



ST. AIDAN'S
CHURCH OF ENGLAND HIGH SCHOOL

Key Stage 3 Parents' Information Evening



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- The Curriculum
 - Chris Ives Deputy Headteacher
- How To Approach KS3
 - Kate Douglas Assistant Headteacher
- English and Maths
 - Laura Rhodes i/c KS3 English
 - Rebecca Barclay i/c KS3 Maths



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What is our curriculum?

"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.'"


Rabbi Jonathan Sacks



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Curriculum Changes


- Key Stage 2
 - New content
 - Scaled scores
- Reformed GCSEs
 - New content
 - Reduction in controlled assessment
 - Increase in examinations
 - New grading



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New GCSE Grading 1-9

| | | | | | | | | |
|---|---|---|---|---|---|---|----|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| G | F | E | D | C | B | A | A* | |



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Grades at KS3

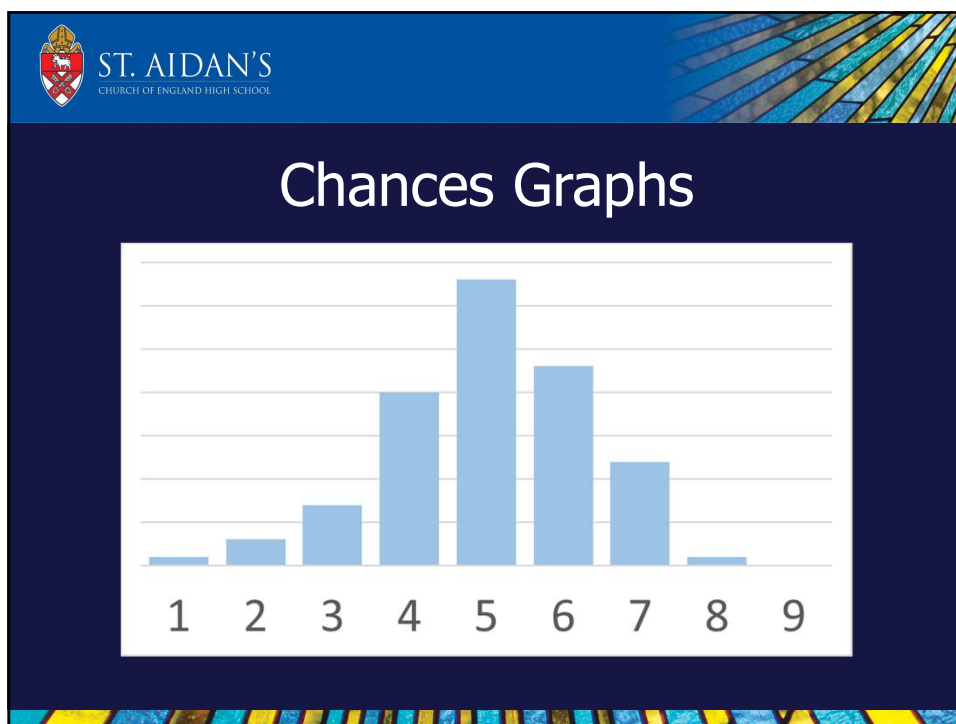
- CODE grades
 - Community
 - Organisation
 - Determination
 - Enterprise
- Progress grade
 - Compared to benchmarks

