



CHSG RESPONSE TO KS3 THE WASTED YEARS

KS3 Wasted Years Statement:

Key Stage 3 is not a high priority for many secondary school leaders in timetabling, assessment and monitoring of pupils' progress

Question/Activity:

How does the school ensure priority is given to KS3 in terms of timetabling, assessment and monitoring of pupils' progress

Our response:

Our high-quality teaching programme at Key Stage 3 underpins our success at Key Stage 4, as well as providing a distinctive learning experience for pupils who do not continue the subject to GCSE level. A Deputy Headteacher has overall responsibility for Key Stage 3 therefore highlighting the priority and importance that is placed on this Key Stage.

Student progress and the monitoring of student progress are integral aspects of our KS3 provision. Students are assessed through a variety of methods both formative and summative. Departments have designed assessments across all year groups, working backwards from Y11 down to Y7 to focus on the 'Progress Steps' needed to ensure students are working successfully towards their GCSE examinations. During lessons students undertake regular informal assessment against Mastery in books. These Mastery assessments are linked to a specific set of success criteria for the unit and equate to the skills needed to ensure deep understanding. This will then form the basis of the level and content to be further covered in lessons for each individual student, by identifying areas that they have not fully grasped.

There is ongoing formal assessment that mirrors GCSE style testing. Assessments at intervals throughout the year will indicate the progress being made. This will determine whether the student is:

- 1) making greater than expected progress
- 2) making expected progress
- 3) not making expected progress

Following each progress review rigorous analysis is completed on student progress to identify students who require intervention. Analysis is also completed on PP, PP More Able, SEN, SEN and PP, More Able students and 'Catch Up' students to ensure they are all making expected progress.

Currently there are only 5 teachers who are teaching out of their subject specialism (2 of those are Deputy Headteachers delivering Science and ICT at KS3 with 2 offering Citizenship as a second subject). Support and guidance is given by Curriculum Leaders to non specialist teachers and monitoring also takes place as part of our performance measures.

The curriculum at KS3 is broad giving students a wider perspective of learning across a range of subjects. In KS3 students study:

English, Maths, Science, History, Geography, Modern Foreign Languages, Art, Music, PE, Dance Drama, Product Design, Religious Studies, ICT and Citizenship

CHSG RESPONSE TO KS3 THE WASTED YEARS

KS3 Wasted Years Statement:

Leaders prioritise the pastoral over the academic needs of pupils during transition from primary school. Many secondary schools do not build sufficiently on pupils' prior learning

Question/Activity:

How does the school ensure students academic needs are met during the transition process and into Year 7? How does the school ensure learning takes place from Day 1?

Our response:

The aim of our transition programme is to ensure we have a comprehensive understanding of each student prior to them arriving to our school. In order for this to be the case we undertake:

Meetings with Year 6 teachers – we visit the large majority of our feeder schools to discuss the academic needs of each student as well as the pastoral requirements. This allows to get a better understanding of each child and ensure challenge is in place from Day 1.

Shared good practice with KS2 teachers – we have visited a number of our feeder schools to standardise Schemes of Work, assessments and planning to ensure we have a concise understanding of the KS2 SATs and the relevant assessment objectives for each. There is now a natural progression for students when they arrive at CHSG from KS2 through KS3 and 4.

Reading – during our induction process all students are given a book of their choice that they must read over the summer holidays and complete a book report. This work is then shared with English teachers to ratify our assessment of a student's ability.

MyMaths challenge – over the Summer holidays students are given details of challenges set for them on MyMaths. Teachers can therefore monitor the depth of understanding of each student using the analytical tools within the programme.

Best work – at the start of Year 7 all students are asked to bring a piece of their best work from Primary School. This is undertaken for all subjects and the work is given to the teacher to ensure they have a understanding of the student's academic abilities.

SATs scores and QLA analysis – KS3 Directors for Maths and English used the Question Level Analysis (QLA's) as a forensic tool to identify gaps in learning for students and areas of strength.

