

## Year 9 Parents' Information Evening

Introduction to the revised KS3 Curriculum and new Assessment System

### 25 Years of Stability

Key Stage 1, 2 and 3 (Years 1 – 9)

- 1988 – Introduction of National Curriculum for all schools in England, Wales and Northern Ireland
- 1988 – Introduction of NC Levels (1-8) that ran from Year 1 to Year 9 to assess students' progress in relation the National Curriculum. Pupils were expected to progress by 1 Level every 1-2 years.

### 25 Years of Stability

Key Stage 4 (Years 10 & 11)

- 1988 – Introduction of GCSEs (to replace O' Levels and CSEs). These exams typically included:
  - A mix of controlled assessments and final exams
  - Mixed tiers
  - Modular assessment
  - Grades from A\* - G

### A Period of Change (2010 – Present)

- ~~Introduction of National Curriculum for all schools in England, Wales and Northern Ireland~~

**Academies no longer required to follow the National Curriculum – free to design their own curriculum**

**Greater variation in prior knowledge and skills when students transfer from primary school to secondary school or between schools**

## A Period of Change (2010 – Present)

- ~~1988 – Introduction of GCSEs (to replace O' Levels and CSEs).~~

These exams typically included:

- ~~A mix of controlled assessments and final exams~~
- ~~Mixed tiers~~
- ~~Grades from A\* – G~~

**New Reformed GCSE introduced from 2017. Most subjects are:**

- **Assessed by final exam only (with no controlled assessment)**
- **Single tier only**
- **Graded 9 – 1 (with two grades classed as 'Pass' Grades)**

## A Period of Change (2010 – Present)

- ~~1988 – Introduction of NC Levels (1-8) that ran from Year 1 to Year 9 to assess students' progress in relation the National Curriculum. Pupils were expected to progress by 1 Level every 1-2 years.~~

**Information as pupils transfer from primary to secondary is very different with new KS2 Scaled Scores and 'Expected Standard' statements**

**All schools required to develop their own assessment systems to track the progress of students**

## What does this have to do with Year 9?

- We have had to completely re-design our KS3 curriculum to ensure that students are equipped and prepared for the demands of the new Reformed GCSE. (They are very different!)

*This is complicated by the fact that students haven't had the chance to benefit from the changes that many Primary Schools are putting in place to better prepare them for Secondary School. Not to mention the wide differences between Primary Schools and what each one values.*

## What does this have to do with Year 9?

- We have introduced a completely new assessment system that:
  - Is based on the new KS3 curriculum
  - Encourages students to master the knowledge and skills that are taught in each subject, rather than rushing onto the next thing
  - Enables staff to track how well students are understanding the subject and identify if/ when students start to struggle with some areas of their work

## The new KS3 Curriculum

## Impact of new Reformed GCSEs

Key features of these new qualifications

- New grading system (9-1)
- **Linear courses**
- **Mainly assessed by terminal exams**
- **Little or no coursework** – *with only a handful of exceptions*
- No tiering (*with 3 exceptions*)

**KS4**  
(Two Years)

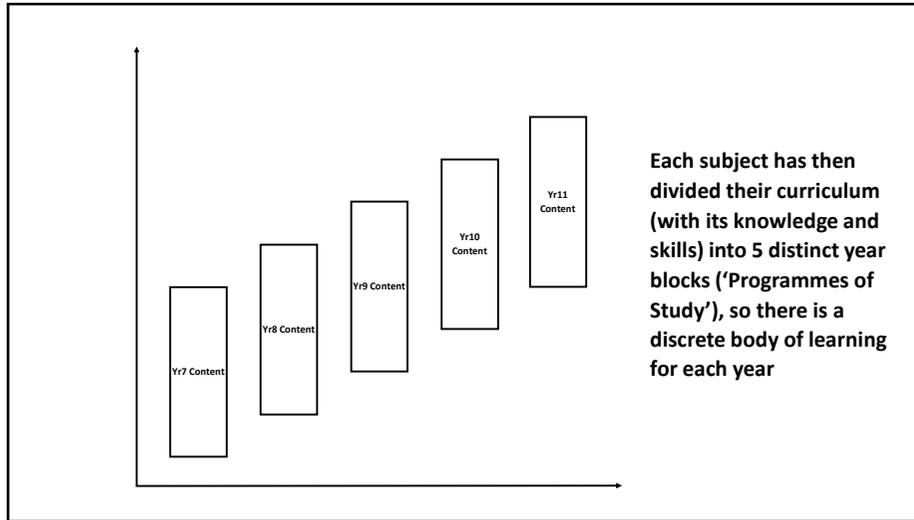
We have started off by identifying what needs to be taught under the new GCSE specs

