

Welcome to the Year 9 INFORMATION EVENING



2015 - 2016

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Robin Warren	Assistant Headteacher

Supporting and Tracking Progress

- The move away from National Curriculum levels
- The significance of Key Stage 3
- Progress from Key Stage 2 to Key Stage 4
- Monitoring, tracking, supporting and reporting progress
- The format of students' reports

Key Stage 3 is critical as:

- it provides the progression from Key Stage 2 to Key Stage 4.
- it is the stage during which many methods and ideas which are critical for GCSE are introduced.

2015 KS2 SAT Reading Paper Question

14. According to the text, which of the following do guide dogs have to learn to do?

Tick **two**.

- obey a whistle
- stop at all kerbs
- obey spoken commands
- recognise the colour green
- walk very slowly

1 mark

2015 KS2 SAT Reading Paper Question

6. *I zoomed towards...*
What does the word *zoomed* tell you?

1 mark

A GCSE Reading Paper Question

9

0 4

Focus this part of your answer on the second half of the source, **from line 18 to the end**.

A student, having read this section of the text said: "The writer brings the very different characters to life for the reader. It is as if you are inside the coach with them."

To what extent do you agree?

In your response, you could:

- write about your own impressions of the characters
- evaluate how the writer has created these impressions
- support your opinions with quotations from the text.

[20 marks]

2015 KS2 SAT SPAG Paper Question

5 Which word in the sentence below describes **how** Anita crossed the road?

Tick **one** box.

Anita looked both ways before crossing the road safely.

1 mark

A GCSE Writing Paper Question

11

Section B: Writing

You are advised to spend about 45 minutes on this section.
 You are reminded of the need to plan your answer.
 You should write in full sentences.
 You should leave enough time to check your work at the end.

0 | 5

Homework has no value. Some students get it done for them; some don't do it at all. Students should be relaxing in their free time.'

Write an article for a broadsheet newspaper in which you explain your point of view on this statement.

(24 marks for content and organisation
 16 marks for technical accuracy)
[40 marks]

Year 7	Year 8	Year 9
Short knowledge-based responses	Short knowledge-based responses	Short knowledge-based responses
Name / State / Find / List	Name / State / Find / List	Name / State / Find / List
Show understanding and some application of knowledge	Show understanding and some application of knowledge	Show understanding and some application of knowledge
Describe / Explain	Describe / Explain	Describe / Explain
Open extended analytical evaluative answers	Open extended analytical evaluative answers	Open extended analytical evaluative answers

“The lion, the witch and the wardrobe”

Y7

1. Look at lines 1-2. Identify one word that shows Susan likes Mr Beaver’s dam. (1 mark)

.....

2. What does Mr Beaver mean when he says “*merely a trifle*” in line 2? (2 marks)

.....

.....

.....

3. What is described as being above the dam at the start of the second paragraph? (1 mark)

.....

“The Voyage of the Beagle”

Y9

2. “The journal written by Charles Darwin, called “The Voyage of the Beagle”, tells us as much about the person writing the journal, Charles Darwin, as it does about the Galapagos Islands.” To what extent do you agree? (24)

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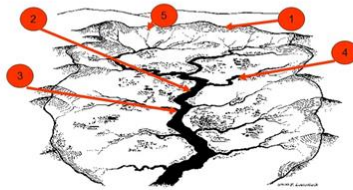
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Rivers Y7

1.

Name the following...



Features of a Drainage Basin.

Features				
watershed	river channel	confluence	source	tributary

1. _____
2. _____
3. _____

Globalisation Y9

5. In detail, describe and explain the advantages and disadvantages of Globalisation. (6)

Raw mark: 11/24

Look at....

*the sentence where the * has been placed.*

Next time...

develop your paragraph by adding in an example or giving definitions of the subject words you have used before moving on to your next point.

Mind your **P**, **Q**, **R**, **S**, **T**s

Preview

Question

Read

Study

Test



Supporting and Tracking Progress

- Work in exercise books and feedback from teachers
- Regular formal assessments
- Results of formal assessments are reported using the equivalent GCSE grade from the end of Year 7 onwards
- An indication of each student's potential average GCSE grade is calculated from the CAT (Cognitive Ability Test) scores.
- CAT scores have been matched against GCSE grades of students over the last 4 years – 847 students.

