



- ❖ The Key Stage 3 Curriculum
Martyn Beer - Deputy Head
- ❖ Making the most of Key Stage 3
Ruth McQuire - Senior Teacher
- ❖ Key Stage 3 English and Maths
Rachael Lewis - Head of KS3 English
Donald Walker - Head of KS3 Maths
- ❖ Pastoral Support
Kate Douglas – Assistant Head/ Head of Year 7
- ❖ Conclusions
Martyn Beer - Deputy Head
- ❖ Refreshments and opportunity for further discussion
Hatcher Room



What is our Curriculum?

The total experience which every child has of the school.

Rabbi Jonathan Sacks

Years ago I came across Parkinson's Law: "Work expands to fill the time available for its completion." Since then I've discovered another, more hopeful principle: "Young people grow to fill the space we create for them."

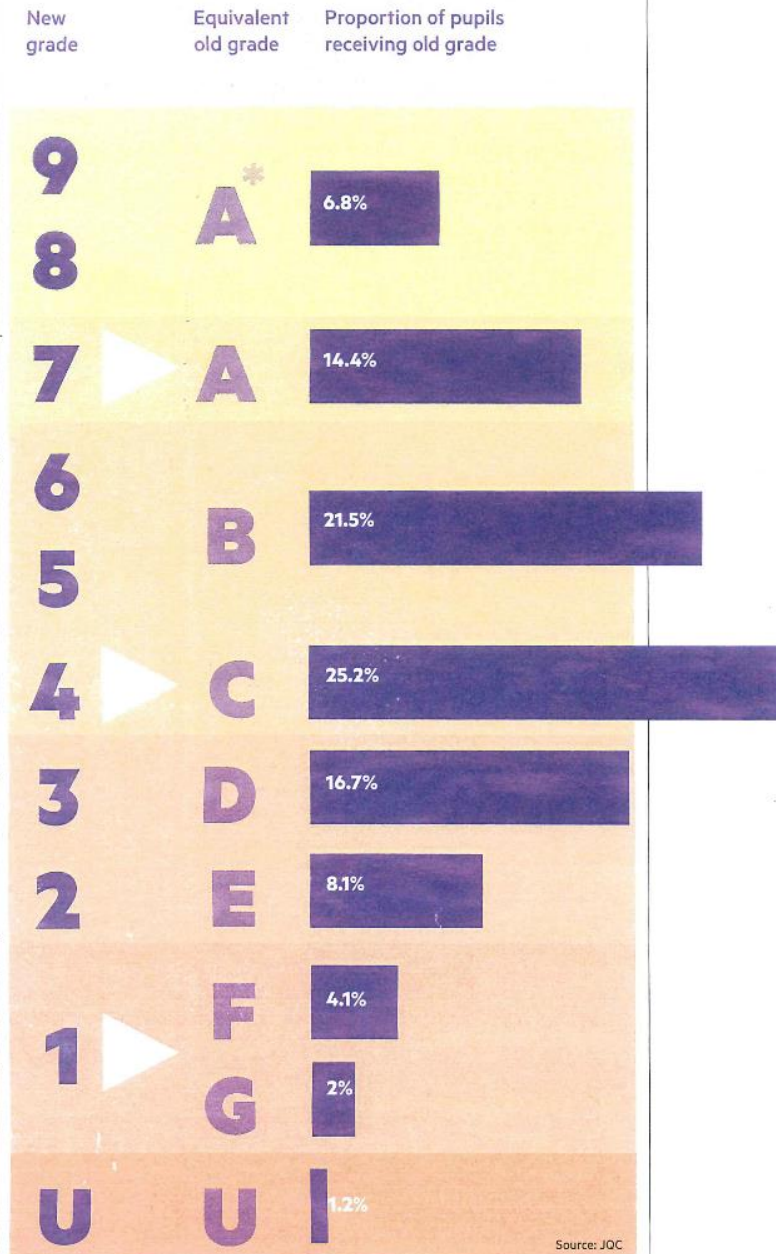
Ask little of our children and they stay small — not physically but ethically, spiritually. Ask much and they surprise us by their capacity to give and take responsibility. One of the questions any society should ask itself is: What space do we create for our children?



For where your
treasure is, there
will your heart be
also.

