

## Curriculum History:

The three schools in the Ninestiles Academy Trust follow a collaborative Key Stage 3 curriculum.

### *Timeline of events:*

<b>January 2016 – March 2016</b>	<ul style="list-style-type: none"> <li>• Research into 'Life after Levels'</li> <li>• Key Stage 3 development of curriculum and assessment vision for Ninestiles Academy Trust</li> </ul>
<b>April 2016 – July 2016</b>	<ul style="list-style-type: none"> <li>• Vision and new curriculum intent shared with all staff across Trust</li> <li>• Subject leads set up across the schools</li> <li>• Standards criteria and development of curriculum based on 'developing', 'assured' and 'extending' criteria</li> <li>• Collaborative planning for the new schemes begin in September 2016</li> <li>• Introduction of mid-term and end of term assessments consistent across the Trust</li> </ul>
<b>September 2016</b>	<ul style="list-style-type: none"> <li>• New Key Stage 3 curriculum begins for Year 7 and Year 8</li> </ul>
<b>March 2017</b>	<ul style="list-style-type: none"> <li>• Peer to Peer reviews involving staff and student voice to inform how well the new curriculum is embedding and to inform the next steps to further improve Planning for Y9 scheme of work</li> </ul>
<b>July 2017</b>	<ul style="list-style-type: none"> <li>• Research into target setting and review of assessment</li> </ul>
<b>September 2017</b>	<ul style="list-style-type: none"> <li>• Year 9 Key Stage 3 in place for the incoming cohort who have experienced Y8 new Key Stage 3 curriculum</li> <li>• Introduction of end of year targets for all students in Year 7 -9</li> <li>• Introduction of knowledge and progress checks</li> <li>• Monitoring and tracking of assessment at trust level</li> </ul>
<b>May 2018</b>	<ul style="list-style-type: none"> <li>• Curriculum conference</li> </ul>
<b>June 2018</b>	<ul style="list-style-type: none"> <li>• Focused review of KS3 success</li> </ul>

## Curriculum Intent:

- A radical new, research based curriculum for the trust across all schools at Key stage 3 from September 2016 devised through collaboration between subject experts
- To promote the enjoyment of and engagement in learning through new experiences for all students particularly disadvantaged as well as progress, achievement and attainment
- To link with the philosophy of the new primary curriculum of mastery and depth in learning
- To promote collaboration and ownership of the curriculum by teachers
- To reduce marking and make assessment more effective
- To widen participation and access to a full range of level 2 qualifications
- To ensure that students are striving for the highest standards by setting challenging targets from starting points. (CSH FFT50; NS FFT5; Lyn FFT 20/5) All learners regardless of their starting points and backgrounds will achieve excellence (progress at least in line with others nationally)
- The curriculum to emphasize and promote the trust values of 'strength through diversity',
- **'Ambition through Challenge'** and **'Excellence through Curiosity'**
- A wide curriculum to promote essential, high level personal and social skills for every learner

## The Curriculum 2017-18

The schools follow a two-week timetable with 4 x 75 mins per day. The following table indicates the number of lessons that each subject has over a two-week period.

Year 7	Lessons	Year 8	Lessons	Year 9	Lessons
English	6	English	6	English	6
Mathematics	6	Mathematics	6	Mathematics	6
Science	6	Science	6	Science	6
Geography	2	Geography	2	Geography	2 or 3
History	2	History	2	History	2
Religious Education	1	Religious Education	1	Religious Education	1 or 2
MFL	3	MFL	3	MFL	3
Art	2	Art	2	Art	2
Music/Drama	3	Music/Drama	3	Music/Drama	3
Technology	3	Technology	3	Technology	2
Computer Science	1	Computer Science	1 or 2	Computer Science	2
Physical Education	3	Physical Education	3	Physical education	3
Literacy	1	Literacy	1	Literacy	1
Aspire	1	Aspire	1	Aspire	1
<b>Total</b>	<b>40</b>	<b>Total</b>	<b>40</b>	<b>Total</b>	<b>40</b>

The decision for content of the curriculum has been made by subject leaders across the Trust working with their teams using the end point of Key Stage 4 and working back to inform what they believe Key Stage 3 will look like for their subject. The content in year 7 – 9 has been specifically designed. Curriculum challenge increases year on year. Their informed decision will be reviewed as each new GCSE specification 9-1 comes on line for their subject.

The education of the whole child is of paramount importance to us and the ASPIRE curriculum in its broadest sense is designed to prepare our students to be the very best they can be as local, national and global citizens of the future. Students also develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Sessions which the schools include are:

- Safeguarding
- Bullying
- Mental health
- UNICEF
- Sexual Exploitation
- Holocaust
- Respect for each other: British Values – including democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs
- Extremism /Terrorism

Evidence shows that well-delivered programmes have an impact on both academic and nonacademic outcomes for students, particularly the most vulnerable and disadvantaged.

## Target Setting

All students, in particular disadvantaged and higher ability students have a challenging and aspirational target for the end of each academic year. Progress to these targets are tracked and monitored regularly and linked and measured against national benchmarks.

