From September we are moving to **a KS3 knowledge-led curriculum and assessment structure** which aims to:

* fulfil the requirements of the National Curriculum,
* meets the specific needs of our pupils in the context of gender / geographical locality / is aspirational and enriching,
* plans in progression from the start of Yr7 through to the end of Yr8,
* and prepares pupils well for KS4; the next stage in their education journey.

**This is a subject-specific progression model that focuses on the content to be learned and has clear signposts as to what you expect pupils to know and be able to do by the end of Year 7 and then end of KS3. This model does not reduce the importance of subject specific skills. Knowledge and skills are intrinsically linked: they are the *know-how* in applying the *known*.**

We are fortunate at TGGS that we have a high proportion of our subjects taught by specialists. There is much supporting evidence that strong teacher subject knowledge results in high-quality curriculum planning. This ensures both the depth of coverage and an understanding of content sequencing. It often results a higher overall curriculum quality because of the impact on curriculum design and pupils’ knowledge, skills and understanding. Therefore, as a Subject or Head of KS3 Co-Ordinator, it is up to you to decide on what to teach when, how much depth to pursue, how ideas to link together, resources, teaching approaches, and how you make sure all pupils are able to benefit. Consider whether it is better to pursue a few topics in depth as opposed to many topics skimmed. Where is your balance?

Our local context is important and will need to be clearly expressed within the curriculum, particularly as we are a girls’ school competing with an increasing number of local selective schools and we are located in the middle of an area with high deprivation. Our 52% PP cohort is extremely high. Our curriculum should therefore provide our pupils the knowledge, skills and experiences that may be lacking from their home environments as a core principle. This links into the newly proposed TGGS Trips / Experiences programme.

**From September we will not be using:**

* Flight Paths
* GCSE Assessment Objectives
* grades related to GCSE grades for KS3 pupils

As discussed at the Subject Co-ordinator Meeting in January, there are **12 questions** for you to consider:

1. What does your KS3 curriculum look like? /What content / knowledge does contain?
2. What is its purpose / intent?
3. How have you shaped it (thinking particularly about our context)?
4. How challenging and ambitious is the curriculum? How do you know?
5. How consistently does your team follow the schemes of work / assessment points? How do you know?
6. What barriers are there to greater consistency? How can you / we work to overcome these?
7. If you asked pupils about the KS3 curriculum in your subject – what do you think they would say about what they are learning and why?
8. How do you plan in progression from the start of Yr7 through to the end of Yr8? How can you demonstrate it?
9. What does progress look like in your subject? / How do pupils consolidate their knowledge, understanding and skills?
10. How do you prepare pupils for the next stage of their studies (KS4?)
11. How should you assess your subject at KS3 (what the pupils actually know, understand and can do)? Assessment across a unit/topic, term, year, KS3?
12. How has your department staff subject knowledge / specialisms / expertise / training impacted upon the design of your KS3 curriculum?

**Formative vrs Summative Assessment Approach**

Formative assessment strategies remain at the heart of day to day KS3 teaching and learning with allocated DIRT time and closing the gap activities. We know these strategies work for pupils and are the basis of informing both teachers and pupils about how to move forward.

This will sit alongside some use of regular low-stakes summative assessments to inform pupils, teachers and parents of progress against specific knowledge and skills objectives. These will be moderated where possible to provide robust data for monitoring and tracking purposes.

Linked assessment checker sheets as a means of feedback about knowledge and skills achieved at the end of a unit of work seems a practical way of managing a large amount of subject knowledge and skills across KS3 without overwhelming both staff and pupils as to what pupils know and can do at this specific point. These summative assessments can then be closely aligned to pupils’ subject knowledge acquired during that unit / topic, the different skills targeted and over the course of KS3 can show progression / deepening understanding. Teachers can then respond appropriately through planning and teaching as well as informing future curriculum design.

These summative assessments will be graded by a percentage mark. For example, the mark scheme for each assessment will have a raw score and then a % will be able to be calculated. This allows for moderation to take place. The end of year examination will be assessed in the same way.

**What do we enter onto Progresso for the Autumn, Spring and Summer Data?**

Since we have moved away from the idea of Flight-Paths and progression being a linear process. We will no longer be entering GCSE related grades at KS3.