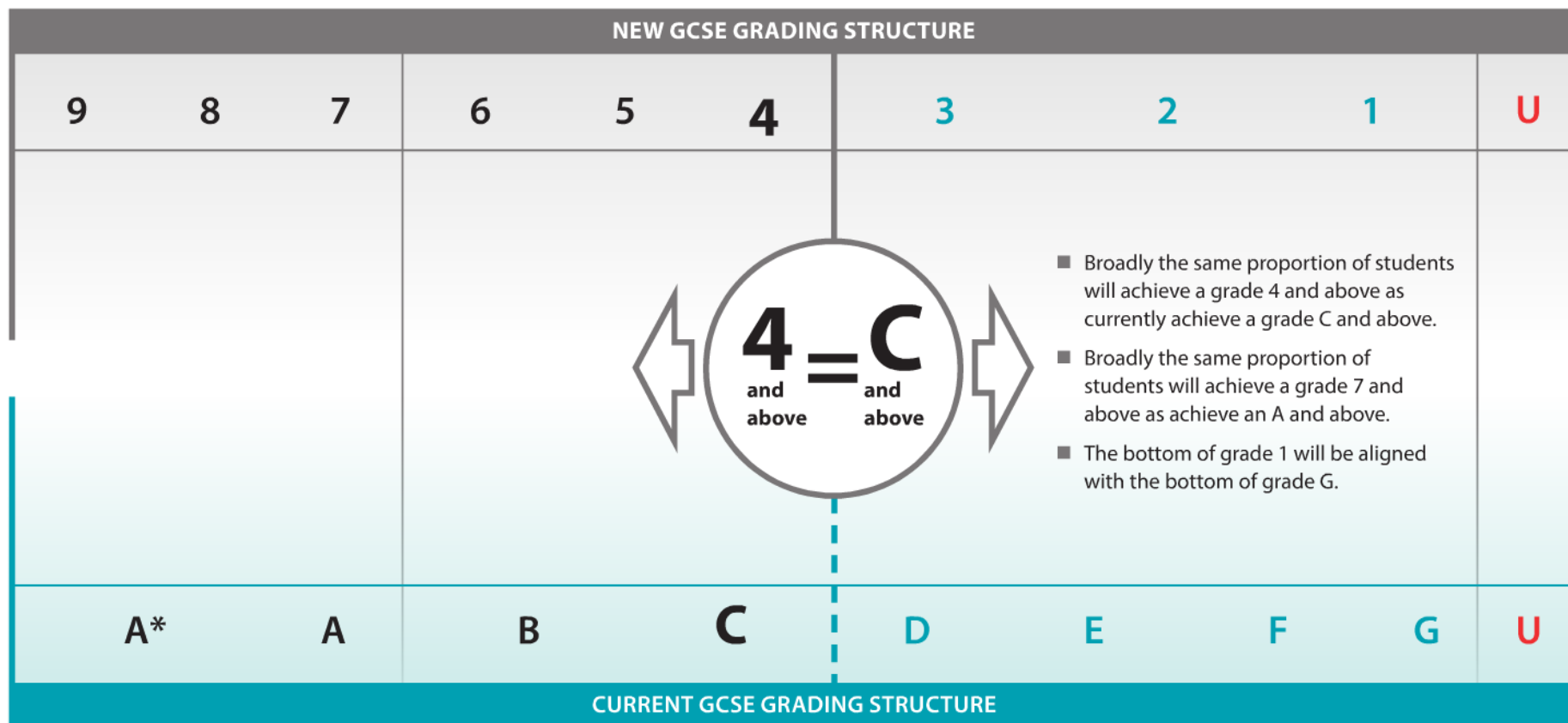


How the new GCSE grades measure up



Source: JOC

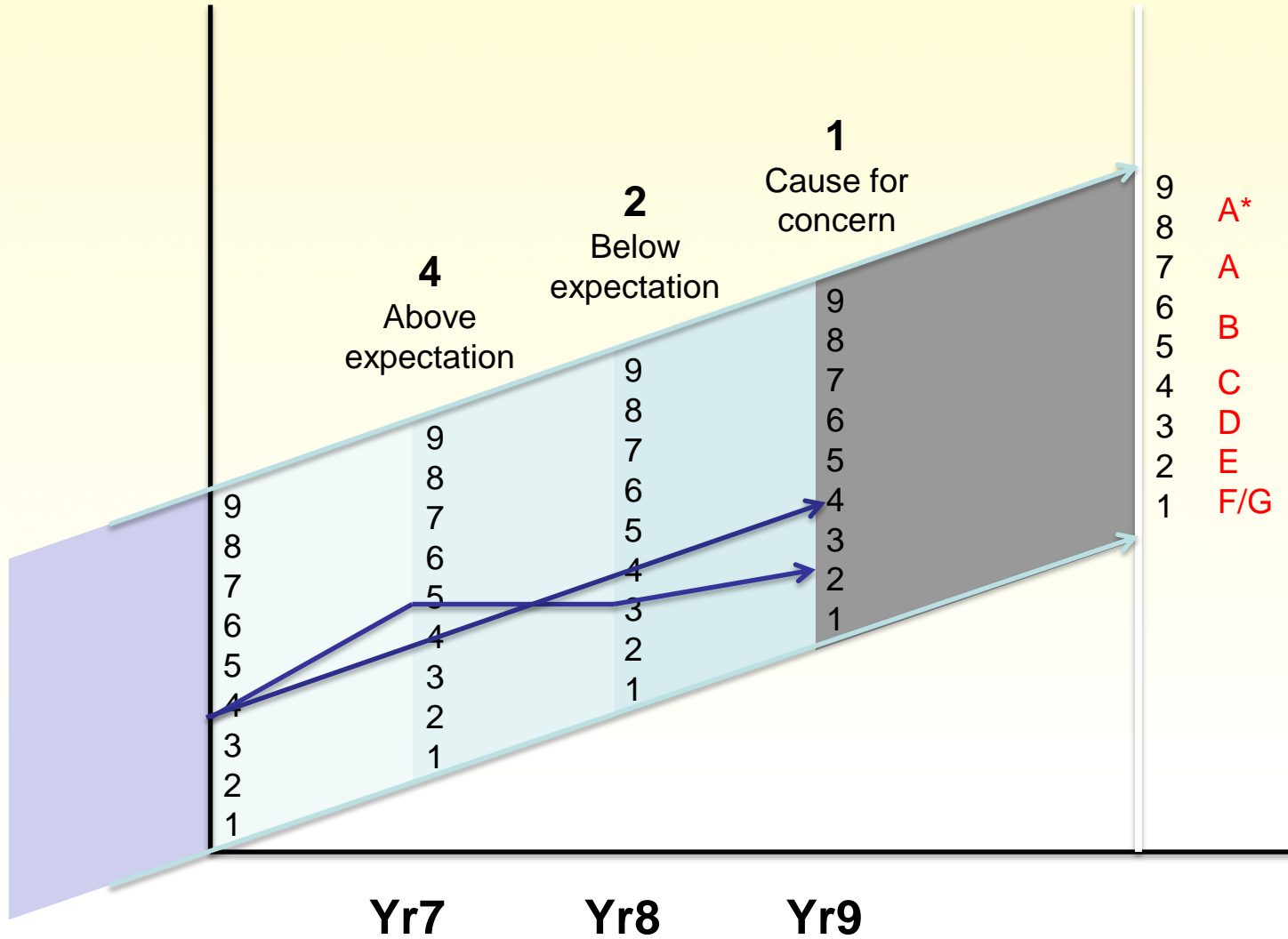
Grading the New GCSEs in 2017



Progress Grade - Variance



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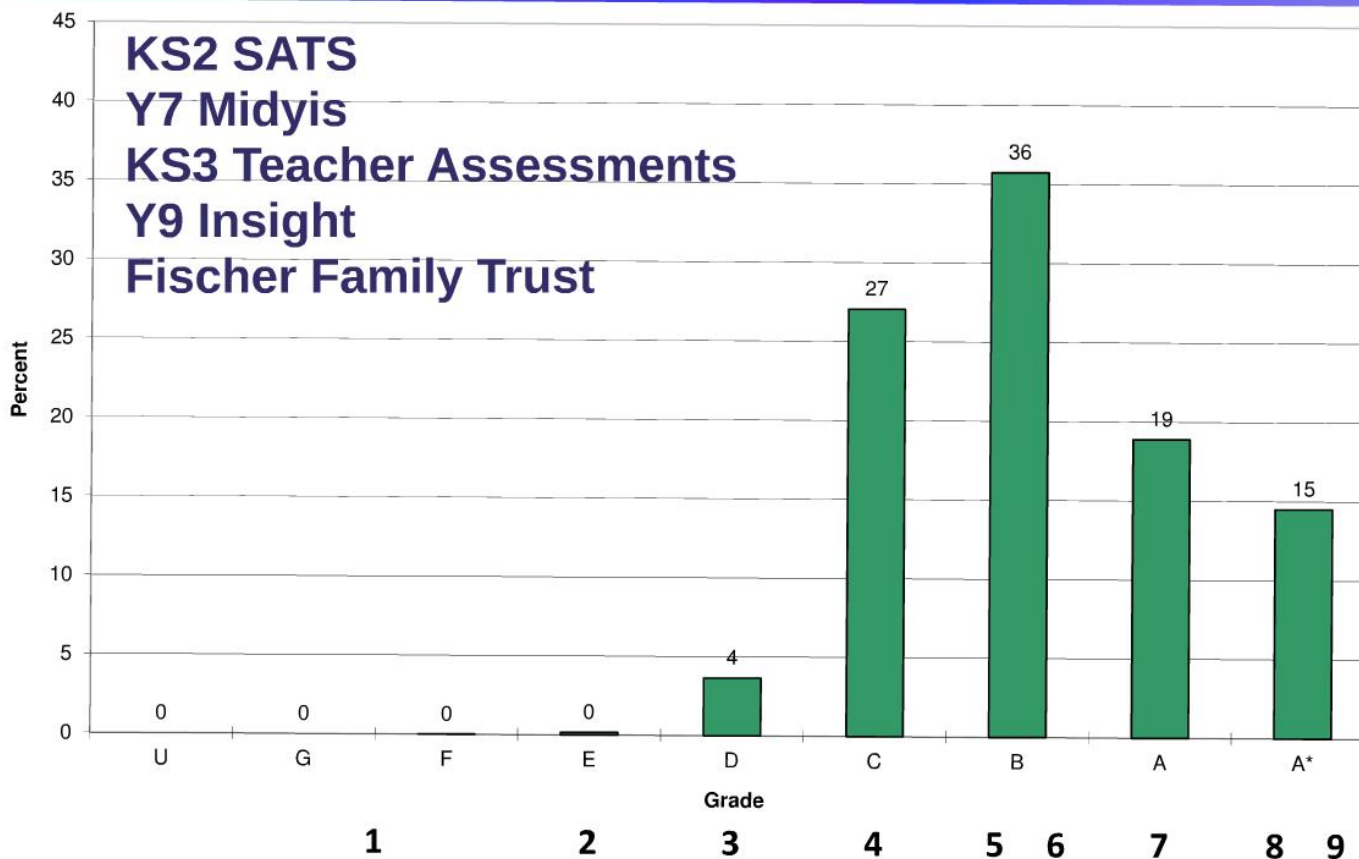


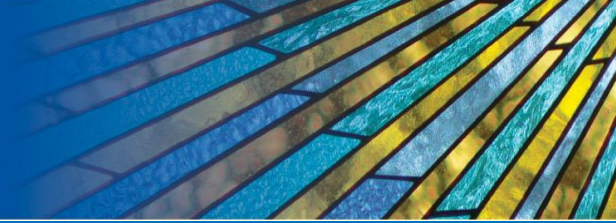
KS3 report format

