

**ST GEORGE'S CHURCH OF ENGLAND
FOUNDATION SCHOOL**



**ACADEMIC OVERVIEW GUIDE
2020/2021**

HOPE ° WISDOM ° FRIENDSHIP ° FORGIVENESS ° COMPASSION

A GUIDE TO THE ACADEMIC OVERVIEW

INTRODUCTION

This booklet is aimed at being a support to parents in regards to the school curriculum and the assessment process. Many parents contacted the school to say how useful the previous version of this booklet was. I hope that this year, this updated document will help you, as parents, to understand the continuing National changes in education and how the school is responding to them.

Last year we made notable alterations to the way we assess and report assessment data to parents for KS3 pupils. These changes were supported by pupils and parents, and we will continue with this system for this Academic Year. Further details regarding this can be found within the booklet.

May I take this opportunity to thank you all for your continued support of the school and ask that you take the time to familiarise yourselves with the curriculum, assessment and reporting arrangements that are set out in this guide. As you are aware, changes are happening all the time at a National level and we will continue to be at the forefront to ensure that we provide the best possible guidance to parents and secure the best possible outcome for pupils.

I look forward to seeing you all at school events during the year.

Louis Waddon

Assistant Headteacher

September 2020

REPORTING ON YOUR CHILD'S PROGRESS

There are a number of opportunities during the school year for you to find out about your child's progress.

- 1 Parents' Evening:** This is an opportunity for you to talk directly to your child's teachers. They will run from 4pm until 7pm on the following dates :
 - Year 7 – Monday 1st March 2021
 - Year 8 – Monday 26th April 2021
 - Year 9 – Monday 25th January 2021
 - Year 10 – Monday 30th November 2020
 - Year 11 – Monday 9th November 2020
 - Years 12 and 13 – Monday 1st February 2021

- 2 School Report (Profiles) :** you will receive this on one occasion during the year, as follows:
 - Year 7 – Thursday 8th July 2021
 - Year 8 – Thursday 8th July 2021
 - Year 9 – Tuesday 8th December 2020
 - Year 10 – Tuesday 25th May 2021
 - Year 11 – Tuesday 9th February 2021
 - Years 12 – Tuesday 25th May 2021
 - Year 13 – Tuesday 9th February 2021

- 3 The Academic Overview:** This is a Bi- Termly report to provide a quick check-up on effort and progress at the following times:
 - Academic Overview 1: 15th December 2020
 - Academic Overview 2: 30th March 2021
 - Academic Overview 3: 13th July 2021 (Years 7/8/10 only, Year 9 will receive Core Subjects only)

CURRICULUM

YEARS 7, 8 and 9:

Pupils are following the new National Curriculum and will study the following subjects:

Core Subjects

- English Language and Literature
- Mathematics
- Science

Non- Core Subjects

- Art
- Games
- Geography
- History
- RE
- Modern Foreign Languages (both Spanish **and** French in Year 7. Spanish **or** French in Years 8 and 9)
- Creative Rotation

YEARS 7 and 8 Creative Rotation:

Pupils will rotate around the Creative Subjects to encounter a variety of specialisms. Each subject will be studied for a term before moving onto the next subject. Subjects within the Creative Rotation are:

- Computer Aided Design
- Computing
- Resistant Materials
- Food
- Music
- Textiles

YEAR 9 Creative Rotation:

Pupils will begin the process of picking options just before Christmas and this will be finalised by the end of term 4.

We slightly alter the subjects within the Creative Rotation in Year 9 to give pupils a taste of the options available in Years 10 and 11. These subjects are studied for one term; we hope that options will be started in Term 6 of Year 9. Subjects within the Creative Rotation are:

- Food
- Engineering
- Music
- Computing
- Textiles

YEAR 9 Science:

In Science pupils will be studying one of the three disciplines: Biology, Chemistry or Physics throughout Year 9 and they will sit the formal GCSE examination in the summer of year 9.

YEAR 10:

Pupils will have already picked their option subjects. These will be studied until the end of Year 11. Alongside these they will study English, Mathematics, Science, RE and take part in Games.

In English, pupils will study Literature throughout Year 10 with their formal GCSE Literature examination in the summer of year 10.

