

# Information and e-safety evening

# Aim

- Overview of the Key Stage 3 curriculum
- Talk about how you can support your son/daughter
- Introduce you to the assessment and reporting procedures
- Outline what you can expect of us

# Key Stage 3 - Curriculum

The Key Stage 3 curriculum is delivered in Year 7 and Year 8.

The subjects and number of lessons per week are shown below.

Year	English <sup>1</sup>	Maths <sup>2</sup>	Science	PE <sup>3</sup>	History	Geography	MFL	Computing	Statistics	DT	Food Technology	Music	Business	Drama	Art	Citizenship and RE	PSHEE
7	4	3	3	2	1	1	1	1	1	1	1	1	1	1	1	1	1
8	4	3	3	2	1	1	1	1	1	1	1	1	1	1	1	1	1

<sup>1</sup>English is allocated the most curriculum time to facilitate higher standards of literacy across all subjects.

<sup>2</sup>Maths and Statistics combined are allocated the same amount of curriculum time as English to facilitate higher standards of numeracy across all subjects.

<sup>3</sup>Outside of the core subjects, PE is allocated double the curriculum to facilitate physical wellbeing.

# PHSEE and Citizenship/RE

## PHSEE –Personal, Health, Social and Economic Education

- Becoming an adult
- Healthy living
- Personal safety
- Careers

## Citizenship – RE

- Democracy
- Rights and Responsibilities
- Human Rights
- The law
- SMSC –
- Making a positive contribution to society

SMSC –  
Spiritual  
Moral  
Social  
Cultural

# Delivery of the curriculum

- Teaching and learning
- Marking and feedback
- Homework
  
- The “Mastery Curriculum”

# Supporting your son/daughter...

- Take an interest\*
- Equip your child with switching off and relaxation techniques
- Homework
- Reading

# Marking and Feedback

- Teacher's marking will appear in **red** within your child's exercise books.
- Teachers' marking focuses on key pieces of work
- Teachers, across all subjects, will also mark for literacy
- In lessons pupils may be asked to:
  - Assess their own work (against assessment criteria)
  - Assess the work of others (against assessment criteria)

# Designated Reflection And Feedback Time

- **'DRAFT'** ensures that pupils are reflecting on their teacher's written and verbal feedback.
- Pupil 'DRAFT' work appears in **green** and is undertaken each half term.
- Activities might include:
  - Improving a marked piece of work
  - Responding to written feedback with actions and target setting
  - Correcting literacy errors (spelling, punctuation, grammar)



CW

Tuesday 6<sup>th</sup> September 2016

## Assessment

As I stand there right in front of the destroyed house I think to <sup>myself</sup> my self, the destruction one little hurricane can make. I was on my way home from work, when I got to my ~~neighbour~~ neighbourhood. A powerful streak of dust blasted into my face. I just thought it was the strong wind blowing it but as I got closer and closer to my house I realized it was much more serious and upsetting than that. Right there, in front of me was a big pile of rubble and that rubble was my house. <sup>Good</sup>

I lived in my house for 60 years and I loved and treasured it. I was told about the horrific hurricane that destroyed my house, by my neighbour. He said that it came in at about 90mph wrecking everything in its path, <sup>destroying</sup> ~~was~~ <sup>destroying</sup> everything it came across, ~~when~~ it finally stopped when it came down my road only reaching my treasure house. My neighbour said that I was one of the unlucky ones and that my house was probably destroyed the most. My reaction when I saw my house was <sup>terribly destroyed</sup> ~~undescribable~~, I was speechless.

I stayed at my friend's house that night and I watched the news and funny enough it was about the hurricane, I nearly turned it over until it said that this hurricane was one of the smallest but destructive hurricanes in human history and that its name was Barney. I would remember the name Barney for the rest of my life. Sadness and distress it gave me in my life, Barney one of the most smallest but destructive hurricanes in human history.

CTL (G)

H

Well done. A good assessment. An interesting story.

