

# Key Stage 3 Information Evening for Parents and Carers 2023

- The Curriculum
  - Ruth McQuire, Deputy Headteacher
- How To Approach KS3
  - Clair King, Assistant Headteacher
- English and Maths
  - Kate Blackburn i/c KS3 English
  - Jessica Mooney i/c KS3 Maths

# What is our curriculum?



“Young people grow to fill the space we create for them and if it’s big, they grow tall”

Rabbi Lord Jonathan Sacks



ST. AIDAN'S  
CHURCH OF ENGLAND HIGH SCHOOL

Living and learning according to our Church foundation and the example of Saint Aidan, we strive to be a centre of educational excellence where each and everyone knows the gift of life in all its fullness.

## Life in all its fullness

### W Wisdom

It is good for us to study, explore and determine the fullness of life. We may discover new interests, talents and enthusiasms. We will contribute to the world in better ways, understanding how to live and learn well.

Comprehensive and progressive learning, with integral Religious Education

### A Aspiration

We aim for and look forward to the many achievements and blessings to come and to exploring our calling in life. We work hard and respond well to challenges, achieving the best for others and ourselves.

Exploring our calling and achieving the best for others and ourselves

### L Learning well together

We strive to create a community where everyone learns well together, sharing the journey with common values and goals. We try our best, at all times, to relate well to each other and to be kind and keen in the service of others.

Putting good relationships at the heart of our community

### K Kindness

We respect and celebrate each person for who they are and, as God's children, we recognise the importance of kindness and diversity. We welcome each and everyone, upholding dignity and justice and looking after one another.

As God's children, upholding dignity and respect, justice and charity

# At KS3, we monitor pupils' learning behaviours

- CODE grades

- Community
  - Organisation
  - Determination
  - Enterprise
- 
- 5 point scale



# Example CO(DE) report

## ST AIDAN'S CHURCH OF ENGLAND HIGH SCHOOL

### Year 7 Progress Review

**Name:** Student Name

**Form:** 7E

**Date:** October 2023

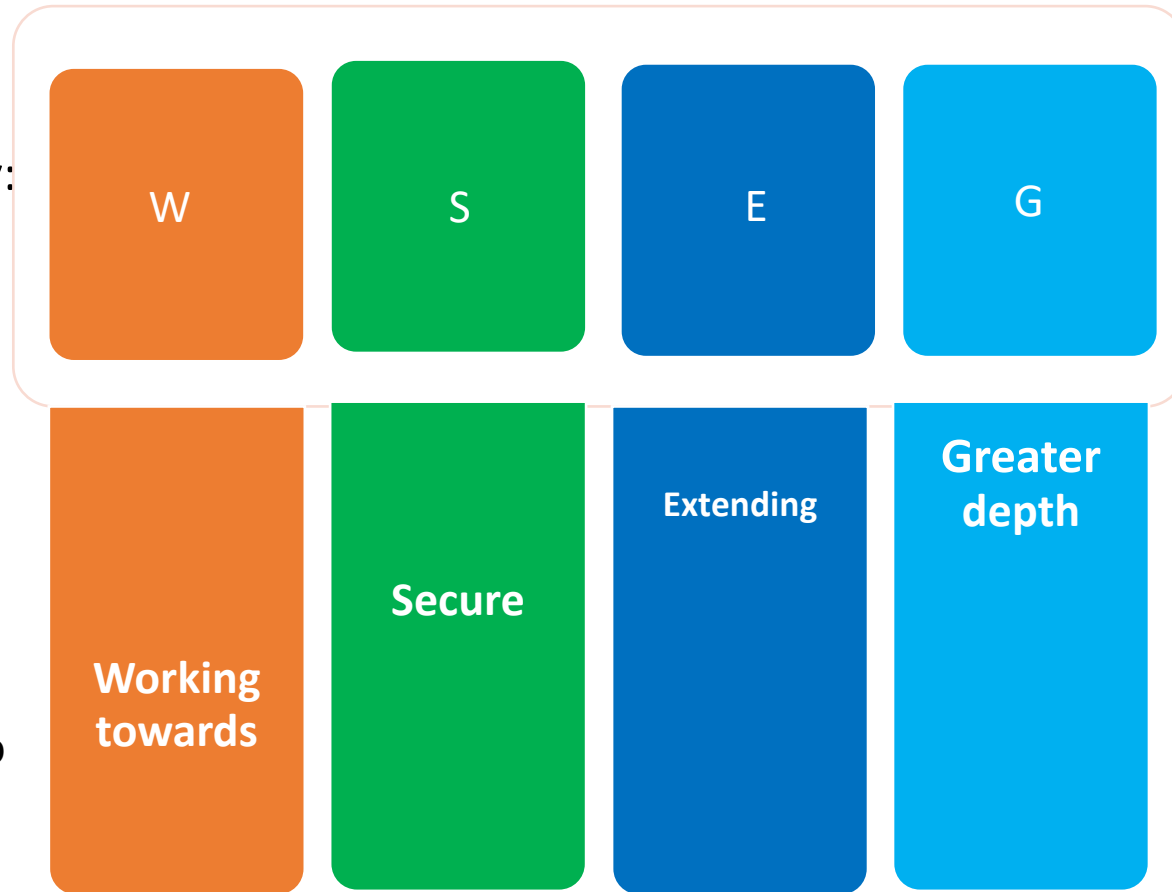
Subject	Community	Organisation
Art	Good	Good
English	Good	Good
French	Working toward	Good
Geography	Good	Good
History	Very good	Very good
ICT	Good	Good
Mathematics	Good	Good
Music	Good	Concern
Physical Education	Very good	Good
Religious Studies	Very good	Very good
Science	Good	Good
Food Technology	Outstanding	Very good
Product Design	Good	Good