SATS scores - SATS scores are used to identify students who are 'not Secondary Ready' and those who are High Ability. Those who have not met the standard of 100 in English or Maths are also identified and monitored throughout by the respective subject.

Baseline tests undertaken – students undertake baseline testing in their first weeks. This can be a one off test or a series of assessments across a Scheme of Work. The purpose behind testing is to analyse gaps in knowledge. Students are then given an ability rank based on their current ability within the subject. This is continually monitored against their SATs ability to ensure there is rapid progression in the subject.

BANG Revision - in the first week of arriving at CHSG all Year 7 students undertake a refresher programme on the content of their KS2 provision in both English and Maths. This is extremely important as we have a large number of feeder schools with varying degrees of preparation leading into SATS examinations. It also allows students the opportunity to revise their work and build from Day 1 at CHSG.

ENGLISH DEPARTMENT RESPONSE TO KS3 THE WASTED YEARS

KS3 Wasted Years Statement:

Leaders prioritise the pastoral over the academic needs of pupils during transition from primary school.

Question/Activity:

How does the English department ensure there is an effective transition from Primary School to Secondary School and learning takes place from Day 1?

Our response:

There is ongoing liaison with a main Primary feeder school that facilitates this. The knowledge and understanding conveyed regarding preferred literary terms, teaching and assessment methods is useful, not just for greater consistency and to ease the transition for those pupils transferring from this school but in giving an improved understanding of how pupils have been working in English in Primary schools in general.

All students in Year 7 begin the year with a transition unit that aims to bridge the gap between the style and complexity of the new KS2 National test for Reading with the demands of preparation for GCSE, which is the purpose of the KS3 curriculum. The transition unit is based around a novel of the teacher's choice, selected from a range of texts that are ideally suited to engage and interest KS3 pupils. Early assessments are made to provide information about pupils' ability. These are used alongside previous data to ensure lessons are pitched correctly and provide opportunities to make progress immediately.

Also, there is a raft of Catch-Up Interventions employed strategically to ensure all pupils are able to access the KS3 curriculum with improved ability and greater confidence. Underperforming Y7 pupils are identified using KS2 data and Accelerated Reader STAR reading tests administered in the first few weeks of September. The most vulnerable pupils are taken out of MFL lessons on a fortnightly basis for Catch-Up English lessons, which provide explicit and personalised reading skills teaching and lesson-by-lesson assessment tracking. Pupils who have reading ages below their actual age and low KS2 reading scores will have either paired reading sessions on a daily basis with Y10 Reading Mentors or will become part of the Bookworm club where English teachers will manage and monitor their reading progress using Accelerated Reader particularly closely.

For those pupils who have strong English skills, success in Accelerated Reader star tests will be rewarded and the Carnegie Reading Group will give them opportunities to enhance their learning in a group of readers from other school years.

Please see the KS3 English Action Plan for further detailed information

ENGLISH DEPARTMENT RESPONSE TO KS3 THE WASTED YEARS

KS3 Wasted Years Statement:

Many secondary schools do not build sufficiently on pupils' prior learning

Question/Activity:

How does the English department ensure that previous learning is built on from Year 7 and continues to be sustained throughout Key Stage 3?

Our response:

Pupil data from KS2 tests, guidance from examination reports and initial assessments are used to inform curriculum planning to provide engaging, challenging lessons that will close the gaps in weak skill areas and stretch areas of strength and solid performance.

Moreover, the QLA information from previous years' KS2 test analysis provides rich data that is used to inform planning. Teachers can build into the curriculum close the gap activities to ensure pupils can improve weak areas as well as lessons and activities that stretch and challenge pupils in skills that they have performed well in.

In addition, the Achieve 100 document prepared by the Lead Primary English Adviser for Sutton Education Services is consulted. This is an examination report providing teachers with information about the problematic areas where pupils performed less well in each year's KS2 national tests and giving guidance on next steps for Teaching and Learning to improve skills. This is used much in the same way as the QLA information to inform planning and adapt to the strengths and needs of each cohort.

