Year 7 Curriculum Evening

Aims

- To explain the structure of the Curriculum at Woodford and the philosophy that lies behind it.
- To explain how we assess your daughter in Year 7.
- To explain what that means for assessment, reporting and progress in Year 8 and thereafter.

Curriculum Overview 1

▸ **Key Stage 3 (Years 7-9)**

~Girls follow the National Curriculum.

~There is no external assessment.

~Girls begin studying for GCSE Mathematics and Science in Year 9.

~Girls are assessed internally by a variety of means, including end of year examinations.

The aim is to give girls a broad and balanced education, with the focus on rich learning.

Assessment supports learning – not the other way around!

Curriculum Overview 2

▸ **Key Stage 4 (Years 10-11)**

~Girls study for 10 GCSEs.

~English, Mathematics and Triple Science are compulsory, as is a Humanities and Modern Language.

~Girls are assessed externally, although some work may be marked internally before verification by the exam boards.

~The vast majority of marks are awarded through external examinations sat at the end of Year 11.

~We do not enter girls early for **any** subjects.

Curriculum Overview 3

- **Key Stage 5 (The Sixth Form - Years 12-13)**
  - ~Girls study **either** 4 A Levels **or** 3 A Levels plus the Extended Project
  - ~Girls are assessed externally, although some work may be marked internally before verification by the exam boards.
  - ~The vast majority of marks are awarded through external examinations sat at the end of Year 13.
  - ~We do not enter girls early for any subjects.
  - ~We expect virtually all girls to apply to university in Year 13.

The Year 7 Curriculum

Art	French	History	Music	Science
Computing			Personal, Social, Health & Careers Ed	
English	Geography	Mathematics	Physical Education	
	German or Latin		Religious Studies	Technology (Design, Electronics, Food)

Benefits Of The National Curriculum Assessment System

- We can determine what is important for students to know and understand within the framework of the National Curriculum.

- We can focus on embedding real mastery and understanding.

- We can focus discussions with girls and their parents on the knowledge, skills and understanding they need to develop to *progress*.

Our Approach

- To maintain a system which is appropriate for each subject.

- To ensure consistency both within and across subject disciplines.

- Use consistent benchmark data which everyone understands.

- A system which monitors both progress and raw attainment.

- A system which allows parents to understand easily the progress their child is making.

Year 7: Step 1

- Girls sat CATs to set a common benchmark.
- CATs assess Verbal, Quantitative, Non-Verbal and Spatial skills.
- They are a good (but not infallible) measure of academic ability and potential.

Year 7: Step 2

▶ During the autumn term each subject teacher evaluates the accuracy of the CATs score for each girl.

▶ In December their feedback is collated and is used to adjust the CATs baseline prediction.

▶ Separate predictors are set for Art, Music and PE.

Year 7: Step 3

- After Christmas you will be informed of our initial baseline judgment.
- Teachers continue to assess their students.
- Reports home comment on how far girls are making the expected progress based upon their revised baseline score.
- Because we are reporting progress girls with the same grade might receive different comments if their baseline scores are very different.
- In July the baseline scores are reviewed again.

# The Baseline Score

What does it mean?