**KS3**  
(Three Years)

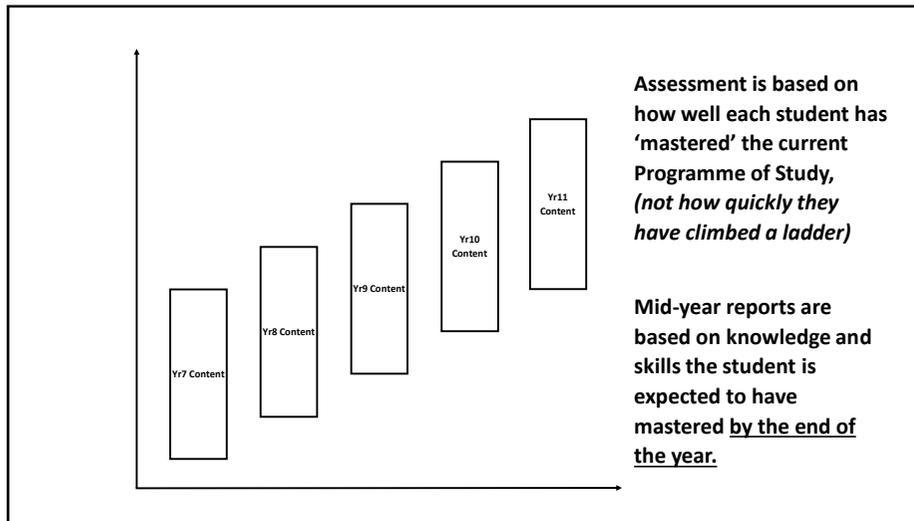
We have then identified what supporting knowledge and skills need to be taught to ensure that students are 'GCSE ready'

**5 Year Subject Curriculum**  
(KS3 & KS4)

When combined these two form the body of knowledge and skills that need in order to be successful at GCSE