# At KS3, we monitor pupils' academic outcomes

In years 7, 8 and 9, for every subject studied, we assess whether students are currently:

- Working towards
- Secure
- Extending
- Greater Depth

In years 10 and 11 this changes to using GCSE grades (1-9)



# GCSE Grading 1-9

1	2	3	4	5	6	7	8	9
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G	F	E	D	C	B	A	A*
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# Feedback on assessed work

- No 'acknowledgement marking'
- Significant assessments
- WWW
- EBI
- Next steps
- WSEG?

# GCSE Results 2023



## In all subjects (2019 as comparison)

91% at 9-4 (88%)

41% at 9-7 (39%)

## In English and Maths

89% achieved a grade 4 or more in both (83%)

72% achieved a grade 5 or more in both (60%)

## Progress 8

0.64 (0.47)

# Making the most of Key Stage 3

# 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'

# Learning at KS3

## In lessons:

We will sometimes set tasks that are beyond the current capabilities of the pupil;

We will sometimes ask pupils to peer assess or self-assess their work;

We will sometimes not give help immediately when asked;

We will give high quality feedback that helps pupils to improve on current performance – this could be oral or written.

# How to help at home

- Have regular conversations about lessons and learning.
- Provide a quiet work-space for homework.
- Encourage healthy routines for work, fun, hobbies, eating and sleeping.
- Look at the student planner.
- Be aware of Teams.
- Read the information sent home from school.
- Get in touch if you have any questions.

# English

# National Picture

- A big push on reading
- Providing a broad curriculum
- Not focusing on GCSE style assessments too soon