Pupils are introduced to GCSE style assessments in a fun, engaging way from September and resources remind and reinforce to pupils that they are learning skills that they will develop throughout their secondary school career. A pocket Revision Guide for GCSE English Grades 9-1 is given to pupils in the first few weeks. These are bright and engaging books that are extremely useful independent learning aids to help pupils understand and retain key English topics and skills. They are referred to in lessons and for homework.

Moving through KS3, pupils will experience a curriculum that promotes progress in Reading and Writing and in doing so, prepares them for GCSE studies. Every scheme of work has a backward design, focusing on the key skills required for English Language GCSE and English Literature GCSE. There is a strong emphasis on how each scheme of work links in to the GCSE curriculum and the final summative assessments are designed to imitate the question styles and format of the GCSE examination papers. End of year examinations are papers prepared by the GCSE examination board (AQA) using texts suitable for KS3.

Pupils will be introduced to a range of fiction and non-fiction texts that become progressively demanding in reading skill level. They will be introduced to 19th century fiction in Year 8 and study Shakespeare in Year 9, both significant reading challenges at GCSE.

KS2 scores are used to designate pupil ability as Low, Middle or High from September and work is assessed by grading summative pieces as demonstrating Expected Progress or Expected Progress +/- . Pupil progress is tracked using the whole school assessment data system and teachers monitor progress regularly. Teachers may move a pupil's ability designation should their progress suggest the need.

MATHS DEPARTMENT RESPONSE TO KS3 THE WASTED YEARS

KS3 Wasted Years Statement:

Leaders prioritise the pastoral over the academic needs of pupils during transition from primary school. Many secondary schools do not build sufficiently on pupils' prior learning

Question/Activity:

How does the Maths department ensure there is an effective transition from Primary School to Secondary School and learning takes place from Day 1?

Our response:

- We have implemented the Pearson 5 Year programme of study towards GCSE, to promote the idea that there is a seamless transition between KS3 and 4, and in fact that students are on a 5 year journey towards the GCSE and not just to the next stage in their learning.
- KS2 data has been analysed and students that achieved less than 100 have been targeted for intervention
- Students have completed a baseline test that mirrored the KS2 tests to ensure that we had a full set of data, and so that we understand what 100 means in terms of percentage correct on each paper, to give us a clear picture of what Secondary Ready means
- Autumn Half term intervention has consisted of after school catch up sessions for the most vulnerable students, of which 6 were given registration support which was planned carefully to match their needs. We have also put on a programme of support for the other students who are non PP which was based around My Maths support work
- Testing of students that were not Secondary Ready will take place on 10th January to see how much progress has been made, and then we will be re-evaluating the support provided
- Contact with parents regarding students who are not Secondary Ready has been made
- Students were put into ability sets straight away to ensure they were working at the correct level from day 1
- Challenge in the new SOW has been built in to accommodate this process and students are now working at a high level, with a lot more expected of students who are low ability than in previous years
- Conversations with feeder primaries have confirmed that our programmes are building on their work, and staff are aware that Number has been a huge focus in primary school, so we can focus in a more detailed way on Statistics, Probability, Algebra and Geometry, while treating Number topics as revision with some new material in the first instance

Please see the KS3 Maths Action Plan for further detailed information

MFL RESPONSE TO KS3 THE WASTED YEARS

KS3 Wasted Years Statement:

Too frequently, teaching in MFL, history and geography in Key Stage 3 does not lead to good levels of achievement.

Question/Activity:

How does the MFL department ensure good teaching at Key Stage 3 leads to good levels of achievement in both Key Stage 3 and 4?