Subject	Progress	Teacher Comment	CODE for Learning			
			C	O	D	E
English	4		3	2	3	4
Maths	3		3	3	3	3
Science	1		3	2	1	1
French	4		3	3	4	4
Spanish	3		2	3	4	3
PE	3		3	4	4	4
Art	3		3	4	4	4
Technology	5		3	5	4	5
Music	4		4	3	3	3
History	3		3	3	3	3
Geography	2		2	3	2	2
Based on prior attainment (KS2 and previous years attainment at St Aidan's) you are forecast to achieve within the attainment range 6-8.						



B or 5/6





Progress Grade

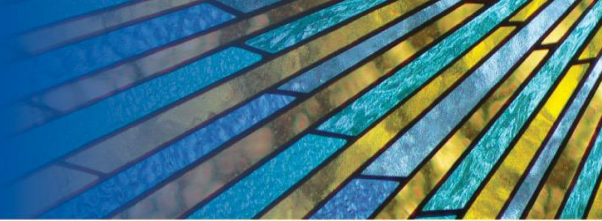
Grade	Meaning
5	Working significantly above the forecast attainment grade
4	
3	Working toward the forecast attainment grade
2	
1	Working significantly below the forecast attainment grade





Making the most of Key Stage 3

- ❖ A great opportunity



Key Stage 3 is the time when...

