Key Stage 3
Curriculum and Assessment:
A Guide for Parents and Carers

Key Stage 3 Curriculum and Assessment:

A Guide for Parents and Carers

In 2015 the government began implementing a series of reforms to GCSE and A Level qualifications. These reforms are now largely complete. The new qualifications that have resulted from these reforms are designed to be significantly more challenging than the qualifications that they have replaced.

Since 2017, all GCSE's will have been graded from 1-9, with 9 being the highest grade.

GRADING NEW GCSEs FROM 2017

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

The old and new GCSE grading scales do not directly compare but there are three points where they align, as the diagram shows:

- The bottom of grade 7 is aligned with the bottom of grade A;
- The bottom of grade 4 is aligned with the bottom of grade C; and
- The bottom of grade 1 is aligned with the bottom of grade G.

The Department for Education recognises grade 4 and above as a 'standard pass'; this is the minimum level that students need to reach in English and Maths, otherwise they will need to continue to study these subjects as part of their post-16 education. There is no re-take requirement for other subjects.

More information can be found: https://www.gov.uk/government/publications/gcse-new-grading-scale-factsheets

In order to support our students to be successful with these reformed qualifications, we have redesigned our curriculum to ensure that our students acquire the skills, knowledge and understanding that they need to be successful at each Key Stage.

In addition to this we have taken the opportunity to develop our own system of assessment and feedback at Key Stage 3, following the government's removal of the use of National Curriculum levels. Our new system will be focussed on working in partnership with students and their parents and carers to identify what students know and understand and what areas they need to focus on in order to close any gaps in order to be successful in Key Stage 4. It will not be based on measuring a student in 'numbers and letters'!

Key Stage 3: Curriculum Overview

The content of the curriculum in all subjects has been redesigned so that courses that are exciting, enjoyable and challenging will be delivered to Years 7 and 8.

Their aim is to provide a bridge for students to secure the highest progress in that they:

a) Take into consideration what has been studied at Key Stage 2 and are structured to build on this through both content and skills;

b) Are designed to move students on in their learning journey by equipping them with the foundation for success at Key Stage 4.

An overview of the broad topics and themes that will be delivered are outlined below. Further details of the specific content of each topic can be found on our Key Stage 3 Curriculum website page: www.latimer.org.uk.

	Year 7	Year 8
Art	- Baseline test (Drawing from observation & Imagination) - Formal Elements - Insects - Fish (Ceramics)	- Baseline test (Drawing from observation & Imagination) - Dylan's candy bar (Illustration) - Street art/Mental health
Dance	- Baseline tests - Basic Body Actions - Friendship - Hadoukening - South Asian Dance - 'Still Life' At The Penguin Café	- West Side Story - Stimulus - Street Dance - Stomp - Safe Dancer - Hunger Games
Design Technology	- Food & Nutrition (Health & Safety) - DT (Decorative wear) - Graphics (Perspective) - Textiles (Emoji - Hand stitching)	- Food & Nutrition (International cuisine) - DT (Lamination & Joining) - Graphics (Typography) - Textiles (Bag - Print design)
Digital Studies	- Skills builder - E-Safety - Computer science skills	- Web design - Music festival - E-Sports
Drama	- Introduction to Drama - The Toyshop - Melodrama - Aberfan - Exploring A Play Text - The Wider World of Performing Arts	- Darkwood Manor - Theatre History and Styles - Home and Belonging - Introduction to Script and Live Theatre - The Wider World of Performing Arts

	Year 7	Year 8
English	- Introduction to English: Writing the Self; Short Story Study; Unseen Poetry; Non-Fiction Writing. - Monsters, Myths and Legends – including a whole-text study of A Monster Calls by Patrick Ness - An Introduction to Shakespeare – Heroes and Villains	- Whole-text study: Animal Farm by George Orwell. - Multi-Media Creative Writing - Genre Study – The Gothic, including a whole-text study of The Woman in Black and an introduction to Romantic poetry. - Twelfth Night by William Shakespeare. - Exploring Beowulf with descriptive and creative writing.
French	- Giving personal information - Describing my family and other people - Talking about my school and giving opinions - Hobbies, daily routine and extending opinions - Hobbies, the weather and future tense - Mon moi français	- Media/TV and new trends - Film Study - Manie Musicale! - Fashion - Café du Paris - Pour un flirt!
Geography	- Biomes - Water - Hydro-meteorological Hazards - Energy - Russia	- Africa - Sustainability - Tectonic Hazards - Superpowers - UK
History	- Pre-1066: Historical Skills 1 - The Norman Conquest - Medieval Life and the Power of The Church - The Tudors - Edward, Mary and Elizabeth - The Stuarts	- The British Empire and Slavery - The Industrial Revolution - World War 1 - The Interwar Years - World War 2
Maths	- Algebraic Thinking - Place Value and Proportion - Applications of Number - Directed Number - Fractional Thinking - Lines and Angles - Reasoning with Number	- Proportional Reasoning - Representations - Algebraic Techniques - Developing Number - Developing Geometry - Reasoning with Data
Music	- Stepping Up - Rhythm and Beat - Scales - Chords - Various Music from Around the World Taster Sessions	- Chords - Composing Melodies - Rock and Roll - Descriptive Music - Various Music from Around the World Taster Sessions

