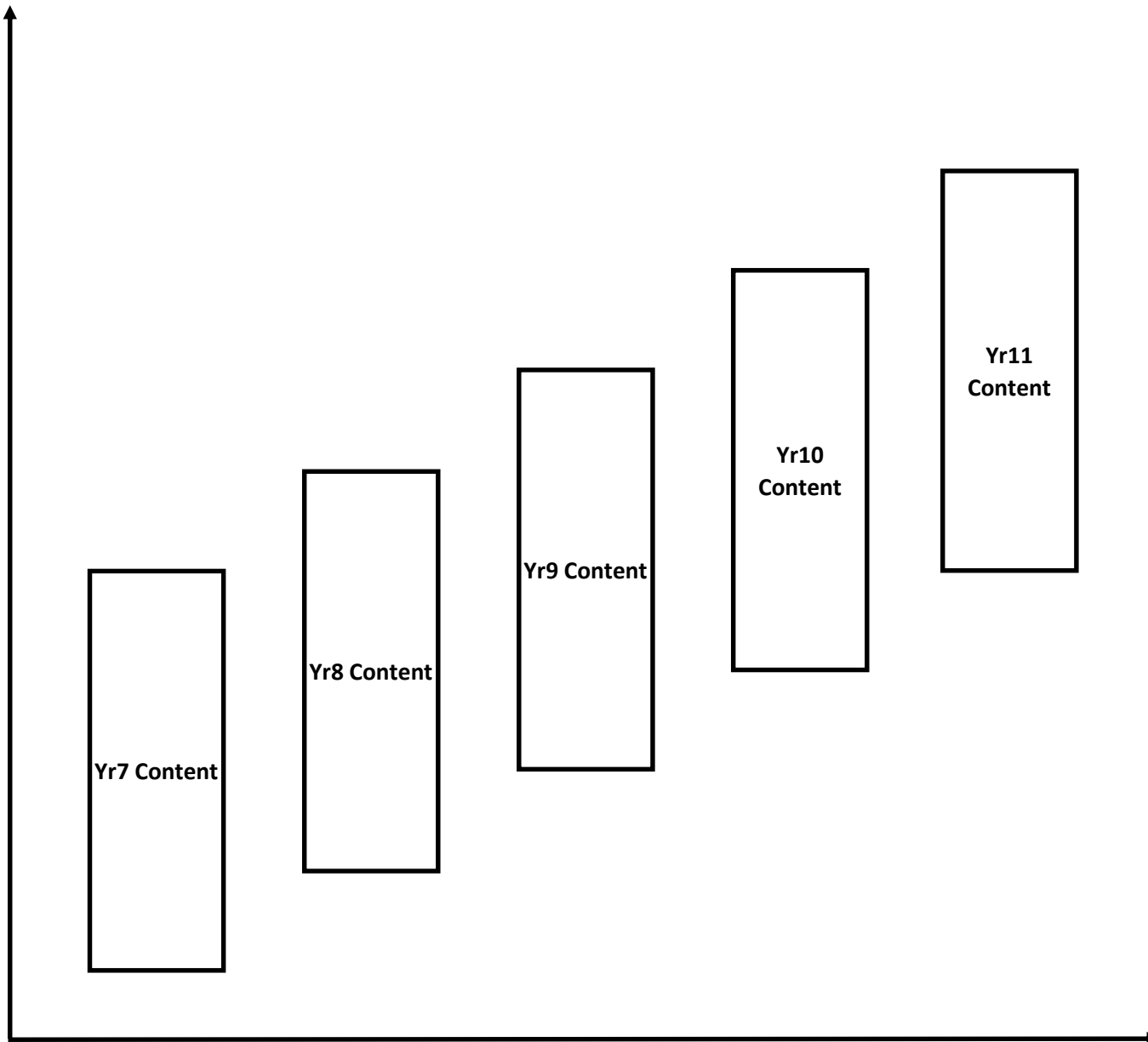
Each subject has then divided their curriculum (with its knowledge and skills) into 5 distinct year blocks ('Programmes of Study'), so there is a discrete body of learning for each year

The KS3 Assessment System



Assessment is based on how well each student has ‘mastered’ the current Programme of Study, *(not how quickly they have climbed a ladder)*

Each subject has developed a set of descriptors that describe how well students have got to grip with the learning in that year’s Programme of Study.



