



# GTS CURRICULUM & ASSESSMENT

## 2015-2020

### CURRICULUM

#### THE RATIONALE

Our aim at Great Torrington School is to ensure that we have a curriculum that will fully prepare our pupils for the new GCSEs from 2017 and for the world of work when they move on from education.

#### THE NEXT FIVE YEARS

Over the next five years, each year group will experience slight variations to their curriculum provision, so that we can best prepare our pupils for the changes in education and assessment that they will experience. These changes have been driven by changes made by the DFE, with the intention to improve the education of young people in England.

Below is a summary of the changes and our responses to them.

DFE Change	GTS response
New GCSEs from September 2015 (Maths and English Language & English Literature initially)	<p>Introduction of Year 9 carousels for foundation subjects. These have allowed deep learning to take place and pupils to gain an insight into GCSE style learning.</p> <p>Introduction of problem solving skills in Mathematics.</p> <p>The introduction of the GTS Learner's Bacculaureate in September 2013, which focuses on the skills required to be a successful learner.</p> <p>Reduction in the number of options in guided choices, to facilitate more time to study the new GCSE English Language and GCSE English Literature and GCSE Mathematics.</p> <p>All staff have received training on Carol Dweck's 'growth mindset' and Prof. Andrew Curran's lecture on the 'Teenage Brain.'</p>
Changes to the secondary school performance measures from January 2017 (2016 summer results) with a focus on English Bacculaureate subjects (Sciences, Computer Science, Modern Foreign Languages, Humanities, Maths and English Language)	<p>Changes to guided choices to ensure all pupils can study the English Bacculaureate.</p> <p>Reduced the number of option subjects, following DFE guidelines, to ensure pupils have quality GCSEs/vocational qualifications with good grades and not a large quantity of mediocre grades.</p> <p>Team Leaders use progress grids to identify any pupil that is not making sufficient progress and can put in place suitable interventions.</p> <p>Raising Achievement Walls in place for each year group.</p> <p>Monitoring of pupils performance across a suite of 8 subjects, including English and Mathematics, rather than 5.</p>

	<p>Teachers and LSAs trained in Assessment for Learning techniques, using Dylan Wiliam's year 1 &amp; 2 training materials.</p> <p>All teaching staff have undergone two 12 week pedagogy training courses, looking at new teaching methods.</p>
GCSEs with longer examinations and no coursework or early unit examinations (linear examinations) and vocational qualifications with examined elements.	<p>Introduction of 100 minute lessons so that deeper learning can take place.</p> <p>Reduction in the number of options studied to reduce the number of terminal examinations.</p> <p>All year groups have end of year examinations in the Sports Hall to gain familiarity of formal examinations.</p>
Changes to acceptable vocational qualifications for each cohort (the 'Wolf List')	<p>Careful selection and monitoring of all new specifications on the acceptable vocational qualifications list.</p> <p>Ensuring that GTS chooses the best qualification in each subject area for our pupils.</p>
Removal of National Curriculum levels from Sept 2014	Introduction of the 'Mastery Matrix' to assess both skills and knowledge in the Learner's Bacculaureate.

These changes started 2 years ago, with the introduction of our Learner's Bacculaureate and continued last year with the introduction of Year 9 carousels to enable deep learning.

New GCSEs start to be taught from Sept. 2015, for first examination in June 2017. These new style GCSEs will be graded by numbers 1-9; an explanation of the new grades, compared to existing GCSEs and old National Curriculum levels is given below.

New GCSE Grades	1		2		3		4		5		6		7		8		9
Legacy GCSE Grades	G	F	E		D		C				B			A			A*
KS2 Levels (flight paths)					2		3				4			5			6

Year group (2015/16)	Cohort/Exam year	New style GCSEs to be taken	Other notes
11	2016	None	<ul style="list-style-type: none"> <li>New performance measures come into effect.</li> </ul>
10	2017	English & Maths	<ul style="list-style-type: none"> <li>Options 2015; 2 year KS4</li> </ul>
9	2018	All Ebacc subjects, Drama, Music, PE, RE	<ul style="list-style-type: none"> <li>Options 2016; 2 year KS4</li> <li>Carousels in Year 9 to enable deep learning.</li> <li>Pupils opt for Spanish or French to enable better preparation for GCSE, as MFL required to attain Ebacc.</li> <li>Year 9 reports to show new grades (numbers) for English and Maths, to reflect new specifications being taught.</li> </ul>
8	2019	All Ebacc subjects, Drama, Music, PE, RE, ICT, DT & all others	<ul style="list-style-type: none"> <li>Options 2016; 3 year KS4</li> <li>Increased curriculum time for MFL, as required for Ebacc. Pupils opt for Spanish or French to enable better preparation for GCSE.</li> </ul>
7	2020	All Ebacc subjects, Drama, Music, PE, RE, ICT, DT & all others	<ul style="list-style-type: none"> <li>Options 2017; 3 year KS4</li> <li>Increased curriculum time for MFL, as required for EBacc. Pupils taught Spanish within the LBacc and French as a separate subject, to enable better preparation for GCSE.</li> <li>Pupils will have a subject carousel in Year 8, to enable for deep learning and better GCSE choices.</li> <li>Ebacc compulsory for all pupils, except those with identified SEN.</li> </ul>

## ASSESSMENT & REPORTING

### RATIONALE

At Great Torrington School, we believe that a cohesive approach to assessment and reporting is essential to evidence and track the progress of our pupils. A clear approach is a pre-requisite to allowing GTS staff, parents and pupils the ability to monitor progress and successfully design and implement intervention programmes to assure all pupils attain the best possible grades.