Our response:

MFL KS3 Results (End of Year 8)

2017 French 94% EP, German 90% EP, Spanish 89% EP

MFL GCSE Results:

2017 A* - C - Spanish (75%), German (74%), French (70%)

2017 3 LOP - Spanish (47%), German (59%), French (55%)

- 100% of lessons have been graded as Enhanced or Established in the past 3 years.
- KS3 is high priority to us with the new curriculum. It is necessary to train students into the requirements of this new curriculum and the particularities of the new tests in order to provide the best opportunity for our students. Lessons are always based around reinforcing all 4 skills (reading, writing, speaking, listening). Cultural elements are also added.
- A robust assessment system: End of unit tests established for all three languages have all been adapted to the new curriculum, as well as regular vocabulary tests. Teachers log their results on Go4Schools, which has been modified and adapted to our requirements.
- Homework is well thought of and specifically set with the purpose of building on new vocabulary and consolidating knowledge acquired in the lesson.
- Students' literacy skills often need to be reinforced. Students, in our subjects, are taught new grammatical concepts that often they are not confident with (nouns, adjectives, verbs, conjugation, agreement, declension, cognates, false friends, etc). These concepts are frequently revisited and reinforced. Some students take longer than others to assimilate these concepts.
- There are several procedures in place to ensure that the MFL Department maintains a good standard, aims to achieve the highest potential from each student and where teaching is of high quality: Monitoring of lessons, lesson observation, moderation, sharing of good practice, h/w monitoring, mark scrutiny, challenging behaviour is dealt with promptly, parental contact.
- We organise activities to motivate students and to promote the learning of a foreign language: Spelling bee, HBC visit (careers opportunity), Europa Centre visits, Film Festivals, trips to other countries.
- We try actively to recruit native volunteers to help and support us in our lessons.
- We use IT technology to motivate our students: ICT room lessons, mobile apps, twitter...
- Our students receive 5 MFL lessons a fortnight with our Y7, Y9, Y10, Y11 and 4 lessons a fortnight for our Y8s. This is above average for a typical Secondary school. This ensures that we can address the curriculum properly.
- Levels often based on progress in other subjects that have little to do with ours. Sometimes, for example most EAL students, will achieve low levels in English but their progress may be exceptional in our subject.

HISTORY RESPONSE TO KS3 THE WASTED YEARS

KS3 Wasted Years Statement:

Too frequently, teaching in MFL, history and geography in Key Stage 3 does not lead to good levels of achievement.

Question/Activity:

How does the history department ensure good teaching at Key Stage 3 leads to good levels of achievement in both Key Stage 3 and 4?

Our response:

The department has been identified in the top 1% of schools nationally for value added in History according to RAISE Online in 2016. This placed the department in the top 30 schools nationally in terms of student progress KS2:KS4.

History KS3 Results (End of Year 8)
2017 91% EP

History GCSE Results
2017 - 61% A* - C, 58% 3 LOP

Good achievement at Key Stage 3 has fed into the department's trend of improving results at GCSE. Over the last five years, the department's Key Stage 4 History results have consistently been above the national average for History, and considerably above the national average for A/A* grades. Although this represents good achievement at Key Stage 4, it also demonstrates the good conceptual grounding which students receive at Key Stage 3.

- **Teaching fails to challenge and engage pupils**

Lesson observations indicate very high levels of engagement among students in KS3 History lessons at CHSG.

The department's Key Stage 3 curriculum was re-designed to ensure rigour, challenge, engagement and relevance to our students. E.g. the introduction of a considerable proportion of women's history as part of the Year 8 curriculum.

Excellent practice is shared across the department and lessons and activities are routinely adapted by teachers to meet the needs of their own students.

The department has introduced a new item for department meetings, titled 'Historical Theme of the Term'. As part of this, staff in the department have been challenged to create new outstanding History lessons after reconnecting with academic literature on the teaching of History. This good practice is disseminated at department meetings.

Department has developed a number of ILPs which engage students in project-based learning over a longer period of time. These tasks have enabled students to apply their historical understanding in a creative manner and have thus engaged students well.