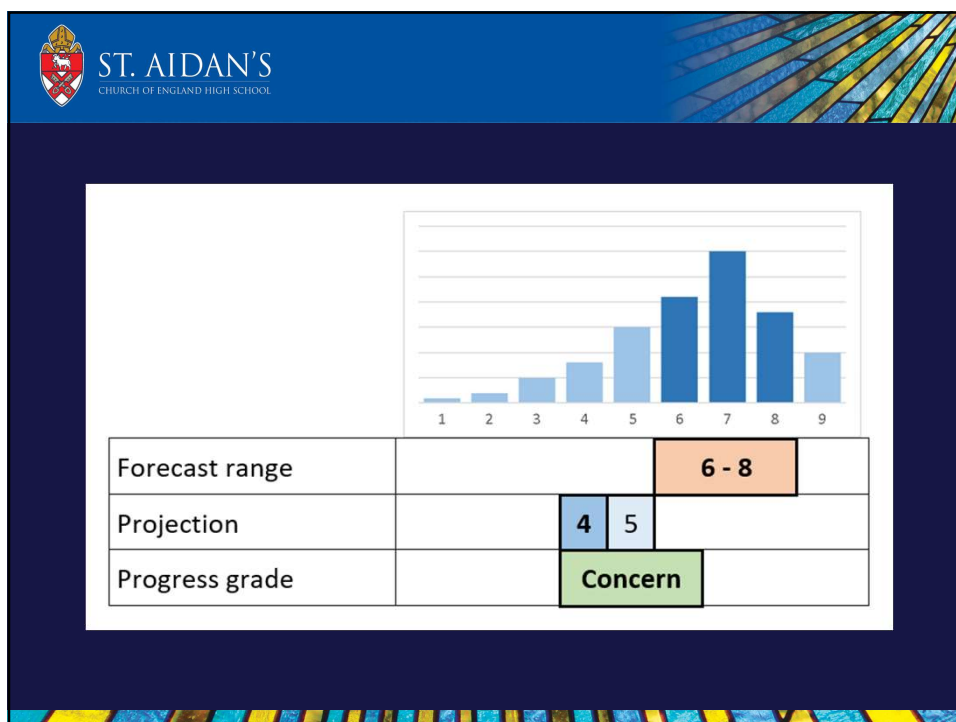
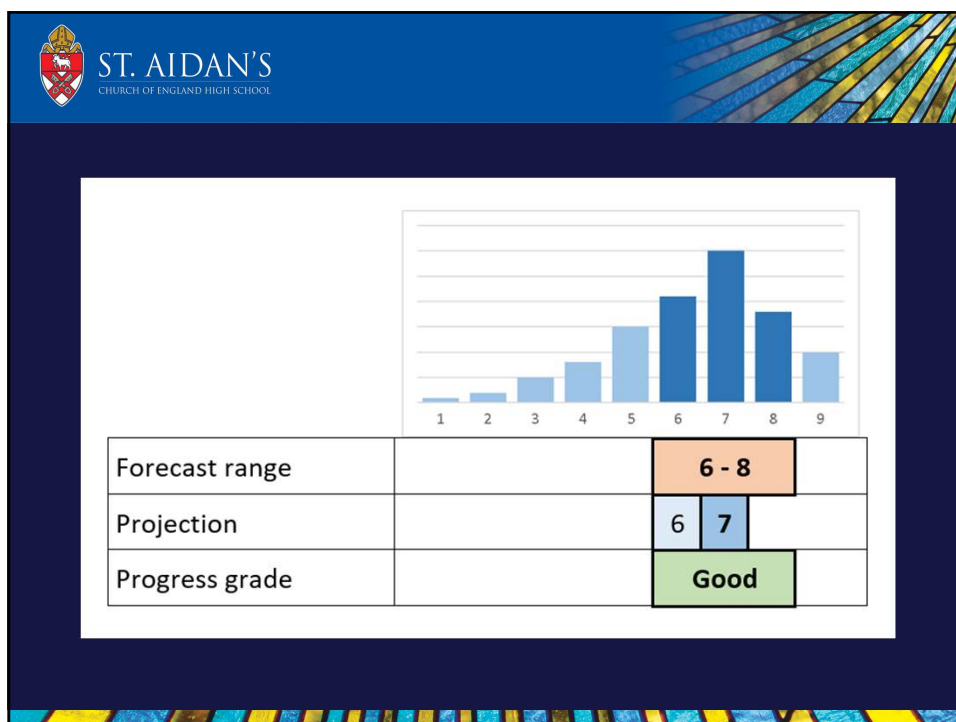
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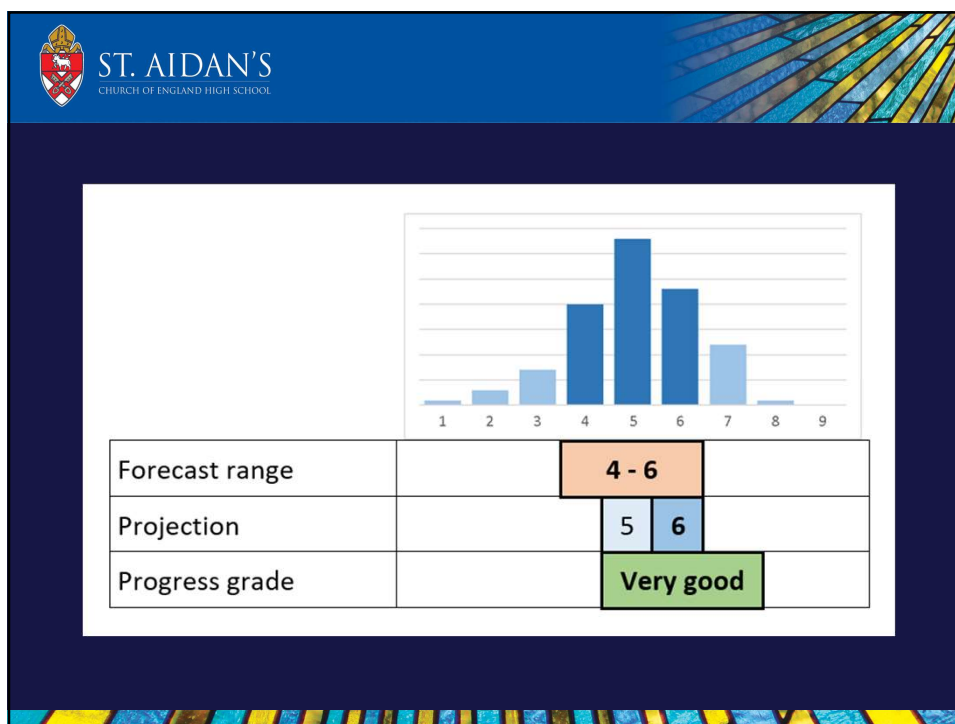
St. Aidan's Church of England High School
Year 7 Progress Review