Current and new GCSE Grades

Current	New
A*	9
A	8
B	7
C	6
D	5
E	4
F	3
G	2
U	1
	0

- For English and mathematics only in 2017, for all subjects from 2018
- Grade 4 and above equivalent to Grade C and above
- Grade 7 and above equivalent to Grade A and above
- Top 20 per cent of those who get grade 7 or above will get a grade 9 – the very highest performers

Report Format

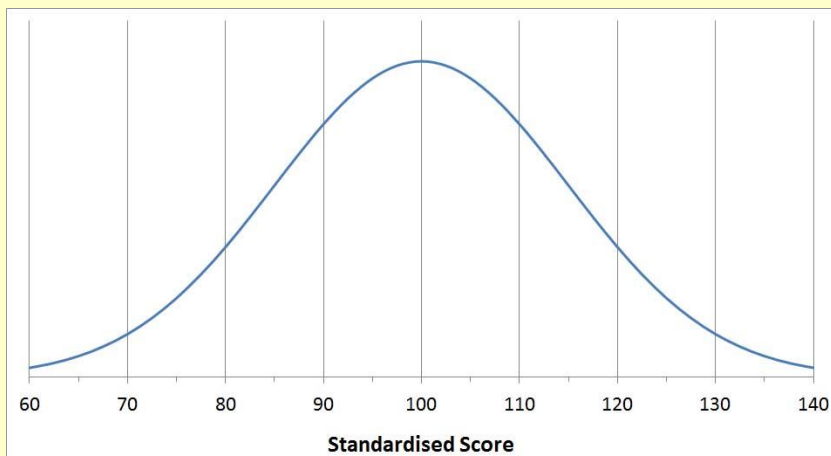
**Year 9 Report for
Katharine Berkeley 9SDH
November 2015**

		Assessment score				
Art and Design	Mr R Hall	110				
Drama	Miss S Hind	93				
English	Mr J Jones	114				
French	Mrs E Payne	94				
Geography	Mr T Hancock	104				
History	Mrs K Medcroft	112				
Mathematics	Miss E Bellamy	127				
Science	Mr T Verber	123				

Katharine's CATs profile indicates that she has the potential to attain marks which are equivalent to an average GCSE **grade 7** or higher

Current Attainment

- Test marks are 'standardised'
- For each test, 100 is the average mark across the year group



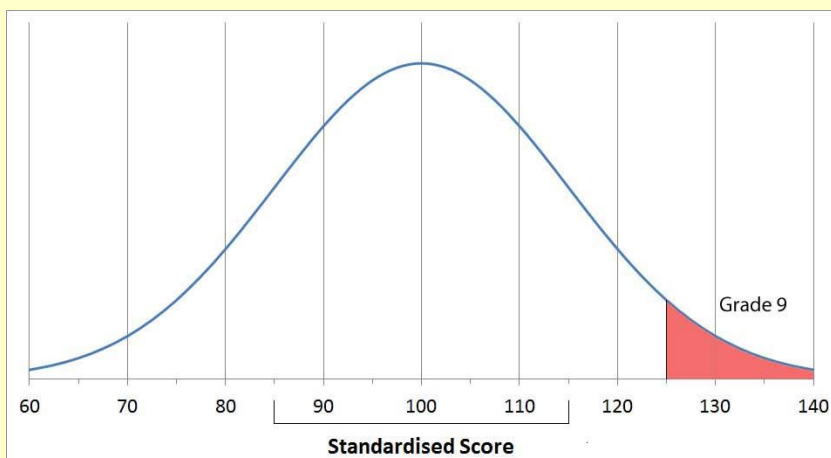
Current Attainment

- Test marks are 'standardised'
- For each test, 100 is the average mark across the year group
- Roughly two thirds of students will have a mark between 85 and 115



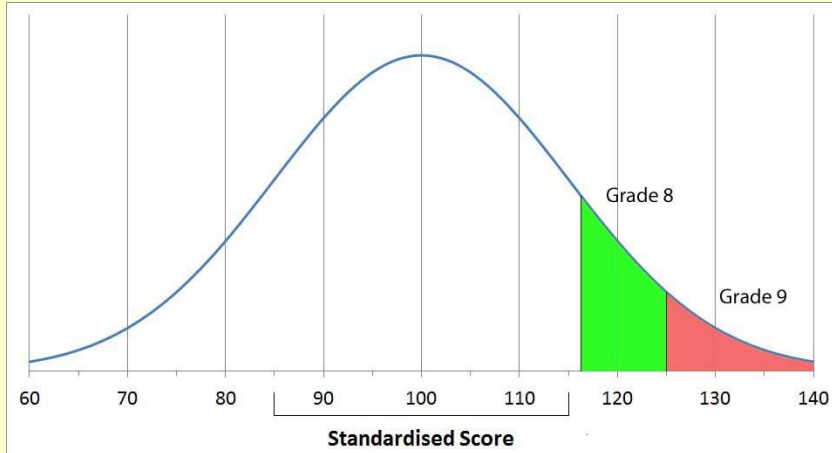
Current Attainment

- Grade boundaries are set based on historical attainment patterns at this school
- Grade 9 will be available for roughly the highest attaining 7%



