



Assessment and Grading System at Platanos College

Background

- Assessment is integral to high quality teaching and learning.
- It helps teachers to ensure that our teaching is tailored to pupils and that learners are making expected or outstanding progress.

Tracking data

- Assessment judgements are recorded and backed by a body of evidence created using observations, records or work and formalised testing.
- Assessment judgements are also moderated to ensure our assessments are fair, reliable and valid.

Grading System

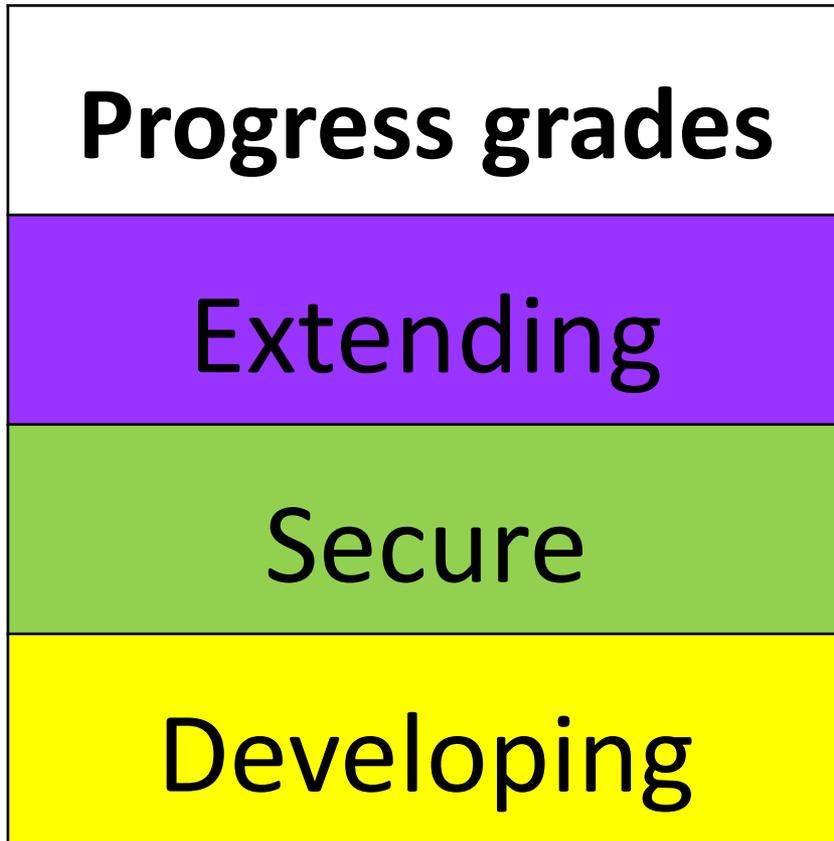
- Teachers will assess pupils against standardised **Success Criteria** derive from the National Curriculum.
- These are short descriptions of what pupils are expected to know and be able to do, in each aspect of every subject.
- Each pupil is assessed as either **'Extending'**, **'Secure'** or **'Developing'** for every particular aspect of teaching.
- We will also use the quantitative **9-1 grading scale**, so we can monitor pupils' actual attainment, in line with the recently reformed GCSE grading system.

Grading using Success Criteria

Example - Science

Lesson	Developing	Secure	Extending
B1 1.1 Observing cells	I can state what a cell is. <input type="checkbox"/>	I can describe what a cell is. <input type="checkbox"/>	I can explain what all living organisms are made of. <input type="checkbox"/>
	I can describe how to use a microscope to observe a cell. <input type="checkbox"/>	I can explain how to use a microscope to observe a cell. <input type="checkbox"/>	I can explain what each part of the microscope does and how it is used. <input type="checkbox"/>

Progress grades – daily lessons



- Depending on each module or each aspect of teaching, pupils will be graded 'Extending', 'Secure' or 'Developing' for that area of content.

Grading using 9-1 grading scale

Ofqual grading

Three key points where the old and the new system aligns:

- The bottom of grade 7 is aligned with the bottom of grade A;
- The bottom of grade 4 is aligned with the bottom of grade C; and
- The bottom of grade 1 is aligned with the bottom of grade G.

Grading new GCSEs from 2017

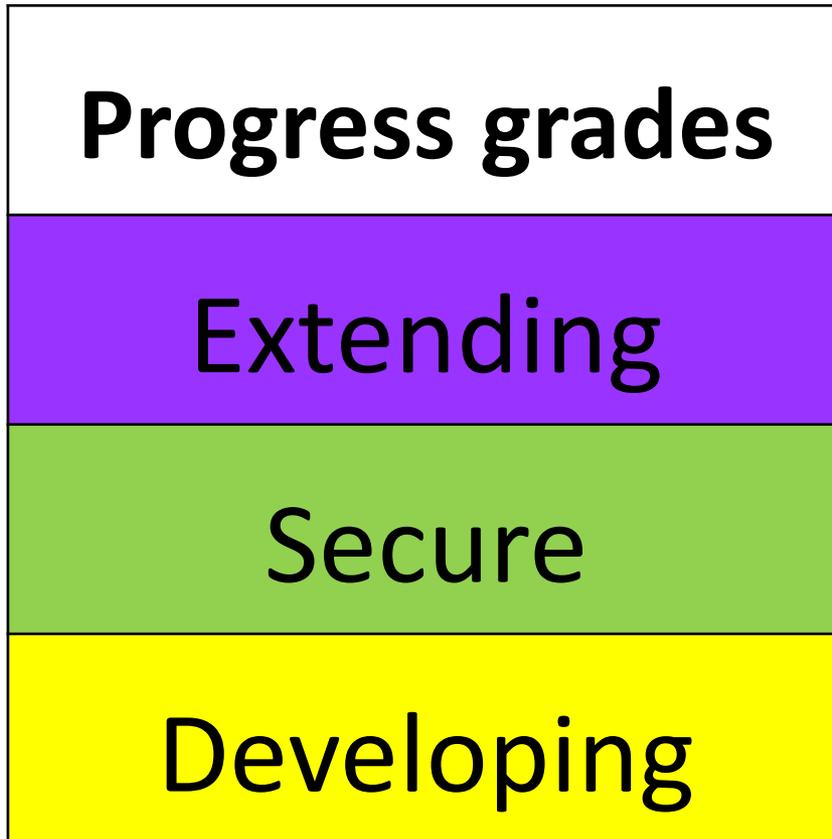
New grading structure	Current grading structure
9	
8	A*
7	A
6	B
⑤ STRONG PASS	
④ STANDARD PASS	C
3	D
2	E
1	F
	G
U	U

Assessment cycle

Assessment cycle – Formal examinations

- There are three formal assessments per year (one per term).
- Pupils will complete an one hour exam for each of their subjects within the formal assessment week.
- Staff will enter **two** academic grades:
 - 1. Current grade** (based on pupils' examination grade only).
 - 2. Projection grade** (the grade pupils are likely to attain at the end of the key stage, following pupils' current rate of progress).
- Individualised targets will be entered.
- CHABOP grades will be entered.
- Reports will be sent home on a termly basis, detailing pupils' overall progress during the particular term.