The higher the level of mastery, the higher the grade (from 1 to 9) that is awarded

Mid-year reports are based on knowledge and skills the students is expected to have mastered by the end of the year.

Yr7 Content

to be assessed using
a 9-1 scale

9
8
7
6
5
4
3
2
1

Yr7 Content

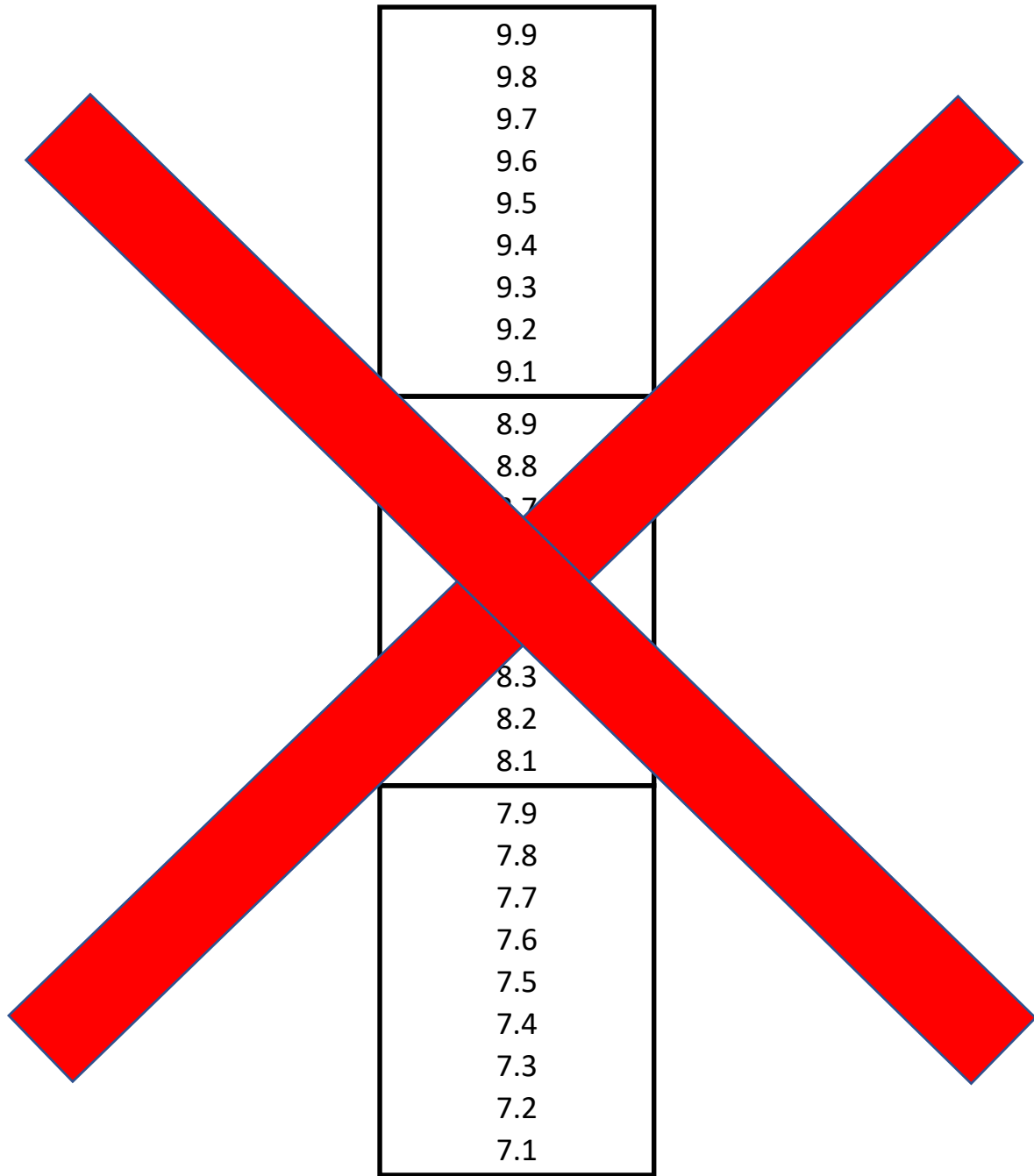
