



- ❖ 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."

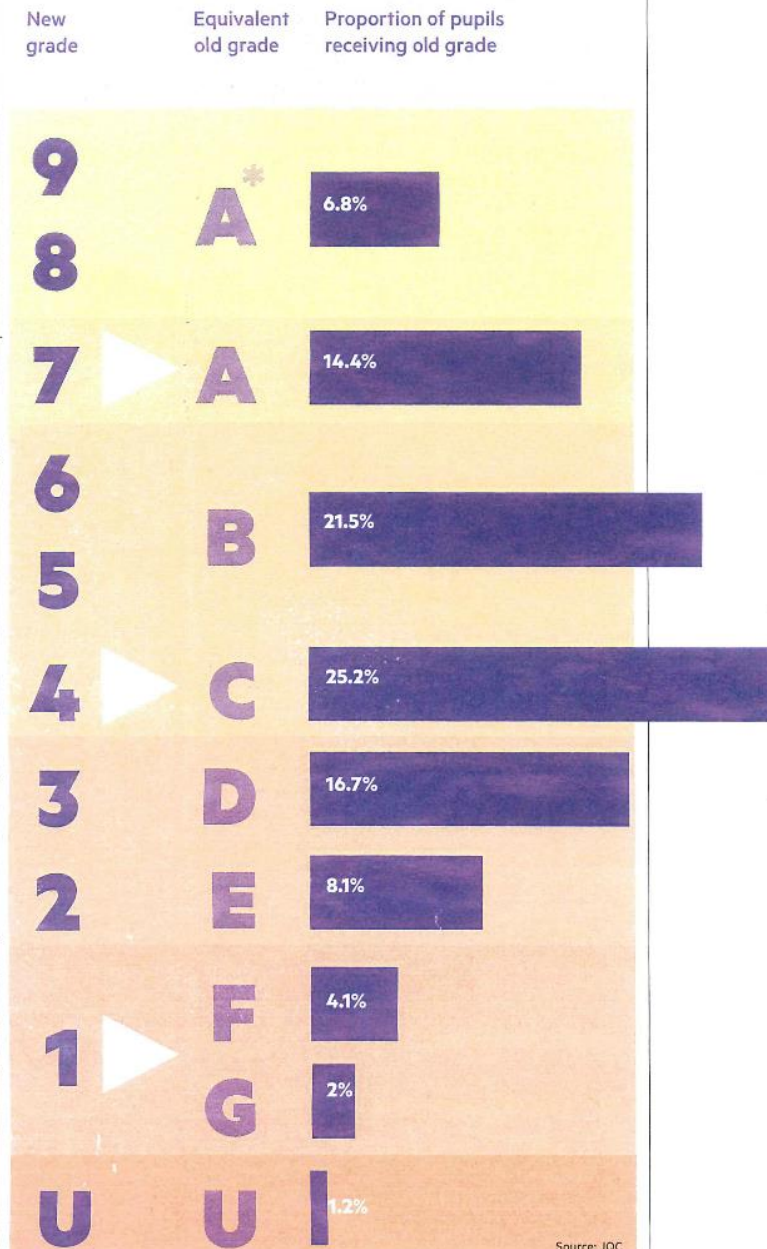
Ask little of our children and they stay small — not physically but ethically, spiritually. Ask much and they surprise us by their capacity to give and take responsibility. One of the questions any society should ask itself is: What space do we create for our children?