	Year 7	Year 8
Physical Education	- Games Activities - Net/Wall Games - Striking and Fielding Activities - Athletics - Gymnastics - Health and Fitness	- Games Activities - Net/Wall Games - Striking and Fielding Activities - Athletics - Gymnastics - Health and Fitness
Religious Studies	- Humanism - Concepts Of God - Hinduism - Inspirational People - Judaism	- Is Religion Dangerous? - Islam - Origins, Purpose and Destiny - What Do Christians Believe About God? - Buddhism -
Science	- Health and Safety, Cells and Energy - Particle models, Light and Separating mixtures - Sound, Metals and non-metals and Acids and alkalis - Movement and Respiration and interdependence - Plant reproduction, Human reproduction - Electricity, Variation and Universe	- Chemical energy, Forces, Digestion - Elements, Heating and cooling, Evolution, Work - Photosynthesis and periodic table - Inheritance, Waves and Pressure - Light, Interdependence - Earth structure

Assessment at Key Stage 3

All students will be encouraged to strive for 'Excellence' during their Key Stage 3 studies.

In order to support them to achieve this, during each topic, the success criteria (skills, knowledge and understanding) required to do this will be made explicit. The success criteria will be divided into 4 bands: 'Emerging', 'Developing', 'Secure' and 'Excellence'.

We recognise that students will have strengths in different subjects and with topics within a subject. As they study each topic, students will be able to demonstrate their learning, working through the bands, to build towards their 'Excellence' level.

The details of the assessment criteria for each topic in each subject can be found on our Key Stage 3 Curriculum website page: www.latimer.org.uk

A Guide to the Personal Learning Checklist (PLC)

A student will be provided with a Personal Learning Checklist (PLC) for key topics, through which they will receive teacher feedback about their progress. Additionally, they will have an opportunity to undertake activities that will allow them to 'close the gap' in areas that they are not secure in throughout a topic, prior to completing it, in order to secure 'Excellence'.

PLCs will be in a student's exercise book or folder, which they will bring home following the completion of a unit. This will enable parents and carers to see what has been studied and the progress that their child is making. It is important that students remember to return their books for their next lesson!

Personal Learning Checklists comprise of 4 sections:

Section 1

This provide the basic information about the subject, the test and the student details.

Section 2

This shows how well a student has done in each of the areas that are assessed within a unit. Assessment processes will vary across subjects. For example, in Science a student's performance in a practical procedure could form part of the assessment; in English an assessed piece of writing could be required; and in Maths there may be an end of topic test.

Section 3

This gives feedback on a student's progress towards excellence and whether this progress means that they are on track based on their academic ability. Whilst all of our students are being encouraged to strive for excellence we do understand that each individual student will be at a different starting point and will have strengths in different areas. Teacher feedback about the level of progress that an individual student is making will take this into account.

Section 4

Achieving a high level of success is not based purely on academic ability. Those who work hard and put in the effort gain the rewards. Therefore, a teacher will provide feedback on the amount of effort a student has put into the unit of work, based on whether they consistently meet expectations, usually meet expectations (coasting) or rarely meet our expectations. The effort criteria encompasses the student's effort in their classwork, homework and the behaviour for learning that they have displayed throughout the unit.

Latimer Arts College Personal Learning Checklist

SUBJECT	Year 7 NAME OF TOPIC

Name	Tutor Group L5	Class

Topic	Emerging	Developing	Secure	Excellent
AO1: Developing Ideas			S	
AO2: Explore and Experiment				Ex
AO3: Record				Ex
AO4: Final Response			S	

Topic	Below	On	Above
AO1: Developing Ideas		O	
AO2: Explore and Experiment			A
AO3: Record			A
AO4: Final Response		O	

	Below expectations	On Target	Above expectations
Overall Progress			A

	Consistently meets expectations	Usually meets expectations	Rarely meets expectations
Effort in this unit	C		

Effort Criteria

A student who consistently **meets our expectations** puts in a high level of effort by:

Working hard in class and with homework

Routinely and actively contributing to the lesson

Always responding thoroughly to feedback to improve their progress

Behaving well and demonstrating a positive attitude to learning

Independently taking further opportunities to stretch and challenge themselves to accelerate their progress

A student who **usually meets our expectations** is **coasting** and has room to work harder in one or more of the following areas by:

Increasing their effort in class and/or with homework
and/or

Making more regular contributions to the lesson
and/or

Extending their responses to feedback so that it is at a much deeper level
and/or

Addressing minor behaviour issues that slow down progress
and/or

Embracing opportunities to extend their learning, without being directed to do so

A student who **rarely meets our expectations** is not working hard enough because they:

Show a low level of effort in class and/or with homework
and/or

Infrequently contribute to lessons
and/or

Are not committed to progressing further by improving their work in response to feedback
and/or

Do not always behave well
and/or

Show little interest in challenging themselves to make even better progress