

# CURRICULUM DESIGN

Year 7 Parents' Information Evening

Tuesday 4<sup>th</sup> July

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# Content

- Rationale for curriculum design
- Principles
- How it has worked in Year 7
- How it will change for Years 8 and 9
- Plans for Years 10 and 11
- Further information
- Questions...

# The Five Year Plan

- End of the first year...
- Key Stage 3 – Years 7, 8 and 9
- Key Stage 4 – Years 10 and 11
- New GCSEs
- Grading: 1 – 9 (with 9 as the highest)
- Emphasis on exams at the end of Year 11
- Challenging content

# Progress Ladder

<b>Level</b>	<b>Descriptor</b>	<i>Old NC Level</i>	<i>Old GCSE Level</i>
<b>Below</b>	<b>Emerging</b>	<i>Below/2</i>	<i>U</i>
<b>1</b>	<b>Basic</b>	<i>3/4</i>	<i>F/G</i>
<b>2</b>	<b>Developing</b>	<i>5/6</i>	<i>D/E</i>
<b>3</b>	<b>Progressing</b>	<i>6</i>	<i>D</i>
<b>4</b>	<b>Secure</b>	<i>7</i>	<i>C</i>
<b>5</b>	<b>Competent</b>	<i>7/8</i>	<i>C/B</i>
<b>6</b>	<b>Confident</b>	<i>8</i>	<i>B</i>
<b>7</b>	<b>Accomplished</b>		<i>A</i>
<b>8</b>	<b>Outstanding</b>		<i>A*</i>
<b>9</b>	<b>Exceptional</b>		<i>A*</i>

# Rationale

- Maximising life opportunities
- All students making excellent progress, no matter what their ability levels
- All students accessing subject content relative to their ability levels
- Fully inclusive learning environments...
- ...most are “mixed attainment” groupings

# Principles

- Ideals compromised by capacity
- We have to split each year group somehow...
- ... and how we decide on splitting one year group affects what we can do in others
- Different needs of different ages
- 3 models:
  - Year 7
  - Years 8 and 9
  - Years 10 and 11

# Year 7

- Mixing academic and “settling in”
- All subjects taught in mixed attainment groupings
- Appropriate challenge based on individual need...
- ...using KS2 data and primary school info, in the first instance
- Experience a broad social mix
- Languages taught in a carousel – all study some French, some German and some Spanish

# Year 7

- Most Year 7 students are placed into either band A, B, C or D
- These four bands are equal in terms of ability and gender
- Some students are placed in a nurture band (I) for students with additional needs
- Each of bands A, B, C and D contains (approx) 55 students
- I band contains 10 (was 16) students



