

Curriculum & Assessment Policy

Governor committee:

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Responsibility of:

Vice Principal – Q of E

Approved by:

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1. Introduction

The curriculum at Chelsea Academy is defined as the totality of learning experiences offered to students to provide them with the knowledge, skills and qualifications required for life and work in the 21st century. Our curriculum offers a vision where every student flourishes, one that embraces excellence and academic rigour, but sets them in a wider framework.

We have a well-qualified and experienced teaching and associate staff body who recognise that students have a variety of different learning needs to be successful both in and beyond, the Academy. As a result, Chelsea Academy offers a broad and balanced curriculum, with sights set firmly on all students progressing onto either university or training and employment where appropriate. Through high expectations, expert teaching and targeted intervention, students from all beliefs, backgrounds and starting points will be able to flourish. Timetabled lessons are enhanced by an extensive and varied Academy Extended Curriculum which also includes excellent opportunities for trips, visits and speakers, creating a well-rounded educational experience for Chelsea Academy students.

Chelsea Academy also recognises that assessment, recording, reporting and target setting are critical in raising student achievement and evaluating the quality of the curriculum. Assessment, recording and reporting achievements offer a way of measuring the impact of curriculum provision. We use summative assessment to evaluate the progress a student has made and formative/diagnostic assessment to identify strengths, areas for improvement and future objectives, including forecast grades. Recording assessments and reporting to parents/carers are fundamental. This process ensures that students, parents/carers, learning coaches and teachers are well informed of individual progress and the expectations and strategies in place to ensure excellent outcomes.

2. Aims of this Policy

- To describe the curriculum vision and key curriculum principles at Chelsea Academy.
- To highlight the curriculum intent through this vision.
- To highlight how the curriculum is implemented across all key stages.
- To ensure expectations of setting Independent Learning (IL) in all key stages.
- To highlight the role of the Science specialism within the Academy.
- To highlight the role of the Extended Curriculum within the Academy.
- To describe the Pastoral Curriculum.
- To highlight how assessment is carried out in the Academy to check understanding and inform planning.
- To highlight the roles and responsibilities of all parties in implementing and reviewing the curriculum.

3. Curriculum Intent

Throughout their time at Chelsea Academy each student will flourish, benefitting from a rich academic curriculum and strong pastoral care. Learning will excite, inspire and challenge. Beyond the taught curriculum there will be many opportunities for students to develop their interests and passions. We aspire to acknowledge and embrace vulnerability. All students will develop: resilience, wisdom, hope and skills with which to lead happy, healthy and fulfilling lives.

We also have six curriculum principles that help expand our vision and demonstrate the intent of our curriculum.

Curriculum Principles

Our curriculum:

1. Is anchored in our Christian Values

Our values of Joy, Forgiveness, Perseverance, Charity and Servant Leadership should permeate through all aspects of Academy life, including its implementation within the curriculum.

2. Provides pathways for academic success

Our vision is for students to flourish in whatever pathway they choose, be it an EBacc pathway, vocational pathway or an adjusted pathway developed to support those with additional needs.

3. Values all subjects, both core and creative, academic and vocational

At both Key Stage 3 and in Key Stage 4/5 options, there are a broad range of opportunities for students to study in a number of different subject areas. Whilst the core curriculum remains at the heart of most year groups, this does not sacrifice creative or vocational opportunities.

4. Is fully inclusive and celebrates diversity

The curriculum allows for variety in opportunity that is inclusive to all students and encourages a commitment to healthy diversity, rather than pursuing a 'one size fits all' approach.

5. Prepares students beyond knowledge and skills to be successful in tomorrow's world

It is important that through the curriculum, students develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These include skills such as collaboration, creativity, critical thinking and communication. Our vision also seeks to educate the whole child, seeing spiritual, moral, social and cultural development integrated with physical and intellectual development at the heart.

6. Develops students' ability to be resilient, reflective, resourceful and responsible learners

Informed by the latest research by the Education Endowment Foundation, our Chelsea Academy Way for Learner Behaviours is a set of attributes embedded throughout all learning opportunities in lessons to ensure students understand how to learn and develop the skills for lifelong learning.

The *Church of England Vision for Education, 2016* is a key document that underpins the curriculum principles. This document highlights the following areas that further support our curriculum in the Academy.