Progress grades – formal examination



- Depending on the formal examination grade, pupils will be graded ‘Extending’, ‘Secure’ or ‘Developing’, based on pupils’ attainment and progress in relation to their end of year targets.

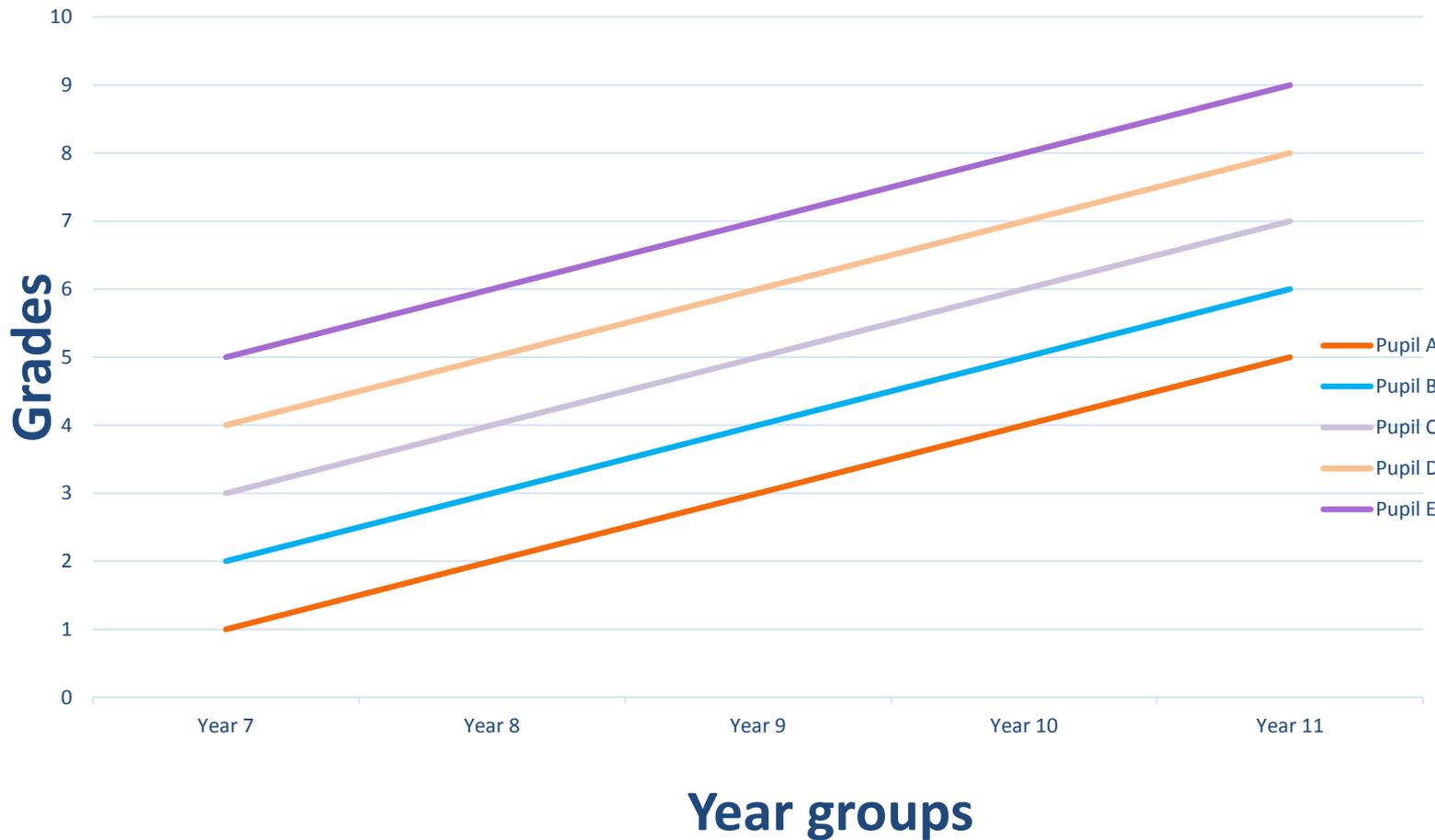
Target setting

Target setting

- Every pupil's target had been set according to the Key Stage 2 results in Reading and Maths.
- Targets are individualised because every pupil has a different starting point.
- As an outstanding school, we set aspirational targets for all pupils.



Target settings



Rank order

- After every formal examination, pupils are ranked based on their attainment and progress results across all subjects.
- Positive competition encourages pupils to improve and monitor their own academic performances.

Example – Year 7

Subject	Summer Exam Grade	End of KS3 Projection	End of KS3 Target	Progress Measure	CHABOP Progress Points	Comment	Classwork	Homework	Attendance	Behaviour	Organisation	Punctuality	CHABOP Assessment Points
English	1	2	4	Developing	0		B	B	B	B	B	B	60
Maths	4	5	4	Extending	20		A	A	A	A	A	A	120