- ...pupils enjoy a broad and balanced curriculum
- ...pupils try out activities and clubs and make friends
- ...pupils learn how to learn
- ...pupils enjoy their learning
- ...pupils contribute to and benefit from the extra curricular life of school
- ...pupils are challenged with work that is sometimes too difficult for them
- ...pupils are asked to revise/learn material and sit exams that are formal and 'scary'





Growth mindset

“... is based on the belief that your basic qualities are things you can cultivate through your efforts – **everyone can grow** through application and experience”

Carol Dweck



Success



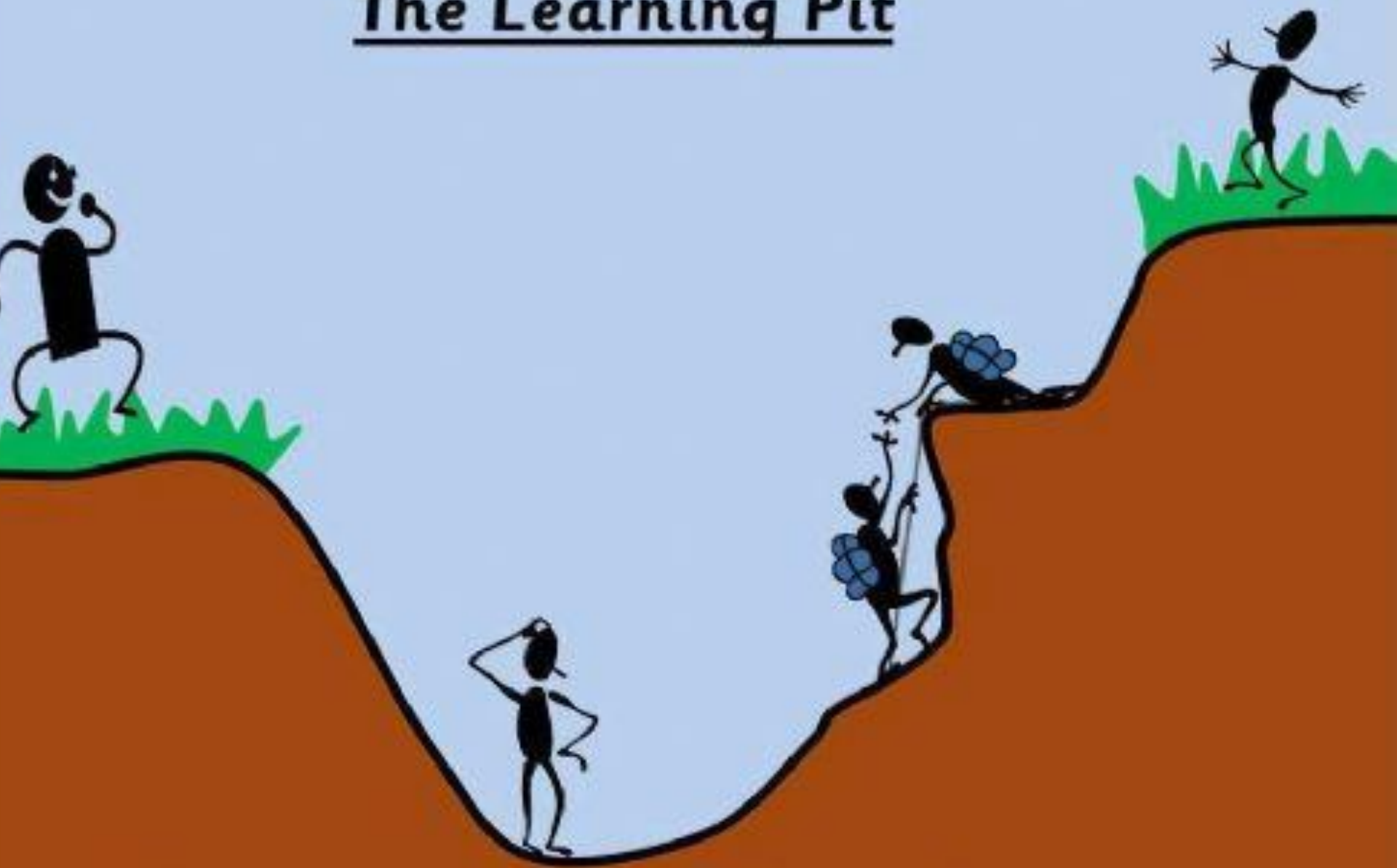
what people think
it looks like

Success



what it really
looks like

The Learning Pit



Good learners go into the PIT!