to be assessed using
a 9-1 scale

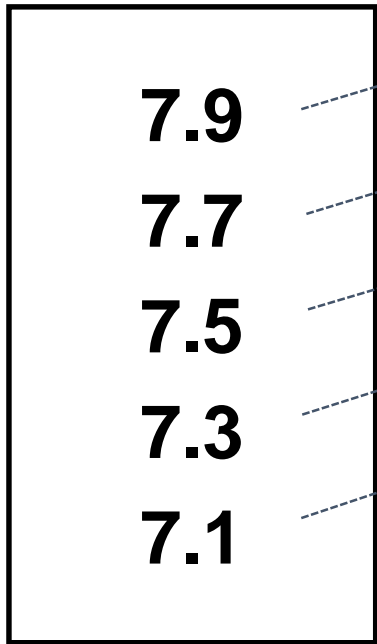
7.9
7.8
7.7
7.6
7.5
7.4
7.3
7.2
7.1

Yr8 Content

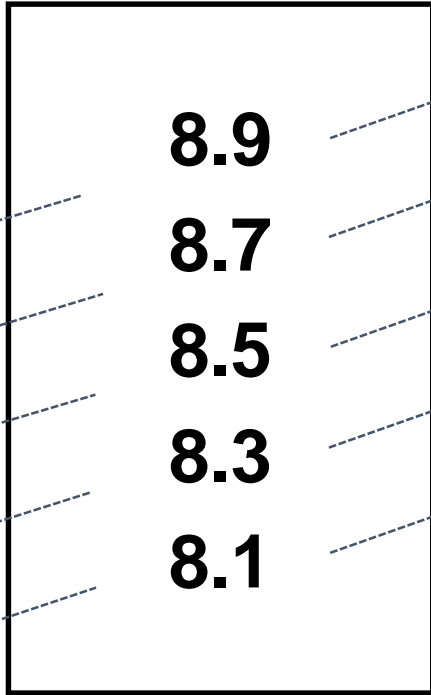
to be assessed using
a 9-1 scale

8.9
8.8
8.7
8.6
8.5
8.4
8.3
8.2
8.1

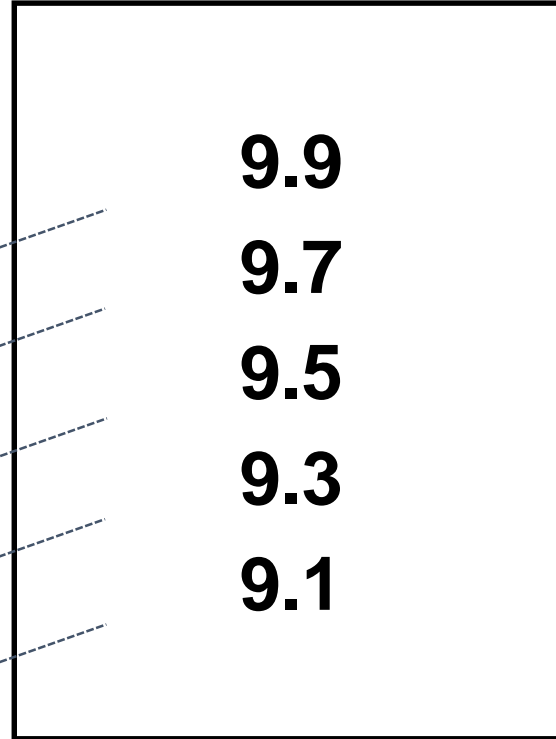




Year 7

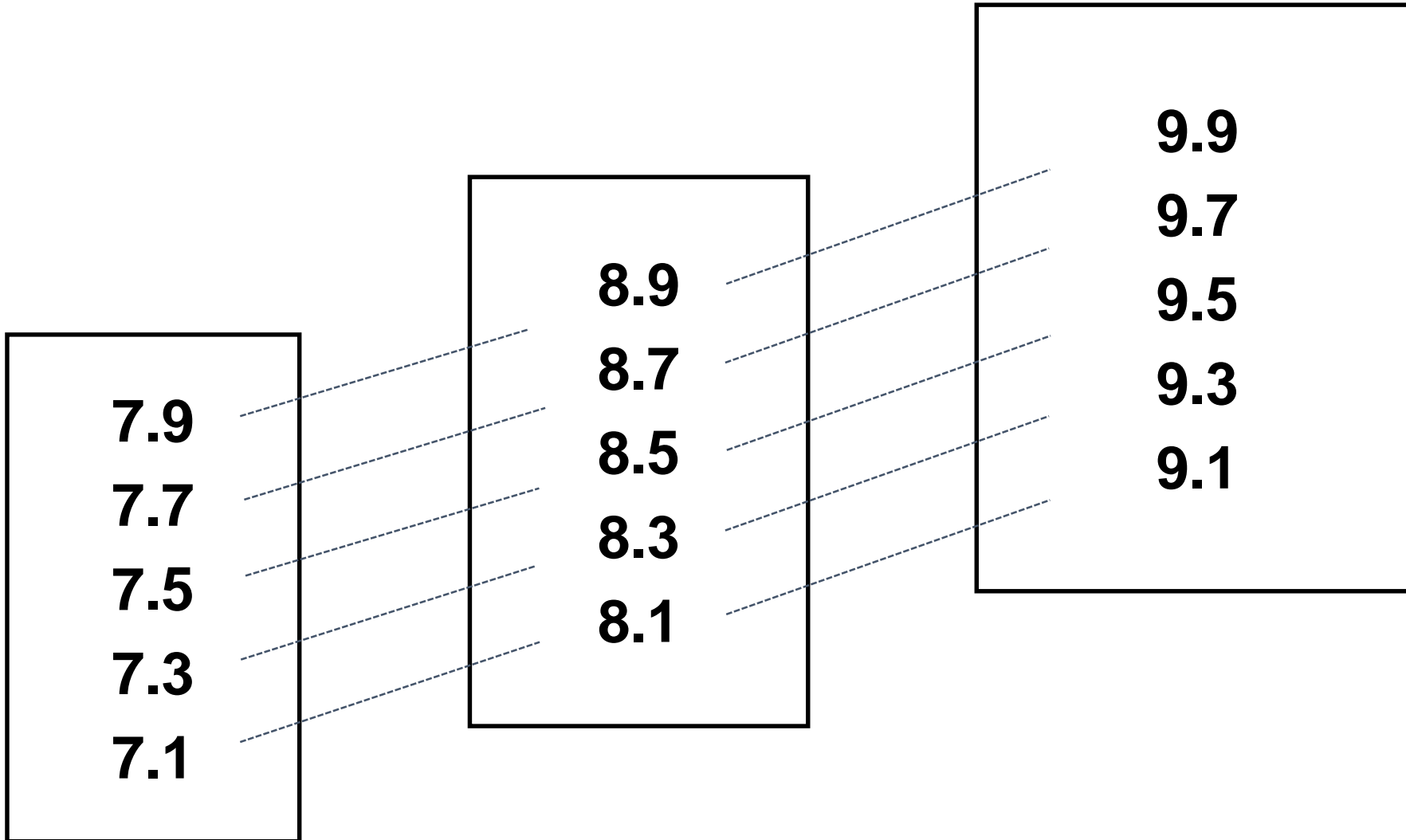


Year 8



Year 9

Many students will follow a 'flat path' through KS3, but this does not mean they are making no progress.



Many students will follow a 'flat path' through KS3, but this does not mean they making no progress.

Each year the level of demand increases for students – both in terms of depth and breadth