In Science, pupils study their second of the three Science disciplines: Biology, Chemistry or Physics and they will sit the formal GCSE examinations in the summer of year 10.

YEAR 11:

Pupils will study and sit formal examinations in the following subjects as well as taking part in Games:

- English Language
- Mathematics
- One of the three Science disciplines (Biology, Chemistry or Physics)
- RE
- 3 Options

YEAR 12 and 13:

All Pupils will study three option subjects.

Any pupil who is yet to meet the Government expectation of a Grade 4 or above in English and/or Maths will continue to study this GCSE subject with Resit opportunities in November and the summer.

In addition to this pupils can study Core Maths which is the equivalent to 0.5 A Levels.

Football Academy is also popular with both Males and Females taking part in high quality coaching from TSC, whilst continuing their Academic Studies.

KS3 ASSESSMENT

Since the government removed Key Stage 3 assessment levels in 2014, schools have been given the freedom to determine their own assessment strategy. We have been developing this strategy year on year.

Core subjects: English, Maths and Science will continue to follow our usual assessment procedures. This will mean pupils will be given a GCSE grade based on a GCSE style assessment. We feel it is important that pupils gain experience from carrying out these assessments in these specific subjects, as all pupils will continue to study them, gaining certification at the end of year 11.

Non- Core subjects: for all other subjects studied at Key Stage 3 we will move away from GCSE grades. This is because often the skills and knowledge studied within these subjects cannot easily be assessed using GCSE style assessment and therefore an accurate GCSE grade cannot easily be given.

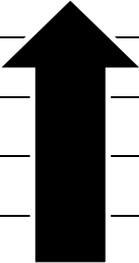
These subjects will move towards a colour system that can be used to assess how your child is progressing when compared to their peers.

Pupils are ranked based on their Key Stage 2 mean scaled score achieved at Primary School. Rank position one is taken by the pupil with the highest Key Stage 2 data, positions cascade down based on Key Stage 2 data. Your Child is then assigned a target colour based on their rank position within the year group. If no Key Stage 2 data is available we will use pupil's first assessment scores as a starting point and rank pupils accordingly.

Rank	Colour
Pupil 1-40	Purple
Pupil 41-90	Pink
Pupil 91-140	Blue
Pupil 141-190	Yellow
Pupil 191-230	Orange

For each assessment, in each subject, pupils will receive a score or percentage. Pupils will once again be ranked on their position within the cohort based on their performance in that assessment.

Once pupils have received their assessed colour they need to compare it to their target colour. Pupils are expected to achieve the same assessed colour as their target colour. If they receive an assessed colour higher on the ladder than their target they have achieved better than expected. If they achieve a colour below then have performed below expected.

	Colour
	Purple
	Pink
	Blue
	Yellow
	Orange

This ranking system is similar to how the government work out progress of pupils from Key Stage 2 to 4, as well as determining grade boundaries for examinations. The government's current model is to assign grades based on normal distribution, which basically means pupils are ranked compared to their peers nationally and assigned a grade based on this rank within the national cohort with a certain percentage achieving each grade.

ACADEMIC OVERVIEW

The Academic Overview has undergone numerous changes over the past 5 years. These have been implemented following suggestions from parents and to keep in line with government changes.

You will receive an Academic Overview up to three times within the Academic Year. This is a recent change and has been made to move in line with government and Ofsted guidance regarding reporting of assessment data to stakeholders. This doesn't mean that your child's progress is monitored less closely, however it allows staff and pupils to spend more time on improving areas of concern or weakness before the next assessment point.

Effort Descriptors

In each subject, your child's teacher will choose which effort descriptor best explains how your child is working within that subject. There are only 2 possible grades:

Good

- I am engaged in meaningful activity in lessons.
- I am organised most of the time and usually complete homework carefully.
- I listen carefully and sometimes contribute to group discussion.

Requires improvement

- I sometimes engage in meaningful activity in lesson time but I am easily distracted and wander off-task, which affects learning and progress.
- Sometimes, I am organised and attempt homework, but this can be rushed and have little attention to detail.
- I sometimes listen carefully and contribute to class discussion, but should do so more often. I can hinder my own and others' progress if I don't.
- Although I show signs that I am trying to improve, at other times I lack motivation.
- If I tried harder, my achievement would improve.