Lessons in History are characterised by well-planned activities which are created in-house and tailored towards the needs of our students. As a result, low-level disruption is minimal and lessons are marked by a purposeful working atmosphere and good behaviour for learning. Red cards are exceptionally rare in History.

The department has organised a regular battlefields trip for Year 8 in order to engage them with the study of the Western Front during World War I. Take-up for this trip has been consistently good and demonstrates student engagement with the subject.

The department subscribes to the journal 'Teaching History' and uses this as inspiration for planning engaging and challenging teaching, particularly at Key Stage 3.

Where behaviour falls short of expectations, teachers across the department apply school systems e.g. use of detentions, car parking to address that behaviour.

High levels of engagement at Key Stage 3 have consistently been reflected in high levels of take-up at Key Stage 4 at CHSG. Throughout the last seven years, History has been the top options subject at GCSE and has remained consistently among the top three at A Level. Take-up of the subject is high among students of all abilities, demonstrating the engagement and accessibility of the subject to students of all backgrounds.

- **Teaching does not lead to good levels of achievement**

The department has introduced baseline tests at Year 7 to ascertain students' needs on arrival from KS2. Many students arrive having covered very limited historical content and with very limited conceptual understanding of the subject.

The department has designed a robust framework for measuring progress over time. This is used to assess progression in students' conceptual understanding each half term. Half-termly assessments are linked closely to historical concepts e.g. change over time, significance, causation.

The department's framework for assessment is shared with students and displayed clearly in all classrooms.

Medium term planning is structured around over-arching enquiries which have a clear conceptual basis. This allows for concepts and themes to be revisited and developed across Years 7 & 8.

Both short and medium term planning includes differentiated outcomes designed to stretch and challenge students of all abilities. Staff routinely include opportunities to stretch students as part of their Key Stage 3 lesson planning.

The key principles of AfL are routinely embedded in Key Stage 3 History lessons. These include clear objectives, outcomes and success criteria shared with students, use of formative feedback to move learners forward, activating students as resources for each other and encouraging students to take ownership of their own learning e.g. through self assessment.

The department has worked hard to embed three-phase feedback in Key Stage 3. All teachers are aware of best feedback practice and endeavour to deliver it. Work scrutiny has demonstrated that staff are applying this approach successfully.

The department has been designated the hub school for History in the Sutton Borough. This recognises the outstanding History teaching and achievement which occurs here at KS3, KS4 and KS5 and firm links between the practice of teaching History and the academic theory of teaching History.

GEOGRAPHY RESPONSE TO KS3 THE WASTED YEARS

KS3 Wasted Years Statement:

Too frequently, teaching in MFL, history and geography in Key Stage 3 does not lead to good levels of achievement.

Question/Activity:

How does the geography department ensure good teaching at Key Stage 3 leads to good levels of achievement in both Key Stage 3 and 4?

Our response:

Geography KS3 Results (End of Year 8)
2017 96% EP

Geography GCSE results:
2017 - 64% A* - C, 60% 3 LOP

- 100% of our observations have been graded as Established or Enhanced.

As a department we see the value in preparing students in Year 7 and 8 for what to expect at GCSE and A level in the discipline of Geography. The following are a few examples of what we do to prepare KS3 students for Geography at KS4 and KS5.

- The SOWs are set up from A level working down to KS3 – this ensures that there is a continuity in the skills and knowledge taught whilst offering as broad as possible a ‘diet’ of geographical topics. We also looked at what the students cover at KS2 (national curriculum and feedback from a few feeder primary schools)
- The APP tasks that we set contain command words that are used at GCSE. We teach the students how to answer explain and describe questions as this is key to addressing exam questions at GCSE level. We also use GCSE terminology and students have to learn keywords.
- In Year 8 we teach students how to write geography essays and we use GCSE criteria when assessing them.
- In Year 7 we do a geographical investigation that takes students through the stages – these are the same skills that are required at GCSE and A level.
- We are in the process of formatting all Year 7 and 8 unit tests to look like GCSE exam papers. The hope is that students will become familiar with the format and help bridge the jump from KS3 to GCSE. Where appropriate we use GCSE style questions and the marking criteria reflects GCSE levels.
- We try and make the subject come alive at KS3 whilst still giving students a realistic taste of what is to come at GCSE. We are very fortunate to have specialist Geography teachers for all our geography classes – this we recognise as a strength.