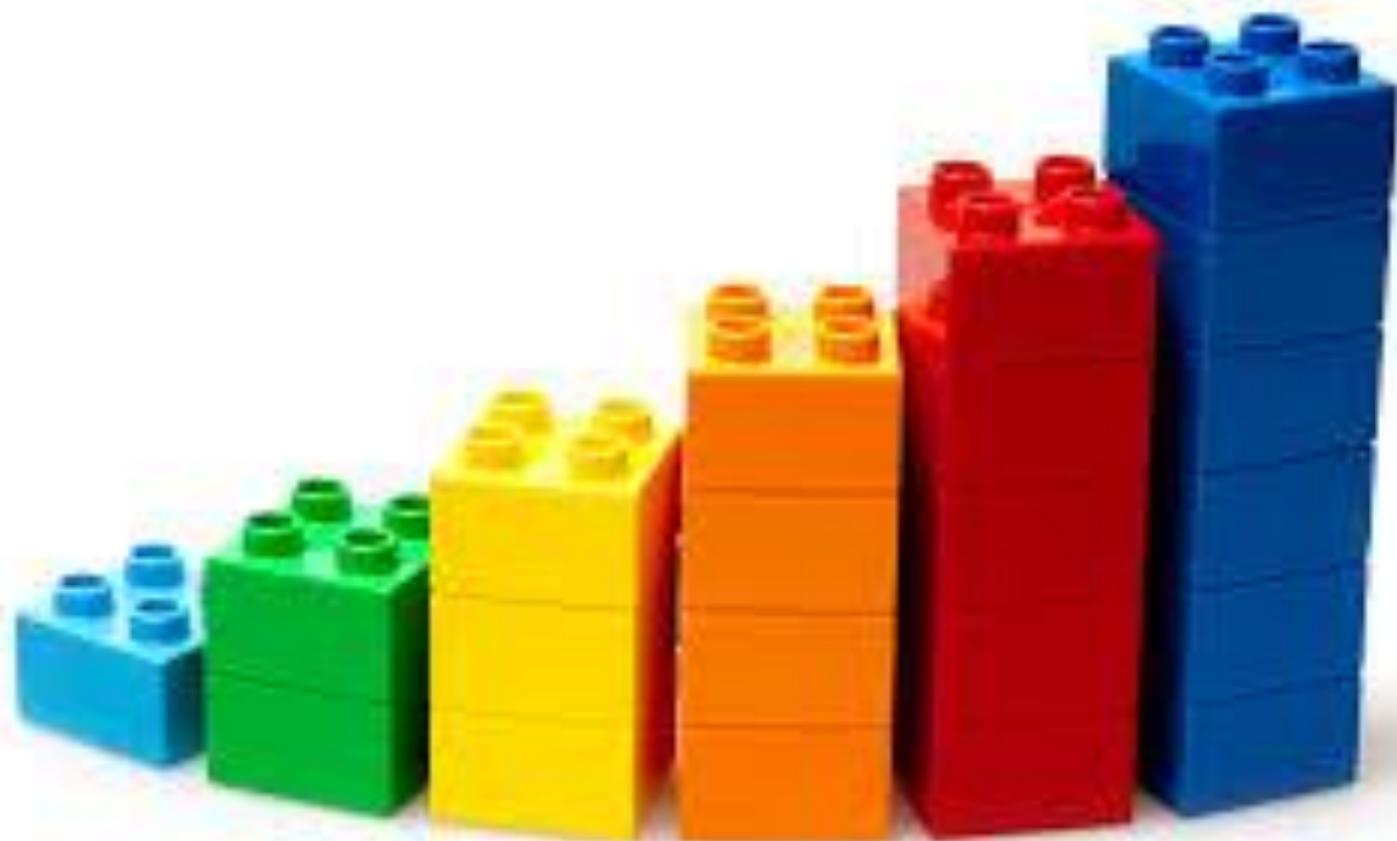
Summary

- Pupils' progress are graded as either **'Extending'**, **'Secure'** or **'Developing'**, in relation to their understanding of topics and end of year targets.
- Pupils are graded in the form of numbers (**9-1**), with grade 9 being the best grade.
- Pupils are **ranked termly** based on their performances in attainment and progress.

Assessment and Grading System at Platanos College

Year 8 English





The Department for Education has said:

- English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others
- Reading also enables pupils both to acquire knowledge and to build on what they already know.
- All the skills of language are essential to participating fully as a member of society.



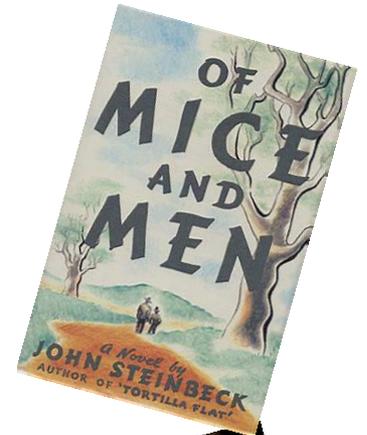
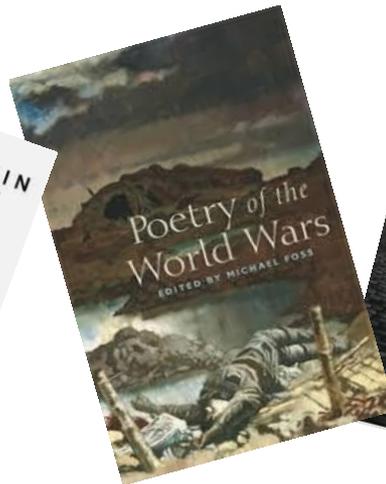
Pupils will also develop key skills

- Explaining your own inferences in detail, using relevant quotations
- Analysis of vocabulary and language devices.
- Understanding the relationship between text and context.
- Comparing texts
- Using appropriate language devices in your own writing.
- Spelling, punctuation and grammar

Year 8 Texts

Pupils will study the following:

- Shakespeare's 'Othello'
- Charles Dickens' 'Oliver Twist'
- Conflict poetry
- Non-fiction Texts
- John Steinbeck's 'Of Mice and Men'
- Gothic Fiction



The Department for Education has said:

Reading at key stage 3 should be wide, varied and challenging. Pupils should be expected to read whole books, to read in depth and to read for pleasure and information.

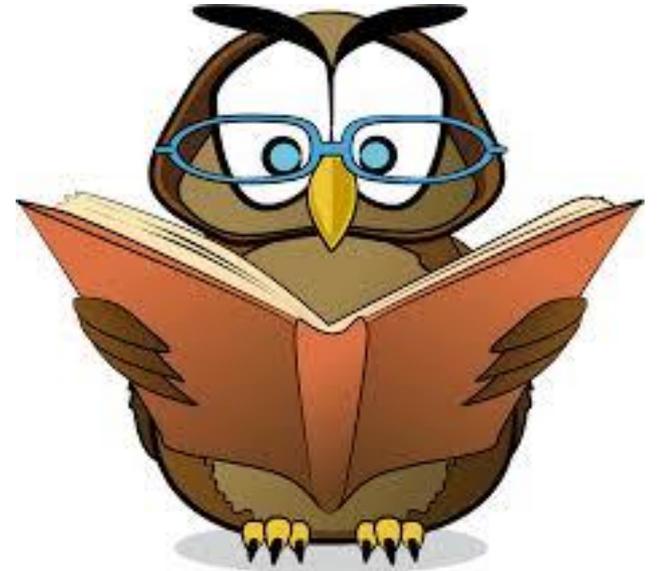
Challenging Content:

‘The fact is, that there was considerable difficulty in inducing Oliver to take upon himself the office of respiration,--a troublesome practice, but one which custom has rendered necessary to our easy existence; and for some time he lay gasping on a little flock mattress, rather unequally poised between this world and the next: the balance being decidedly in favour of the latter.’

