

# Key Stage 3 Curriculum and Assessment

September 2017

# Key Stage 3 at Archer Academy

The challenge:

- National Curriculum levels are no longer used
- How do we build on the hard work put in an primary school?
- How do we stretch and challenge each child from their first day?
- How do we communicate how your child is doing?
- How do we get students ready for the new style GCSEs?
- How do we retain a sense of enjoyment, curiosity and adventure before we get into the serious business of GCSEs

# Our approach

- Asked subject leaders to look at the GCSEs and work out what skills students needed to be good at by the end of Year 8
- Boiled this set of skills down into 5 “big ideas”
- Designed curriculums for years 7 and 8 that would develop these skills, whilst retaining the fun and adventure that should be part of these two key years
- But how to cater for the wide range of abilities that students will join us with, so that students are not bored or overwhelmed?

# Flight paths

- A flight path determines the expected progress a child should make to be “on track” to get the right point at the end of Year 8 (GCSE ready)
- A highly able student should expect more challenging work and to develop the skills to a deeper level than a student who needs more support
- Flight paths set out this degree of challenge at 4 different levels
- Normally a student will stay on one flight path, but we will always look to move a student onto a higher flight path if we think this is appropriate (never to a lower path)

# Where do flight paths take us?

Key Stage 2 score	Flight path	GCSE grade range if on track
<b>Up to 97</b>	<b>Purple</b>	1,2,3,4,5,6
<b>98-106</b>	<b>Grey</b>	3,4,5,6,7
<b>107-112</b>	<b>Green</b>	5,6,7,8
<b>Over 112</b>	<b>Black</b>	7,8,9

# Key Stage 3 assessment – key principles



- Students are put onto flight paths based on SATS scores from Key Stage 2
- We then challenge them appropriately for their flight path and report to parents if they are on track or not
- 4 flight paths – students on the top flight path should be doing more challenging work than those on lower flight paths
  - **Purple**
  - Grey
  - **Green**
  - **Black**
- Use CATs scores and previous experience of students to push them to higher flight paths to unlock **previously unrecognised potential**
- Students can move to higher flight paths at key points (each subject has their own flight path), but never lower

# Year 7 flight paths

- Initial KS2 based “draft” flight paths will be communicated to students during w/c 25/9 via a report for each student

Student Name: [REDACTED]

Form: [REDACTED]

Grammar SATs score :99

Reading SATs score :97

Maths SATs score :106



Subject	Initial flight path
Maths	Green
English	Grey
Science	Grey
Humanities	Grey
Languages	Grey
Dance/drama	Grey
Music	Grey
Art, Design & Technology	Grey
PE	Grey
Thematic	Grey

The flight paths above are based on your SATs scores from primary school

These flight paths will determine the level of challenge in the work that is set, and your teachers will give you feedback based on this level of challenge

If you push yourself hard and use the feedback given to your [teachers](#) there may be an opportunity to move up a flight path

The flight path is designed to get you to the end of year 8, ready to start your GCSE courses with the right level of skills to get the GCSE grades that you are capable of

# Year 7 flight paths

- Stickers will then be placed on books – coloured spots
- After half term, once we have CATs scores and a half term's worth of experience with the students, we will then review these and raise flight paths if we think there is “unlocked potential” – tie in with set changes

# Reports – 3 times per year



## Parent Progress Report: Student B (summary version)

Subject	Flight Path	Progress	Behaviour	Effort	Homework	Target
English	Green	On target	2	2	3	
Maths	Black	Above target	3	2	1	
Science	Green	Well above target	1	1	1	
Geography	Green	Below target	3	3	2	<i>Work on skill x by doing y</i>
History	Green	On target	1	1	2	
MFL	Green	On target	2	2	3	
Dance	Green	On target	2	3	2	
Drama	Green	On target	2	2	3	
Art	Green	Below target	2	3	3	<i>Work on skill x by doing y</i>
Music	Green	Below target	2	3	3	<i>Work on skill x by doing y</i>
Product design	Green	On target	2	2	2	
PE	Green	Well above target	2	1	1	
		Average this period	2.0	1.9	2.2	
		Average previous period	1.9	1.8	2.1	
		Year group average	1.6	1.7	1.8	

Learning Review Day will follow soon after to celebrate achievements and discuss issues