The table below explains how targets will be set. The Key Stage 2 scores apply to reading and mathematics.

Target setting at Key Stage 3					
GUIDANCE - MAPPING PROGRESS FROM KS3 to END OF KS4					
KS2	End Y7	End Y8	End Y9	End Y10	End Y11
110+	E3	E3	E3	8+	9+
110+	E3	E3	E3	8=	9=
110+	E2	E3	E3	8-	9-
110+	E2	E2	E3	7+	8+
110+	E2	E2	E2	7=	8=
110+	E1	E2	E2	7-	8-
110+	E1	E1	E2	6+	7+
110+	E1	E1	E1	6=	7=
101-110	A3	E1	E1	6-	7-
101-110	A3	A3	E1	5+	6+
101-110	A3	A3	A3	5=	6=
91-100	A2	A3	A3	5-	6-
91-100	A2	A2	A3	4+	5+
91-100	A2	A2	A2	4=	5=
91-100	A1	A2	A2	4-	5-
91-100	A1	A1	A1	3+	4+
80-90	D3	A1	A1	3=	4=
80-90	D3	D3	D3	3-	4-
80-90	D2	D3	D3	2+	3+
80-90	D2	D2	D3	2=	3=
80-90	D2	D2	D2	2-	3-
80-90	D1	D2	D2	1+	2+
80-90	D1	D1	D2	1=	2=
80-90	D1	D1	D1	1-	2-

Fischer Family Trust have used scores for reading and mathematics as well as prior contextual knowledge to predict 'the most likely' outcome at the end of Y11 at FFT 50 (national average), 20 (in the top 20% national) and 5 (in the top 5% national).

**One target** is set for all students across English, mathematics, science, history, geography, MFL, RE and ICT. There will be **no targets set for creative subjects at this stage** but there is an expectation that subjects will baseline and will be able to track student progress over time with an agreed strategy and process which is clear to all teachers.

Targets are for **guidance only** – they are the minimum grade that students should be achieving by the end of the year.

There must be exceptional reasons why targets are lower than the expected. During reviews, targets will not be lowered unless there are very good reasons to do so. They can remain unchanged or increased.

Schools set subject targets which are be rooted in national expectations of progress (FFT 20/5 benchmark) to ensure **that our students achieve at least in line with other students nationally from their starting points.**

The end of KS4 set target is agreed for each student and a path to this end point being mapped back. For example a student with a target grade of 9+ is expected to be at 8+ in Y10 and working at E3 in Y7-9

The 'coloured steps' is an example that if a student is progressing above expectation that they will increase their chances of exceeding their target at the end of Y11.

These targets are linked to effective and consistent good teaching and learning taking place in all subject areas.

### What would my grade look like at GCSE?

	Key Stage 3 Grade	GCSE Grade
<b>EXTENDED</b>	E3	9
	E2	8
	E1	7
<b>ASSURED</b>	A3	6
	A2	5
	A1	4
<b>DEVELOPING</b>	D3	3
	D2	2
	D1	1

### Assessment & Reporting

All students will complete two formal assessments which are consistent across the Trust during the academic year as well as a number of knowledge/progress checks to allow for regular half termly checks. Formal assessments will test students' knowledge of most of the work covered during the academic year. Teachers will use these assessments, together with the evidence of all the work that students have completed in class and for homework, to report back against the following:

Developing – **working towards** the expected standard

Assured – **working at** the expected standard

Extended – **working at greater depth** within the expected standard

Within each standard there are further sub-levels:

D1, A1 and E1 - the student is working at the lower end of the standard

D2, A2 and E2 - the student is working at the middle part of the standard

D3, A3 and E3 - the student is working at the upper level of the standard

Reporting to parents will be a minimum of three times a year. If any student is not on track to meet the expected standard, the school will work with the student and parents to provide appropriate support and intervention.

**How annual reviews inform improvements to our processes:**

<b>Year 1 Annual Review - Findings</b>	<b>Actions from Year 1 review &amp; implementation</b>
Key Stage 3 content and standards criteria review by subject leaders with familiarity of new specifications being introduced at GCSE	English and mathematics have amended and updated content for September 2018. Other subjects will respond once new GCSE 9-1 are fully embedded
Staff and student voice of curriculum relating to impact of Curriculum at the end of Year 1	Subjects to review relevance of curriculum and where possible link to everyday experiences and opportunities. Embedding the language of assessment in subject areas
Assessment and Reporting impact of Year 1	Targets introduced for all students in Y7-9 for EBacc and ICT/RE. Reporting to parents improved with on track/not on track for each term against set targets
Impact of 6 twilights in first year to support planning and collaboration across Key Stage 3	Sept 17 – six twilights across the academic year with clear objectives of expectations for what teams should/must do and opportunities for including, planning, assessments, moderation and sharing good practice. Impact of this is evidenced through curriculum delivery and in quality of assessments produced

As the academic year has evolved there has been further work to improve the monitoring, tracking and analysis of the Key Stage 3 data. This has included the development and implementation of a KS3 report card. Raising Achievement Meetings have been introduced at Trust to School Principal level and this has been replicated at every level in each school

**Annual review 2 will take place in Summer 2018**