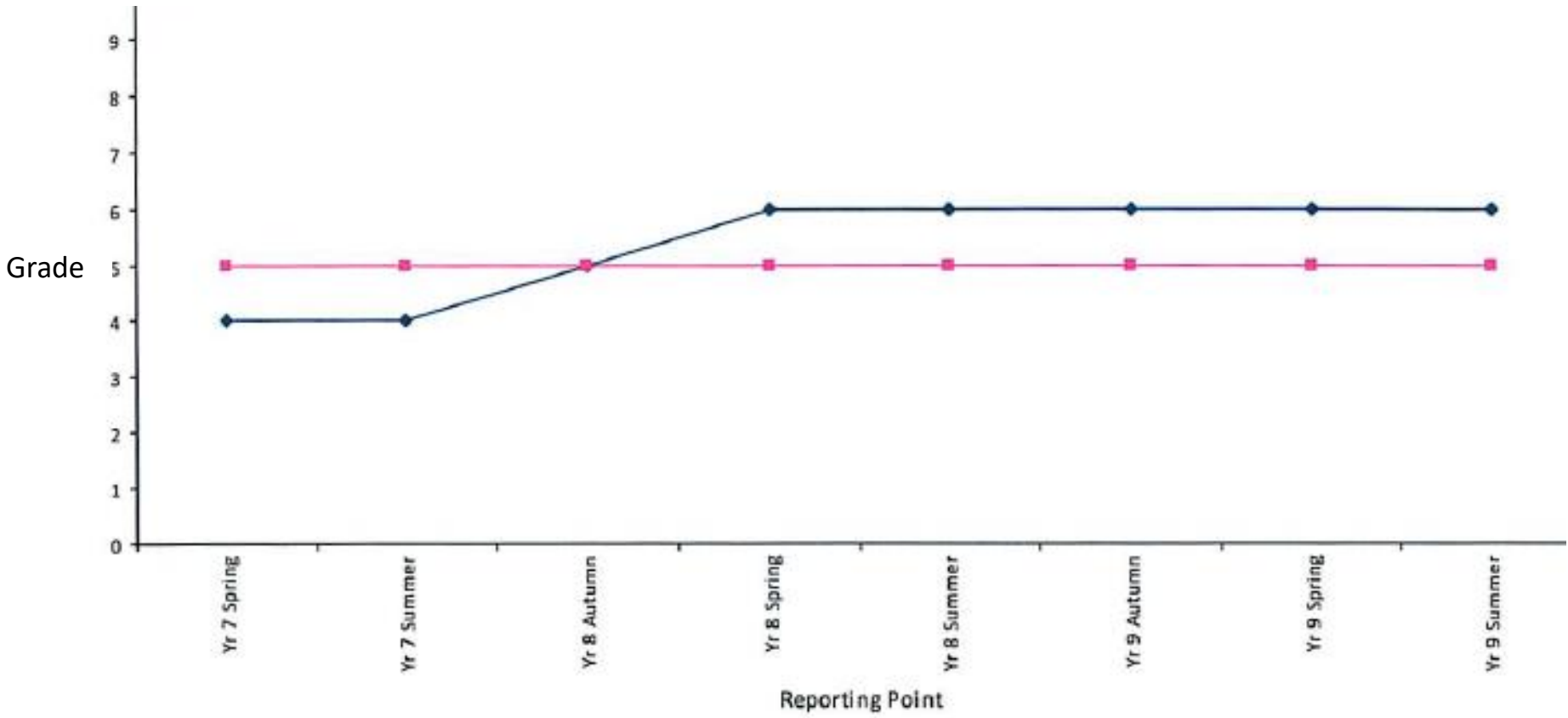
Year 7

Year 8

Year 9

Across-Year Fluctuations

KS3 Flight Path