- Educating for wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.
- Educating for hope and aspiration: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.
- Educating for community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.
- Educating for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

Breadth and Depth in the Curriculum

Chelsea Academy is served by very good local primary schools and so students tend to arrive at the Academy with academic achievement that is above national average. Through careful curriculum planning and links with primary colleagues, our Key Stage 3 curriculum is ambitious and offers a broad and balanced diet of subjects of at least equal depth to the national curriculum. Over our three year Key Stage 3, students enjoy all subjects and then choose their own pathways at the end of Year 9 for a two year Key Stage 4.

At Key Stage 4, students have three options across a variety of subjects, including technology, the arts, sport, business and sociology and a choice of computing qualifications, thus ensuring that a balanced variety of subjects to suit all learners is maintained. The Academy also offers both of academic and technical qualifications to cater for the needs of all learners. All students have the opportunity to study the EBacc suite. The Academy is aiming to increase the number of learners studying the EBacc suite by 2025. This is in line with the government's ambition for 75% of all students nationally to study the EBacc. Key Stage 5 students also have access to a broad subject offer at A level, catering for different pathways through to university, training or employment. In addition there is an excellent choice of Extended Curriculum activities to further enhance students' breadth of experience.

Curriculum Model

The curriculum model for Key Stage 3 covers Years 7 to 9. There are 29 lessons, each 55 minutes in length, in a one week timetable.

| Subject | Allocated Lessons | Subject | Allocated Lessons |
|---------------------|-------------------|---------------------|-------------------|
| Art | 1 Lesson | Computing | 1 Lesson |
| Citizenship* | 1 Lesson | Maths | 4 Lessons |
| Drama | 1 Lesson | Music | 1 Lesson |
| Design & Technology | 2 Lessons | Physical Education | 2 Lessons |
| English | 4 Lessons | Religious Education | 2 Lesson |
| Geography | 2 Lessons | Science | 4 Lessons |
| History | 2 Lessons | French or Spanish** | 2 Lessons |
| Total | | 29 Lessons | |

* At Key Stage 3, Citizenship covers a range of personal, local, national, and global issues relevant to the students' lives, for example work skills, citizenship and relationships education. This is in addition to the pastoral curriculum taught in Coaching Time.

**Year 7 students study either two lessons of Spanish or two lessons of French, giving their preference on admission.

4. Curriculum implementation at Key Stage 4

From September 2023, Key Stage 4 will run over two years. The RE full course is the only exception, with students sitting the exam at the end of Year 10. This allows the students to focus intensely on their RE exam in Year 10, which in turn gives them the maximum amount of time to focus on their remaining subjects in Year 11. It is vital for their life chances that students do well in English and Mathematics. There is a strong focus on the core in Chelsea Academy's curriculum, as reflected in the allocation of time to core subjects in Key Stage 4. It is our pledge to parents to do everything in our power to ensure that students achieve minimum good passes in these qualifications.

Students will all study English (Literature and Language), Maths, Combined Science, RE (Religious Education) and PE (Physical Education). Students will also have three option choices across a wide range of subjects, allowing them to maintain a balanced variety of subjects that suit all learners.

The vast majority of qualifications selected at Level 2 are academic GCSE qualifications, with the exception of Information Technology (IT), which is a vocational qualification.

Subjects studies are as follows (subject to change):

| Core Subjects | Open GCSE Options |
|---------------------------------------|---------------------------|
| English Literature | Art |
| English Language | Business Studies |
| Maths | Citizenship |
| Combined Science or Separate Sciences | Drama |
| Biology | D&T |
| Chemistry | Sociology |
| Physics | Media Studies |
| RE (Religious Education) | Music |
| Core PE (Physical Education) | Physical Education |
| EBacc Options | Vocational Qualifications |
| Computer Science | Information Technology |
| French | |
| Geography | |
| History | |
| Spanish | |

Curriculum Model (Year 10 -11)

| Subject | | Year 10 | Year 11 |
|----------------|--|-----------|-----------|
| English | | 5 | 6 |
| Mathematics | | 5 | 6 |
| Science* | | 6 | 6 |
| RE** | | 2 | |
| Core PE | | 2 | 2 |
| Citizenship*** | | | |
| Option A | | 3 | 3 |
| Option B | | 3 | 3 |
| Option C | | 3 | 3 |
| Total | | 29 | 29 |

**All students are taught in three separate Science specialisms with specialist Science teachers. A decision will be made in Year 10 about which students will work towards GCSE qualifications in the separate sciences, and which students will work towards the Combined Science double award.*

***Early entry, full course GCSE for all students in Year 10.*

****Following the completion of the RE course in May, a series of Citizenship lessons is delivered in the remaining curriculum time. Drop down days and the pastoral curriculum delivered in Coaching Time further support the delivery and development in this area.*

5. Key Stage 5 Overview

There is a broad range of A level courses available in the Sixth Form. All students are expected to study three A levels in Year 13. In some cases, where students have achieved exceptional GCSE results, students may be permitted to study four A levels.