## **Suggestions:**

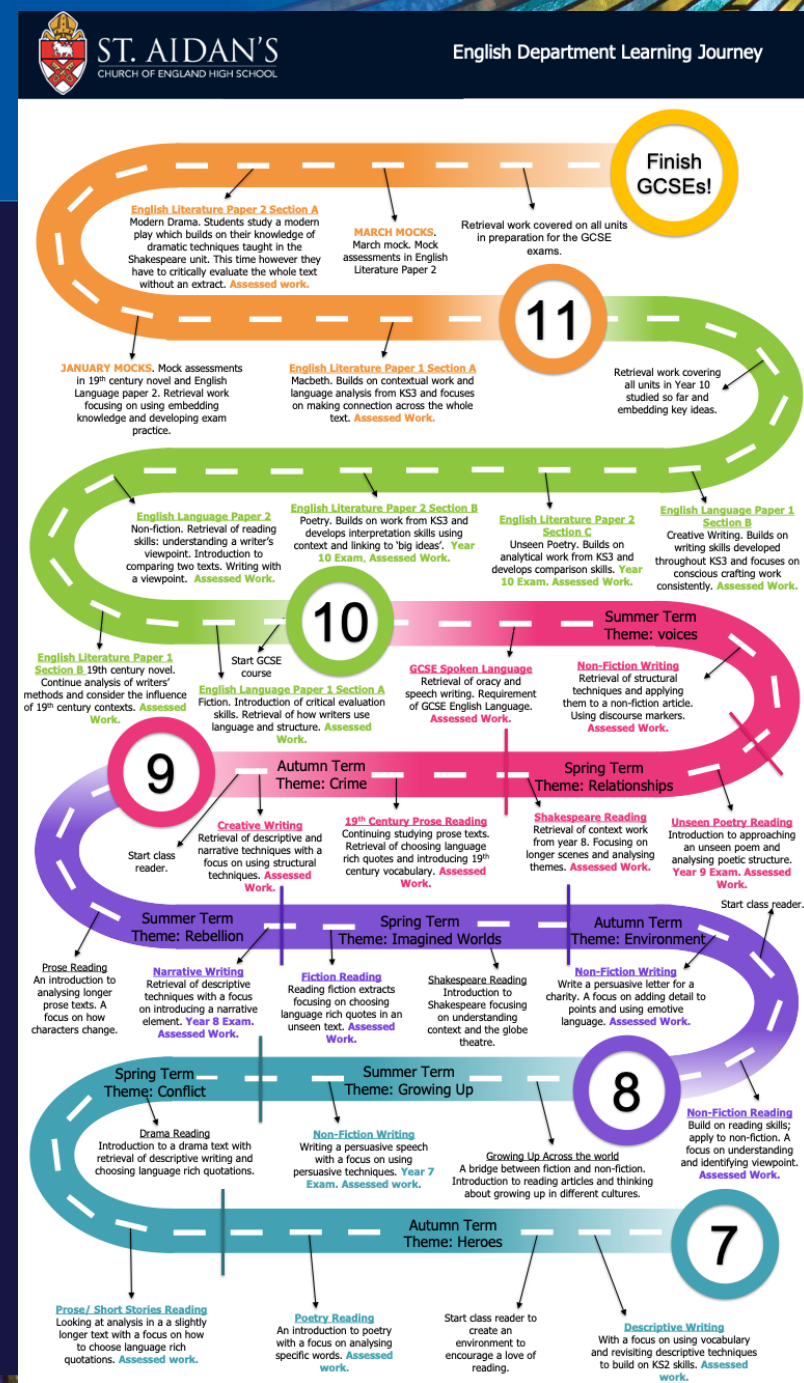
Bringing in more reading and writing under larger umbrella themes

- Topic based course - broad range
- Assessing in a variety of ways – be broad and diverse
- Enable students to progress in the mastery of reading, writing and speaking





- Learning journey shows students the route they will take and how it builds
- Broad curriculum
- Wide range of texts
- Room for exploration and development of key reading, writing and oracy skills.



# KS3 curriculum

- 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 19<sup>th</sup> /20<sup>th</sup> literature
- Cultural Capital introduced
- Keeping KS3 exciting and current

# Thematic Programme of Study



- Thematic curriculum
- Starts with descriptive writing
- Mixed ability classes
- Class readers

### Individual Talks – Y7 Public speaking competition (Wednesday 25<sup>th</sup> November P4&5).

Practise in class on a hero. This could be a real historical figure; someone at home; someone in the media or even a protagonist in a piece of literature. The actual public speaking talk is to be on a topic of a different choice (they can choose).

### Descriptive Writing – Autumn 1 Assessment W/C 5<sup>th</sup> October.

Skills to cover for assessment: AF1, AF2, AF4, AF6, AF7, AF8

**Assessment: Write a description of a real-life hero OR write a description of a hero inspired by the picture.**

### Descriptive writing:

Think about how heroes are presented.

- What makes a hero?
- Describe Hero surroundings.
- What are typical characteristics?
- Who does a hero interact with?
- How can we build a character to appear heroic? (structure)

### Use a range of resources including:

- Short stories
  - E.g. Polish Teacher's Tie
- Fiction extracts
  - E.g. The Hunger Games
  - Harry Potter
  - Jane Eyre
- Oracy
  - Presentation of own heroes
  - Discussion of 'heroic'

# 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. While there may be cross over with other themes the 'Heroes' theme will focus on individuals or characters.