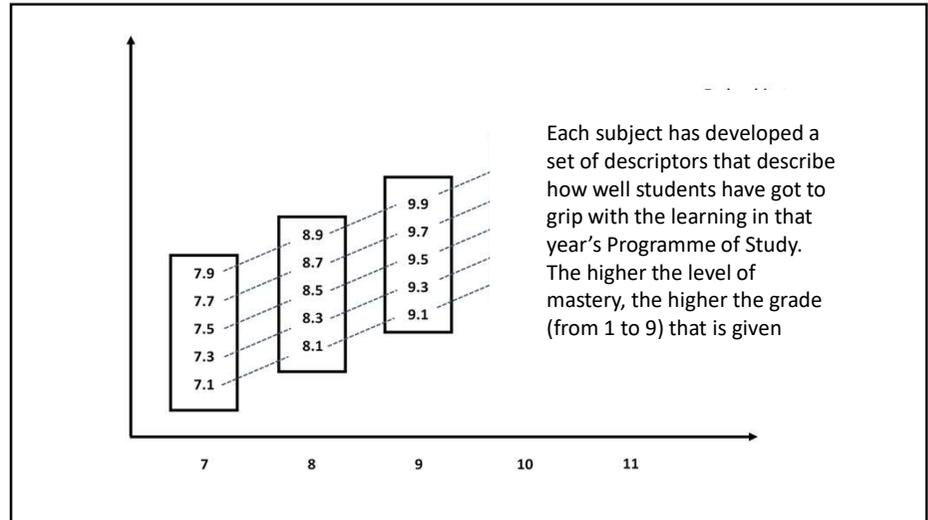
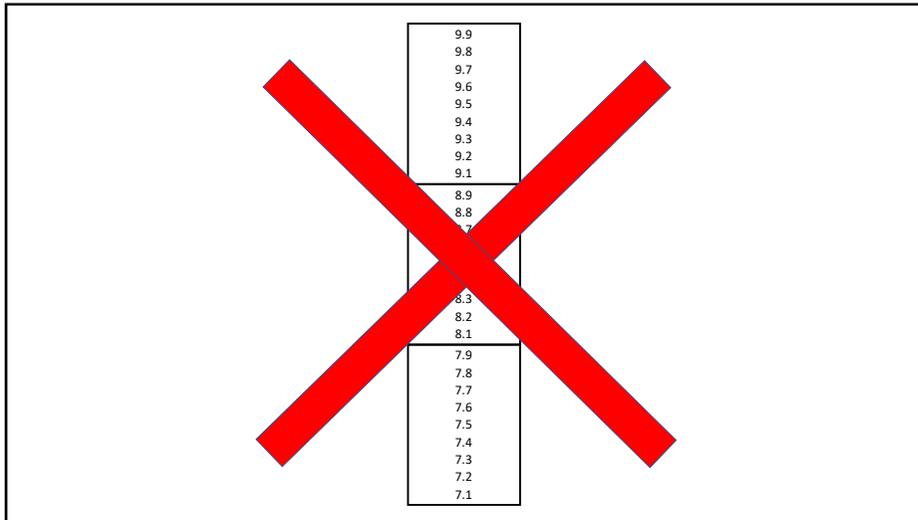
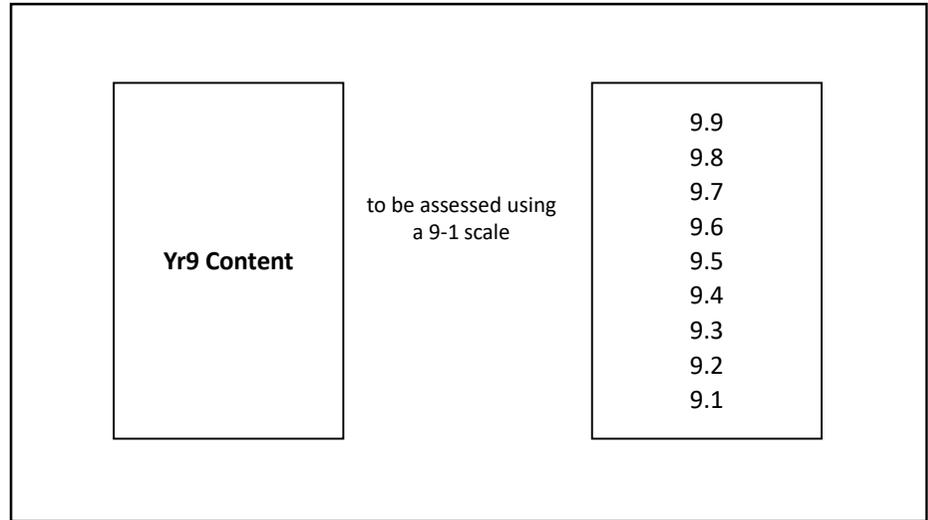
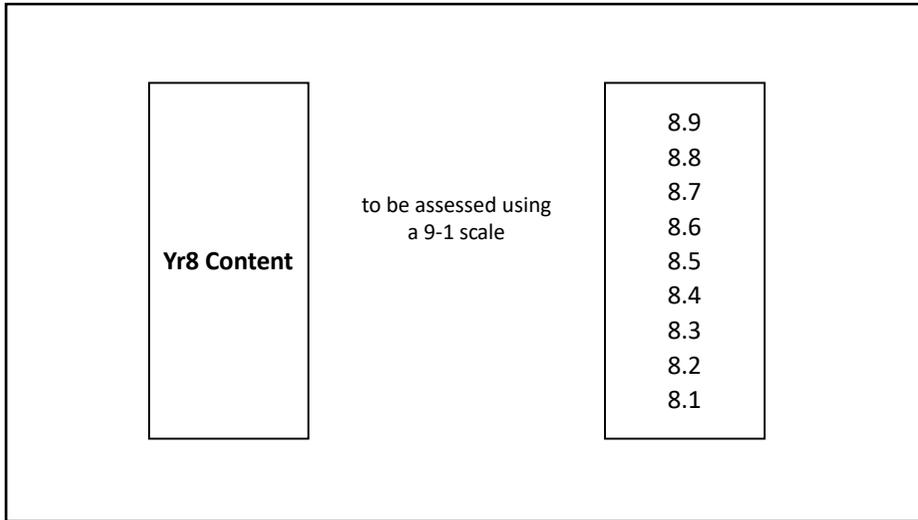
## The new KS3 Assessment System



