



# **St. Julie's Catholic High School**

## **Knowledge Assessment Framework September 2021 Information for parent/carers**



## St. Julie's Catholic High School - Assessment Framework

We are committed to providing a broad and balanced curriculum for students such that they can learn widely, gain a greater depth of knowledge, and prepare for the world of work and lifelong learning. We are also committed to ensuring that the curriculum provides statutory opportunities for students and access to the most beneficial qualifications that will allow students to make excellent progress, and also prepare them for further education and employment.

In response to curriculum and assessment changes we continually review how we can best support our students. This booklet outlines the Knowledge Assessment Framework from September 2021.

### How we will monitor knowledge and skills to ensure that students master foundational concepts?

1. Year 7, 8 and 9 assessments will be based against a knowledge and skills framework. This will align students' knowledge and progress from KS2 (prior knowledge), current knowledge and skills across KS3 as well as enabling knowledge which ensures breadth, depth and coverage in line with the KS3 National Curriculum.
2. Year 10 to 13 students will continue to receive a GCSE or A Level/Vocational flightpath, based against their 90<sup>th</sup> percentile aspirational target. This will align students' knowledge and progress from KS3 (prior knowledge), current knowledge and skills across KS4 and 5 as well as enabling knowledge which ensures breadth, depth and coverage in line with the KS4 and KS5 curriculum.

The purpose of the framework ensures each of the core principles of the national curriculum are met across Key Stage 3:

- Informs all involved how well a student is doing and what they need to do to improve;
- Provides evidence of progress over time, enabling intervention where appropriate;
- Informs parents about the progress that their daughter is making compared to their Key Stage 2 starting points;
- Develops skills, concepts, knowledge and understanding;
- Is inclusive and appropriate for students with SEN and disabilities.

The educational landscape has changed quite dramatically over the last five years and will continue to do so. At St. Julie's we want to ensure all pupils are fully prepared for these changes. The aim of the national curriculum is for schools to provide a curriculum that:

*'provides a wide range of opportunities... subjects and courses (to help) pupils acquire knowledge, understanding and skills in all aspects of their education, including humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.'*

*'provides pupils with an introduction to the essential knowledge they need to be educated citizens. It introduces pupils to the best that has been thought and said, and helps to engender an appreciation of human creativity and achievement'.*

As a starting point, all curriculum areas have a clear understanding of the age-related expectations at KS1 and KS2 to complement the KS3 curriculum and beyond. Using the KS2 Mathematics National Curriculum as an example:

KS2 (Year 5) Mathematics, pupils should be taught to:

- Number and place value – read, write, order and compare numbers
- Add and subtract whole numbers
- Identify multiples and factors
- Know and use the vocabulary of prime numbers
- Compare and order fractions whose denominators are all multiples
- Convert between different units of metric measure
- Identify 3-D shapes, including cubes and other cuboids

- Statistics – solve comparison, sum and difference problems

### **Example:**

#### **St Julie's Curriculum Intent - Year 7 Maths:**

Our Key Stage 3 curriculum provides pupils with an opportunity to continue to develop the Mathematical skills that are essential for everyday life and the next stage of their education. The curriculum builds on knowledge and skills developed at Key Stage 2 with a focus on developing pupils reasoning and problem-solving skills whilst providing regular opportunities for pupils to recall and consolidate prior learning.

We aim to give pupils regular opportunities to develop fluency through independent practice as well as the opportunity to develop reasoning and problem-solving skills justifying and proving their solutions along the way. Pupils will be able to develop their Mathematical ideas making links with other subject areas. Key Stage 3 Mathematics significantly contributes to pupils Cultural Capital development through the interconnection of Mathematical ideas and concepts with a focus on how Mathematics can be applied to the real world.

Our curriculum is fully inclusive with high ambition for all pupils, by the end of Key Stage 3 Mathematics all pupils need to be able to move fluently between representations of Mathematical ideas and concepts. The Curriculum plan is clearly set out with a focus on the sequence and structure of how subject content is taught.

KS3 Mathematics, pupils should be taught to:

- Develop fluency – consolidate their numerical and mathematical capability from KS2
- Select and use appropriate calculation strategies
- Use algebra to generalise the structure of arithmetic, including to formulate mathematical relationships
- Reason mathematically – extend their understanding of the number system
- Extend and formalise their knowledge of ratio and proportion in working with measures and geometry
- Explore what can and cannot be inferred in statistical and probabilistic settings
- Solve problems – develop their mathematical knowledge, in part through solving problems and evaluating outcomes
- Develop their use of formal mathematical knowledge to interpret and solve problems, including financial mathematical representations.