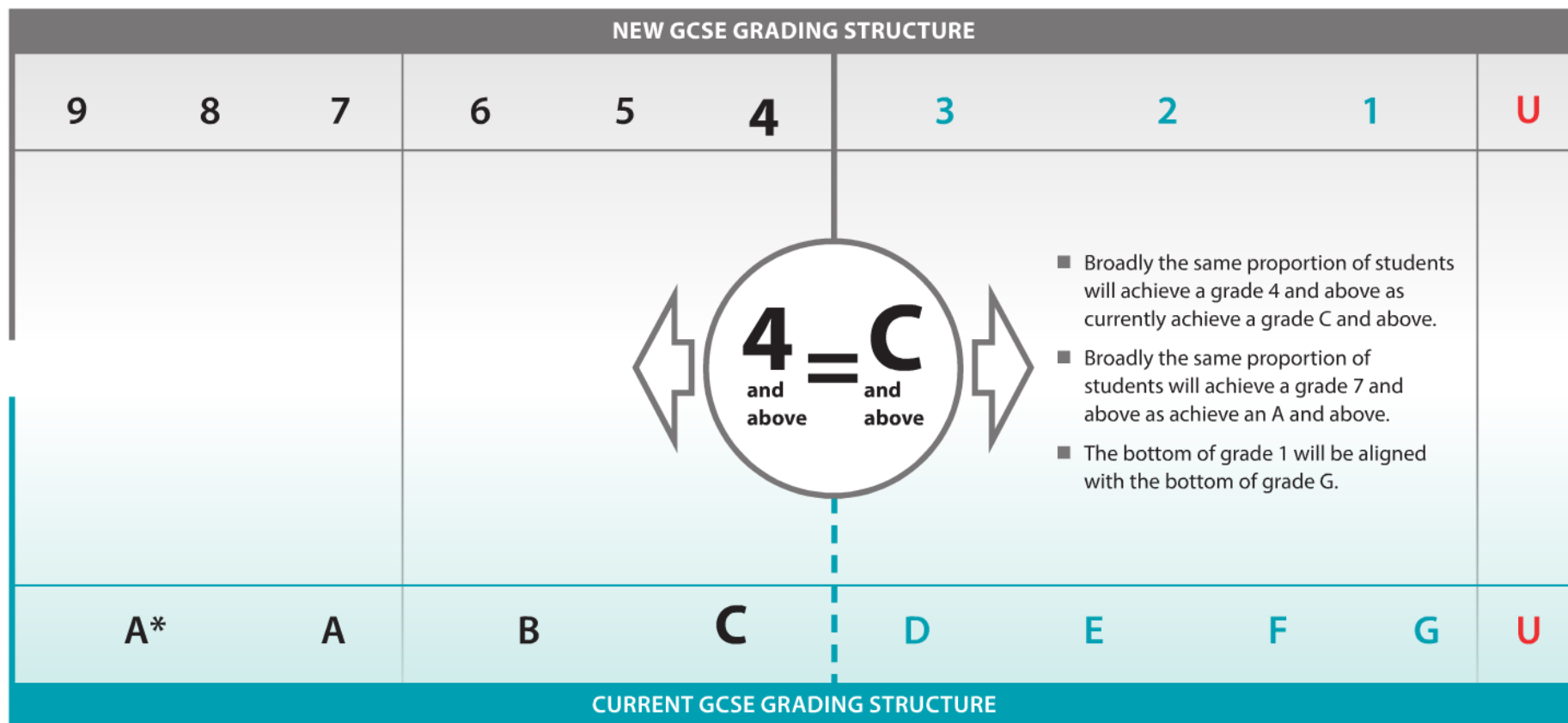
For where your  
treasure is, there  
will your heart be  
also.