Name: _____ **Form: 7C**
Date: February 2019

| Subject | Progress | CODE for Learning | | | |
|-------------------|-------------|-------------------|--------------|---------------|------------|
| | | Community | Organisation | Determination | Enterprise |
| English | Very good | Good | Good | Good | Good |
| Mathematics | Very good | Very good | Very good | Very good | Very good |
| Biology | Outstanding | Very good | Very good | Outstanding | Very good |
| Chemistry | Good | Very good | Very good | Very good | Good |
| Physics | Good | Some concern | Very good | Some concern | Good |
| Religious Studies | Good | Good | Good | Good | Good |
| French | Good | Very good | Good | Very good | Very good |







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Grouping

- Year 7
 - Form group teaching
 - Smaller groups in practical subjects
 - Learning support
 - English and Maths
- Year 8
 - Banding
 - Science, Humanities, English and Maths



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“Whatever you do, work at it with all your heart as though you were working for the Lord and not for people”

Colossians 3:23



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2019 GCSE Results

- In all subjects
 - 88% at 4-9
 - 39% at 7-9
 - +0.7 Progress 8
- In English and Mathematics
 - 38% at 7-9 in both English and Maths



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Making the most of Key Stage 3



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Key Stage 3 is the time when:

- pupils enjoy a broad and balanced curriculum
- 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'