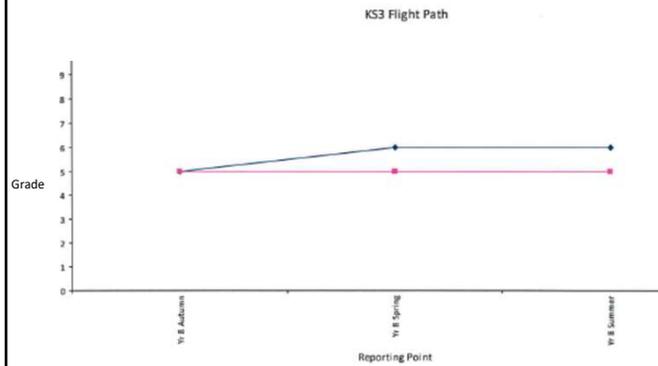
Yr8 Content

to be assessed using  
a 9-1 scale

9  
8  
7  
6  
5  
4  
3  
2  
1

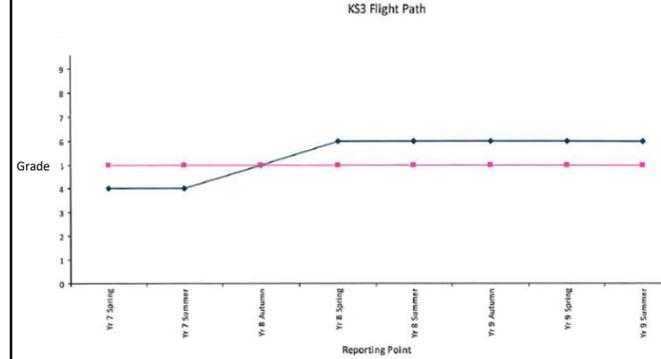


### Within-Year Fluctuations

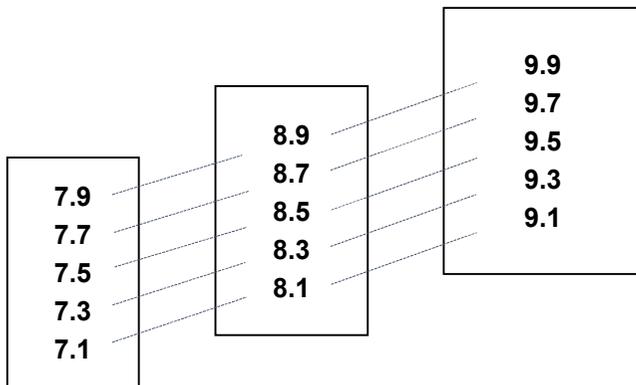


**IMPORTANT**  
 Grades are based on what the students is expected to have achieved by the end of the year  
 A 'flat path' does NOT mean no progress is being made.