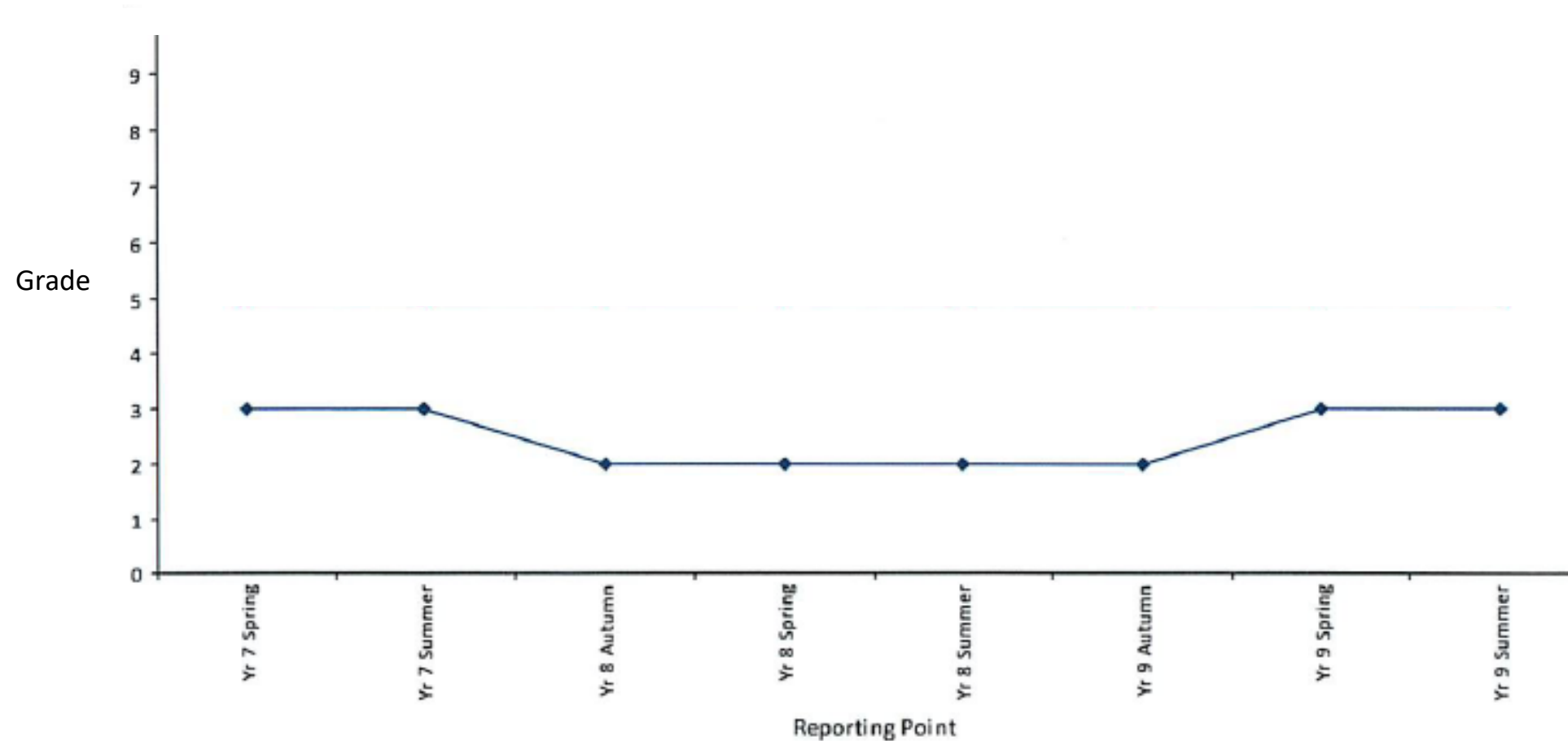


IMPORTANT
A 'flat path'
does NOT mean
no progress is
being made.