Target Grade or Colour

KS3 Target Colours for Non-Core subjects have been explained previously in this document (page 5 and 6). To summarise, the Target Colour given to a pupil is based upon their ranked position with the year group using Key Stage 2 SATs results. Any pupils without Key Stage 2 data will be ranked on their first assessment in English and Maths at St George's School, providing a reference point and comparator to their peers. Target Colour will then be set accordingly.

For Key Stage 3 Core subjects and Key Stage 4 subjects your child will have Target Grade which indicates what they should be aiming towards **by the end of their current school year**. This has been calculated using data from the end of Key Stage 2 SATs completed at their junior school. The Department for Education expects pupils to make a certain level of progress between the end of year 6 and the end of year 11 and the Target Grades reflect this journey.

Similarly Key Stage 5 pupils also have expected levels of progress from Key Stage 4 GCSE and/or equivalent qualifications to end of Key Stage 5 results. This expected progress is reflected by your child's target grade, which is an end of qualification grade not end of year. These are based again on national expectations and are on individual subject level, therefore your child may have different target grades for different subjects.

Any pupils resitting GCSE English and/or Maths when in Key Stage 5 will have a Target Grade of a 4. This is set by the government as the minimum expectation.

KS3 Core and Key Stage 4 Assessed Grade and Grading System

We do not use projected grades, as often these can be misleading and it is very difficult to be accurate with new subject specifications and examinations. Using Assessed Grades mean that parents will be informed of exactly where their child currently stands in each subject. As the year progresses, the marks that they have achieved will be taken in to account giving a more and more accurate reflection of how well the pupil is doing. Staff will be able to use the assessments to pinpoint more accurately which areas of a subject need greater revision and to target interventions as necessary.

New specification programme of studies have switched from the original grading system of letter (A-G) to the reformed number grading system (9-1).

For **BTEC 1st Award** subjects, studied in years 10 and 11, the grading system can be seen below.

Some of our pupils will also be studying reformed BTECs, these are the new **Tech Awards** in Health and Social Care, Enterprise, Digital Information Technology and Engineering. Pupils will be graded similarly to the previous BTECs, however there has been the introduction of a Level 1 Merit, and Level 1 Distinction.

Old GCSE equivalent	New GCSE Grade	BTEC 1 st AWARD Grade	BTEC TECH AWARD Grade (reformed)
New Grade Approx. top 2% of the country	9	D*	D*
A*	8		
A	7	D	D
B	6	M	M
New Grade	5		
C	4	P	P
D	3	L1P	L1D
E	2		L1M
F/G	1		L1P
U – ungraded	U	U	U

To further pinpoint rates of progress we will also split each number into 3, so for example, a pupil could be given a 5+ (nearly at grade 6), a 5 (secure 5) or a 5- (only just achieving the grade).

As a school we have also added a 'W' grade. This indicates that pupils are working towards grade 1 and this will be used for Years 7-9 Core Subjects only.

KS3 Non-Core Assessed Colour System

Each pupil will sit an assessment in each of the Non- Core subjects. This assessment will be the same for each pupil within the subject area and will therefore be accessible to all pupils but also challenging for the more able. Once all pupils have completed this assessment their score or percentage will be compared to their peers and ranked. Again the pupil with the highest score or percentage will be ranked as position one and positions will then cascade down according to the score or percentage achieved by the pupil. Assessed colours will then be allocated as below:

Rank	Colour
Pupil 1-40	Purple
Pupil 41-90	Pink
Pupil 91-140	Blue
Pupil 141-190	Yellow
Pupil 191-230	Orange

Further information about what this Assessed Colour Means and how it can be compared to Target Colour to inform on pupils progress can be found on page 5 of this document.

WORKING WITH YOUR CHILD: We recommend that parents go through the Academic Overview with their children. This helps your child to understand that you are partners in their education and that you expect them to do their best and will support them in doing so. Here are a few hints about how you can use these reports to support your child and help them to take responsibility for their own progress.