Subjects studies are as follows (subject to change):

| Subjects | | |
|---------------------------|-------------------------|--------------------------------|
| Art and Design (Fine Art) | English Literature | Media Studies |
| Biology | French | Music |
| Business Studies | Film Studies | Physics |
| Chemistry | Geography | Psychology |
| Computer Science | Government and politics | Religious Studies (Philosophy) |

| | | |
|---------------------------|---------------------|-----------|
| | History | Sociology |
| Drama and Theatre Studies | Mathematics | Spanish |
| Economics | Further Mathematics | |

Curriculum Model

Students choose three A level subjects in total and an opportunity to study four where it is deemed appropriate. Students have five lessons per week per subject in Year 12, increasing to six lessons per week per subject in Year 13, as well as a weekly lecture slot, timetabled enrichment and supervised study.

6. Careers

Careers Education is an integral aspect of our offer that interlinks each element of our curriculum with the aim of inculcating the skillsets, mindsets and behaviours necessary for future success once our students transition from Chelsea Academy. To this end a progressive and timely sequence of careers activities are offered to students throughout each Key Stage combining optional and mandatory learning experiences to ensure the needs of each student can be met. We take a holistic approach to careers education which relies on a collaborative model that engages all stakeholders including Academy staff. We deliver a mixed economy of learning experiences drawing on both the expertise of our colleagues and the specialist resources and knowledge of industry partners. This means our students have direct contact with a range of employers, entrepreneurs and academics. Examples include, but are not limited to: Year 7 workplace visits, Year 8 Careers & Skills Day, Year 9 Options support, Year 10 Work Experience, Year 11 Futures Day, Year 11 transition support, Year 12 Work Experience, Sixth Form UCAS and Apprenticeship support and a weekly Sixth Form Lecture Series. We are fortunate to have the support of a number of partners such as the Worshipful Company of Grocers, The Old Vic Theatre, Walpole (the official sector body for UK luxury), RBKC, The Construction Youth Trust, the Education Development Trust, Access Aspiration, NCS, Morley College, the University of Sussex, ASK, Multiverse, The Access Project and Making the Leap. In turn, they have given students access to people in organisations such as HSBC Bank, Morgan Stanley, Chelsea FC, G7 and the Future Leaders Network, HEARST UK (the publishers of Harper's Bazaar, Elle, GQ et al.) and the Tunisian Embassy.

7. Religious Education Across the Curriculum

At Chelsea Academy, all students study Religious Education (RE) from Year 7 to Year 11. All students are expected to complete their GCSE exam at the end of Year 10. Although not part of the timetabled curriculum model, RE teaching continues into Year 11 through 'Lightening Lectures' (lectures delivered half termly to the year group), the weekly pastoral curriculum, weekly coaching sessions (with weekly themes via coaching notes and presentations) and organised events across the year. The same applies in Year 12 and 13 where RE teaching continues through the Sixth form lecture series, general studies curriculum, pastoral curriculum sessions (where applicable), and weekly coaching sessions.

8. The Extended Curriculum

At Chelsea Academy, we view the Extended Curriculum as a central part of learning. For this reason, it is not referred to as the 'extra' curriculum, but as the 'Extended' Curriculum, where learning is enhanced and complements the main curriculum. The offer, and students' engagement with the programme, is a unique feature of the Academy, and the variety of the offer allows every student to find or develop an interest, hobby or skill that they are passionate about. The importance attached to the Extended Curriculum is reflected in the timetable, with sessions for all year groups before, during and after Academy hours.