Charles Dickens’ *Oliver Twist*

Reading and vocabulary

- Students need to read regularly
- 20 minutes three times a week
- Actively build vocabulary

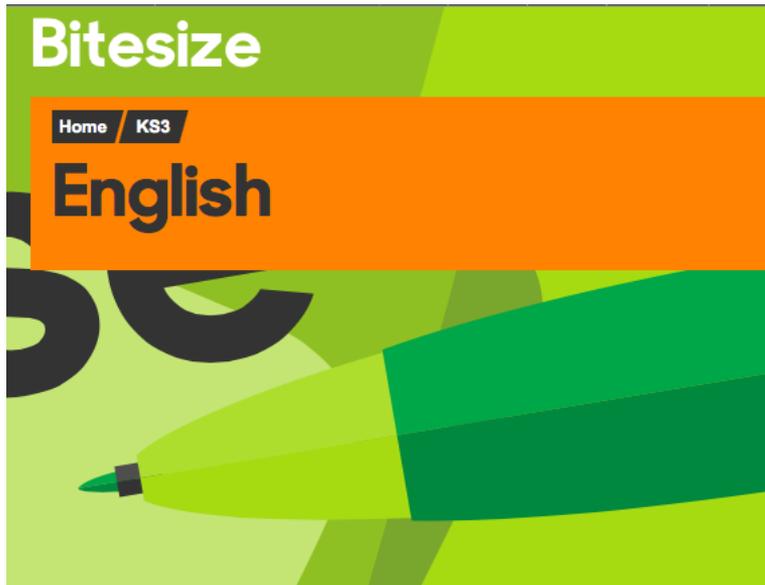
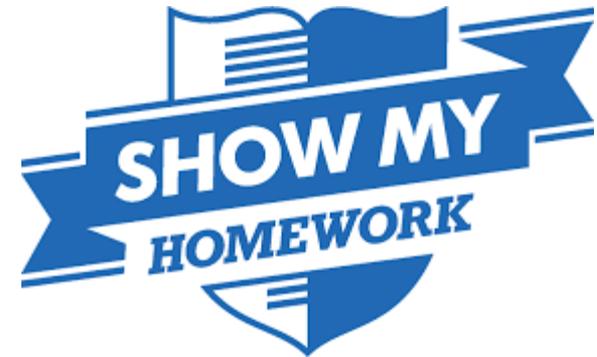


How can you help?

- Help them choose their reading books and encourage them to challenge themselves
- Listen to them read
- Read to them
- Discuss what their reading and discuss newspaper articles with them
- Talk about and introduce them to new vocabulary

Revising at Home

BBC Bitesize for KS3
CGP revision books
Completing homework



Persuasive Tricks

Here are **these nifty tricks** which will make your persuasive writing a whole load better.

Talk About "We" and "Us" Whenever You Can

If you want someone to agree with you, it's a **good idea** to make them think they have **a lot in common** with you.

Using the words **"we"** and **"us"** is a sneaky way to make your audience feel like they **ought to be on your side**.

These are much better than **"I think that cruelty..."** or **"...that affects some people"** would be.

Surely **we** all agree that cruelty to animals is wrong.

Pollution is an issue that affects all of us.

Use Questions to Make Your Points

Asking people something is a **great** way to make them sit up and take notice — even though you don't want an answer.

The trick is to **say the question** so that there can **only be one possible answer**.

Does anyone really want to live in a world without clean air to breathe?

Alternatively, you can **ask a question**, then go on to **answer it yourself**.

And why doesn't the government do anything about it? I'll tell you why. It's because they want big businesses to give them donations.

Use "Magic Threes" — Three Adjectives

Three is a **magic number** when you're writing **persuasively**. If you use **three adjectives** to describe something, it sounds much **more effective** than only using one or two.

THREE Fossil fuels are **dirty, dangerous and outdated**.
Renewable energy is **clean, safe and efficient**.

Lorries that make you agree — persuasive trucks...

Talk about **"we"** and **"us"**, use **questions** to make your points, and use adjectives in **groups of three**. These are great tricks — listen to politicians' speeches and you'll hear them all the time.

How to Quote

You can make plenty of good points in your answer, but your answer won't be complete if you don't stick in loads of **lovely quotes** too. And an incomplete answer is like an unfinished...

Quote, Quote, Quote — And Quote Some More

Everyone will **love** you if you quote bits from the text. (*Although I can't prove that last point.)

Quotes are great because they show **exactly** which bit you've got your answer from.

Quoting **bits** is the same as stealing words from the story or article you've read. There's a **massive difference**...

Quotes Have Speech Marks

Speech marks make all the difference. They show that **you're quoting**, not stealing words.

“Hello,” Mrs Icenoggle began to say. But the **sour-faced** woman turned away and started to talk to her companions.

“Did you go to Iona's party last weekend?” she asked.

All the other women **glanced briefly** at Mrs Icenoggle. “I certainly did,” replied one of them, “and I don't like the way Iona has redecorated her toilet.”

Mrs Icenoggle, who had no idea who Iona was, stood helplessly by the doorway...

The writer describes one of the women as **sour-faced**. That makes us think she's not a nice person.

The **speech marks** show that you're **quoting**. When you quote, make sure it's copied **word for word**.

The women at the banjo club are **rude**. They talk among themselves even though they all know Mrs Icenoggle is there — **all the other women glanced briefly** at Mrs Icenoggle.

Quote early, quote often...

Remember — **copying** is **bad**, but **quoting** is **good** (sounds daft, I know, but it's true). If you only learn one other thing about quoting, learn this: Quotes always have to have speech marks.

Opportunities after School

Debate Mate

Film Club

The Writing Academy



Maths at Platanos College

Core features of the new curriculum:

Fluency

- Pupils become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time.

Calculate the area of a circle with dimensions:

Fluency


1. Radius = 3cm

4. Diameter = 12cm

2. Radius = 5.9cm

5. Diameter = 5.9cm

3. Radius = 6.54cm

6. Diameter = 3.45cm

Core features of the new curriculum:

Conceptual understanding

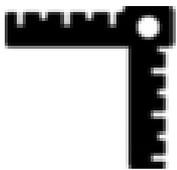
Pupils become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems.

Core features of the new curriculum:

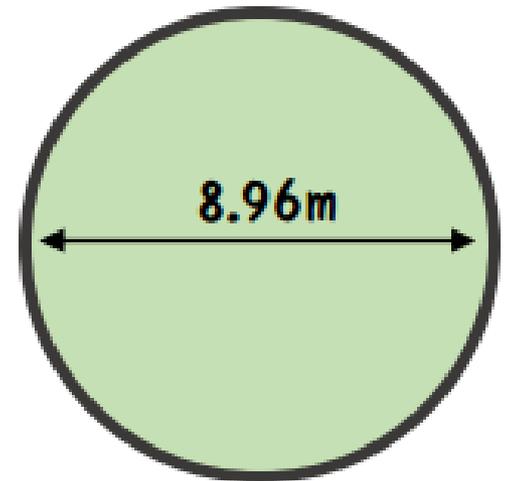
Mathematical reasoning

- Pupils reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.

Reasoning



Lawn seed is sold at 40p per bag. A bag is said to cover one square metre. How much will it cost to plant the lawn shown?

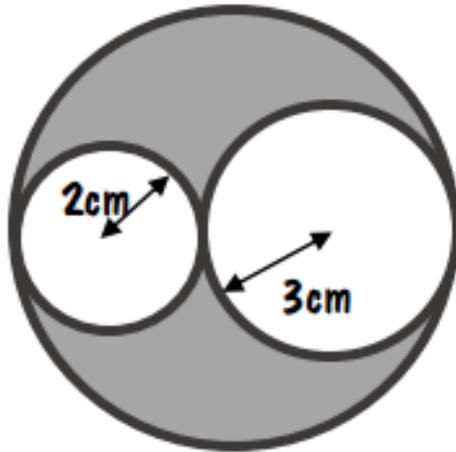


Core features of the new curriculum:

Problem solving

- Pupils can solve problems by applying their mathematics to a variety of routine and non-routine problems

Problem Solving



The radius of the smallest circle is 2cm. And the radius of the other smallest circle is 3cm.