THE CATs TESTS

- QUANTITATIVE – The ability to reason via the use of numbers.
- VERBAL – The ability to reason via the use of language.
- NON-VERBAL – The ability to reason via the use of images.
- SPATIAL - The ability to reason by visualising shapes and patterns and thinking in three dimensions.
- Girls receive an age-adjusted score for each, plus a mean score.
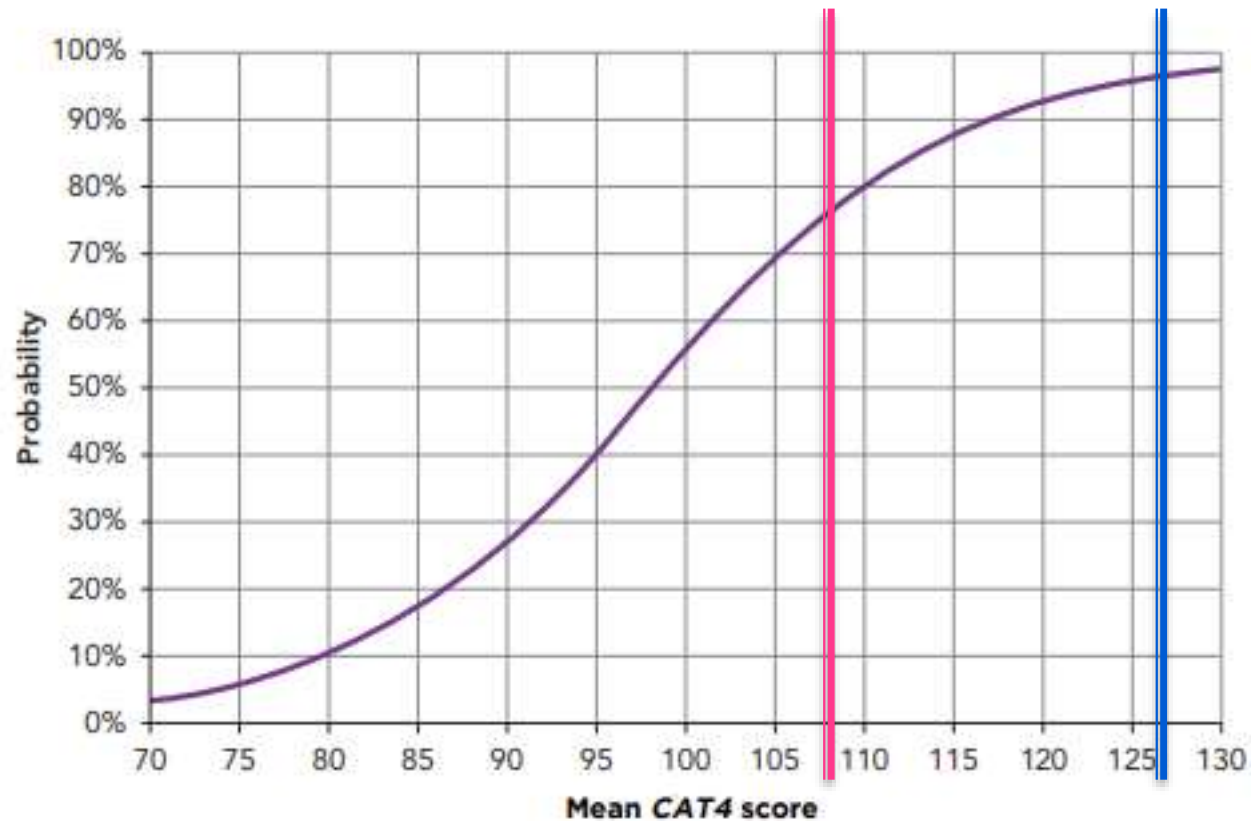- A combination of these produces a GCSE prediction.