Chelsea Academy has developed partnerships with a number of high profile organisations, including Russell Reynolds Associates, the Oppidan Foundation, the Duke of Edinburgh Award scheme, the Grocers' Company and Imperial College. There are frequent opportunities for students to visit a wide range of organisations and undertake projects, which enrich and extend their learning. The Extended Curriculum takes place both at lunch times and after school and beyond school in the holidays and at weekends. For example the Brunel Scholars' Programme.

9. The Science Specialism across the Curriculum

As our historic specialism, the Sciences are influential on the timetabled curriculum and beyond:

- The emphasis on the Science Specialism is reflected in the allocation of curriculum time, particularly in Key Stage 4.
- There is a strong Science club provision, with a variety of topics covered.
- As part of the ongoing lecture programme, the Sciences feature strongly in the choice of themes delivered to Sixth Form students, with visiting speakers experts in their scientific fields.
- Work experience and mentoring opportunities are linked to the Science departments at local universities, especially Imperial College, and companies whose work involves the Sciences.
- Students are involved in local and national Science and STEM competitions.
- A number of trips follow a Science theme, including visits to the Science Museum and London Zoo.
- Sixth Form students have extensive opportunities in the Sciences through trips, mentoring and extensive links to universities such as Kings College London and Imperial College London.
- Students' best work, research and demonstrations are showcased at the Key Stage Science Fairs.

10. The Pastoral Curriculum

The Pastoral Curriculum at Chelsea Academy is a combination of different learning opportunities provided to our students across the year. As well as dedicated lessons on the curriculum, these can also include drop down days, visiting talks and lectures, Sixth Form lectures, trips, themes of the week, Academy assemblies, other high profile off-timetable activities and discretely taught lessons in coaching time. It is an important part of the curriculum through which students develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help students to stay healthy, safe and prepare them for life and work in modern Britain. It also helps students to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

11. Assessment

At Chelsea Academy, we believe:

- The use of student data should enable all students to receive the support and intervention they need to maximise their personal achievement
- The student should take responsibility for improving his or her own outcomes
- The process should be structured and transparent without being bureaucratic or placing unnecessary demands on teaching staff
- Information should be reported in a clear and effective manner

Target setting

The initial baseline data for all Year 7 students will be Key Stage 2 SATs data, CATs data and new group reading tests (NGRTs). For Year 12 students, GCSE results will be used.

Prior data is used to set targets at each Key Stage as follows:

- Key Stage 5: Alps software is used to generate minimum expected A level grades from a student's GCSE grades. A student's aspirational grade is one grade higher than this
- Key Stage 4: Key Stage 2 data is extrapolated using Fisher Family Trust software (FFT) to give a minimum expected and aspirational target for each subject. The aspirational target equates to a student making progress that would place them in the top 5% nationally, while the minimum expected target would equate to them making progress that would place them in the top 20% nationally
- Key Stage 3: Key Stage 2 data extrapolated using FFT to give aspirational target grades ranging from Diamond to Carbon. The grades are defined as follows:
 - Diamond: Students who achieve this grade typically go on to achieve grade 9 at GCSE
 - Platinum: Students who achieve this grade typically go on to achieve grade 8 at GCSE
 - Gold: Students who achieve this grade typically go on to achieve grade 7 at GCSE
 - Silver: Students who achieve this grade typically go on to achieve grade 5 - 6 at GCSE
 - Bronze: Students who achieve this grade typically go on to achieve grade 4 at GCSE

- Carbon: Students who achieve this grade typically go on to achieve grade 2-3 at GCSE
- Not Yet Achieved: Students who achieve this grade typically go on to achieve grade U or 1 at GCSE.

Assessment

Each curriculum area will carry out at least one summative assessment every term (see reporting cycle table below). Subject leaders will have assessments available for scrutiny by the leadership team upon request.

The grading at each key stage is shown below:

- Key Stage 5: A level grades A* – E
- Key Stage 4: GCSE grades 9-1 (D*/D/M/P for vocational subjects).
- Key Stage 3: Students receive a grade from diamond to carbon in all subjects.

At each assessment point Learning Coaches, Heads of Year, Curriculum leaders and the Leadership team will monitor the progress of both individual students and student groups (e.g. pupil premium, SEN, boys/girls) with appropriate interventions being put into place for underperforming students.

Reporting of data

Parents and students will receive progress checks containing the student's target grade, grade in the most recent assessment, attitude to learning (AtL), and a prediction of the grade most likely to be achieved at the end of the course. If students have completed more than one assessment since the last progress check, then the most recent assessment grade may be an average of these assessments - this is at the discretion of curriculum leaders and should be consistent across the cohort. Please see appendix 1 for examples of Key Stage 3, 4 and 5 progress checks including grade descriptors for AtL.

