

Key Stage 3 Curriculum and Assessment Update



Assessment and Reporting

We 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.

All subjects will continue to incorporate a wide range of assessment techniques, providing feedback 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 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.

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

SURFACE	DEEP	TRANSFER
This indicates that a pupil can demonstrate surface knowledge of key concepts, skills and/or strategies <u>within the curriculum covered.</u>	This indicates that a pupil can demonstrate a deep understanding, application and extension of the key concept knowledge <u>within the curriculum covered.</u>	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>
<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>	<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>	<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>

***Quotes from Hattie, Fisher and Frey, Professors of Educational Leadership**

What is the taught curriculum?

Our curriculum website page contains the narrative and sequence of learning for all subjects. You can access this page to see details of what your child is learning.

Each subject page gives guidance on suggested texts and websites that you can access to support your child's knowledge development in this subject.

Curriculum development is an ongoing process, so this page will be updated regularly.



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[Our School](#)

[Curriculum](#)

[School Life](#)

[SEND](#)

[Sixth Form](#)

[News & Events](#)

Curriculum

Curriculum

[Catholic Ethos](#)

[Curriculum Progression](#)

[Exam Boards](#)

[Key Stage 5](#)

[ONLINE LEARNING](#)

[Relationships and Sexual Education](#)

[Y9 Options 2022](#)

Attitude to Learning

Attitude to Learning grades focus on students becoming more independent in their learning and are measured against success criteria to encourage students to develop specific habits that will enable them to succeed academically and progress to their next stages of education or employment with confidence.

Students will be given two Attitude to Learning grades for each subject, based on observable behaviour that the student displays both inside and outside of the classroom

Attitude to Learning

Attitude to Learning (ATL) inside the classroom:

Grade	Descriptor
5	Consistently above school's expected high standard
4	Sometimes above school's expected high standard
3	Always at school's expected high standard
2	Sometimes below school's expected high standard
1	Consistently below school's expected high standard

What is the expected high standard?

Students who are demonstrating an attitude to learning inside the classroom at or above our expected high standard will exhibit the following behaviours:

Expected high standard (3)	<ul style="list-style-type: none">• Comes to lessons fully prepared, on time and equipped to face all learning challenges• Thinks and engages with activities in class• Focuses and remains on task for the whole lesson• Shows that they are actively listening to their teacher and their peers• Willing to discuss and answer some questions• Shows care and pride in their work with a high standard of presentation• Responds positively to feedback to improve their understanding• Seeks clarification when unsure
Above expected high standard (4 – sometimes) (5 – consistently)	<ul style="list-style-type: none">• Asks questions to further their learning• Works well with peers and supports the learning of other students• Remains resilient when faced with challenging work• Produces work above and beyond the expectation

What is the expected high standard?

Students who are demonstrating an attitude to learning outside the classroom at or above our expected high standard will demonstrate the following behaviours:

Expected high standard (3)	<ul style="list-style-type: none">• Completes homework on time and to a high standard• Seeks support with independent learning when needed• Participates in extra-curricular enrichment activities (where offered)
Above expected high standard (4 - sometimes) (5 – consistently)	<ul style="list-style-type: none">• Participates in multiple extra-curricular enrichment activities (where offered)• Completes additional reading or independent research around the subject• Takes lesson content further and shows initiative with their own independent learning• Produces work above and beyond the expectation

How can parents support their children at home?

