

# Sir Henry Floyd Grammar School



## Key Stage 3 Curriculum Summary 2020-21

### **The Curriculum at Key Stage 3**

A revised National Curriculum was introduced by the Department for Education (DfE) in September 2014. Schools are expected to offer a broad and balanced curriculum which promotes the spiritual, moral, social and physical development of students as well as preparing them for the opportunities, responsibilities and experiences of later life.

Schools are expected to follow the statutory national curriculum. As an academy Sir Henry Floyd could exercise the freedom to deviate from the national curriculum; however, we choose not to do so and all the subjects follow the prescribed programmes of study at Key Stage 3.

Key Stage 3 is defined as Years 7 to 9 and therefore is studied over the first three years of secondary school as a preparation for Key Stage 4, which is studied in Year 10 and 11 and is assessed through GCSEs and other equivalent examinations.

The core subjects at Key Stage 3 are the same as those as Key Stage 2 – English, Maths and Science. The core subjects are supplemented by the foundation subjects in Key Stage 3, namely Art and Design, Computer Science, Design and Technology, Languages, Geography, History, Music and Physical Education, Religious Studies. All students study two languages from year 7. (French, German and Spanish). The school also offers Dance and Food Technology as discrete taught subjects. At Sir Henry Floyd Grammar School Citizenship and Sex and Relationships Education are predominantly delivered through the PSHE programme, which is taught one hour per fortnight.

Across, KS3 students are introduced to the Floyd Scholar attributes which complement the subject specific content of their lessons. These are the 5 Rs - Resilience, Resourcefulness, Reciprocity, Reflection and Respect.

### **The Timetable at Key Stage 3**

The school operates a two week timetable cycle. There are five one hour teaching periods each day and therefore fifty periods in total per fortnight.

A significant proportion of the teaching time at Key Stage 3 is devoted to the core subjects of English and Maths. This is to support students in developing the high standards of literacy and numeracy which will underpin their access to the broader curriculum and therefore form a basis for wider learning and high achievement. Key numeracy and literacy skills will be identified to be mastered within each academic year and where mastery of these skills proves to be a challenge to an individual additional support will be provided to boost progress.

The remaining core subject of Science also receives a substantial lesson allocation. Science is taught as separate sciences by subject specialists.

The lesson allocation by subject and year is outlined below:

Subject	Number of teaching periods per fortnight (one period = one hour)		
	Year 7	Year 8	Year 9
English	6	6	6
Maths	6	6	7
Biology	2	2	2
Chemistry	2	2	2
Physics	2	2	2
Art	2	2	2
Drama	2	2	2
Dance	2	2	2
Music	2	2	2
Language 1	3	3	3
Language 2	3	3	3
Geography	3	3	3
History	3	3	3
Religious Studies	2	2	2
Computer Science	2	2	1
Technology	2	2	2
Food Technology	1	1	1
PE/Games	4	4	4
PSHE	1	1	1
<b>Total</b>	<b>50</b>	<b>50</b>	<b>50</b>

Languages are given a substantial allocation of lessons across KS3, students study 2 languages from year 7.

In Physical Education lessons students develop the skills that are required for different sports; these skills are then translated into a game play situation in Games lessons. At KS3 all students have a Games afternoon every week.

With the exception of maths all subjects are entirely delivered to mixed ability groups throughout the course of Key Stage 3.

In year's 7-9 students are taught in classes made up of several tutor groups.

### **Homework at Key Stage 3**

Homework is a central element of the school's Teaching and Learning Policy.

### **Google Classroom**

Staff will assign homework through Google Classroom and students will be able to access the details via the internet and on their devices. Google Classroom can also send push notifications to students to remind them of deadlines. Parents will also be able to see what it set. In some cases, homework will also be submitted via this platform.

Parents are requested that if their child has been absent from school, to ensure that he/she catches up on the work missed as soon as possible on return, prior to the next lesson if possible. Google Classroom is the first port of call for this. Teachers can explain the work if the student requires additional support.

### **Assessment at Key Stage 3**

In each subject at KS3 students are assessed using the subject specific SHFGS Assessment Criteria, grids for each subject can be found on the Key Stage 3 Assessment Grids page in the curriculum section of the school web site.

The KS3 assessment is based on 5 levels:-

Below (B)

Working towards Expected (W)

Expected (E)

Above expected (A)

Outstanding (O)

The vast majority of students should be working at the Expected Level (E) or above.

Student attainment can be assessed in a variety of ways. Homework submissions, tests and examinations can all be marked and then an attainment level assigned. However, in a number of subjects such as Drama, Dance, English, Languages, Music and Physical Education the performance of a task or skill can also be assessed by the teacher in lessons.

Written work will routinely be assessed for the accuracy of literacy and/or numeracy in addition to subject specific criteria and teachers will provide written/verbal feedback in the form of a target. Students will then often be provided with time in lessons to act on the suggestions they have received from their teacher.

Periodically written work, tests or examinations will receive a SHFGS Assessment Level.

### Reporting at KS3

SHFGS is keen to ensure that parents are kept informed of students' progress by providing regular information on progress and effort in class.

At KS3, parents will receive attitude to learning assessments every half term, assessment levels every term and an annual written report.

There will also be a parent's consultation evening, please see the school calendar on the web site for more details.

Attitude to Learning	Attitude to Learning Descriptor
1	ATL is outstanding; verbal & group contributions, class work & homework are high quality. Deadlines are always met. Consistently striving to realise full potential.
2	ATL consistently good (SHFGS Minimum Expectation).
3	ATL together with a code letter shows inconsistent attitude
4	ATL together with a code letter indicates a concern that is having a detrimental impact, often enough to merit a Student Concern. Code letters: B= Behaviour in class has hindered progress, D= Progress has been hindered because class work/project deadlines have been missed. H= Progress has been hindered because homeworks do not reflect your best work and/or deadlines are missed. O= Progress has been hindered because organisation and preparedness for lessons has been inconsistent

### Staff at Key Stage 3

Deputy Headteacher (Curriculum)	Dr R Johnson
Head of Year 7	Mr N Fleming
Head of Year 8 and 9	Miss K Massey
Head of English Faculty	Mr A Kendall
Head of Maths Faculty	Mrs S Goodman
Head of Science Faculty	Mrs K Sutherland
Subject Leader – Chemistry	Mrs K Sutherland
Subject Leader – Biology	Dr A Gallienne
Subject Leader – Physics	Mr P Hand
Head of Performing Arts Faculty	Mr V Forshaw
Subject Leader - Dance	Mrs S Durose
Subject Leader – Drama	Mr D Langley
Subject Leader – Music	Miss EL Bahra
Head of Modern Foreign Languages Faculty	Mr G Maddox
Subject Leader – French	Mr G Maddox
Subject Leader – German	Mrs K Dixon

Subject Leader – Spanish	Miss C March-Ferrer
Head of Humanities Faculty	Mr M Williams
Head of Social Sciences	Mrs J Pilkington
Subject Leader – Psychology	Mrs D Harkin
Head of Design Faculty	Mr R Collins
Subject Leader- Art	Miss K Badger
Subject Leader – Computing	Mr C Spencer
Head of PE Faculty	Mr G Boulton
Curriculum Leader- PE	Mrs R Selby