Depending on the year group and stage of the year, a progress check may not include all the pieces of data outlined above: When progress checks are published and what data is on each progress check is outlined in the table below:

Reporting Cycle

| | Key Stage 3* | Key Stage 4* | Key Stage 5 |
|------------|--|--|---|
| End of HT1 | Year 7: AtL data only. | Year 11: Target grade, most recent assessment data, predictions and AtL data. | Year 12: Most recent assessment data and AtL data. Year 13: Target grade, most recent assessment data, predictions and AtL data. |
| End of HT2 | Year 7 -Year 9: Target grade, most recent assessment data, and AtL data | Year 10 and 11: Target grade, most recent assessment data, predictions and AtL data. | Year 12 and 13: Target grade, most recent assessment data, predictions and AtL data. |
| End of HT3 | | | |
| End of HT4 | Year 7 -Year 9: Target grade, most recent assessment data, and AtL data. | Year 10 and 11: Target grade, most recent assessment data, predictions and AtL data. | Year 12 and 13: Target grade, most recent assessment data, predictions and AtL data. |
| End of HT5 | | | |

| | | | |
|-------------------|--|---|--|
| End of HT6 | Year 7 - Year 9: Target grade, most recent assessment data, and AtL data. | Year 10 Target grade, most recent assessment data, predictions and AtL data. | Year 12: Target grade, most recent assessment data, predictions and AtL data. |
|-------------------|--|---|--|

12. Roles and responsibilities, including processes for curriculum review

a) The Governing Board

The governing board will monitor the effectiveness of this policy and hold the Principal to account for its implementation. The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- The Academy is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Maths and Science, and enough teaching time is provided for students to cover the requirements of the funding agreement.
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEND).
- All courses provided for students below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state via the DfE Performance Tables of the appropriate Academic year.
- The Academy implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.
- Students are provided with independent, impartial careers guidance, and that this is appropriately resourced.

b) Leadership Team

The Principal and Leadership Team are responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the Academy chooses to offer, have aims and objectives which reflect the aims of the Academy and indicate how the needs of individual students will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.
- They manage requests to withdraw children from curriculum subjects, where appropriate.
- The Academy's procedures for assessment meet all legal requirements.
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The governing board is advised on whole-academy targets in order to make informed decisions.
- Proper provision is in place for students with different abilities and needs, including children with SEND.

Staff responsibilities for processes of curriculum review

a) Leadership Team

- A programme of classroom temperature checks, lesson visits, assessment and feedback checks by Senior and Curriculum Leaders (see the QA cycle for further details).
- Student interviews at specified moments throughout the year.
- Regular student work scrutinies and learning conversations.
- Annual surveys of parent/carers and student views on the Academy.
- Surveys of staff views on the Academy.
- Create opportunities to share identified good practice (staff meetings, Wednesday CPD, Weekly Anchor publication, The CALC, INSET days, twilight sessions).
- Ensure that there is access to resources for parents/carers to support their child's learning, and that information about the curriculum is shared with parents/carers on a regular basis.

b) Curriculum Leaders

- Regular lesson visits, student work scrutinies and learning conversations
- Ensure that review of curriculum plans takes into account student feedback
- Have full awareness and up-to-date knowledge of curriculum developments, changes and opportunities in their subject area.
- Be explicit about curriculum intent so that all teachers in a curriculum area share and understand the intent and implement it.
- Review the impact of the curriculum and ensure that it continues to be accessible, broad and ambitious for all students

c) Teachers

Base the content of lessons on agreed curriculum plans.

- Reflect on the content and effectiveness of their lessons on a regular basis to ensure that they are always improving their practice
- Participate in peer learning visits to learn from and share best practice in different curriculum areas.
- Plan engaging and inspiring lessons that generate curiosity amongst the students.
- Provide the opportunity for students to reflect upon curriculum plans through learning conversations
- Ensure that criteria for key assessment tasks are shared with students.

d) Students

- Assist in the development of the curriculum through questionnaires, the student council and learning conversations with different student groups.

e) Parents/ carers

- Form an active partnership with the Academy in promoting their child's learning.
- Where appropriate, attend twilight courses run by the Academy designed to assist parents in supporting their child's learning, for example, 'how to revise' sessions.