It is what we make out of what we have, not what we are given, that separates one person from another





ST.
CHURCH

The trouble with most of
us is that we would
rather be *ruined*
by praise than
saved by criticism





More demanding exams at GCSE and A level

- ❖ Linear – the need for effective revision and recall
- ❖ More weighty specifications – more to learn



What does that mean in practice?

In lessons:

- ❖ We will sometimes set tasks that are beyond the current capabilities of the pupil
- ❖ We will sometimes not give help immediately when asked
- ❖ We will sometimes ask pupils to peer assess or self assess their work
- ❖ We will give high quality feedback that helps pupils to improve on current performance – this could be oral or written (it's much more useful than giving numbers or grades!)



Outside of lessons:

Study habits

- ❖ Dedicated and undisturbed study time
- ❖ Regular learning and testing
- ❖ Acting on high quality feedback



St Aidan's CODE

- ❖ Good relationships are crucial
- ❖ Learning behaviours that we want to encourage and develop in our students



New KS3 Programme of Study 2015

- More varied topics linking closely to skills required at GCSE
- More opportunities for students to develop independent, critical thinking in response to a range of texts
- More opportunities for students to develop creative and non-fiction writing skills
- A more in-depth study of Shakespeare texts studying whole plays in detail
- A greater emphasis on SPaG and accuracy in all written work
- Year 9 includes topics introducing them to the format and skills in the new GCSE papers
- Exposure to a wider range of texts from 19th, 20th and 21st centuries to prepare for GCSE



How can you as parents and guardians support students in KS3?

- Encourage them to read widely; experiment with different genres and texts from different centuries. See the reading lists on the school website: [Departments/English/KS3](#) and [KS4/KS3 suggested reading lists](#)
- Encourage students to proof read their homework for accuracy



- GCSE Maths is being taught as a three year course





- What can you do to help and support your child?

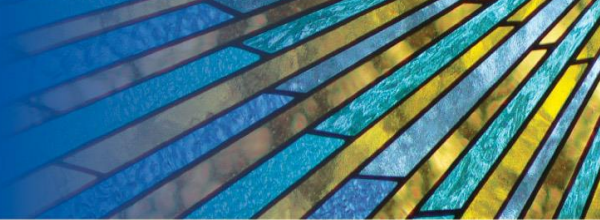




<u>YEAR 7</u>	<u>YEAR 8</u>	<u>YEAR 9</u>	<u>YEAR 10</u>	<u>YEAR 11</u>
Intro to secondary school life in year 7 (organisation, use of the planner, hwk)	Looking after the mind & body	Options and choices (careers)	Stress Management,	Healthy mind & body
Relationships (friendship/getting along)	Individual choices (smoking, alcohol, drugs education)	Building resilience/ coping mechanisms,	Stereotypes /prejudice-	Revision techniques/
E-Safety	E-safety	Preparing for KS4 - learning styles	Internet safety & cyber bullying.	Independent learning
Introduction to wellness/	Building resilience		Real game & Sexual Health	What next (careers) 6 th Form & work experience

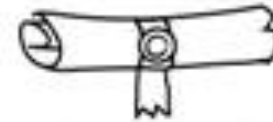


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PUG Thinking



PUG thinking magnifies
small problem and makes it
seem:



- ❑ **P**ermanent. 'I am stuck with this problem forever. Things will never change.'
- ❑ **U**nsolvable. 'Nothing that I or anybody else can do will make a difference.'
- ❑ **G**lobal. 'Everything about me is rubbish'





Diary task 6: Rules for friendship



Eddie ignores Laura at the bus stop because he wants Karl to think he is cool. Would you be friends with someone who behaved like that?

Think about which behaviours are, and are not, acceptable from friends. Complete the grid below, discussing it with a friend. Does everybody think the same?

Friend's behaviour	Fine	Not OK	Depends
Doesn't admit it was them talking when you get into trouble in class.			
Laughs at a joke someone makes at your expense.			
Doesn't stand up for you when a group of class-mates are being unkind about you.			
Doesn't text you back when you ask if they want to go out later.			
Doesn't turn up at a party they have promised to meet you at, because a boy/girl has asked them out.			



Chinese lessons

Library sessions

Active registration

Thought for the week

Literacy and Numeracy

Charity event planning

Planners

Reading and much much more...