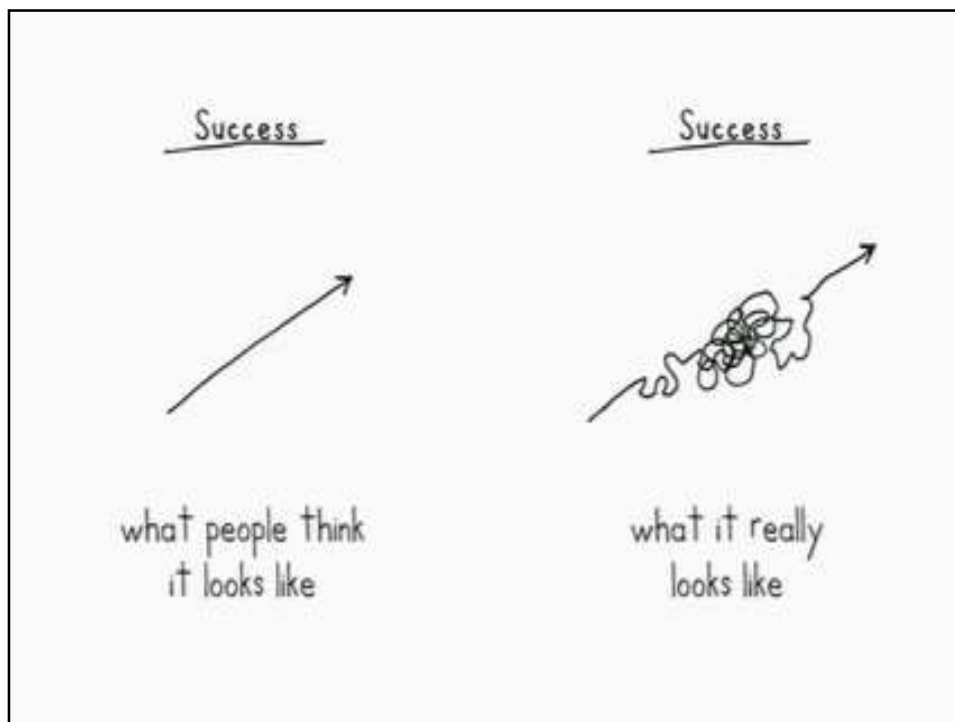


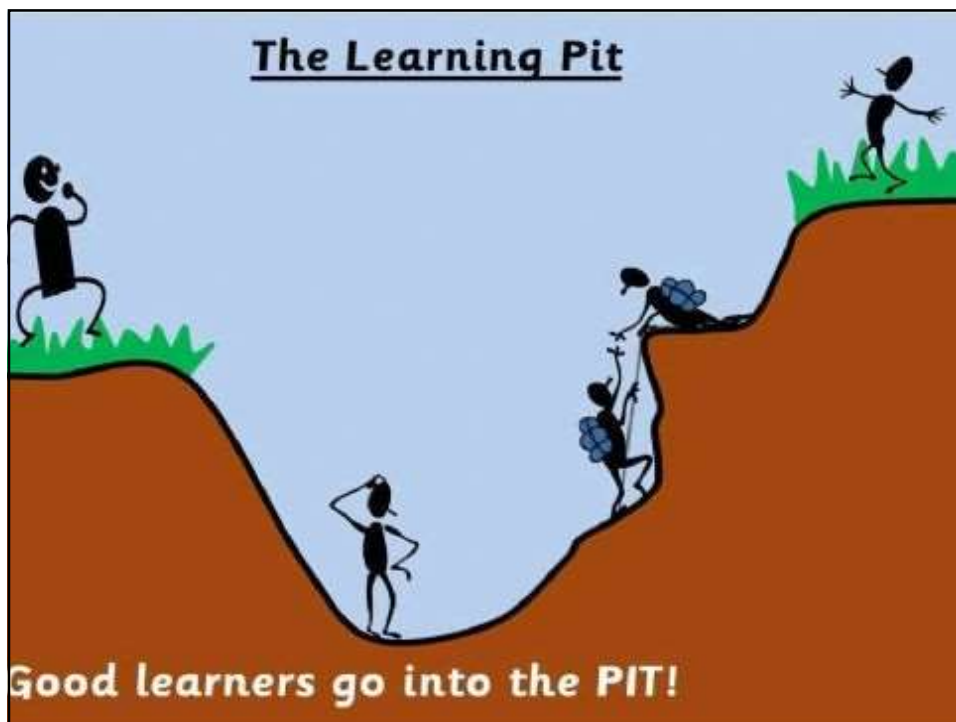
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Growth mindset

“... 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





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More demanding exams at GCSE and A level

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



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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




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Outside of lessons:

Study habits


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




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St Aidan's CODE

- ❖ Good relationships are crucial
- ❖ Behaviours to promote learning




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St Aidan's CODE for learning


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

| | |
|----------|---|
| C | Community <ul style="list-style-type: none"> • Work together cooperatively • Have respect for others • Engage positively in their learning |
| O | Organisation <ul style="list-style-type: none"> • Plan and reflect • Meet deadlines • Be ready to learn |
| D | Determination <ul style="list-style-type: none"> • Focus on the tasks • Be resilient in their learning • Be prepared to work hard |
| E | Enterprise <ul style="list-style-type: none"> • Take the initiative • Use the resources available intelligently • Think independently and set goals |



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English



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Year 7

New Programme of Study



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National Standards

- A big push on reading
- Providing a broad curriculum
- Not focussing on GCSE style assessments too soon
- **Suggestions:**
 - Bringing in more reading and writing under larger umbrella themes
 - Topic based course architecture - broad range
 - Assessing in a variety of ways – be more broad and diverse
 - Enable students to progress in the mastery of reading, writing and speaking



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Why have we done this at KS3?

- Building on skills at KS2
- Providing stretch and challenge
- Allowing for a range of topics, texts and different genres to be looked at
- Links to GCSE where applicable - reading 19th /20th literature
- Cultural Capital introduced
- Keeping KS3 exciting and current

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HEROES

We are not looking at super heroes, we are looking at a hero in its broadest sense. It could be a real life hero, a protagonist in a novel, a tragic hero or an unlikely hero.

Autumn Term – Theme of Heroes

Individual Talks – Y7 Public speaking competition (Wednesday 27th November P4&5).

Practise in class on a hero. This could be a real historical figure, someone at home, in the media or even a protagonist in a piece of literature. **To be done after October setting.**

Descriptive Writing – Assessment Autumn 1

To compose a descriptive piece about a hero. This can be based on fiction or non-fiction.