13. Links with other policies

- Feedback Policy
- Teaching and Learning Policy
- Independent Learning Policy
- Quality Assurance Policy
- SEND Policy
- High Prior Attainers Policy

Appendix 1

Key stage 4/5 Progress Check:

| Subject | | Minimum Expected Grade | Aspirational Target | KS4 Predicted Grades | | | | | Most Recent Assessment | Attitude to Learning | | |
|----------------------------------|---|------------------------|---------------------|----------------------|-----|-----|-----|-----|------------------------|----------------------|-----------|----------------------|
| | | | | HT1 | HT2 | HT3 | HT4 | HT5 | | Behaviour | Effort | Independent Learning |
| English Language Mr Hipkins | 7 | 8 | 9 | 8 | 8 | 9 | 9 | 8 | Excellent | Excellent | Excellent | |
| English Literature Mr Hipkins | 7 | 8 | 9 | 9 | 8 | 9 | 9 | 8 | Excellent | Excellent | Excellent | |
| Mathematics Miss Nugent | 6 | 7 | 8 | 8 | 7 | 8 | 8 | 8 | Excellent | Excellent | Excellent | |
| Biology Ms Kriuar | 7 | 8 | 8 | 7 | 7 | 8 | 8 | 7 | Excellent | Excellent | Excellent | |
| Chemistry Miss Edge | 7 | 8 | 7+ | 8 | 8 | 8 | 8 | 8 | Excellent | Excellent | Excellent | |
| Physics Mr Gilchrist | 7 | 8 | 8 | 7 | 8 | 8 | 9 | 9 | Excellent | Excellent | Excellent | |
| Drama Mrs Tomlinson | 7 | 8 | 7 | 8 | 8 | 9 | 8 | 9 | Excellent | Excellent | Excellent | |
| French Mr Findlay | 7 | 8 | 8 | 9 | 8 | 9 | 8 | 8 | Excellent | Good | Excellent | |
| History Mr Browning | 7 | 8 | 9 | 9 | 9 | 9 | 9 | 9 | Excellent | Excellent | Excellent | |

| Behaviour | | Effort | | Independent Learning | |
|-------------------------|--|--|---|----------------------|--|
| | | | | | |
| Excellent | Students behaviour is excellent in every lesson. This means that they behave in an exemplary way and go beyond the expectations of the CAW4B. | Student's effort is excellent in every lesson. This means that the quality and quantity of work is excellent, going beyond the expectations of the subject. | Student's IL is excellent . This means that IL is always on time and the quality and quantity of work goes beyond the expectations of the subject. | | |
| Good | Students behaviour is good . This means that they behave in an appropriate way and meet the expectations of the CAW4B. | Student's effort is good . This means that the quality and quantity of work is good and meets the expectations of the subject. | Student's IL is good . This means that IL is submitted on time and is completed to a good standard. | | |
| Some Concerns | Student's behaviour causes some concern . This means that, although they can behave appropriately, on occasions their behaviour disrupts their own and others' learning. | Student's effort causes some concern . This means that effort is not consistently good across lessons. Students do not always meet expectations and sometimes lack effort with the quality and quantity of work produced. | Student's IL is causing some concern . This means that it is not always submitted on time or not always completed to a standard expected by the subject at that stage of learning. | | |
| Serious Concerns | Student's behaviour is a serious concern . This means that in most lessons they often do not meet the expectations of the CAW4B, will disturb the learning of others and take a disproportionate amount of teacher attention. Their behaviour may also often require the use of the higher levels of the CAW4B. | Student's effort is a serious concern . This means that effort is often poor across lessons and the quality and quantity of work produced fails to meet the expectations of the subject. | Student's IL is a serious concern this means that it is often late or not submitted and fails to meet the standard expected by the subject at that stage of learning. | | |