Praise where praise is due. Children have a very busy and varied life at school. Each has strengths in different areas and these are always worth recognising. It is especially valuable to give credit when your child has worked hard to overcome a particular problem. Well-earned praise makes a child aware that you value their achievements and thus boosts self-confidence.

Highlight areas where effort grades are a little disappointing. It is important to point out areas where it is clear that your child could be doing better, whilst being realistic about what is possible. Ask your child why they think this has happened. There may be very good reasons why effort in one particular area has slipped and discussing this calmly with you at home may be a good way for your child to express these. Discuss what can be done to improve things, for example, setting some achievable targets or suggesting that your child talks to the teacher about it. Help your child to take responsibility for this rather than intervening yourself if possible. It is much more rewarding for pupils when progress comes from their own efforts and the progress is more likely to last.

Have realistic expectations. We all have high expectations of our children, however, it is important that these expectations are manageable and realistic. The targets grades set for each individual pupil are grades which they should be very proud of if they achieve them. If as a parent you are expecting your children to perform significantly above these target grades, your expectations maybe unrealistic and actually have a detrimental effect on their progress.

Discuss attainment grades honestly. Some children will have worked hard but their grade is not very high. This will be because they have a particular difficulty with that subject or the topic being studied. They will be supported by their teachers at school to help them to do as well as they can but it is also helpful if your child can suggest anything that they feel could be done to support them further. They should be helped to understand a Good effort shows they have worked hard and they are achieving as well as they are able at this point in their studies, which is praiseworthy. Where the effort is “Requires Improvement”, children need to understand that whatever attainment grade they have achieved, they could be doing better and they should be encouraged to understand the consequences of adopting a positive work ethic and set targets for themselves for improvement.

Encourage your child to take their learning further. When a report highlights areas where your child shows particular interest or ability, it is helpful to encourage this by talking about it and showing an interest yourself. If you can support their interest, perhaps through taking them to a museum or gallery, a theatre or library, helping them to search the internet or watching an interesting television programme with them, this will help them to develop a spirit of enquiry and to understand that learning is a life skill, not just something that goes on in the classroom.

POINTS OF CONTACT

	HEAD OF YEAR	PASTORAL SUPPORT
Year 7	Mr Matthews	Mrs Kirkland
Year 8	Mrs Wratten	Mrs Newland
Year 9	Miss Tanti	Mrs Grieve
Year 10	Mr Norman	Mrs Rowden
Year 11	Mrs Giles	Mrs Philips
Year 12/13	Miss Hyde	Mrs Buckingham



Example Key Stage 3 Academic Overview
St George's Church of England Foundation School
Year xxx ACADEMIC OVERVIEW 1– 2020/21

PUPIL NAME: xxx

The Biology assessed grade is a long way from their end of year target.

Each subject will have an Effort Description - either "Good" or "Requires Improvement". There is more detail on these in page 7 of this booklet.

CORE SUBJECTS

SUBJECT	EFFORT	ASSESSED GRADE	TARGET GRADE
BIOLOGY	Requires Improvement	2+	5+
ENGLISH LANGUAGE	Good	3	5+
ENGLISH LITERATURE	Good	3-	5+
MATHEMATICS	Good	5	5+

Pupils are studying one of the three Sciences this academic year.

The current assessed grade in Maths is almost at the pupil's end of year target.

FOUNDATION/CREATIVE ROTATION SUBJECTS

Target and Assessed Colours Ladder:

COLOUR
PURPLE
PINK
BLUE
YELLOW
ORANGE



Pupils Target Colour is in the middle of the ladder.

Pupils is currently performing significantly above expected in Art and RE

TARGET COLOUR	Blue
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FOUNDATION SUBJECT	EFFORT	ASSESSED COLOUR
ART	Good	Purple
GAMES	Good	Yellow
GEOGRAPHY	Requires Improvement	Pink
HISTORY	Good	Pink
MODERN FOREIGN LANGUAGES	Good	Blue
RE	Good	Purple

Pupils is currently performing slightly below expected in Games

Pupils study either French or Spanish in Modern Foreign Languages

Pupils is currently performing as expected in Modern Foreign Language

CREATIVE ROTATION SUBJECT	EFFORT	ASSESSED PERCENTAGE
MUSIC	Good	75
TEXTILES	Good	58

ASSESSED COLOUR	Purple
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Only subjects studied so far this academic year, within the TECHNOLOGY rotation, will have assessed percentage reported.