Year 7 CATS Results

Distribution of scores for all students (by battery) compared with those for the national sample
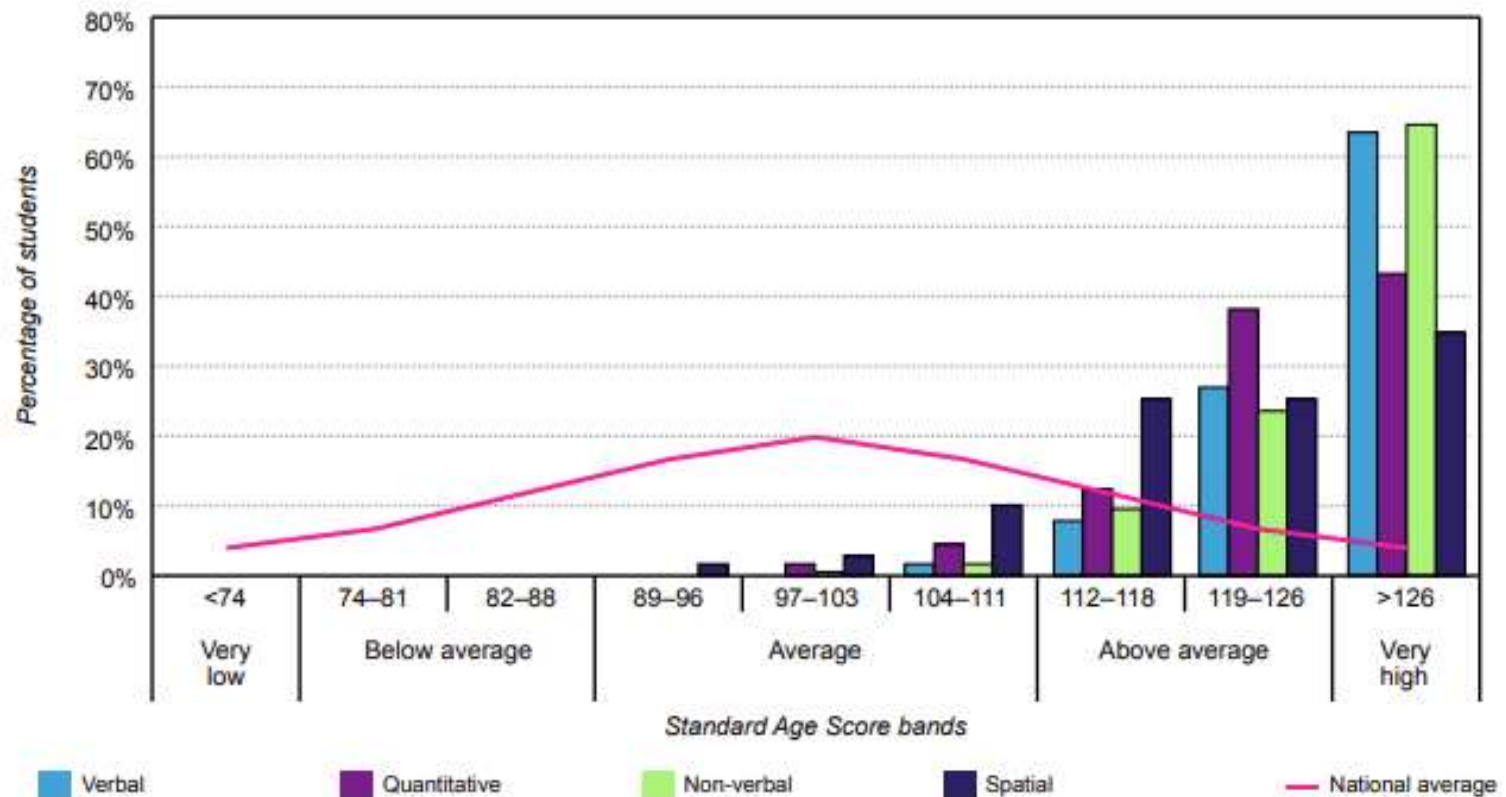
The GCSE Prediction

Probability of five or more GCSEs at grades 9-4 (A*-C) including English and Mathematics
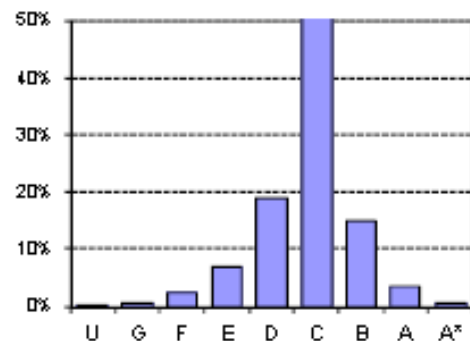
Individual Predictions
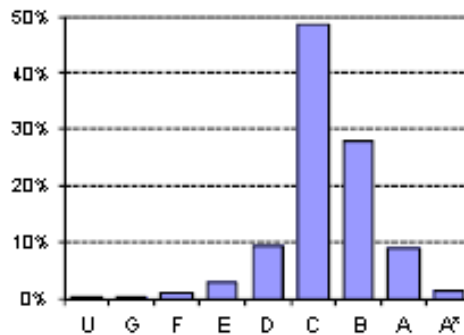
▶ For a Pupil scoring 127

	Probability of obtaining each grade									Most likely grade achieved	'If challenged' grade achieved	Probability of student obtaining grade 5+ / Probability of student obtaining grade 7+
	1	2	3	4	5	6	7	8	9			10% 20% 30% 40% 50% 60% 70% 80% 90%
Maths	0%	0%	0%	1%	2%	6%	16%	38%	37%	8.5	9.2	
English Language	0%	0%	0%	1%	3%	9%	19%	32%	36%	8.3	9.0	
English Literature	0%	0%	1%	1%	4%	10%	18%	31%	35%	8.3	9.0	
Physics	0%	0%	0%	2%	4%	10%	18%	29%	38%	8.3	9.0	
Biology	0%	0%	0%	1%	4%	11%	19%	28%	36%	8.2	8.9	
Chemistry	0%	0%	1%	2%	5%	10%	18%	29%	35%	8.2	8.9	
Geography	0%	0%	1%	2%	4%	11%	21%	32%	28%	8.1	8.8	
Science Combined	0%	0%	0%	1%	6%	12%	25%	30%	25%	8.0	8.7	
History	0%	1%	2%	3%	6%	12%	21%	30%	26%	7.9	8.6	
Religious Studies	0%	1%	2%	3%	6%	12%	19%	28%	29%	7.9	8.6	
Physical Education	0%	0%	1%	2%	6%	15%	23%	29%	23%	7.8	8.5	
Food preparation and nutrition	0%	0%	1%	3%	6%	16%	23%	31%	20%	7.7	8.4	
Drama	0%	1%	2%	3%	8%	18%	22%	27%	19%	7.6	8.3	
Statistics	0%	0%	1%	3%	10%	9%	41%	27%	9%	7.6	8.3	