KS3 Progress Check:

| Subject | Target for the end of KS3 | 3Cert Awards | | | Attitude to Learning | | |
|--|---------------------------|--------------|--------|--------|----------------------|-----------|----------------------|
| | | Term 1 | Term 2 | Term 3 | Behaviour | Effort | Independent Learning |
| English <i>Ms Haynes</i> | Bronze | Silver | Gold | Gold | Excellent | Excellent | Good |
| Maths <i>Ms Williamson</i> | Bronze | Bronze | Bronze | Bronze | Excellent | Excellent | Good |
| Science <i>Ms Hinds</i> | Bronze | Bronze | Bronze | Bronze | Excellent | Excellent | Good |
| Art <i>Mr Double</i> | Silver | Silver | Silver | Gold | Excellent | Excellent | Good |
| Citizenship <i>Mr Hall</i> | Silver | Silver | Silver | Gold | Excellent | Excellent | Good |
| Computer Science | Bronze | Bronze | Bronze | Bronze | Excellent | Excellent | Good |
| Design Technology <i>Miss Singh</i> | Silver | Silver | Silver | Gold | Excellent | Excellent | Good |
| Drama <i>Mr Brice</i> | Silver | Silver | Silver | Gold | Excellent | Excellent | Good |
| Geography <i>Miss Thompson</i> | Bronze | Bronze | Bronze | Bronze | Excellent | Excellent | Good |
| History <i>Mr Brice</i> | Bronze | Bronze | Bronze | Bronze | Excellent | Excellent | Good |
| Music <i>Ms Koerner</i> | Bronze | Bronze | Bronze | Bronze | Excellent | Excellent | Good |
| Physical Education <i>Mr Pritchard</i> | Bronze | Bronze | Bronze | Bronze | Excellent | Excellent | Good |
| Religious Education <i>Miss Powell</i> | Silver | Silver | Silver | Gold | Excellent | Excellent | Good |
| Spanish <i>Miss Rios</i> | Bronze | Bronze | Bronze | Carbon | Good | Good | Some Concerns |

Progress Check Guidance Notes:

Target: This is the 3Cert grade a student should be aiming for and is based on KS2 data.
***Grade:** Please use the descriptors below as a guide to the carbon - diamond grading system that we are now using.

| KS3 grade | Descriptor |
|-----------|--|
| Diamond | Students who achieve this grade typically go on to achieve grade 9 at GCSE |
| Platinum | Students who achieve this grade typically go on to achieve grade 8 at GCSE. |
| Gold | Students who achieve this grade typically go on to achieve grade 7 at GCSE. |
| Silver | Students who achieve this grade typically go on to achieve grade 5 - 6 at GCSE. |
| Bronze | Students who achieve this grade typically go on to achieve grade 4 at GCSE. |
| Carbon | Students who achieve this grade typically go on to achieve grades 2 - 3 at GCSE. |
| NYA | Students who achieve this grade typically go on to achieve grade U or 1 at GCSE. |

Attitude to Learning:

These set of grades are a representation of the attitude your son has shown to his learning in each of his subjects. The grid below will help you understand exactly what each grade on the progress check means and what you can do to support your son.

| | Behaviour | Effort | Independent Learning |
|-------------------------|--|---|---|
| Excellent | Student's behaviour is excellent in every lesson. This means that they behave in an exemplary way and go beyond the expectations of the CAW4B. | Student's effort is excellent in every lesson. This means that the quality and quantity of work is excellent, going beyond the expectations of the subject. | Student's IL is excellent . This means that IL is always on time and the quality and quantity of work goes beyond the expectations of the subject. |
| Good | Student's behaviour is good . This means that they behave in an appropriate way and meet the expectations of the CAW4B. | Student's effort is good . This means that the quality and quantity of work is good and meets the expectations of the subject. | Student's IL is good . This means that IL is submitted on time and is completed to a good standard. |
| Some Concerns | Student's behaviour causes some concerns . This means that, although they can behave appropriately, on occasions their behaviour disrupts their own and others' learning. | Student's effort causes some concerns . This means that effort is not consistently good across lessons. Students do not always meet expectations and sometimes lack effort with the quality and quantity of work produced. | Student's IL is causing some concern . This means that it is not always submitted on time or not always completed to a standard expected by the subject at that stage of learning. |
| Serious Concerns | Student's behaviour is a serious concern . This means that in most lessons they often do not meet the expectations of the CAW4B, will disturb the learning of others and take a disproportionate amount of teacher attention. Their behaviour may also often require the use of the higher levels of the CAW4B. | Student's effort is a serious concern . This means that effort is often poor across lessons and the quality and quantity of work produced fails to meet the expectations of the subject. | Student's IL is a serious concern this means that it is often late or not submitted and fails to meet the standard expected by the subject at that stage of learning. |