Please refer to the Academic Overview Guide for an explanation of these descriptions (on the school website within the 'Information – Academic Overview' section or <http://www.stgeorges-school.org.uk/340/academic-overview>).

ATTENDANCE

xxx attendance has been **93.8%** since September 2020.

Government expectation is 95% attendance

BEHAVIOUR / ACHIEVEMENTS

During this Academic Year, xxx has been awarded the following points for achievement and behaviour.

Achievement points	Behaviour points
18	1

Achievement points are awarded for many different positive reasons, such as good behaviour or manners, outstanding work or for consistently positive effort, both in and out of the classroom.

Behaviour points are given when behaviour, work or effort are below our school expectations.

Should you wish to discuss this Academic Overview please contact xxx (Head of Year xxx).



Example Key Stage 4 Academic Overview
St George's Church of England Foundation School
Year xxx ACADEMIC OVERVIEW 1 – 2020/21

Each subject will have an Effort Description - either "Good" or "Requires Improvement". There is more detail on these in page 7 of this booklet.

The current assessed grade in Religious Education is almost at the pupil's end of year target.

PUPIL NAME: xxx

SUBJECT	EFFORT	ASSESSED GRADE	TARGET GRADE
BUSINESS (BTEC)	Good	P	M-
ENGINEERING (BTEC)	Good	P	M-
ENGLISH LANGUAGE (GCSE)	Good	4	5
MATHEMATICS (GCSE)	Good	2+	4+
PHYSICS (GCSE)	Requires Improvement	2-	4+
RELIGIOUS EDUCATION (GCSE)	Good	4+	5-
SPORT & EXERCISE (BTEC)	Good	M	M-

Please refer to the Academic Overview Guide for an explanation of these descriptions (on the school website within the 'Information – Academic Overview' section or <http://www.stgeorges-school.org.uk/340/academic-overview>).

The Maths assessed grade is a long way from their end of year target.

ATTENDANCE

xxx attendance has been **94.6%** since September 2020.

Government expectation is 95% attendance

BEHAVIOUR / ACHIEVEMENTS

During this Academic Year, xxx has been awarded the following points for achievement and behaviour:

Achievement points	Behaviour points
18	2

Achievement points are awarded for many different positive reasons, such as good behaviour or manners, outstanding work or for consistently positive effort, both in and out of the classroom.

Behaviour points are given when behaviour, work or effort are below our school expectations.

Should you wish to discuss this Academic Overview please contact xxx (Head of Year xxx).



Example Key Stage 5 Academic Overview
St George's Church of England Foundation School
Year xxx ACADEMIC OVERVIEW 1– 2020/21

Each subject will have an Effort Description - either "Good" or "Requires Improvement". There is more detail on these in page 7 of this booklet.

The current assessed grade in Business is almost at the pupil's end of year target.

PUPIL NAME : xxx

SUBJECT	EFFORT	ASSESSED GRADE	TARGET GRADE
BUSINESS BTEC (EXT. CERT)	Good	M	D
HEALTH & SOCIAL CARE BTEC (EXT. CERT)	Good	D	D
LAW APPLIED (EXT. CERT)	Good	P	D

The Law assessed grade is a long way from their end of year

External assessed units of work may have an impact on end of year results.
 GCSE Resit English and Maths are awaiting results due 16th January 2021.

Please refer to the Academic Overview Guide for an explanation of these descriptions (on the school website within the 'Information – Academic Overview' section or <http://www.stgeorges-school.org.uk/340/academic-overview>).

ACHIEVEMENTS

During this Academic Year, xxx has been awarded the following points for achievement:

11

Achievement points are awarded for many different positive reasons, such as good behaviour or manners, outstanding work or for consistently positive effort, both in and out of the classroom.

If you would like to discuss this Academic Overview please contact Miss Hyde (Head of Sixth Form).