



Ian Ramsey
Church of England Academy
Together to learn, to grow, to serve



Dayspring Trust

“Providing excellent education within a strong Christian community”

Dear Parents/Carers

Given the enormous changes that are happening in education today, we decided to provide you with a reminder of what they are and how that might impact your children. So we have produced a ‘Special Edition’ newsletter to provide you with the key issues.

You can, of course, contact us if you require further clarification. We will be publishing our second issue of the ‘Ian Ramsey News’ later next half term.

We would like to thank you again for your continued support, working together in partnership, to provide an excellent education.

Best wishes

Mrs Booth
Executive Head



Mr Janes
Head of School



Curriculum Update

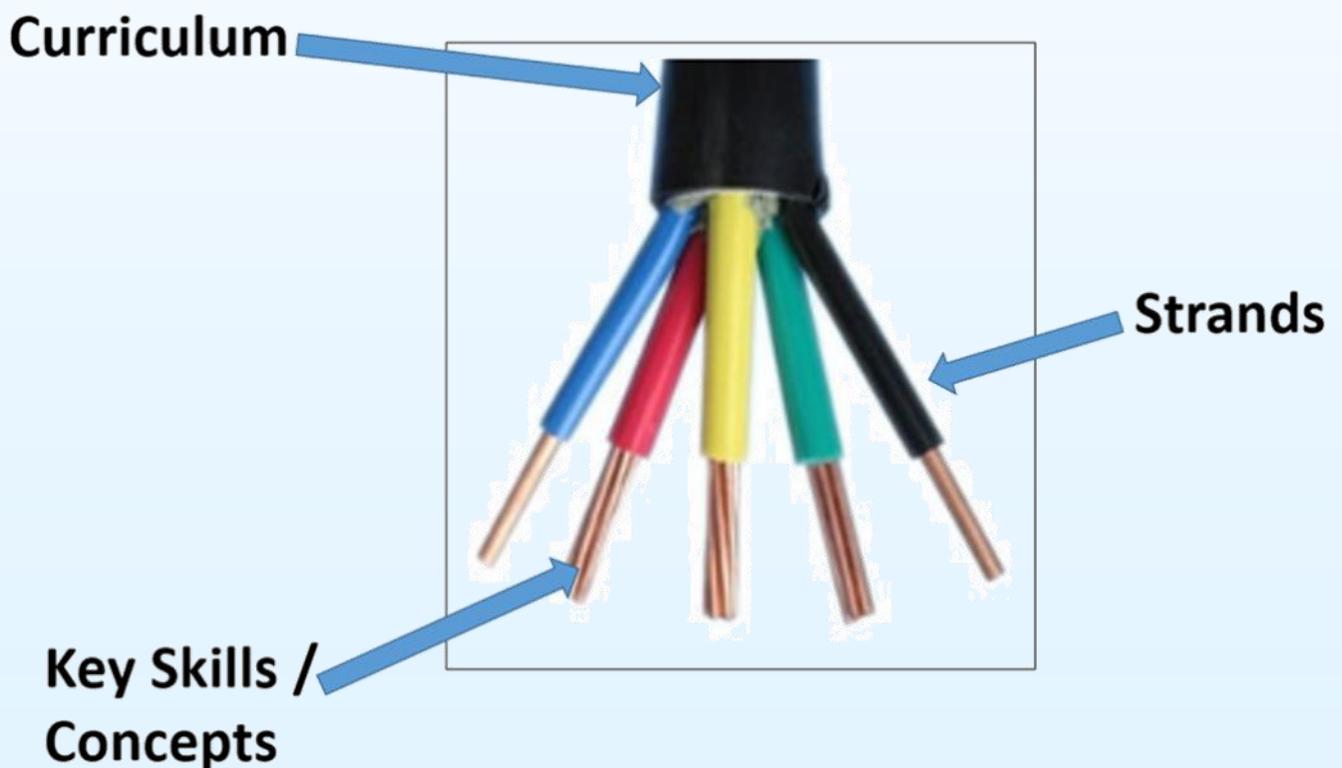
Contents

| | |
|--|---------------|
| Key Stage 3 Assessment Policy -A look at the new Dayspring Trust ‘life without levels’ ways of assessing in Years 7 and 8 | Page 2 |
| Key Stage 3 Reporting -How will the new assessment policy improve the way we report to parents and carers? | Page 5 |
| Timeline of Educational Changes -An overview of recent changes in education | Page 6 |
| Reformed GCSEs -What has changed with the new GCSEs? | Page 8 |
| New Headline Measures -Schools will no longer be judged on 5 A*-C including English and maths, so how will they be judged? | Page 9 |

Key Stage 3 Assessment Policy

The key ideas and themes in each subject have been identified by subject leaders.