Year-on-year
the work will
become
progressively
more
challenging

Across-Year Fluctuations

KS3 Flight Path

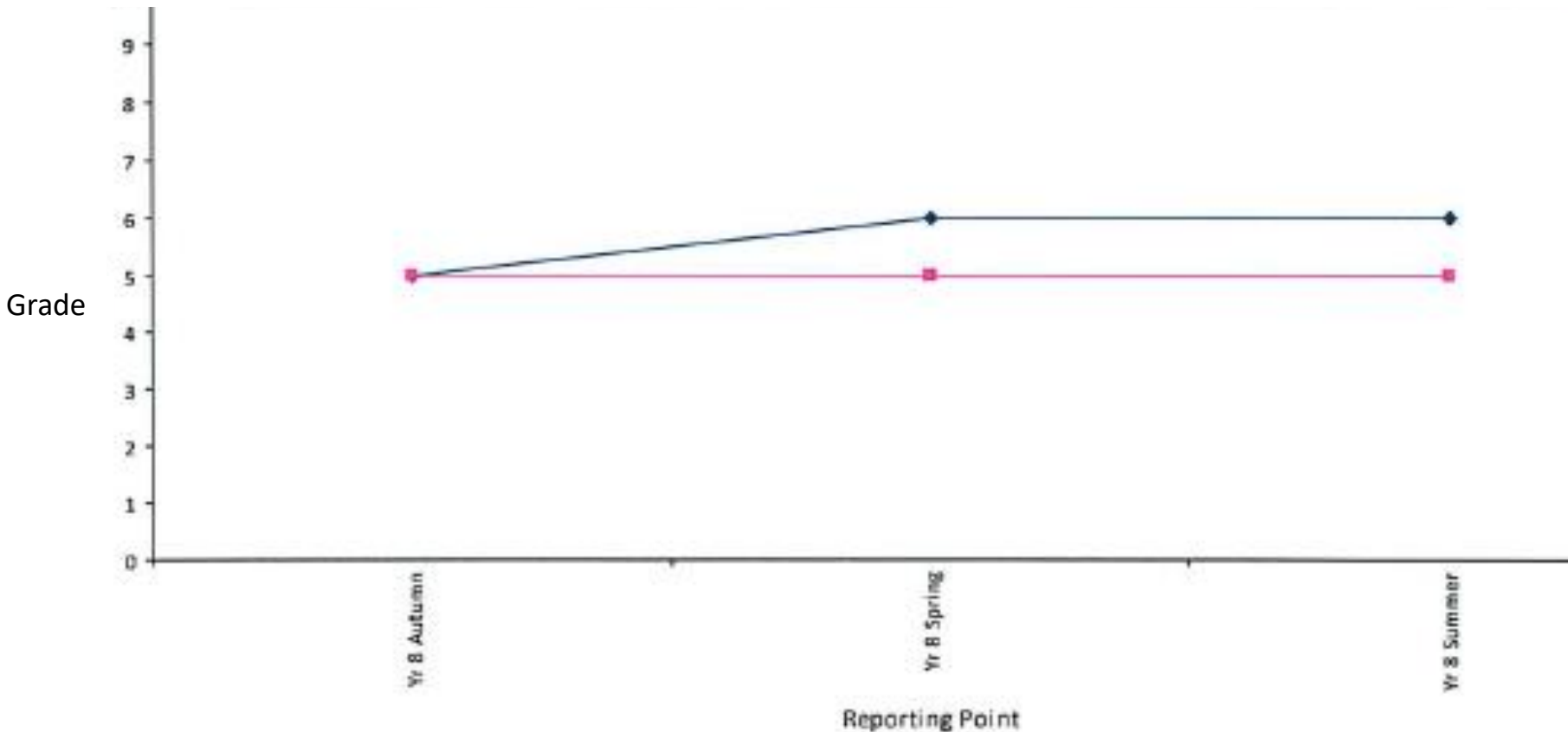


IMPORTANT

Sometimes students may find the work harder than at other times. Teachers will carefully track students to identify where this is happening so they can target support towards them in lessons.