- ❖ Have a copy of your child's timetable and help them to organise their equipment the evening before
- ❖ Encourage a healthy lifestyle with quality sleep and sufficient time away from screens
- ❖ Establish a routine with a quiet place for students to complete their homework (this may be through encouraging them to attend homework club)
- ❖ Have conversations with your child regarding their progress and how they can improve in different subjects
- ❖ Encourage regular reading and ask your child about which books they have been reading at school
- ❖ Encourage resilience; when they find something difficult, encourage them to keep trying
- ❖ Ask your child open-ended questions about what they're learning at school
- ❖ Encourage your child to attend extra-curricular activities



Reading for Pleasure at St Wilfrid's

St. Wilfrid's RC College



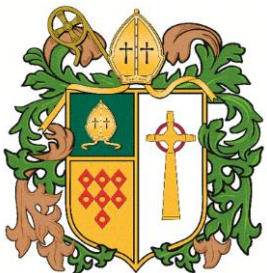
Raising Readers

- Reading is a priority at St Wilfrid's
- Each student has 30 minutes of dedicated reading time each day
- Every student in KS3 has a fortnightly reading lesson- matching them with the most appropriately challenging and interesting books on offer in our library. Teachers focus on: modelling fluent reading and supporting students to practise the skill of reading aloud; reading for inference and reading for pleasure.

Children who are good at reading do more of it: they learn more, about all sorts of things, and their expanded vocabulary, gained from their reading, increases their ease of access to more reading. Conversely, those for whom reading is difficult fall behind, not just in their reading but in all subjects and a vicious circle develops. This is why the national curriculum says:



*The reading framework
Teaching the foundations of
literacy January 2022*



Raising Readers

St. Wilfrid's RC College



Raising Readers

- For some students, reading is a barrier to learning and targeted support will be provided
- KS3 students will be regularly assessed to see if they require intervention and, if identified through our screening, will be placed on a bespoke intervention pathway
- Our intervention includes access to: Phonic screening and teaching by our specialist staff members, staff-led reciprocal reading groups, LEXIA programmes and Accelerated Reader quizzing opportunities.

“We mean welcoming a child into a world of new ideas, insights and emotions, into a world that we, the word rich, take for granted, and which we will routinely guarantee for our own children. That empowerment that comes through vocabulary should be the birth right of every child, whatever their background.”

Geoff Barton

Core Principles of Catholic Education

- The search for excellence as an integral part of the spiritual quest
- The uniqueness of the individual made in God's image and loved by him
- The education of the whole person based on the belief that the human and divine are inseparable
- The education of all with the particular duty to care for the poor and disadvantaged
- Moral principles put into practice with a Christian community



SCHOOL
COLOURS



St. Wilfrid's
R.C. College

Excellentia per fidem, per scientiam, per adiuvatum

Excellence through faith, learning and support



Pope Benedict

“A good school provides a rounded education for the whole person. And a good Catholic school, over and above this, should help all its students to become Saints.”



Pope Benedict

“The task of a teacher is not simply to impart information or to provide training in skills... It is about **forming the human person**, equipping him or her to live life to the full - in short it is about imparting wisdom.”



**“If you
are what
you
should
be, you
will set
the
whole
world
ablaze!”**

If every child had the opportunity to be the best they can be, how amazing would the world in which we live be?

What do the students have to do?

1. Y8 and above: pick either FAITH, LEARNING or SUPPORT.
2. Describe - with evidence - THREE ways in which they demonstrate their FAITH IN ACTION, LEARNING ACHIEVEMENTS or SUPPORT GIVEN TO OTHERS.
3. Evidence may be certificates, medals, badges, photographs, written testimonies from an adult.
4. Submit booklet with evidence to Mr Logan or Mr Mence WB 28/11.*
5. Staff Committee to meet WB 5/12 to consider portfolios of evidence.
6. School Colours awarded end of term assembly 23/12.

Tutors to encourage tutees, look at booklets, help suggest evidence



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[School Life](#)

[SEND](#)

[Sixth Form](#)

[News & Events](#)

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[Careers Programme](#)

[Covid-19 Information](#)

[Exam Timetables](#)

[Expectations of Students](#)

[Extra Curricular](#)

[Family Learning](#)

[Mental Health and Well-Being](#)

[Required School Equipment](#)

[Safeguarding](#)

[School Meals](#)

[Transition](#)

[Uniform Expectations](#)

Excellence through faith, learning and support

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