### Non-fiction Texts. These can be used as starting points for discussions and writing.

- Newspaper articles; speeches; autobiographies; biographies; memoirs; journalism; online platforms.
- Greta Thunberg Speech
- Gareth Southgate article
- Nicola Adams
- Tom Daley

PLEASE SEE STAFF DOCS FOR MORE RESOURCES

Your **class reader** can be started straight away. This should be 20 minutes reading each week as a class.

**Note:** You will study 20<sup>th</sup> century prose next term. This is not to be studied but can be discussed as an oracy task

### Poetry Reading – Autumn 2 Assessment W/C 7<sup>th</sup> December

Skills to cover for assessment: AF3, AF4, AF5, AF7

**Look at a range of Pre 20<sup>th</sup> Century poetry. Answer a question in relation to one you have studied (GCSE style). E.g. How does the poet present the character of the Pied Piper?**

### Pre 20<sup>th</sup> Century Poetry

- AQA anthology 2008 GCSE specification (purple book).
- Anthology created by the department. Includes: Armitage; Kipling; Shakespeare; Tennyson; etc.

## At home:

- 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.



St Aidan's Church of England High School Library  
Moving on from Year 6? A selection of good reads to try

A Girl Called Owl	A Wilson	<i>for fans of fairy tales, fantasy, coming of age</i>
A Library of Lemons	J Cotterill	<i>families, friendship and reading</i>
A Series of Unfortunate Events	L Snicket	<i>three children sent to live with their uncle. Unique!</i>
Arrowhead	R Eastham	<i>Norse legend, mystery and action</i>
An Eagle in the Snow	M Morpurgo	<i>based on fact of a World War II hero</i>
Ballet Shoes	N Streatfield	<i>a classic, you do not have to be a ballet fan to enjoy it</i>
Blue Moon Day	A Fine	<i>a short story collection</i>
The Borrowers	M Norton	<i>little people living below the floorboards</i>
The Bubble Boy	S Foster	<i>emotional read</i>
Carrie's War	N Bawden	<i>Second World War story</i>
Charlotte's Web	E B White	<i>animal friendship</i>
Dragons at Crumbling Castle	T Pratchett	<i>short stories with dragons, dinosaurs, cave dwellers and cars</i>
Five Children and It	E Nesbit	<i>magical discovery of a sand fairy...</i>
Five Children on the Western Front	K Saunders	<i>a sequel to the above, set on the eve of World War 1</i>
Foul Play	T Palmer	<i>football detective series</i>
Goth Girl	C Riddell	<i>quirky, atmospheric fantasy</i>
The Hobbit	J R R Tolkien	<i>Bilbo, the Hobbit, embarks on a strange, magical journey</i>
The Light Jar	L Thompson	<i>an emotional mystery</i>
The Lion, the Witch and the Wardrobe	C S Lewis	<i>classic fantasy</i>
The Little White Horse	E Goudge	<i>fantasy, action, heroes, villains with a happy conclusion</i>
Little Women	L M Alcott	<i>the story of the four March sisters in America</i>
The Many Worlds of Alfie Bright	C Edge	<i>emotion, humour and science</i>
Mister Monday	G Nix	<i>popular fantasy, adventure series</i>
Murder Most Unladylike	R Stevens	<i>secret detectives and 'ripping good fun'</i>
Oranges in No Man's Land	E Laird	<i>story of a 10-year-old girl living in war-torn Beirut</i>
Pax	S Pennypacker	<i>enchanted relationship between a boy and a fox</i>
Percy Jackson and the Lightning Thief	R Riordan	<i>Greek Gods adventure series</i>
The Railway Children	E Nesbit	<i>classic tale with drama, humour and warmth</i>
The Secret Garden	F H Burnett	<i>a girl sent to live with her uncle, a garden brought to life</i>
Sky Song	A Elphinstone	<i>a snowy fantasy adventure</i>