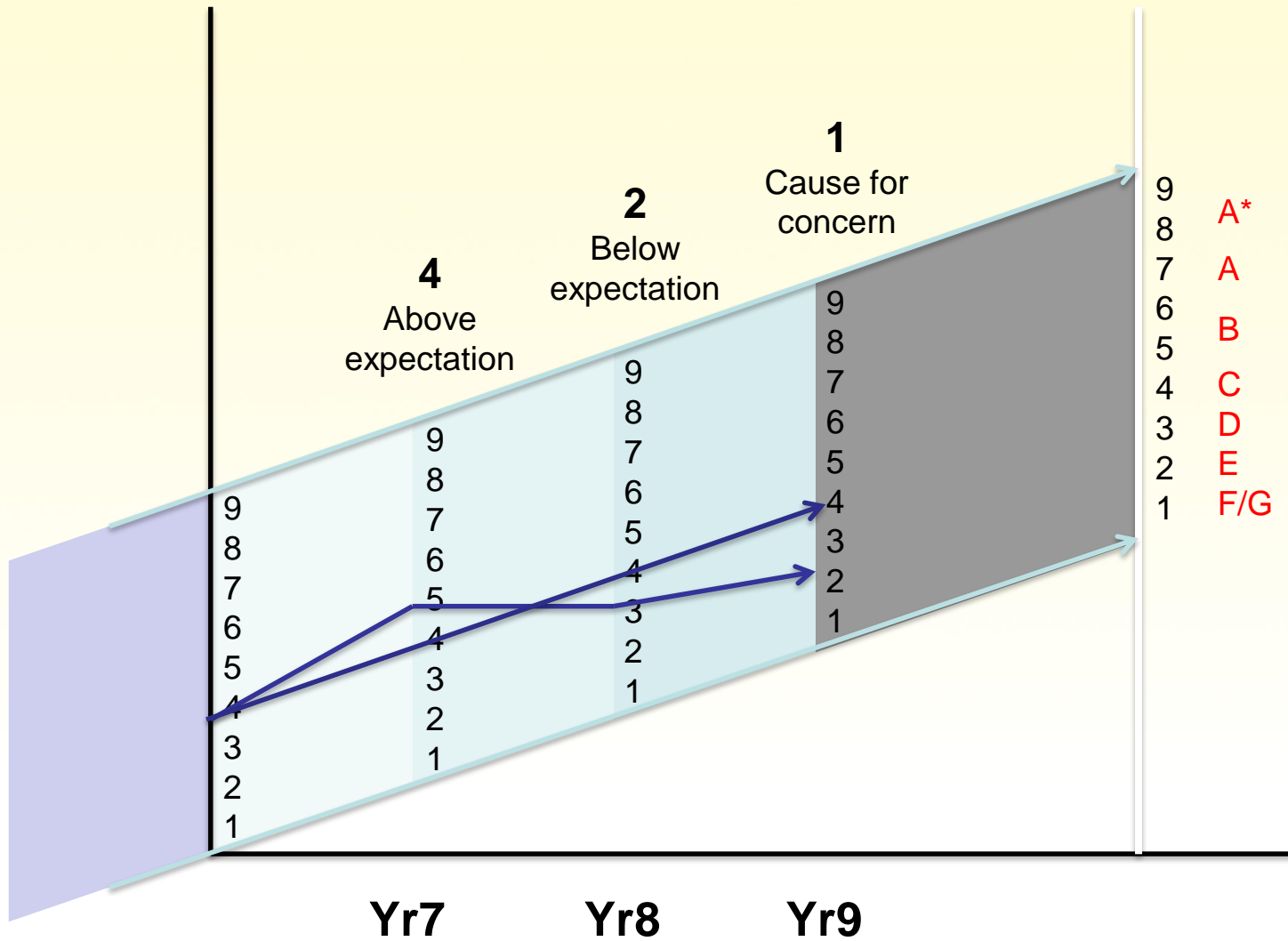


### How the new GCSE grades measure up



# Grading the New GCSEs in 2017





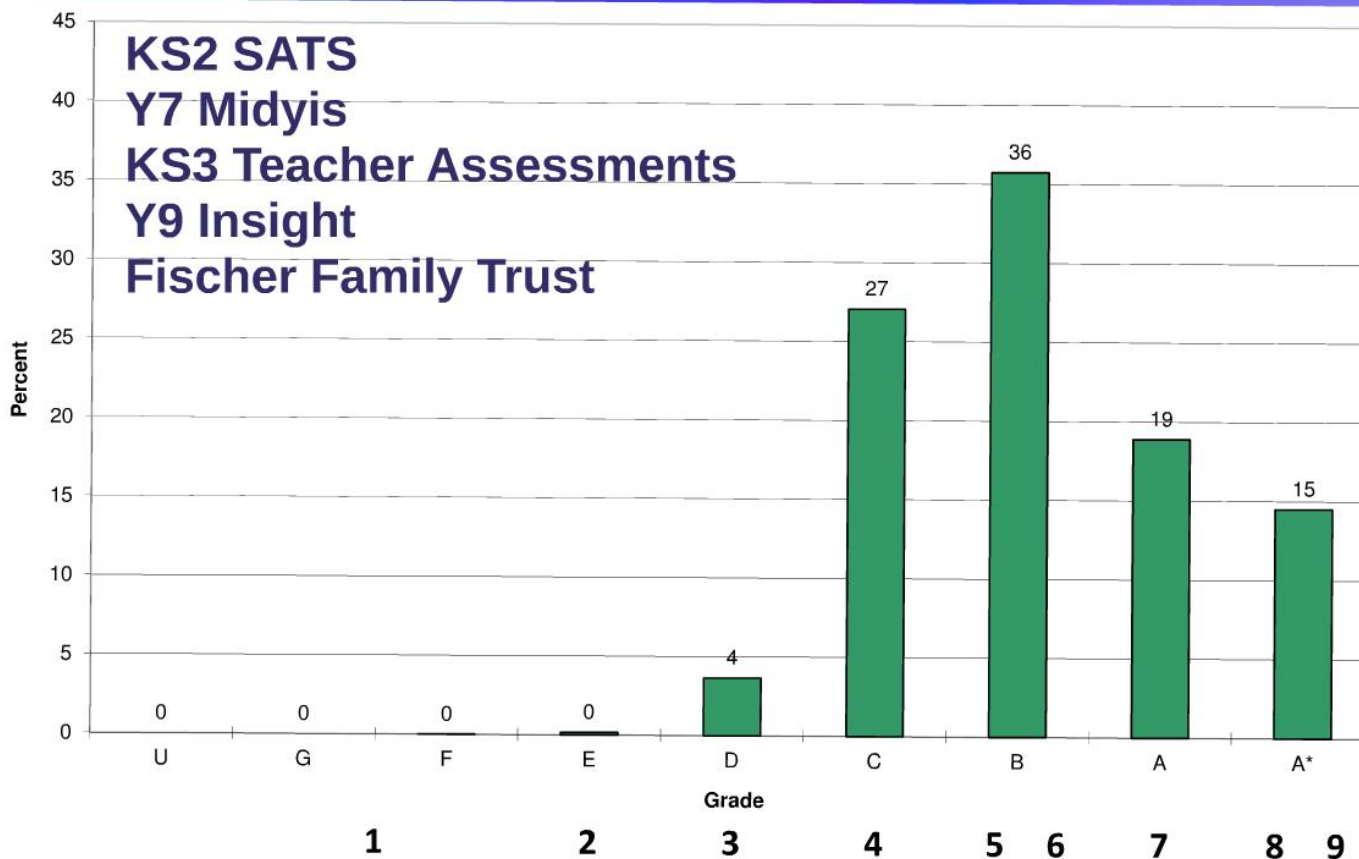


## KS3 report format

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 <b>range 6-8.</b>						



# B or 5/6







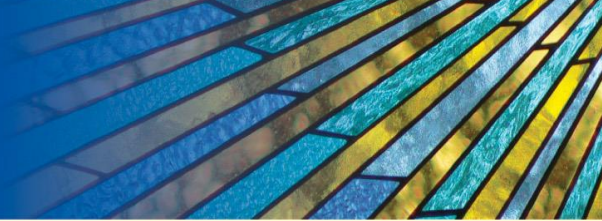
## Progress Grade

<b>Grade</b>	<b>Meaning</b>
<b>5</b>	Working significantly above the forecast attainment grade
4	
<b>3</b>	Working toward the forecast attainment grade
2	
<b>1</b>	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



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



## 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



# St Aidan's CODE for learning

Pupils are encouraged to do the following to help them learn:

# C

## Community

- Work together cooperatively
- Have respect for others
- Engage positively in their learning

# O

## Organisation

- Plan and reflect
- Meet deadlines
- Be ready to learn

# D

## Determination

- Focus on the tasks
- Be resilient in their learning
- Be prepared to work hard

# E

## Enterprise

- Take the initiative
- Use the resources available intelligently
- Think independently and set goals



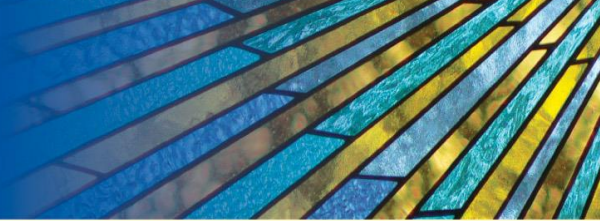
## **New KS3 Programme of Study 2016**

- 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 8 and 9 includes topics introducing them to the format and skills in the new GCSE papers
- Exposure to a wider range of texts from 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries to prepare for GCSE
- Year 7 English classes will be re-grouped after October half term