Since the summative assessments will be graded as a percentage mark. This will be entered into Progresso. All termly summative assessments will need to be monitored and judged against:

* a minimum expectation for each set (to be agreed with the Subject Co-Ordinator)
* the class average

To be provided by the Data Manager

* year group average

We will therefore be able to show where each pupil is in relation to the above criteria. The averages should be able to calculated by the Data Manager on entry into Progresso and then reported back to parents. This will enable each pupil to be given a rank order across the year group for internal monitoring purposes.

Subject Knowledge / Can do statements as a drop-down menu on Progresso will help create an annual report for parents. The associated Development Points statements will need to be reviewed as well for this report and the termly pupil planner pages so that relate specifically to the knowledge and skills taught in the KS3 curriculum.

**What do we all need to do for a consistent school approach?**

Although each of our subject areas is different with different content and skills and ways of assessing, we still need to have a consistent whole school approach and intention behind our KS3 curriculum.

I am therefore suggesting the following approach for each subject:

1. A short **subject statement of curriculum intent** linked closely to the aims expressed at the start of this paper.
2. **An overview map of knowledge and skills to be acquired by the end of KS3 as a whole with sign-posts for the end of Yr7 and an indication of what will be taught when.** An **adaptable** template provided so that subjects can make this suit the different needs of their subject whilst maintaining a consistent TGGS ‘look’.
3. Moderated **summative assessments** with associated *knowledge / can do* feedback sheets to be developed that chunk down the knowledge and skills tested from the whole curriculum at **least once per term**. These *knowledge* and *can do* feedback sheets to be in pupil books / folders as appropriate.
4. On-going formative feedback marking with at least **one closing the gap activity per half-term**.
5. ***Knowledge / Can do* statements** created for JC to enter into Progresso to create a report for parents and for pupil planner pages that relate specifically to the curriculum. These should tie in with the summative assessment feedback sheets as well as the knowledge and skills from the curriculum overview mapping.
6. **Development Point statements** to be reviewed with JC for reports and pupil planner pages.
7. A review date for this curriculum to be the **Teacher Day, Friday 3rd July 2020**.

**Quality Assurance**

1. Subject Co-Ordinator or Head of KS3 to design the curriculum and assessments in partnership with the rest of their Department.
2. Heads of Faculty to have an overview of each subject’s KS3 Curriculum for that Faculty and to monitor that it fulfils the aims of the curriculum intention as set out here and in the subject statement. This to be reported back to their SMT Line-Manager.
3. Monitoring of the delivery of the curriculum implementation is undertaken via Drop-ins, Learning Walks, Work Scrutinies and moderation exercises by the Subject Co-ordinator / Head of KS3 and reported back to the Faculty Head and SMT Line-Manager.
4. Annual Subject SEF and DDP Reviews conducted by SMT Line-Manager to have a specific focus on the delivery of the curriculum intent and its impact on all groups of learners. JH to amend the review paperwork accordingly.
5. The response to the 12 questions shared at the January Subject Co-Ordinator Meeting and on this document to be shared with the Department. Copies to Faculty Head and SMT Line-Manager.

**Workload Implications:**

Once in place, we anticipate that this should bring about a reduction in workload especially around data entry removing the deliberation around gradings, targets and Flight paths etc. and is overall a more simple system to administer than currently. Much of the preliminary work should have been undertaken already by Subject Co-Ordinators and Heads of KS3 who have been tasked with reviewing and updating the KS3 Curriculum since January 2019. However, we acknowledge that these changes will have a workload implication, especially as we would like to start from September.

It has been agreed to:

* Protect Yr11 gained time of Subject Co-Ordinators and Heads of KS3 where possible in order to provide in-school time.
* To devote much of the Teacher Day, July 1st to this task (this includes freeing up time by removing the Yr7 Reflective Rank Order Work Scrutiny).
* The Subject Co-Ordinator Meeting for 27th June to be cancelled so as to allow this time to be used freely.

**Time Scale:**

By **5th July** to Faculty Head and SMT-Line Manager:

* The short subject statement of curriculum intent.
* The overview map of knowledge, skills and types of assessment.

By **30th September** to Data Manager, Faculty Head and SMT Line-Manager:

* *Knowledge / Can do* statements for Progresso report for parents.
* Development Point statements reports and pupil planner pages.

By **25th October** to Faculty Head and SMT Line-Manager:

* Summative assessments, mark schemes and associated knowledge / can do feedback sheets.