

Key Stage 3

- Parental information evening
 - Mr Piercy
 - Mr Ambrose

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 should expect of us!

- Year 7 and 8

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

PHSEE and Citizenship

- PHSEE – Personal, Health, Social and Economic Education
 - Becoming an adult
 - Healthy living
 - Personal safety
 - Careers
- Citizenship –
 - Democracy
 - Rights and Responsibilities
 - Human Rights
 - The law
 - Making a positive contribution to society

SMSC –
spiritual,
moral,
social and
cultural

Key Stage 3 - Curriculum

- Teaching
 - Marking
 - Homework
-
- Literacy
 - Numeracy
-
- The “Mastery Curriculum”

Supporting your child...

- Talking to them
 - Take an interest in their books
 - Reading
 - Homework
-
- Equip your child with switching off and relaxation techniques

Marking and Assessment – Key Questions

1. How is my child's work marked?
2. How does this relate to the grades given for assessment?
3. What information is provided on my child's report?

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

Marking for Literacy

Spelling, Punctuation and Grammar are marked using codes which are consistent across the academy:

- SP – Spelling
- Gr – Grammar
- P – Punctuation
- H – Homophone

Academy's Literacy Foci

Apostrophes

Plurals

Homophones

Apostrophes

1. To create possessives

e.g. 'Henry's bag was missing'.

2. To show contractions

e.g. 'They weren't getting any easier'.

3. To create some plural forms

e.g. "A girls' night out".

Plurals

weeks - weekes - week

bus - buseses buses

elf – elfes - elves

leaf – leafes - leaves

watch – watchs - watches

stereo - stereoses - stereos

month– monthes- months

witch - witcheses – witches

Homophones

These words sound alike.

They may or may not be spelled differently.

Example: the words “air” and “heir”

The prince is the queen's heir.

I love the fresh air.

Self and Peer Assessment

In lessons, pupils are often asked to:

- Assess their own work (against assessment criteria)
- Assess the work of others (against assessment criteria)

Designated Reflection And Feedback Time

‘**DRAFT**’ is an initiative introduced to ensure 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;
- Correcting literacy errors (spelling, punctuation, grammar)
- Responding to written feedback with actions and target setting

CW

Tuesday 6th September 2016

Assessment

As I stand there, right in front of the destroyed house I think to ^{myself} my self, the destruction one little hurricane can make. I was on my way home from work, when I got to my ~~neighbourhood~~ ^{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. ^{Good}

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, ~~destroying~~ ^{destroying} 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 ^{terribly destroyed} ~~undescrribe~~, 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 ^{The} 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)

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

~~describing~~

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

I have
made
improvements on
the next
page

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.

① Include language techniques

Student improvement task in green pen.

+ Time management

During my time at Camp Green Lake I have seen many things: I have seen things that both me and my friends do not know.

When I entered, I was met by Mr. G, a man who spoke with a lower register of speech. Two days later I learned that

place and adapted myself to my surroundings very quickly. The Warden, the lovely person who runs the

Camp, said we had to go swimming soon.

My work has improved because...

Student response in green.

I have improved because I have included more sentence structures.

Teacher response student and task.

Still no language techniques!

During my time at Camp Green Lake I have done many things: I have gone, participated in activities, dug holes and watched tons of listened to a number of stories. The warden always like

Grading

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

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

GOOD PASS (DfE)

5 and above = top of C and above

AWARDING

4 and above = bottom of C and above

Assessment – Indicative Competencies

- Each subject has a set of agreed 'Areas of Competency', reflecting the knowledge and skills necessary for success.
- For each grade, a set of Indicative Competencies outline expectations of a pupil working at that grade.

E.g. English

Areas of Competency:

- ***Technical accuracy***
- ***Language craft (clarity, purpose, effect)***
- ***Comprehension***
- *Analysis*
- ***Contextual understanding (from grade 2)***

At grade 5:

- **Is generally accurate in spelling, punctuation and grammar**
- **Uses appropriate language, form and structure to provide clarity, purpose and effect.**
- **Responds to comprehension with clear explanations.**
- **Evidences understanding of relationships between texts, with clearly explained responses linked to text and question.**
- **Demonstrates an emerging understanding of how contextual factors inform writer and reader.**

Reporting to Parents

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

Report Grades

Forecast Grades

- These grades are externally produced by DfE, based on KS2 attainment in key curriculum areas

Current Grade

- The grade your child could expect to achieve ***at the end of Year 8***, based on a combination of their current performance and a prediction of their achievement over time

Commitment to Learning

- Based on a teacher's judgement of your child's behaviour and engagement in a subject

Commitment to Learning

O = outstanding

G = good

R = requires improvement

I = inadequate

	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

What should you expect of us?

- Standards
 - Teaching/Learning
 - Marking
 - Discipline
- Consistency
- Communication

Conclusion

- Thank you
- Questions