Descriptive writing for October setting:

Think about how heroes are presented.

- What makes a hero?
- Where would you expect/not expect to find one?
- What are typical characteristics?
- Who does a hero interact with?

Get them to think about where they would read about/hear about heroes.

After completing the descriptive writing assessment you should look at the following for the final 4 weeks:

Poetry: The Lady of Shalott

Short story: My Polish Teacher's Tie by Helen Dunmore (Sunlight on the Grass anthology).

Non-fiction texts to avoid cross over after half term:

1. Gareth Southgate article
2. Greta Thunberg article on the environment and Youtube speech

Non-fiction Reading (minus Gareth Southgate and Greta Dunmore articles).

- Newspaper articles
- Speeches
- Autobiographies
- Biographies
- Memoirs
- Blog posts
- Journalism
- Written - online platforms

Your **class reader** should be started **after the October half term**. Up until this point classes can do 20 minutes private reading as before.

Note: You will study 20th century prose next term.

Poetry Reading – Assessment Autumn 2

Look at a range of Pre 20th Century poetry. Answer a question in relation to one you have studied (GCSE style).

Pre 20th Century Poetry

- AQA anthology 2008 GCSE specification (purple book).
- Anthology created by the department

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Conflict

Think about this in its broadest sense: inner conflicts, conflicts in relationships, racial conflict, environmental conflicts, attitudes and values. Do not cover war in this unit.

Spring Term – Theme of conflict

Choose a prose text from the KS3 text list.

Read the text throughout the term:

- This could be Key chapters
- Summaries
- Key extracts

Prose Reading – Assessment Spring 1 due:

Set a question which links to the theme of conflict based on the prose text you have selected.

Cultural Capital:

- Think about skills at GCSE
- When was the text written?
- What can be understood about the time period and its relevance?
- IS there anything important about the writer?

19th Century short stories

- Think about looking at short extracts
- Short stories
- Single chapters
- Extracts
- Please use printed resources (see book list)


Living in the wilderness, looking at how a writer depicts our attempts to live in hostile and difficult environments:

- Extracts
- Personal accounts
- Articles
- Students then begin working on a creative writing project that is ongoing throughout the term.

It could be related to the environment or a cause they are interested in. Again, please do not use the theme of war.

Key Extracts:

- Short extracts about a conflict in a relationship
- Extracts from blogs on inner conflict
- Survival extracts
- Extracts about nature – articles, speeches
- Fiction and non-fiction

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Summer Term – Theme of 'Growing Up'

Non-fiction writing – Assessment Summer 2

To create a product that would be appropriate for a young person. Thinking about APF. Compose a speech or letter to a company persuading them to invest in your product.

Modern Short Stories - use a range that cover the theme of 'Growing up' in its broadest sense.

Resources:

- AQA anthology – Sunlight on the Grass
- AQA anthology Specification A (purple book)

Creative writing

- This could be based on a particular chapter/of a book
- Diary writing
- Newspaper article
- Writing from the perspective of a character
- Blogs

Speech writing

- Consider how language can be used powerfully in both the spoken and written form to convey thoughts and generate change
- Challenges of growing up
- Capital culture: different environments where growing up has its challenges
- Examples of contrasting experiences

Growing up

Looking at a range of positive and negative examples. Think about a broad range of different cultures, issues surrounding gender, race, ethnicity, social class, upbringing, education. Use a range of text choices.

Cultural capital

- Non-fiction examples of different time periods – how is growing up different during different time frames?
- Real life examples of people to present individual/societal changes
- Gender
- Race
- Religion

Non-fiction writing

- Research current products for young people
- Look at a range of visual advertisements for a range of products
- Look at persuasive writing techniques
- Group work
- Speaking and listening skills
- Produce a speech or letter using persuasive techniques

20th Century Drama

- Choose a text from the KS3 text list in which the theme of growing up can be accessed.
- Look at key characters
- Key events/scenes

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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



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Maths



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Our Aim – for students to achieve confidence and competence at KS3

- Building on achievements at KS2
- Fluency
- Reasoning and problem solving
- Independent Learning
- Application of knowledge
- Understanding the basics
- Depth





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The day to day...

- Tiers
- Scheme of Work
- Homework
- Assessments
- Home Learning



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Important Dates

- Christingle Service 20/12/19 1.15pm
- Progress Review 2 31/1/20
- Year 7 Parents' Evening: C-G = 23/4/20
P-Y = 5/5/20
- Year 7 exam period 8/6 – 12/6
- Progress Review 3 15/7/19