All subjects in KS3 have reviewed and redesigned their curriculum. The new curriculum has been mapped across each subject, and it is published on the school website [www.stjulies.org.uk](http://www.stjulies.org.uk).

This should support both students and parents by:

- Providing parents with any overview of what is being taught and when
- Encouraging conversations at home about learning
- Enabling parents to make links with topics and the curriculum that their child is studying
- Giving students the opportunity to look ahead and research topics that they may be studying in the future.

Each curriculum area will be required to identify the key skills and concepts that students need to develop in order to succeed in that subject, as well as preparing them effectively for study at a higher level in that subject.

A lesson, series of lessons, or an end of unit test may develop or assess one or more of the skills/concepts. The curriculum map will identify the assessment points. Each curriculum area will be required to provide a descriptor for each band (i.e. Mastering, Securing etc...) and will give a holistic overview for each skill or concept. This grading system should indicate how well a student has done in an assessment and it will show the level that the student has attained compared to the assessment criteria.

The banding will include:

<b>Mastering</b>	Mastered their knowledge and skills at KS3 National Curriculum
<b>Securing</b>	Secured their knowledge and skills at KS3 National Curriculum
<b>Developing</b>	Developed their knowledge and skills at KS3 National Curriculum

### Key skills and concepts

Understanding students' prior knowledge will be crucial to the validity, reliability and purposefulness of the assessment framework. Please see below an example from Science.

### KS2 Science – National Curriculum

Year 5		Year 6					
1	2	1	2	3	4	5	6
Describe how humans change as they age. Animals including humans Year 5		Describe the ways in which nutrients and water are transported within humans. Describe the ways in which nutrients and water are transported within animals. Tell you about the impact of diet, exercise, drugs and lifestyle on the function of the human body. Describe the functions of the heart, blood vessels and blood. Identify and name the main parts of the human circulatory system. Animals including humans Year 6					

## KS3 Year 7 Science

Year 7 B					Year 7 C				Year 7 D						Year 7 E					
1	2	3	4	5	1	2	3	4	1	2	3	4	5	6	1	2	3	4	5	6
<p>Predict the rate of photosynthesis in different conditions</p> <p>Describe what happens in photosynthesis.</p> <p>Describe the functions of the major human and plant organs.</p> <p>Identify and locate the major organs in humans and plants.</p> <p>Recall that the heart is an example of an organ.</p>					<p>Recall some tissues found in the heart and plant roots.</p> <p>Describe how organs and tissues are linked.</p> <p>Describe the functions of different tissues in some animal and plant organs.</p> <p>Evaluate the impact of diets on organ systems</p>				<p>Identify and name some parts of a microscope.</p> <p>Describe how to make a slide and explain what the coverslip is for.</p> <p>Explain how the parts of a microscope work.</p> <p>Describe how to use a microscope to look at a specimen on a slide.</p> <p>Work out microscope magnifications.</p> <p>Estimate the sizes of specimens seen under a microscope.</p>						<p>Identify a cell as an animal cell or a plant cell.</p> <p>Name some of the parts of cells</p> <p>Name the parts of animal and plant cells and describe their functions.</p> <p>Identify and name some specialised cells and describe what they do</p> <p>Explain how and why certain cells are specialised</p> <p>Compare specialised cells from a plant with those of an animal</p>					

Students' prior knowledge will be built into a Year 7 spreadsheet so that subject teachers can review the skills and knowledge that students have before they start Year 7. Throughout Year 7, 8 and 9 there will be **two data collection points (per year)** to review which band students have achieved. This information will be reported to parents using one of the four banding grades for each curriculum area.

Behind this data will sit a full overview of the KS3 National Curriculum for each subject area so that subject teachers can review and moderate assessments. The key focus will be on students knowing more and remembering more using ongoing formative assessment of recall, retrieval, practice and high-quality feedback.

### Tracking within individual subjects

Teaching staff will enter assessment data for each Data Point which is then imported into our whole-school data tracking system (SISRA Analytics and SIMS). Parents will receive a copy of their daughter's progress report twice (Year 7, 8 and 9) or three times (Years 10-13) during the academic year. Further information regarding the school curriculum, qualifications and a copy of the Assessment Policy can be accessed via our school website [www.stjulies.org.uk](http://www.stjulies.org.uk).