# Year 7 Curriculum Diagram



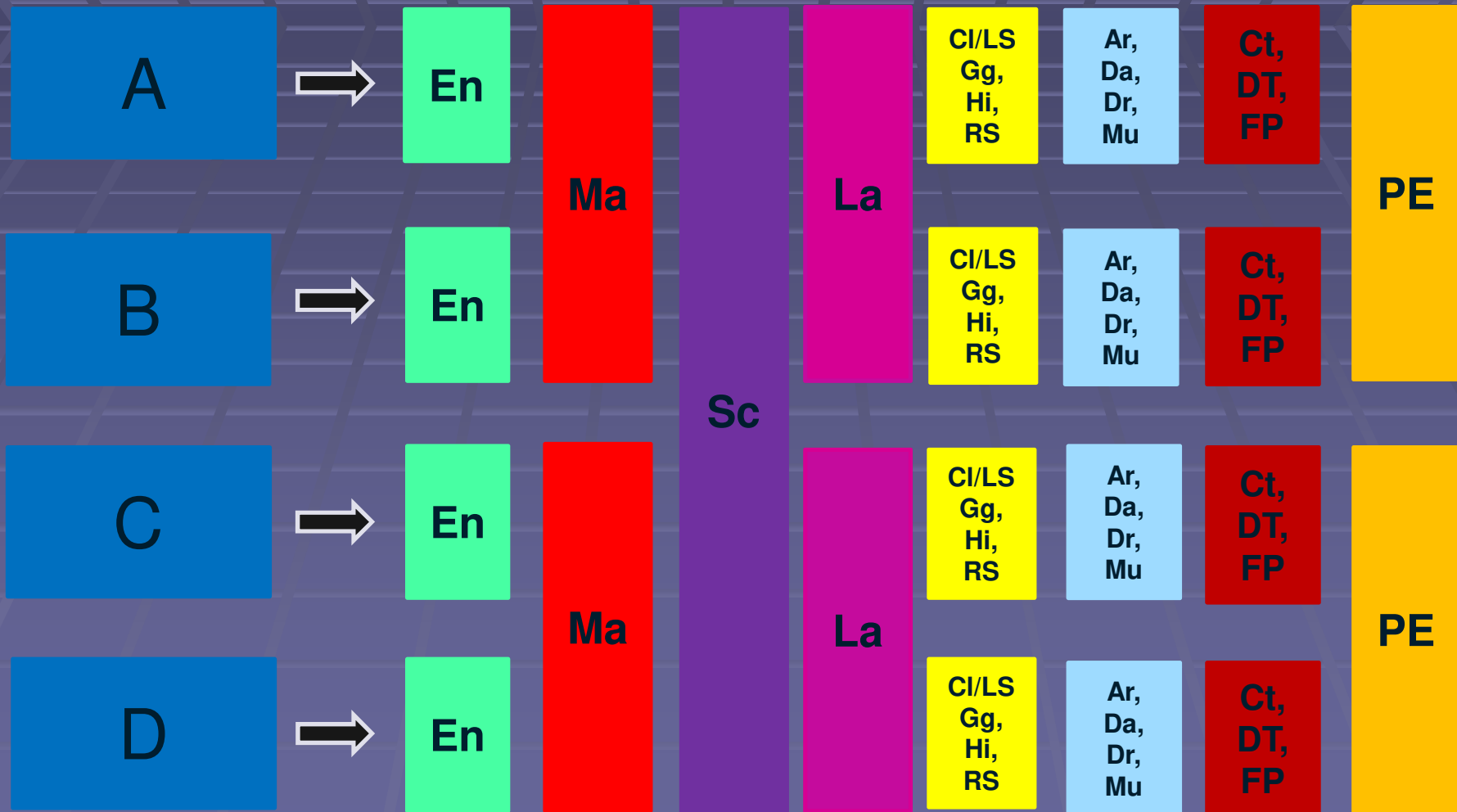
# Years 8 and 9

- Mixed attainment groupings in all subjects in Year 8 (except PE)
- Setting in Maths and Science in Year 9
- All Year 8 and Year 9 students are placed into either band A, B, C or D
- These four bands are equal in terms of ability and gender
- Each band A, B, C and D contains (approx) 58 students
- **The bands are NOT the same as the Year 7 A, B, C and D**
- The Year 8 and Year 9 A, B, C and D bands are constructed around:
  - a) Language choices
  - b) Pick – A – Pal
  - c) Behaviour

# Year 8 Curriculum Diagram



# Year 9 Curriculum Diagram



# Bands

Year 7

A

B

C

D

I

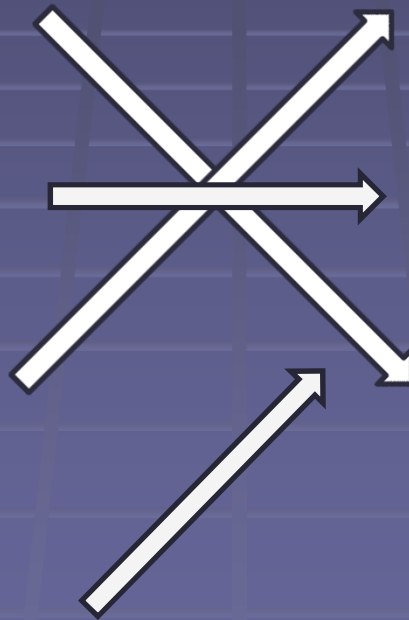
Years 8 and 9

A

B

C

D



# Languages

Year 7

Years 8 and 9

A1

A2

B1

B2

C1

C2

D1

D2

I

AB1

AB2

AB3

AB4

AB5

CD1

CD2

CD3

CD4

CD5



# More Languages

- Your guided choice...
- Requests submitted by 7<sup>th</sup> June
- Students allocated to classes using a 1-2-3 preference system
- Late returns mean less likelihood of a first preference
- So far – 100% of first choices met
- Important: your child will have to study a language as a GCSE qualification

# Languages Years 8 and 9

Class	Language(s)
AB1	French & Spanish
AB2	French
AB3	French
AB4	German
AB5	Spanish
CD1	German & Spanish
CD2	German & Spanish
CD3	German
CD4	Spanish
CD5	Spanish



# Years 10 and 11

Subject	GCSEs	Hours Per Week
<b>English</b>	<b>2</b>	<b>4</b>
<b>Maths</b>	<b>1</b>	<b>4</b>
<b>Science</b>	<b>2</b>	<b>5</b>
<b>Language(s)</b>	<b>1</b>	<b>2.5</b>
<b>History / Geography</b>	<b>1</b>	<b>2.5</b>
<b>Critical Thinking</b>	<b>0</b>	<b>1</b>
<b>PE</b>	<b>0</b>	<b>1</b>
<b>Option A</b>	<b>1</b>	<b>2.5</b>
<b>Option B</b>	<b>1</b>	<b>2.5</b>
<b>Totals</b>	<b>9</b>	<b>25</b>

# Further Information

- Student Grouping Structure 2017-18 on the website: Parental Info > Curriculum
- September: How to Read Your Child's Timetable
- Questions:
  - [julian.ashworth@priory.e-sussex.sch.uk](mailto:julian.ashworth@priory.e-sussex.sch.uk)
  - [info@priory.e-sussex.sch.uk](mailto:info@priory.e-sussex.sch.uk)

# And So...

- Any questions?
- Any observations?