## **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](#)
- Discuss with students their opinions of news articles and texts, encourage them to read a range of non-fiction material.
- Encourage students to proof read their homework for accuracy



- In Maths KS3 covers Year 7 and 8 to allow for the 3 year GCSE course.
- Students are put into sets at the start of October based on KS2 data and our own initial testing.
- Our curriculum is designed to encourage problem solving and deep understanding by mastering topics fully before moving on.

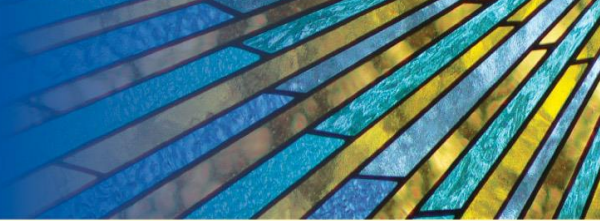






- What can you do to help and support your child?
- The more maths they do the better they will be. They should practise as much as possible.
- Explain their methods if different.
- [www.mymaths.co.uk](http://www.mymaths.co.uk)
- [www.ttrockstars.com](http://www.ttrockstars.com)





# Pastoral Care

- Year 7 need to settle in
- Find their feet
- Learn routines
- Manage a very busy day
- Join in
- Understand change
- Not to lose things!

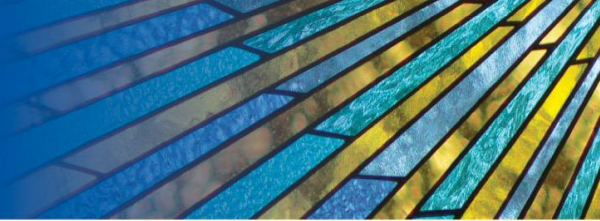




<u>YEAR 7</u>	<u>YEAR 8</u>	<u>YEAR 9</u>	<u>YEAR 10</u>	<u>YEAR 11</u>
Intro to secondary school life in year 7 (organisation, use of the planner, hwk)	Looking after the mind & body	Options and choices (careers)	Stress Management,	Healthy mind & body
Relationships (friendship/getting along)	Individual 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 <sup>th</sup> Form & work experience

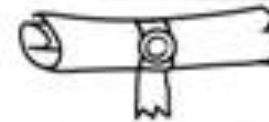


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## PUG Thinking



**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...



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