CHSG RESPONSE TO KS3 THE WASTED YEARS

KS3 Wasted Years Statement:

Some schools are not using the Pupil Premium funding effectively to close gaps quickly in Key Stage 3

Question/Activity:

How does the school use the Pupil Premium funding to close gaps in Key Stage 3?

Our response:

Pupil Premium funding is equally distributed between Key Stage 3 and 4. The Pupil Premium Plan 2016 - 17 and 2017 - 18 (draft) documents the current spending. To ensure 'gap closing' is taking place the following are implemented in Key Stage 3:

Meetings with Primary Schools: Prior to students attending CHSG we visit the largest feeder schools and discuss the individual needs of PP students and their Barriers to Learning. This ensures we are aware of who the PP students are and their needs when they join us on the first day.

Analysis of KS2 Data including QLA's: This ensures we are aware of underperforming PP students as well as those who are HA before they come to CHSG. Catch up sessions are included in our KS3 provision as well as 1 to 1 tuition and peer mentoring in both English and Maths (please Maths and English response). High Ability students are targeted for our MAGT programme (please MAGT policy for details).

Analysis of data post Progress Reviews: PP student's data is analysed meticulously post Progress Reviews. This allows us to challenge underperformance and put intervention into place for PP students in KS3 immediately. The impact of this work is then evaluated in the next Progress Review.

There is a joint, coordinated approach for PP students post Progress Reviews. Both Curriculum Leaders and Year Leaders work together to identify strategies for students who are underperforming. This ensures that Barriers to Learning are identified and broken down whilst also improving performance.

Latest data (2016 - 17)

Year 7 English 89% EP, Year 7 Maths 82% EP
Year 8 English 88% EP, Year 8 Maths 81% EP

Identification of Barriers to Learning: In order that the needs of PP students are met, Year Leaders identify the B2L for each student. This information is shared with teaching staff so they are aware of the requirements for each PP student and to raise the awareness of our PP students.

Governor for Pupil Premium Students: The governor's role is to challenge underperformance and to monitor out proviso for PP students.

Student Pastoral Support Officer: Students in KS3 have access to a dedicated Pastoral Officer who is the first point of contact regarding pastoral issues. The largest number of students who use this service are PP students.

Teaching and Learning: As part of our T & L policy all staff are given ideas and tips on how best to support PP students in their lessons. We also monitor PP students' books as part of our Marking Scrutiny to ensure effective feedback is being given.

Stationary Shop: All PP students have free access to stationary in our stationary shop. This ensures they are getting access to all the equipment they need and avoiding this barrier.

CHSG RESPONSE TO KS3 THE WASTED YEARS

KS3 Wasted Years Statement:

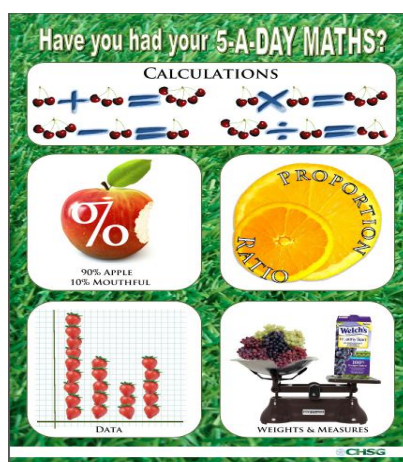
Developing pupils' literacy skills in Key Stage 3 is high priority in many schools. The same level of priority is not evident in numeracy.

Question/Activity:

How does the school ensure numeracy is developed further?

