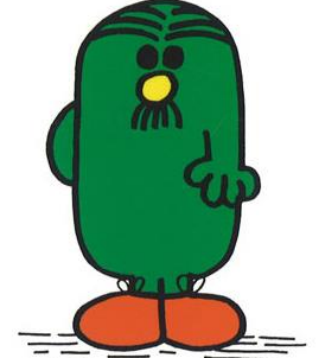
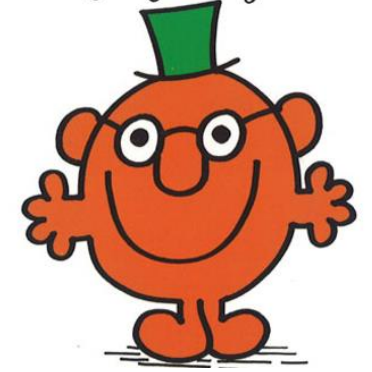


Curriculum Change



What's all the fuss about?

- A-Level reform from 2015- 2017
- GCSE reform from 2015-2017
- Vocational reforms from 2014
- National Curriculum at KS3 no longer statutory from Sept 2013

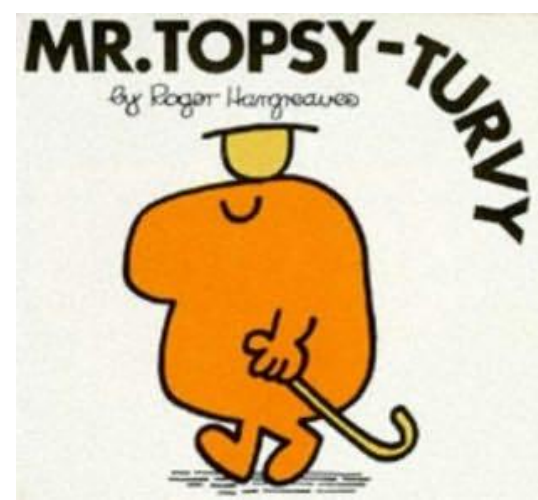


So what's happening to A-Levels?

- More rigour
- More maths
- Syllabus Updates
- AS no longer contributes to the full A-Level
- Changes to Assessment methods

And GCSE's?

- Lots of change to content
- Changes to the amount of content
- Grades changing from letters to numbers
- Less coursework and more exams
- Terminal papers
- Focus on EBACC subjects
- Changes to how schools are judged



Grading the New GCSEs in 2017

NEW GCSE GRADING STRUCTURE									
9	8	7	6	5	4	3	2	1	U
CURRENT GCSE GRADING STRUCTURE									
A*		A	B	C	D	E	F	G	U

And Vocational courses?

- Must all have an element of external assessment
- More rigorous content
- Closer monitoring
- More recognisable as equivalents
- Increasingly industry approved

MR. COOL

Roger Hargreaves



kindle edition

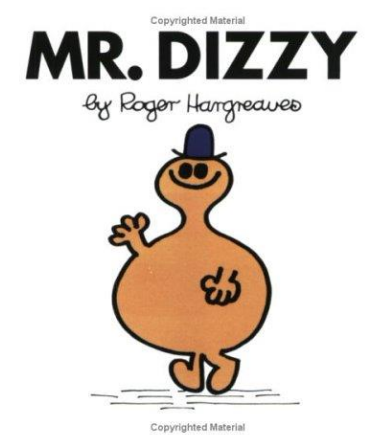
MR. MUDDLE

By Roger Hargreaves



What does this mean for Key Stage 3?

- Lots!!
- The Key Stage needs to be changed to prepare students for the new GCSEs
- The old levels are no longer relevant
- Need to help us predict grades for the new GCSE's
- More accessible to parents and students



So what does this look like?

- Like GCSEs students in Year 7 - 9 will be graded on a new 1 to 9 scale
- 9 will be the top grade
- Students will work their way through the levels over the Key Stage i.e. they are unlikely to get to **band 9** material before Year 9
- Their **band** at the end of Year 9 will be a predictor of their GCSE grade

MR. BRAVE

By Roger Hargreaves

So what does this actually look like?



Student A

KS2

En 5a

Ma 5a

	KS3 Target	EOY 7	EOY8	EOY9	KS4 Target	EOY 10	Yr 11
Maths	8c	6b	7c	8c	A*	A1	A*2
English	7a	6c	7c	7a	A*	A3	A1

	KS3 Target	EOY 7	EOY8	EOY9	KS4 Target	EOY 10	Yr 11
Maths	9	4+	6	9-	9	8 +	9 -
English	8	4	6+	8	8	8 -	8

Student B

KS2

Ma 3a

En 3b

	KS3 Target	EOY 7	EOY8	EOY9	KS4 Target	EOY 10	Yr 11
Maths	5a	4b	5c	5a	D	D3	D2
English	5a	3a	4b	5b	D	E1	D3

	KS3 Target	EOY 7	EOY8	EOY9	KS4 Target	EOY 10	Yr 11
Maths	4	1+	2+	4-	4	4 -	4
English	4	1	2	3+	4	3 +	4 -