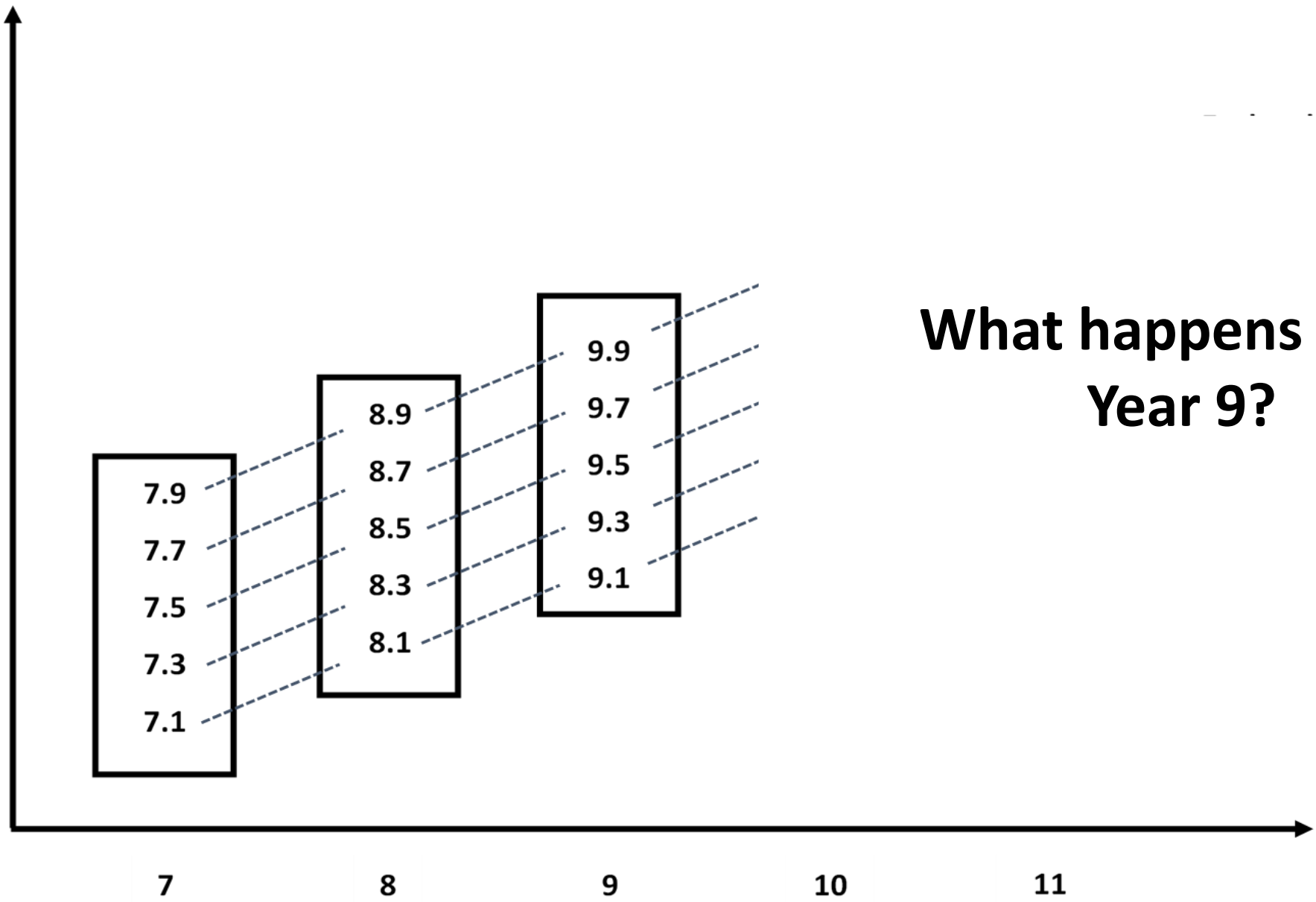
Within-Year Fluctuations

KS3 Flight Path



IMPORTANT
Grades are based on what the students is expected to have achieved by the end of the year

(Remember – a 'flat path' does NOT mean no progress is being made.)



**What happens after
Year 9?**

What's in the Information Pack?

Booklet containing information about:

- What is being taught in Year 7 – the knowledge and skills in each subject
- Details of what knowledge and skills a student needs to show (at the end of the year) to achieve each grade

Your child's Spring Term report

What are the 'Reporting Criteria'?

In addition to achievement, teachers will also report on four 'Reporting Criteria':

- Commitment to Learning in School
- Commitment to Learning at Home
- Organisation
- Behaviour

These are four areas that significantly influence students learning and progress and which lie within each students own hands

How are the 'Reporting Criteria' graded?

For each of the four 'Reporting Criteria' students are graded as

- Excellent
- Good
- Inconsistent
- Causing Concern

Where a student is graded 'Inconsistent' or 'Causing Concern' we will always tell you main area that needs to be addressed.

Additional Information 1 - MFL

This year students have studied 6 months of French and have just started studying 6 months of German. Their current report shows their achievement for their work in French. We will provide information about their achievement in German, early in the Summer term.

We are hoping that in Year 9 students will have the opportunity to specialise in their preferred MFL – either French or German.

Additional Information 2 - RE

At Uffculme School students follow a 3-year Key Stage 3 with students choosing their GCSE courses at the end of Year 9 and then commencing these courses in Year 10.

The one exception to this is in RE, where students start their GCSE course in Year 9 and complete it at the end of Year 10. The time gained by completing the course early is given to students as private study time in Year 11, which they can use to support their learning in other subjects.

**Thank You to YOU for all your support
and for taking the time to attend this evening**