Our response:

CHSG has a combined Literacy and Numeracy policy. It is entitled 5 – a – day and links Maths and English to all the other subjects. Teachers highlight the key aspect of Literacy or Numeracy through the 5-a-day logos.



Numeracy

Each KS3 tutor group has a Numeracy Leader and Deputy that ensure the Numeracy Ninja programme is taking place in Tutor time once a fortnight. The students are responsible for the running of this session, and meet with the Director of Maths to feedback on their tutor groups progress and to trouble shoot any problems they might come up against. Students have been given ID cards and lanyards to make them visible and to raise their profile in the school. There is also a KS4 Numeracy programme running focussed on the specific numeracy skills required for GCSE.

Classrooms have 5 a day icons to be displayed on or around the whiteboard in order to assist in the highlighting of key numeracy activities in all lessons. Classrooms also have a 'I have currently used numeracy to....' poster on their doors to highlight staff's use of numeracy outside of school.

Cross curricular posters have been provided for relevant departments to assist in making a display of skills that require numeracy in their areas.

The Count on Us Jack Petchey challenge is being run by a member of the Maths department to encourage students to develop their problem solving and numeracy skills in a fun, competitive way.

There is a weekly Numeracy Puzzle sent out to all staff and students (the staff have a head start so that they can more confidently share this with their tutees) and rewards are given to winners.

Maths Assembly is used to highlight what is happening surrounding Numeracy in the school, and to remind students of the importance of developing their numeracy skills regularly.

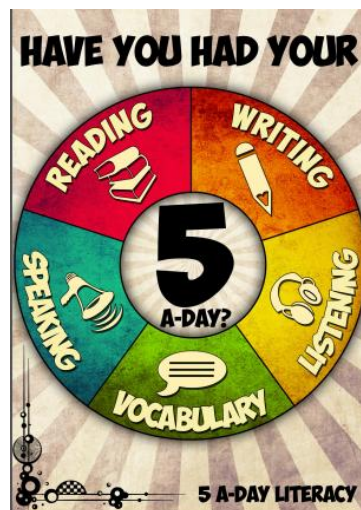
Literacy

At CHSG we ensure literacy is addressed at the whole school level and that developing the literacy skills in our students is the responsibility of everyone who teaches here. All teachers share their love of reading by displaying their "Currently Reading" posters on their doors and updating these regularly. This helps facilitate wider discussions with students about reading. Students are encouraged to read newspapers during break and lunch times and to discuss current events during form time through the current affairs weekly quiz.

Debate and discussion is also further developed through the Jack Petchey Speak Out Challenge and the debating club.

KS3 students are part of the Accelerated Reader programme which works in conjunction between the English department and the LRC. Students read a book and then take an online quiz on what they have read, thus helping improve their comprehension. Immediate feedback is given and students are then motivated to make progress with their reading skills. We currently have three 'word millionaires' and so there are incentives to develop their reading skills. Accelerated Reader gives teachers the information they need to monitor students' reading practice and make informed decisions to guide their future learning. Pupil Premium students are monitored closely and targeted intervention is put in place where appropriate and necessary.

Within curriculum areas all departments build literacy elements into their Schemes of Work and display and actively refer to our literacy five-a-day logos. This is embedded practice across all disciplines. Keywords are shared and students are encouraged to correct all spelling errors in green pen. The whole school literacy policy is adhered to by all subjects and students receive a very consistent message in terms of literacy in every area of their learning.



CHSG RESPONSE TO KS3 THE WASTED YEARS

KS3 Wasted Years Statement:

Homework is not consistently providing the opportunities for pupils to consolidate or extend their learning in Key Stage 3

Question/Activity:

How does the school ensure homework is monitored for frequency and quality at Key Stage 3?