- These have been organised into different **Strands**
- Within each strand, a set of **Key Skills and Concepts** describe the concepts and skills that pupils need to learn
- Assessment will identify the depth to which pupils have learnt each **Key Skill or Concept**



Key Stage 3 Depth of Understanding

Each **Key Skill / Concept** will be assessed on the scale:

Emerging:

Pupils are **beginning** to demonstrate some understanding or competency.

Developing:

Pupils, **with support**, are able to demonstrate understanding or competency.

Secure:

Pupils are able to **independently** demonstrate understanding or competency.

Mastery:

Pupils are able to consistently use and apply their understanding/competency **at a later date** and/or **in other contexts**.

Key Stage 3 Targets and Expectations

- Pupils follow a **Learning Journey** in each subject based on their prior attainment (KS2, CAT and Baseline testing)
- There are four broad **Learning Journeys**, along with bespoke journeys for a very small number of pupils
- The **Learning Journey** shows which of the **Key Skills and Concepts** we expect an individual pupil to be able to develop a secure knowledge of, over the course of the year
- **Learning Journeys** are not fixed. Therefore a pupil can move from one set of expectations to another at any point
- Analysis of the assessment data will look at how well pupils are progressing along their individual **Learning Journey**
- Each **Learning Journey** will ensure that pupils are studying a challenging curriculum, suited to their ability
- As each **Learning Journey** is designed to stretch the pupils, an '**emerging**' grade in a higher **Learning Journey** shows deeper understanding than a '**secure**' grade in a lower **Learning Journey**

Key Stage 3 Reporting

- The first Progress Review has been distributed to parents and carers in at the Year 8 Parents Evening
- The first Year 7 Progress Review will be distributed at the parents' evening on 23rd February
- These will be followed by a report, including feedback from the pupil's form tutor, by 3rd July
- The Progress Reviews are designed to show you the depth to which pupils have learnt each **Key Skill or Concept**
- This enables pupils and parents/carers to gain a clear understanding of what the child needs to focus on and what they have a secure understanding of
- Attitude to Learning and homework grades will also be included
- The Progress Reviews are especially useful at parents evening because they can form the basis of meaningful discussions between pupil, parent and teacher

A Timeline of Educational Changes

2012:

Linear GCSEs aiming to address the 'resit culture', alongside performance measures that only take into account a pupil's first attempt at an exam were introduced.

2013:

For English language, marks awarded for teacher-assessed speaking and listening exercises were scrapped, while marks for written papers became worth 60% (rather than 40%) of pupils' overall grade. Marks were also introduced to reflect the quality of spelling, punctuation and grammar in written exams.

2014/15:

New KS1, KS2, KS3 and KS4 national curriculum was launched. The majority of the new curriculum was introduced in September 2014. However, there were exceptions for English, mathematics and science which came into force for pupils in years 2, 6 and 10 in September 2015.

A Timeline of Educational Changes

2015:

New GCSEs in English language, English literature and maths were launched, with the first qualifications to be awarded in August 2017. Students will receive a grade between 1-9. Roughly the same number of students will achieve a grade 4 and above, as previously were awarded a grade C and above. Grade 5 (equivalent to a low B or a high C) will now be the new benchmark for a "good pass" required by league tables.

2016:

New KS2 tests and the second wave of new GCSEs in other subjects were launched.

2017:

The third wave of new GCSEs will be launched.

In addition to this KS5 reforms are also being implemented and are subject to a phased introduction.

Reformed GCSEs

- Content:** New and more challenging content.
- Structure:** All exams at the end of the course.
- Assessment:** Mainly by examination
Non-exam assessment only where necessary.
- Tiering:** Foundation and higher tier permitted only in maths, science and modern foreign languages.
- Grading:** New numbered scale (9 to 1 plus U), 9 is the highest New Government ‘good pass’ set at grade 5.

| New grading structure | Current grading structure |
|-----------------------|---------------------------|
| 9 | |
| 8 | A* |
| 7 | A |
| 6 | B |
| 5 | |
| 4 | C |
| 3 | D |
| 2 | E |
| 1 | F |
| | G |
| U | U |

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

New Headline Measures Key Stage 4

- Progress 8
- Attainment 8
- English and Maths
- EBacc achievement
- Proportion of students entered for the EBacc

Development of New Measures (Attainment 8 and Progress 8)

New measures designed to hold schools to account for ALL their pupils' progress across a broader range of subjects.



The English Baccalaureate Measure