	C	D	E	F
9 I can use satire, and allusions to subtle effects in writing.		ORGANISATION		UNDERSTANDING TEXTS
8 I can use ideas language to present convincing point of view.	9	I can exploit the form and linguistic methods in writing to suit the audience and purpose.	9	I can show a sophisticated understanding of a range of ideas and themes in a text.
7 I can exploit the and stylistic features in different text types.	8	I can adapt the form and linguistic methods in writing to suit the audience and purpose.	8	I can synthesise information from different sources to support perceptive comments.
6 I can use the form and stylistic features in different text types.				
5 I can write convincingly from a different point of view.				
4 I can manipulate the reader through my use of well chosen facts, opinions and examples.	4	I can write coherent paragraphs using a range of appropriate discourse markers.	4	I can summarise the main points of a passage.
3 I can use figurative language.	3	I can join paragraphs together with a common linking word or phrase.	3	I can use textual references to support my comments.
2 I can use facts, opinions, anecdotes and other personal testimony to support ideas and arguments.	2	I can write in paragraphs.	2	I can understand some of the meanings in a text.
1 I can identify fact and opinion in a text.	1	I can write ideas in an order or sequence.	1	I can skim and scan the text to find specific details.

	VOCABULARY	SPELLING	PUNCTUATION	GRAMMAR
9 I can use an extensive range of ambitious vocabulary choices to create subtle effects.	9 I can spell ambitious, uncommon and complex words.	9 I can use a wide range of punctuation judiciously.	9 I can judiciously use an ambitious range of sentences.	
8 I can use a rich and varied vocabulary with a confident selection of words and phrases.	8 I can spell most uncommon words from an ambitious vocabulary.	8 I can use at least 6 types of punctuation judiciously.	8 I can use a range of effective sentencing in my work.	
7 I can use Latin and Greek phrases in the correct context and in a convincing way.	7 I can spell common words with irregular patterns.	7 I can confidently use brackets, colons, semi-colons and dashes.	7 I can manipulate the use of subordinate clauses for effect.	
6 I can deliberately use colloquial and Standard English to achieve specific effects.	6 I can spell words with complex regular patterns.	6 I can punctuate dialogue correctly.	6 I can write complex sentences with a range of different constructions.	
5 I can consistently write in Standard English to communicate my ideas.	5 I can understand the meaning and spelling of common prefixes and suffixes.	5 I can use commas to demarkate subordinate clauses.	5 I can write sentences with the adverbial element in different places.	
4 I can select words and phrases to create effects that suit the audience and purpose.	4 I can spell most commonly used words correctly.	4 I can use full stops to demarkate sentences.	4 I can write complex sentences.	
3 I can use a range of words and phrases in writing for effect or detail.	3 I can use spelling strategies to aid my spellings.	3 I can use apostrophes to show omission and possession.	3 I can write compound sentences consisting of two simple sentences.	
2 I can use words and phrases to add additional ideas or points to my writing.	2 I can spell closed words e.g. pronouns and determiners.	2 I can use exclamation marks and question marks correctly.	2 I can write simple sentences with subject-verb-object agreement.	
1 I can use some interesting words or phrases.	1 I can spell words with inflectional endings correctly.	1 I can use capital letters correctly.	1 I can write simple sentences.	

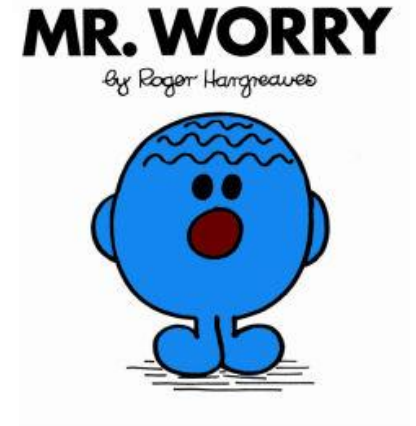


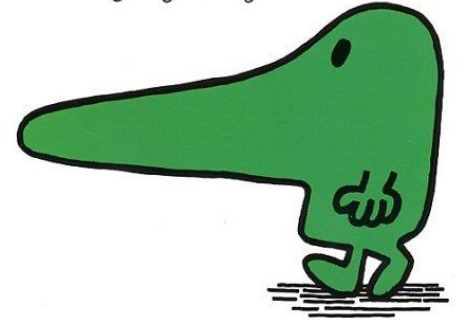
So when will all this happen?

- Pilots running right now in Maths, English, Science and IT
- For September 2015 all of Year 7 and 8 will be on the new system
- We hope to have all of Year 9 on the system unless the subject will be on the 'old' GCSE in Sept 2016
- We aim to run a pilot of the reporting system with Year 7 at the end of this year

Do we have any concerns?

- We haven't seen what a GCSE 9 looks like
- Not all of the content has been confirmed
- We haven't seen exam papers
- No text books have been released
- Volume of change
- What we are clear about is that our KS3 students can't wait or they won't be prepared





Will we get more information?

- KS3 curriculum will be made available online so you know what the **bands** mean
- We will send out further information to help you understand reports
- Questions to curriculum@edgbarrowschool.co.uk and we'll use these to create a FAQ's section on the school website

School Budget

- Facing a very tight budget
- Increased cost pressures but no additional funding
- Curriculum change will be expensive and we don't believe we can provide everything we would like to
- Investigating establishing a School Fund for parental contributions
- Contribute via the JustGiving page, please use Gift Aid

MR. GREEDY
Roger Hargreaves



**LITTLE MISS
CHATTERBOX**
by Roger Hargreaves



Questions?