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Dear Parent/Carer,

We wanted to update you on some changes we are making to the way in which we report progress at Key Stage 3.

Our senior and curriculum leaders have been collaborating with colleagues from across our Trust schools to develop an evidence-informed system of reporting which will enable us to move away from using GCSE grades at Key Stage 3. Reporting at Key Stages 4 and 5 will remain unchanged as pupils progress towards GCSE, BTEC and A-levels.

In moving away from GCSE grades at Key Stage 3, we aim to ensure that assessment is a continuous process and an integral part of teaching and learning. All subjects will continue to incorporate a wide range of assessment techniques, providing feedback recognising achievement and helping to increase pupil confidence and motivation. To support further learning, we will continue to ensure that pupils are aware of any learning gaps or misconceptions, which will be covered in lessons or follow-up tasks to move learning forward.

In place of a grade, your child will be given a statement (detailed overleaf) to indicate how well they have demonstrated their learning in relation to the key concepts they have studied so far in each of their subjects. Your child's teachers will assess your child's understanding of the key concepts of each subject based upon the core knowledge, skills and vocabulary they have been taught up to each assessment point.

We would like to invite all parents and carers to attend one of our Key Stage 3 information evenings, taking place on **Thursday 10th November and Thursday 17th November** from 5:30-6:30pm.

During these evenings we will provide an update on developments to our curriculum and you will have the opportunity to ask any questions regarding the changes to Key Stage 3 assessments. Further information regarding how to book a place to attend one of these evenings will be detailed in this week's parental bulletin.

Yours sincerely,

Mrs R Maxwell
Assistant Headteacher

Excellentia per fidem, per scientiam, per adiuvatum



Pupil progress through the curriculum will be monitored using the following terminology:

SURFACE	DEEP	TRANSFER
<p>This indicates that a pupil can demonstrate surface knowledge of key concepts, skills and/or strategies <u>within the curriculum covered.</u></p>	<p>This indicates that a pupil can demonstrate a deep understanding, application and extension of the key concept knowledge <u>within the curriculum covered.</u></p>	<p>This indicates that a pupil can transfer/apply their deep knowledge to new scenarios and different contexts. Pupils reflect on their own learning and understanding of the <u>covered curriculum and beyond.</u></p>
<p><i>"Surface learning does not mean superficial learning, surface learning is a time when students initially are exposed to concepts, skills, and strategies. Surface learning is critical because it provides a foundation on which to build as students are asked to think more deeply."*</i></p>	<p><i>"We define deep learning as a period when students consolidate their understanding and apply and extend some surface learning knowledge to support deeper conceptual understanding. We think of this as a 'sweet spot' that will often take up more instructional time but can be accomplished only when students have the requisite knowledge to go deeper."*</i></p>	<p><i>"Transfer learning is the point at which students take their consolidated knowledge and skills and apply what they know to new scenarios and different contexts. It is also a time when students are able to think metacognitively, reflecting on their own learning and understanding."*</i></p>
<p>*Quotes from <i>Hattie, Fisher and Frey, Professors of Educational Leadership</i></p>		