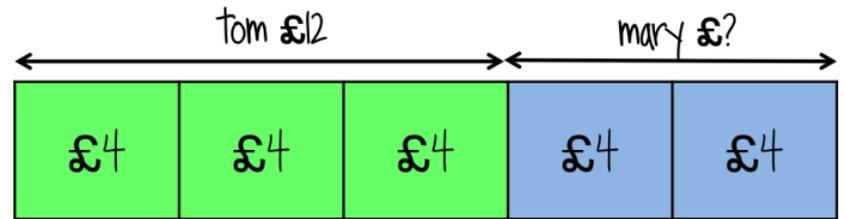
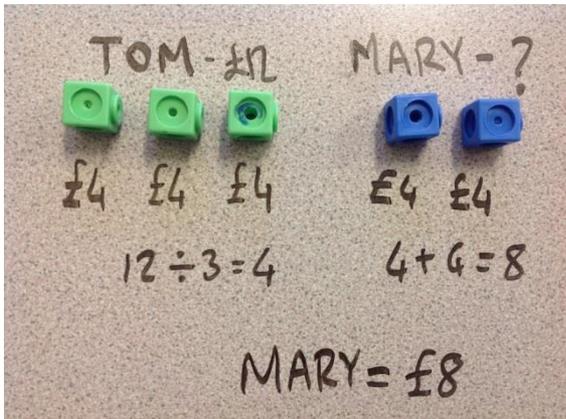
Which area is larger: The sum of the two smaller circles, or the area of the shaded section of the larger circle?

Mastering the maths

Concrete Pictorial Abstract

Tom and Mary share some money in the ratio 3 : 2. Tom gets £12, how much does Mary get?

Concrete



draw bar model showing ratio 3: 2 and tom getting £12
find 1 part is £4
mary gets £8

Abstract

Tom is 3 parts and £12
One part: $12 \div 3 = £4$
Mary is 2 parts
Mary: $4 \times 2 = £8$
Mary has £8

Pictorial

Mastering mathematics in Year 7

Autumn 1	Place value, addition and subtraction
Autumn 2	Place value, multiplication and division
Spring 1	Geometry: 2D shape in a 3D world
Spring 2	Fractions
Summer 1	Applications of algebra
Summer 2	Percentages and pie charts

True or false? Give reasons for your answer.

$$2\frac{3}{10} \times 5 = 2\frac{3}{\cancel{10}^2} \times \cancel{5}^1 = 2\frac{3}{2} = 3\frac{1}{2}$$

$$\frac{5}{18} \div 1\frac{5}{9} = \frac{\cancel{5}^1}{\cancel{18}^2} \div 1\frac{\cancel{9}^1}{\cancel{5}_1} = \frac{1}{2} \times 1 = \frac{1}{2}$$

$$\frac{9}{25} \div 3\frac{1}{3} = \frac{\cancel{9}^1}{\cancel{25}_5} \div \frac{\cancel{10}^2}{\cancel{3}_1} = \frac{6}{5}$$

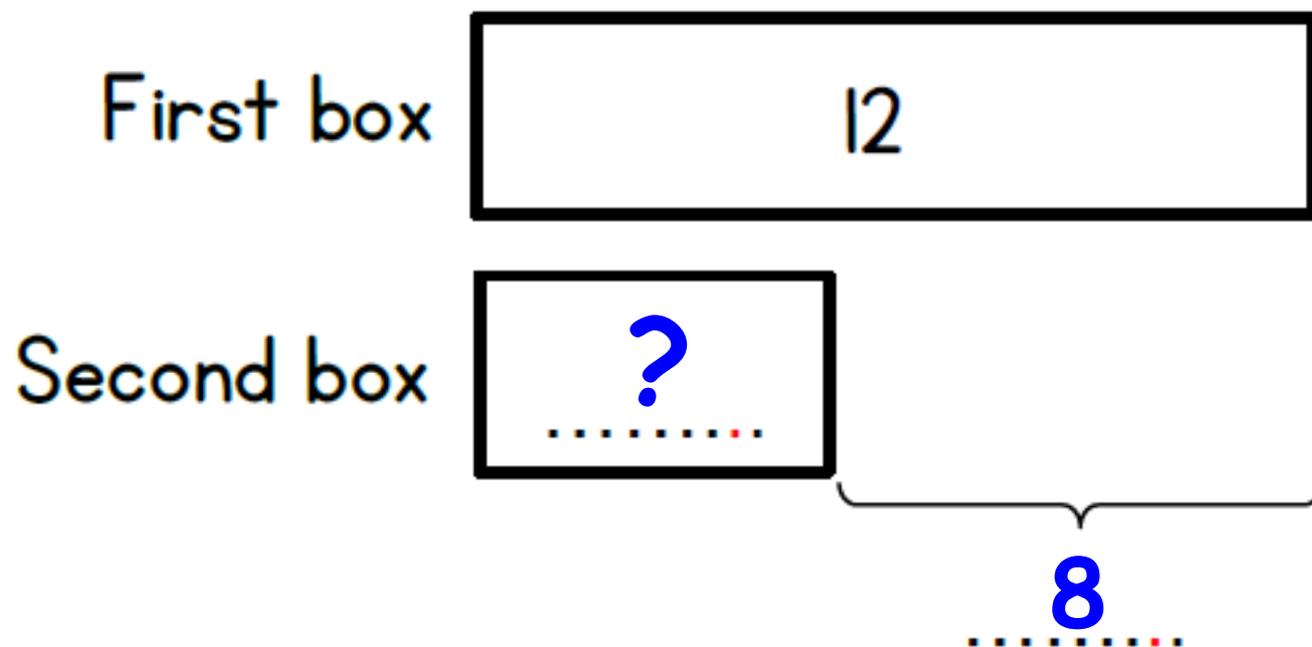
The Bar Model Method

Here are two boxes of pencils.

There are 12 pencils in the first box.

The second box has 8 fewer pencils in it.