Our response:

Homework for students in KS3 includes a variety of tasks and cover a wide range of activities. Each task must have a clear learning objective that is related to the study programme being followed as well as offer the appropriate level of challenge for each individual student. All homework is recorded on Show My Homework our online platform

Homework at Key Stage 3 includes Independent Learning Projects (ILPs). In Years 7 and 8 students undertake two ILPs per subject which last a maximum of five weeks. These projects allow students to develop their resilience as independent learners as well as give them the opportunity to develop further their understanding of content covered in lessons.

Students are given clear checkpoints for their submission of work and offered a detailed Success Criteria to ensure they are given guidelines on their approach to their project. Departments that are not undertaking ILPs during each term will still set homework every other lesson but it is advised that these homework's should last no more than 20 minutes, tasks will focus on and develop learning objectives and outcomes covered in lessons. Tasks may consolidate learning from lessons, extend learning from lessons, reflect on learning or prepare for future learning.

Monitoring of Staff

Homework scrutiny takes place each term based on entries on Show My Homework. As part of this process Curriculum Leaders and teachers evaluate what homework has been set for KS3 students. This is then reviewed and homework addressed, if needed. During the scrutiny case studies of KS3 students take place to validate what students are doing and how successful they are.

Monitoring of Students

With the introduction of the above homework monitoring, KS3 students are being monitored with a two prong strategy.

KS3 planners are scrutinised to see if homework is written down in an organised and thorough manner. Tutors then lead tutor sessions with organisational techniques and ways in which homework should be documented and how homework should be done. All teachers also log homework on the school's VLE so parents and students have a comprehensive log of what is set.

KS3 students submission rates are monitored on a weekly basis and following 3 violations during a half term, parents are contacted via the tutor so discussions and strategies take place to ensure student feels comfortable with the homework set and discuss any problems.

Following 5 violations KS3 students have to attend a compulsory SLT homework detention. LSAs and a team of staff are available to help and coach students to complete and do their homework to a good standard. This is done over 10 days and parents are also communicated with.

CHSG RESPONSE TO KS3 THE WASTED YEARS

KS3 Wasted Years Statement:

Careers education, information, advice and guidance (CEIAG) in Key Stage 3 is not good enough.

Question/Activity:

How does the school ensure that it's CEIAG provides students with information about future choices?

Our response:

CEIAG is an important element and contributor to our KS3 provision. We have a dedicated Careers advisor who provides and analyses the impact of our work on CEIAG. A number of opportunities are available including:

Careers activities in Year 7 tutor time - looking at personal qualities needed for the workplace and starting 'My Future' project

Careers activities in Year 8 tutor time - to support GCSE options, this includes an induction to find up-to-date impartial advice and information and the opportunity to research the students' careers possibilities through traits and skills, likes and dislikes. Other sessions include activities on decision making and information sessions on the labour market. There is also an opportunity for further careers research to learn about different jobs. Before this, students enter the 'Step into the NHS' competition to find out about the various careers within the NHS.

Experiential learning through Take Your Daughter To Work Day (TYDTWD) - students have the opportunity in Year 8 to spend a day at work with one of their parents or another family member. Within this process there is also,

- TYDTWD parents information evening
- TYDTWD itself and alternative employer contact for those not attending.
- TYDTWD debrief after the day to analyse what students have learned.

Trips - students have the opportunity in Year 7 to spend a day at Kidzania in Westfield Shopping Centre which includes *"60 real life role-play activities in the bank, on stage or fighting crime on the streets as a police officer! Each role-play experience is crafted to teach kids essential life skills including financial literacy, team work and independence."*

In addition, University Discovery Days and Explorer Days are also offered to students at KS3.

The School Society - has two representatives from both Y7+8 to discuss possible careers opportunities their peers would like to explore

Careers Fair - this is open students in Years 8-13. It is held on the same night as Year 8 Options Evening when students will hear information of how to select the subjects they wish to study at GCSE. The rationale behind this is so that students may begin to link their examinations subjects with potential career choices in the future and to also widen their knowledge of potential careers

Year 7 Survey 2017 - 18 (TBC January 2018)



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