### Across-Year Fluctuations

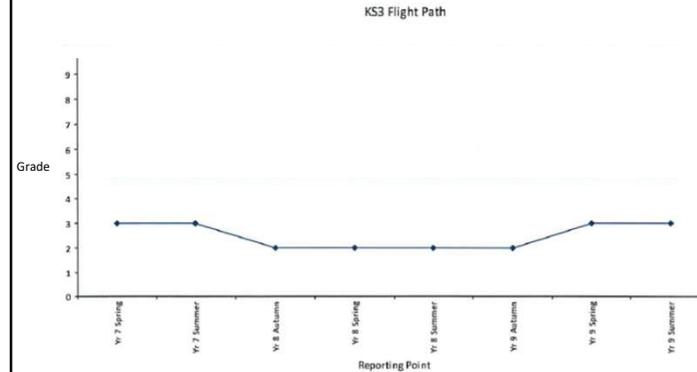


**IMPORTANT**  
 A 'flat path' does NOT mean no progress is being made.  
 Year-on-year the work will become progressively more challenging

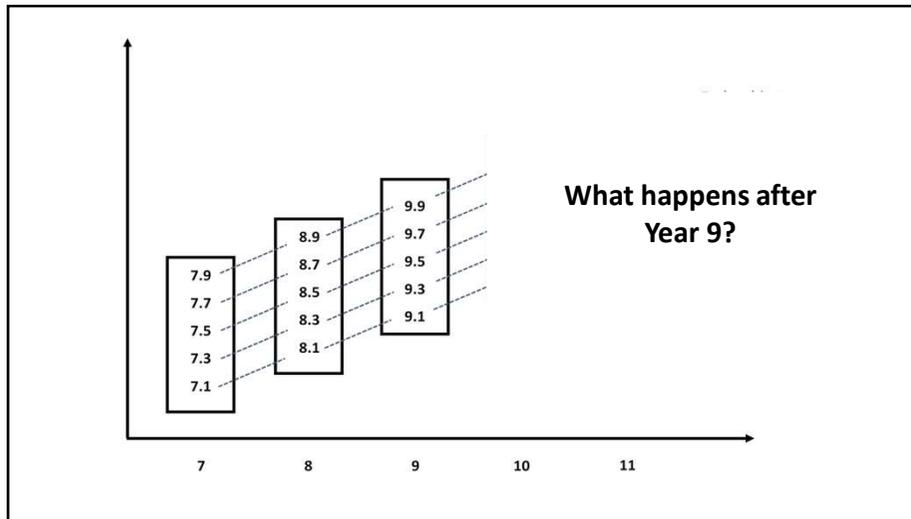


Each year the level of demand increases for students – both in terms of depth and breadth

### Across-Year Fluctuations



**IMPORTANT**  
 Sometimes students may find the work harder than at other times. Teachers will carefully track students to identify where this is happening so they can target support towards them in lessons.



## What's in the Information Pack?

- Booklet containing information about:
  - What is being taught in Year 9 – the knowledge and skills in each subject
  - Details of what knowledge and skills a students needs to show (at the end of the year) to achieve each grade

## What's in the Information Pack?

- Your son /daughter's report for the Autumn term containing information regarding:
  - The grade we currently anticipate them achieving at the end of Year 9 (*We will of course be working with every student to help them achieve the best grade possible*)
  - Information about their Commitment to Learning, Organisation, and Behaviour
  - Note - this information is now 'graded' using a different system

## New Grading System for the Reporting Criteria

A 4-point scale that is designed to provide clear feedback on how consistently students are applying themselves in the classroom

- Excellent
- Good
- Inconsistent
- Causing Concern

### What each (Reporting Criteria) grades mean?

- 'Excellent' – this is for those students who go beyond our expectations of what is reasonably required of them on a day-to-day basis. It is reserved for those who drive forward their own learning and do all they can to support and encourage the learning of others
- 'Good' – this is for those students who, consistently and without exception, do all that is expected of them in regard to the given criteria.

### What each (Reporting Criteria) grades mean?

- 'Inconsistent' – this is for those students who in the main do what is expected of them, but fail to do so consistently: there are still areas where they can make improvements. *(Previously we called this term 'Satisfactory' but we have changed it as we felt it was misleading – failing to perform in line with expectations cannot really be called satisfactory)*
- If your son/daughter is graded as 'Inconsistent' in a particular area, we will tell you the reason for our concern

### What each (Reporting Criteria) grades mean?

- 'Cause for Concern' – this, as the name suggests, indicates that there are some significant concerns that need to be addressed as a matter of urgency.
- If your son/daughter is graded as 'Cause for Concern' in a particular area, we will tell you the main reason for our concern