St Aidan's Church of England High School Library  
Recommended Reads for Year 7

**Adventure**

A Murder Most Unladylike	Robin Stevens	Daisy and Hazel, young detectives
Bone Talk	Candy Gourlay	Adventure story set in the Philippines
Car-jacked	Ali Sparkes	A car-jack adventure, a clever ending
The Dog Runner	Bren Macdibble	adventure story/future of the planet
The Eleventh Orphan	Joan Lingard	Mystery set in Victorian London
The Explorer	Katherine Rundell	Survival in the Amazon rainforest
Goth Girl	Chris Riddell	Whimsical adventure
The Graveyard Book	Neil Gaiman	Ghostly adventure
The Island at the End of Everything	Kiran Millward	Friendship, adventure and differences
Itch	Simon Mayo	Gripping, action packed
The Machine Gunners	Robert Westall	Friends find a crashed German bomber
Mortal Chaos	Matt Dickinson	Clever intertwined adventures
Now is the Time for Running	Michael Williams	Football themed adventure
Once	Morris Gleitzman	Moving WW2 story
Running on the Roof of the World	Jess Butterworth	Adventure set in India and Tibet
Secrets of a Sun King	Emma Carroll	Ancient Egyptian adventure

**Classics (see also the Classics book list)**

The Adventures of Huckleberry Finn	Mark Twain	A great American novel
Little Women	Louisa M Alcott	Family classic
Black Beauty	Anna Sewell	Classic horse story
Charlotte's Web	E B White	Fantastic story of friendship
The Eagle of the Ninth	Rosemary Sutcliff	Historical saga
Goodnight Mr Tom	Michelle Magorian	A touching, powerful WW 2 story
The Lion, the Witch and the Wardrobe	C S Lewis	Chronicles of Narnia
The Secret Garden	Frances Hodgson Burnett	A magical story
Smith	Leon Garfield	18 <sup>th</sup> C London street urchin
Street Child	Berlie Doherty	Orphaned in London in 1860
The Sword in the Stone	T H White	Following the life of King Arthur
Tom's Midnight Garden	Philippa Pearce	Fabulous haunting tale

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# Maths



# White Rose Maths

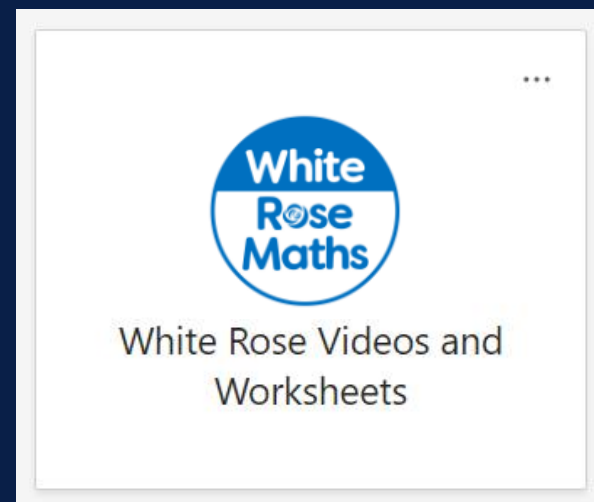


Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Algebraic Thinking						Place Value and Proportion					
Sequences		Understand and use algebraic notation		Equality and equivalence		Place value and ordering integers and decimals			Fraction, decimal and percentage equivalence		
Applications of Number						Directed Number			Fractional Thinking		
Solving problems with addition & subtraction		Solving problems with multiplication and division			Fractions & percentages of amounts	Operations and equations with directed number			Addition and subtraction of fractions		
Lines and Angles						Reasoning with Number					
Constructing, measuring and using geometric notation		Developing geometric reasoning				Developing number sense		Sets and probability		Prime numbers and proof	



# The day to day

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





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If you have any questions please do not hesitate  
to make contact with us

[Thank-you!](#)  
[admin@staidans.co.uk](mailto:admin@staidans.co.uk)

# Year 7 Important Dates



- Year 7 Meet the form tutor: 09/11/23
- Year 7 Progress Review 2: 02/02/24
- Year 7 Parents'/Carers' Evening: C-G 01/05/24  
P-Y 08/05/24
- Year 7 Exam week: 17/06/24
- Year 7 Progress Review 3: 18/07/24