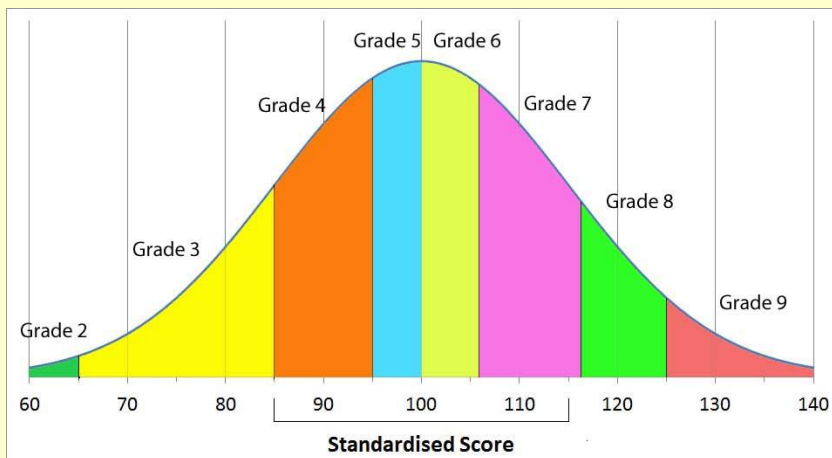
Current Attainment

- Grade boundaries are set based on historical attainment patterns at this school
- Grade 9 will be available for roughly the highest attaining 7%
- Grade 8 will be available for roughly the next 9%



Current Attainment

- The percentages of students at each grade are not equal
- We expect around 85% of grades to be grade 4 and above
- The overall pattern of grades will be like this:



Report Format

Year 9 Report for Katharine Berkeley 9SDH November 2015		Assessment score	Equivalent Grade			
Art and Design	Mr R Hall	110	7			
Drama	Miss S Hind	93	4			
English	Mr J Jones	114	7			
French	Mrs E Payne	94	4			
Geography	Mr T Hancock	104	6			
History	Mrs K Medcroft	112	7			
Mathematics	Miss E Bellamy	127	9			
Science	Mr T Verber	123	8			

Katharine's CATs profile indicates that she has the potential to attain marks which are equivalent to an average GCSE **grade 7** or higher

Report Format

Year 9 Report for Katharine Berkeley 9SDH November 2015		Assessment score	Equivalent Grade	Effort	Behaviour	Homework
Art and Design	Mr R Hall	110	7	2	1	2
Drama	Miss S Hind	93	4	1	1	
English	Mr J Jones	114	7	1	1	1
French	Mrs E Payne	94	4	2	2	1
Geography	Mr T Hancock	104	6	2	2	2L
History	Mrs K Medcroft	112	7	1	1	2
Mathematics	Miss E Bellamy	127	9	1	1	1
Science	Mr T Verber	123	8	1	1	1

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Report Format

**Year 9 Report for
Katharine Berkeley 9SDH
March 2016**

			Assessment score	Equivalent Grade	Effort	Behaviour	Homework
French	Mrs E Payne	Nov	94	4	2	2	1
		Mar	111	7	1	1	2
Geography	Mr T Hancock	Nov	104	6	2	2	2L
		Mar	98	5	2	2	2
History	Mrs K Medcroft	Nov	112	7	1	1	2
		Mar	114	7	1	1	1
Mathematics	Miss E Bellamy	Nov	127	9	1	1	1
		Mar	123	8	1	1	1

Katharine's CATs profile indicates that she has the potential to attain marks which are equivalent to an average GCSE **grade 7** or higher

Report Format

	Report date	Assessment score	Equivalent Grade	Effort	Behaviour	Homework
French	Nov	94	4	2	1	1
	Mar	111	7	1	1	2
Mrs E Payne	Jun	105	6	1	1	1
<p>Teacher's Comment: Katharine found French difficult at the start of Year 8, particularly the speaking and listening tasks. As the year progressed, her confidence increased and her assessment results improved markedly. She is still reluctant to contribute to class activities in French or to ask for help when she is unsure of her work. I hope that she can overcome this next year as she has the potential to do very well in French.</p>						

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