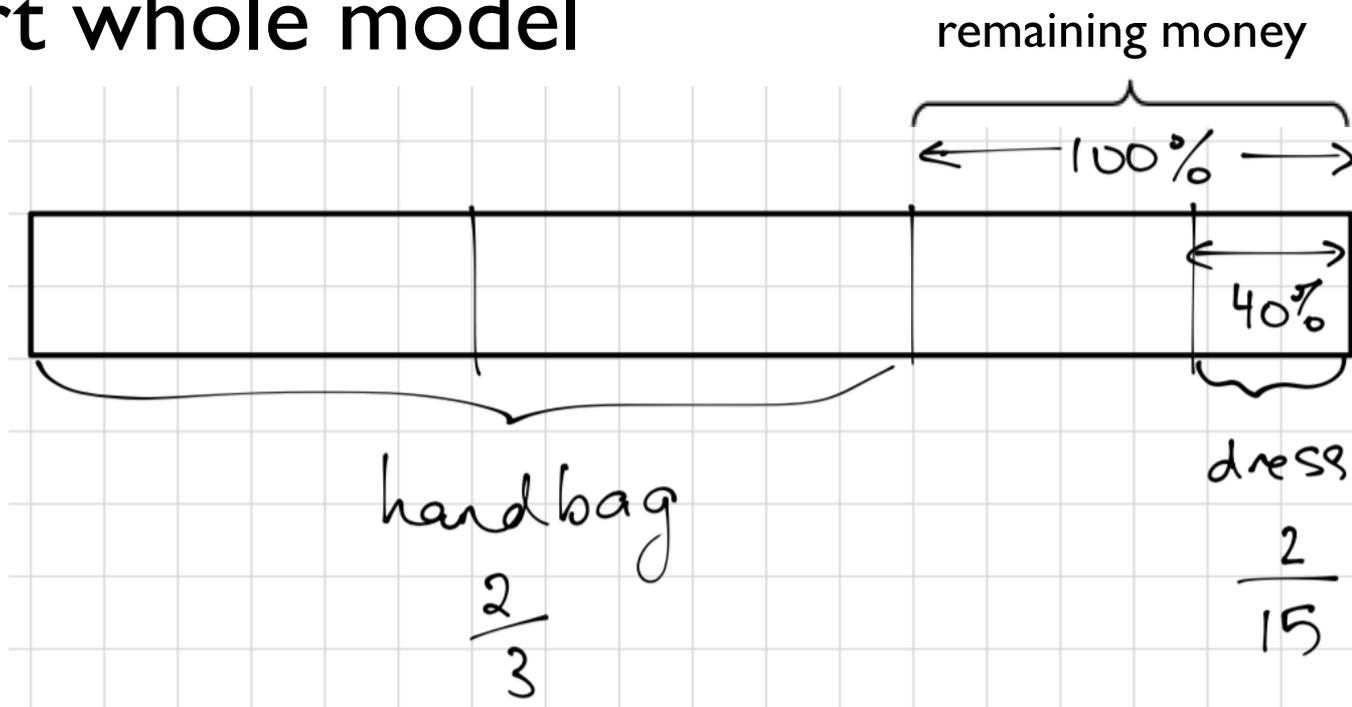
How many pencils are in the second box?



The Bar Model Method

Mrs Tan spent $\frac{2}{3}$ of her money on a handbag. She spent 40% of her remaining money on a dress. If the handbag cost \$80 more than the dress, how much money did she have at first?

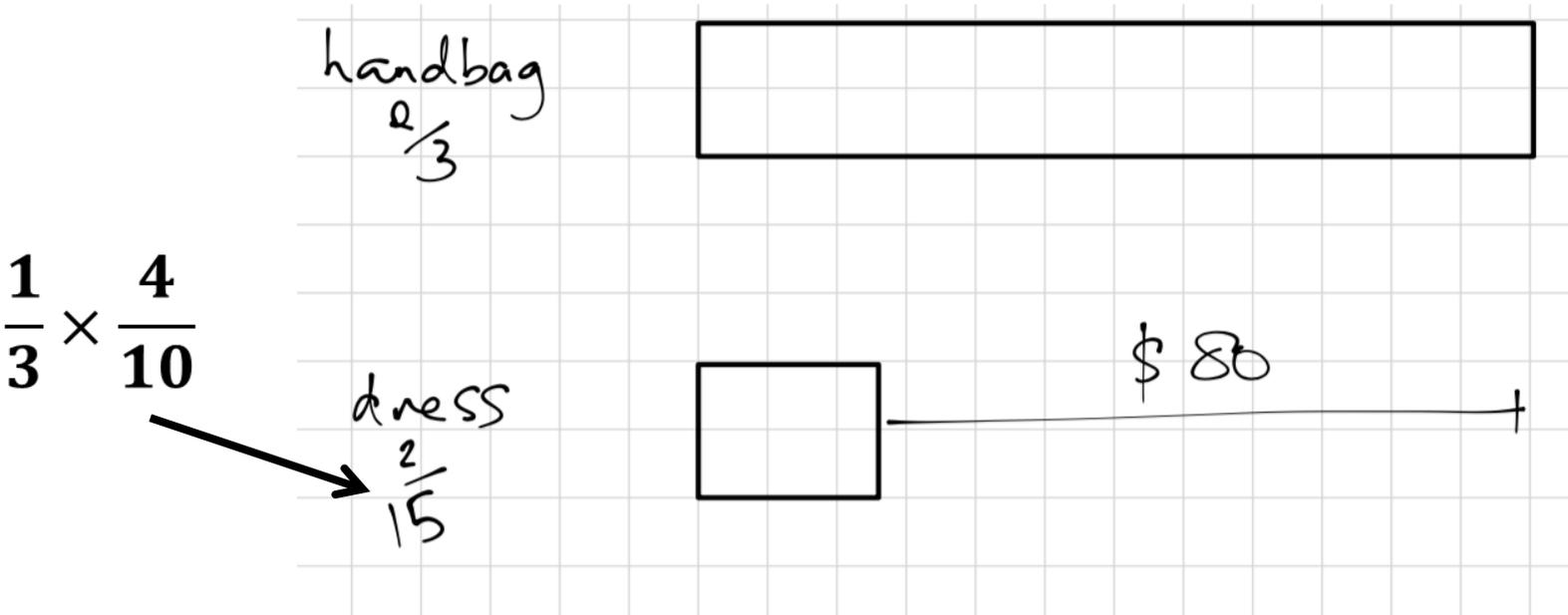
Part whole model



The Bar Model Method

Mrs Tan spent $\frac{2}{3}$ of her money on a handbag.
She spent 40% of her remaining money on a dress.
If the handbag cost \$80 more than the dress, how much money did she have at first?

Comparison model



Tips for Parents/Carers

Discuss maths in the real world:

- Take your child shopping
- Cook with your child
- Plan holidays with your child
- Do DIY with your child
- Play problem solving games with your child

How can these activities with my child improve their mathematical thinking?

Uzma is planning a dinner party for 12 adults.

She is planning to give each adult a 425g chicken fillet.

1 kg of chicken costs £3.25.

Work out how much Uzma will have to pay for the chicken.

5.1kg

Uzma buys 6kg of chicken

How can these activities with my child improve their mathematical thinking?

Uzma is planning a dinner party for 12 adults.

She is planning to give each adult a 425g chicken fillet.