Accuracy of Expected Grades
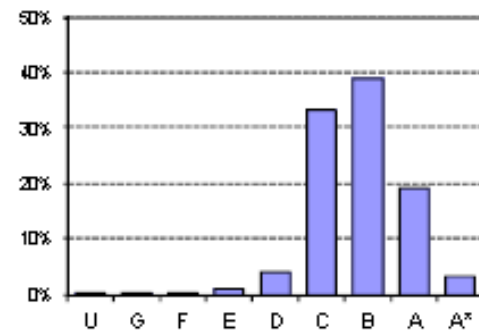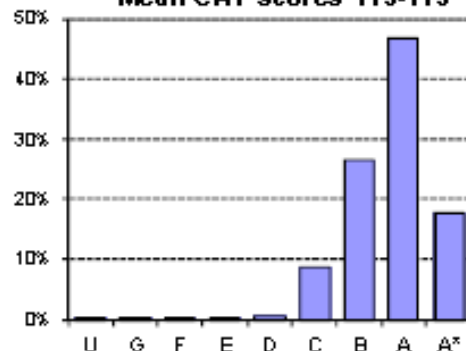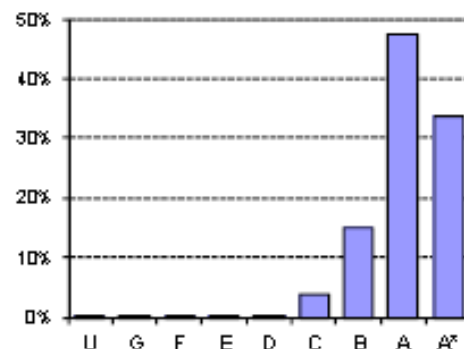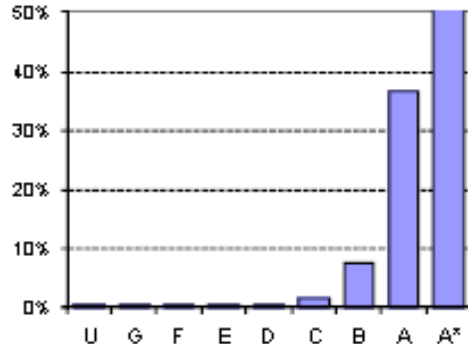
Please Bear In Mind...

- These are statistical predictions, not prophesies.
- Motivation and effort have a huge impact on success.
- Other factors may affect whether the statistical prediction proves accurate – health, luck, unexpected events, personal circumstances.

Reports: Why Girls With The Same Grade Might Have Different Progress Grades

Name	CAT	Expected Result	Actual Result	Difference	Progress
Belinda	105	65%	75%	+10	Exceeding Expectations
Ria	130	75%	77%	+2	Meeting Expectations

Year 8 And Beyond

- Your daughter will be given a school-adjusted baseline. Not the same as a CATS score.

- She may have a different baseline for Art, Music or PE.

- Progress will be measured against this baseline during Year 8.

- Teacher assessment, feedback and reporting will take this into account.

- Its accuracy will be reassessed at the end of Year 8 and further adjustments made.

Starting GCSEs

▸ We will set target grades at the start of Year 10 using this data and FFT.

▸ It will not be used to determine GCSE entry decisions such as tiering. This is based on performance during Years 10 and 11.

▸ It is expected that **all** girls will be entered for 10 GCSEs.

Your Daughter's Baseline

▸ You will receive notification of this in January.

▸ It will look like this:

NAME: Imaginary Person
Based on our assessment of your daughter's academic achievement during the autumn term of Year 7 we would expect her to achieve mainly grades XYZ at GCSE.