- T Use a variety of sentence lengths.
- T Refer back to the question and make sure you follow the task.

**Very Good**

CW

Draft

Monday 12 September

arrived at

neighbourhood  
neighbourhood  
neighbourhood

Barney

realised  
realised  
realised

finally  
finally  
finally

~~denying~~

Next assessment/lesson I will remember to stick to the task and make sure I refer to the question and I also need to use a variety of sentence lengths

D.R.A.F.T

Designated Response And Feedback Time 2/11/16

Teacher feedback: Grade: 5  
Both letters are written well but lack the language techniques that should have been included

To improve you must...  
Write another paragraph to show improvement.

Include language techniques.  
Student improvement task in green pen. + Time management

During my time at Camp Green Lake I have done many things; I have grown, participated in activities, dug holes and watched tons of listened to a number of stories. It's wonderful being here.

My work has improved because... Student response in green. I have improved because I have included more sentences that make sense.

Teacher response student and task  
Still no language techniques!

During my time at Camp Green Lake I have done many things; I have grown, participated in activities, dug holes and watched tons of listened to a number of stories. It's wonderful being here.

I have made amendments on the next page

# Grading

- KS3 National Curriculum levels have now been scrapped, leaving schools to decide their own grading systems.
- At KS4, alphabetical grades (A\* -G) have been replaced with a numerical scale (9 –1).

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G

  

<b>GOOD PASS (DfE)</b>
5 and above = top of C and above
<b>AWARDING</b>
4 and above = bottom of C and above

# Reporting to Parents

- Reports are sent to parents in advance of your child's consultation evening.
- Performance from across the year is used to inform the grades outlined in the report.
  - Classwork
  - Homework
  - Assessments/Tests
  - Responses in lessons

	Current Grade	CtL Grade	Percentage of pupils in year group whose current grade is:		
			Lower	The same	Higher
Art	5	G	36%	43%	21%
Computing	6	O	4%	81%	16%
Dance	4	G	33%	57%	11%
Design Technology	7	O	89%	10%	1%
Drama	5	G	48%	29%	24%
Citizenship	6	O	80%	18%	2%
Computing	6	O	4%	81%	16%
English	7	O	83%	12%	5%
French	6	G	87%	10%	3%
Food Technology	7	G	78%	19%	3%
Geography	7	G	76%	20%	4%
History	7	O	85%	12%	2%
Mathematics	8	G	96%	4%	1%
Music	4	G	32%	34%	34%
Physical Education	6	O	84%	16%	1%
Religious Education	6	G	80%	18%	2%
Science	7	O	73%	27%	1%
Average Grade	6				

## Glossary

### Forecast Grade

The grade that ■■■ is forecast to achieve at the end of Year 11 based on national benchmark data provided by the Fischer Family Trust (FFT). Ben's progress will be measured against this [grade](#).

### Current Grade

The grade that ■■■ could expect to achieve at the end of year 8, based on a combination of his current performance and a prediction of his achievement over time.

Reformed GCSEs will be assessed on a scale of 9-1, with 9 being the top grade. At this stage, a grade 4 would be broadly equivalent to a C grade although it is anticipated that the [DfE](#) will eventually classify a grade 5 as a 'good' GCSE grade.

### Progress

Exceeding	The pupil's Current Grade is above their Forecast Grade.
Expected	The pupil's Current Grade matches their Forecast Grade.
Emerging	The pupil's Current Grade is below their Forecast Grade.

### Commitment to Learning (CtL) Grade

O = Outstanding, G = Good, R = Requires Improvement, I = Inadequate

The Commitment to [Learning](#) grade criteria are detailed in the Pupil Planner.

### Communication with the Academy

If you have any concerns with the content of this report, contact details for pastoral and curriculum leaders can be found on the Academy website at [www.eastwood.southend.sch.uk](http://www.eastwood.southend.sch.uk)

# What can you expect of us?

- Consistency
- Teaching/Learning
- Marking
- Standards/Discipline
  - Clear systems to recognise and reward success\*

## • Communication