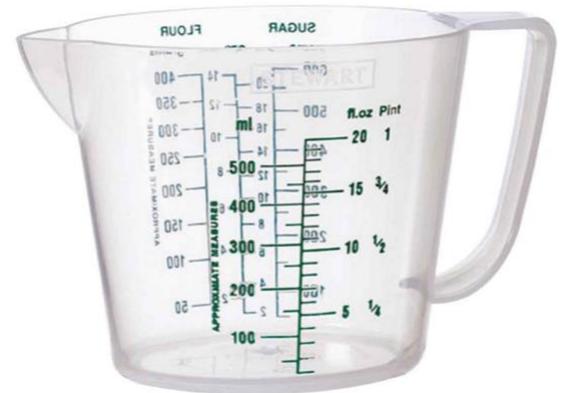
1 kg of chicken costs £3.25.

Work out how much Uzma will have to pay for the chicken.

£1381.25

£16575

Some useful props for mums and dads are:



Year 8 Curriculum Map

Autumn 1	Number HCF, LCM, Venn diagrams
Autumn 2	2-D geometry Constructions and properties of angles
Spring 1	3-D geometry Volume of composite solids
Spring 2	Algebraic expressions Inequalities and solving equations
Summer 1	Proportional reasoning Fractions, decimals and percentages
Summer 2	Statistics Interpret and compare statistical diagrams

Year 8 Curriculum Map

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number <ul style="list-style-type: none"> ▪ Primes and indices ▪ Prime factorisation to find LCM, HCF, squares, cubes ▪ Venn diagrams ▪ Enumerating sets ▪ Add and subtract fractions 	2-D geometry <ul style="list-style-type: none"> ▪ Draw accurate triangles and quadrilaterals (ruler, protractor, compasses) ▪ Find unknown angles (including parallel lines) ▪ Conversion between length units and between area units ▪ Areas and perimeters of composite figures ▪ Areas of parallelograms and trapeziums 	3-D geometry <ul style="list-style-type: none"> ▪ Rounding, significant figures and estimation ▪ Circumference and area of a circle ▪ Visualise and identify 3-D shapes and their nets ▪ Volume of cuboid, prism, cylinder, composite solids 	Algebraic expressions <ul style="list-style-type: none"> ▪ Negative numbers and inequality statements ▪ Formulate and evaluate expressions ▪ Linear equations ▪ Expressions and equations from real-world situations ▪ Linear sequences: nth term 	Proportional reasoning <ul style="list-style-type: none"> ▪ Convert between percentages, vulgar fractions and decimals ▪ Percentage increase and decrease, finding the whole given the part and the percentage ▪ Ratio (equivalent, of a quantity) and rate ▪ Speed, distance, time 	Statistics <ul style="list-style-type: none"> ▪ Collect and organise data ▪ Interpret and compare statistical representations ▪ Mean, median and mode averages ▪ The range and outliers

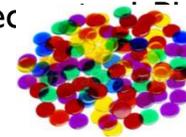
The National Curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Support at home doesn't have to be from a revision guide. Allow your child to enjoy and discover patterns in the world.

Some useful props for mums and dads are:

- A clock in the kitchen – analogue & digital helps comparisons with what the values represent
- A traditional wall calendar – used to identify patterns with numbers in months
- Board games that involve dice and spinners – incorporate various topics such as fractions & probability
- A pack of traditional playing cards – introduce children to chance/probabilities
- A calculator – check online for calculator
- Measuring jugs & scales – identifying values in the numbers given
- Dried beans/macaroni/smarties – useful for counting



There are many ways to show your child the importance of maths is universally recognised. Please remember every child is a mathematician!

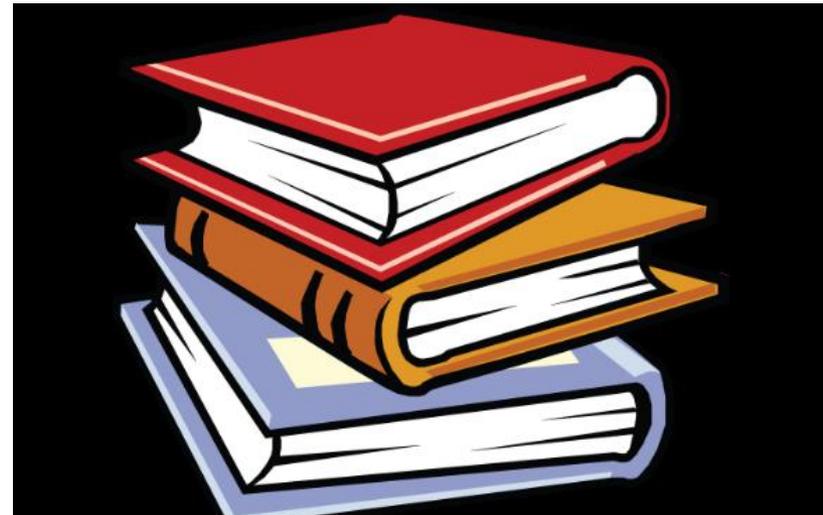
Science

Departmental Vision Statement

- We are passionate about Science and the success of our pupils in the subject. We consider all pupils as budding scientists and therefore provide them with opportunity to:
Enquire
Engage
Explore
Experiment
Evaluate
as they experience the curriculum.*

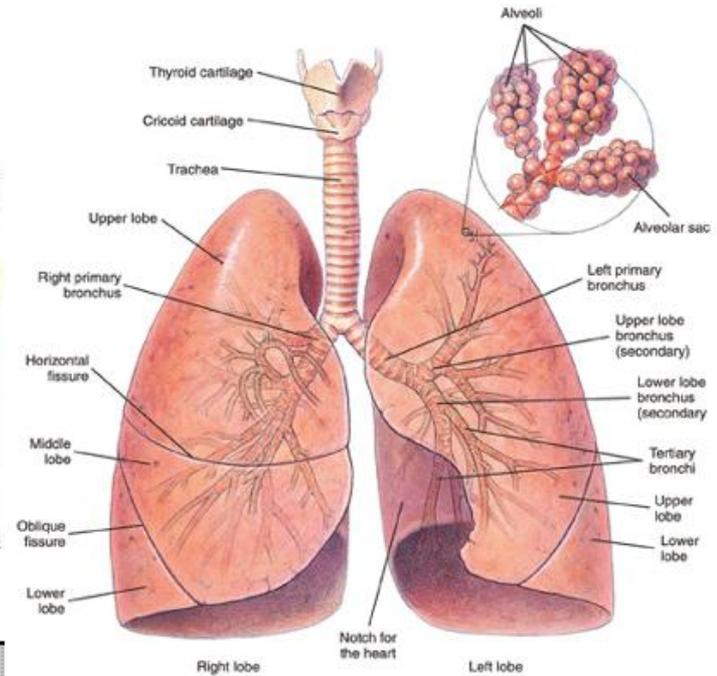
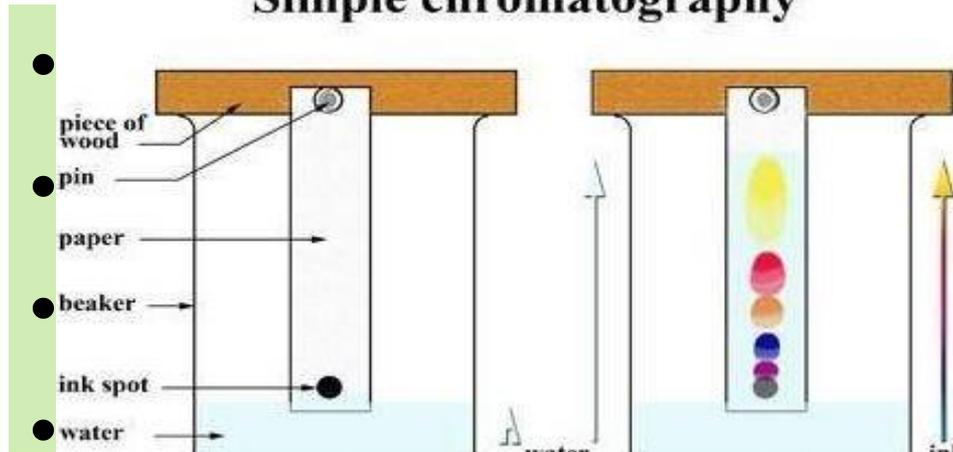
KS 3 Science year 7 into year 8

- **Students are selected for routes based on their end of year 7 results and their targets in science.**
- **Route 1: Accelerated curriculum *Higher* Tier**
- **Route 2: Accelerated curriculum *Foundation* Tier**

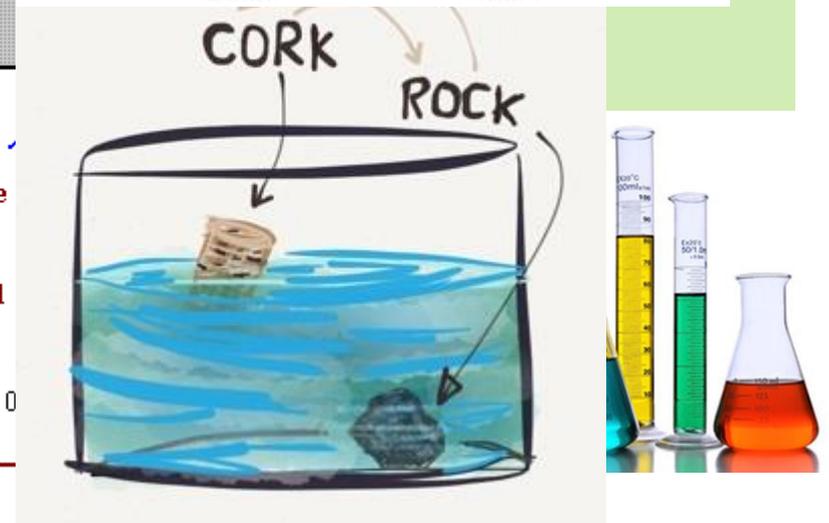
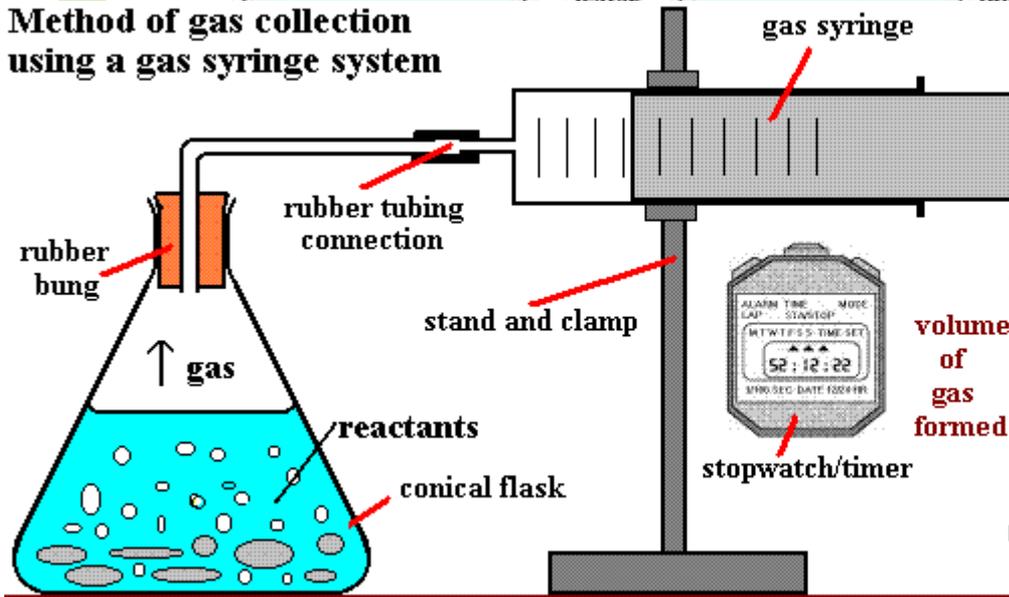


Main aim

Simple chromatography

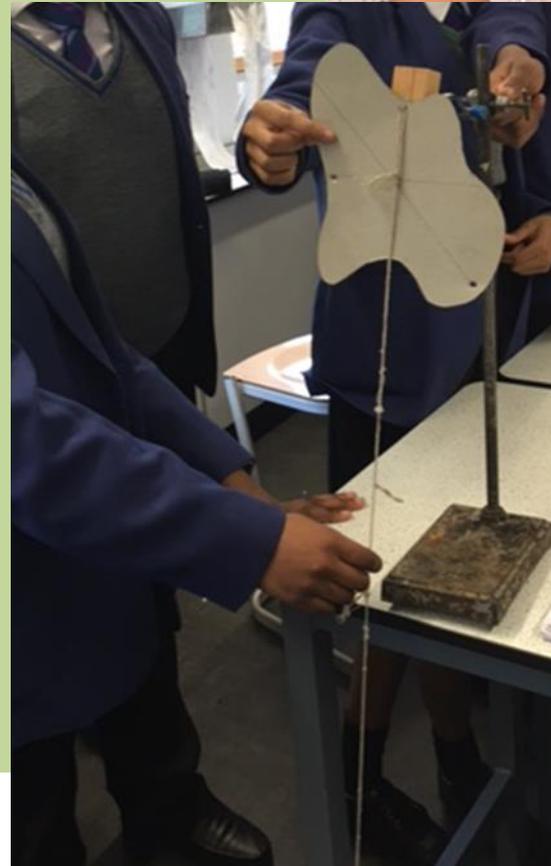


Method of gas collection using a gas syringe system



What will pupils learn?

- Content
 - Health and lifestyle
 - The periodic table
 - Separation techniques
 - Electricity and Magnetism
 - Ecosystem processes
 - Metals and acids
 - Energy
 - Adaptation and inheritance
 - The Earth
 - Motion and Pressure
- Skills



Assessment

Assessment will take place at the end of each module/topic.

Formal Examinations will take place three times a year.

Homework

- Research
- Report writing
- Extended writing
- Exam style questions
- Presentation

Support from parents

The 3 Ps