- We believe that no pupils should be limited in what they can achieve and attain in their education.
- We believe that pupils need to be helped to develop both their learning skills and their knowledge.
- We believe that it is our responsibility to ensure that our pupils are 'life-ready' and 'post-16 ready'; with as few pupils as possible requiring to re-take GCSE English Language and GCSE Mathematics
- We understand that learning is not a linear process; pupils will develop and progress differently in different subjects.

## METHODOLOGY

Outstanding assessment starts in the classroom, with quality first teaching which utilises 'Assessment for Learning' techniques. At Great Torrington School, team leaders will track the performance of pupils within their subject area or House and ensure that all staff are held accountable for the progress of pupils and implement quality interventions if required.

At GTS, we will utilise the following strategies to raise pupil achievement in the classroom:

- Assessment for Learning
- GTS Marking and Feedback Protocols / Dedicated Independent Reflection Time
- Personalised Learning Checklists
- GTS Mastery Matrix, with clear rubrics
- Growth Mindset

Middle leaders will use the following strategies to raise pupil achievement:

- Pupil progress grids
- Raising Achievement Walls
- Targeted intervention

## REPORTING

At Great Torrington School we want:

1. To report meaningful information about pupil progress to parents.
2. An assessment system that is reliant on grades, created by reference to meaningful and moderated work.
3. Pupils to have ownership of their target grades and use these to drive their own achievement and attainment.

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## TARGET SETTING

*"... goals inform individuals as to what type or level of performance is to be attained so that they can direct and evaluate their actions and efforts accordingly." Hattie, Visible Learning p164*

- Year 11 – will need to re-visit their targets and make changes if needed
- Year 10 – will be guided in setting their own targets
- Year 9 – will set targets for English, Maths & triple Science
- Years 7 & 8 – will be guided in setting their own targets on the GTS rubric

REPORT STRUCTURE BY YEAR GROUP FOR 2015-2016

Year Group	Key Features	Frequency of Reports
<b>7</b>	<p>Utilises Mastery Matrix for knowledge and skills, under the headings:</p> <ul style="list-style-type: none"> <li>English</li> <li>Scientific</li> <li>Creative</li> <li>Independent</li> <li>Reflective</li> <li>Accomplished</li> </ul> <p>Maths, Physical Education and Modern Foreign Languages are also reported using the Mastery Matrix.</p>	5 times per year.
<b>8</b>	<p>Utilises the Mastery Matrix for the skills;</p> <ul style="list-style-type: none"> <li>Creative</li> <li>Independent</li> <li>Reflective</li> <li>Accomplished</li> </ul> <p>All subjects will report knowledge by topic, using the 'Personalised Learning Checklists' that will be in the exercise books and devised in that subject. English and Scientific will be reported within those subject areas.</p>	3 times per year
<b>9</b>	<p>Utilises the Mastery Matrix for the skills;</p> <ul style="list-style-type: none"> <li>Creative</li> <li>Independent</li> <li>Reflective</li> <li>Accomplished</li> </ul> <p>All subjects will report current attainment based on sub-graded GCSEs/vocational grades, depending on the 14-16 pathway for that subject. For all 'old style' GCSEs this will be A*1 to G3. For vocational courses it will be L2Dist* to L1Pass. For 'new style' GCSEs (English &amp; Maths) this will be 9a-1c.</p>	2 times per year
<b>10</b>	<p>Fine graded GCSE and vocational grades, except in reporting summer mock examination results which will be in whole grades.</p> <p>Effort and behaviour grades will also be reported alongside target grades.</p>	3 times per year
<b>11</b>	<p>Fine graded GCSE, eg: C1, C2, C3 and vocational grades, L2 dist* to L1 pass, except in reporting mock examination results which will be in whole grades.</p> <p>Effort and behaviour grades will also be reported alongside target grades.</p>	2 times per year

For full details of the assessment and reporting cycle, please see 'Assessment & Reporting Arrangements 2015-16'

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## EXPLANATION OF FINE GRADING

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### LEGACY GCSE

Sub-levelled grade based on **professional prediction** of what that pupil will attain at the end of the course, in relation to coursework, tests, examinations, homework, classwork and effort that the pupil has put in to date. These grades range from G → A\*. (*This is cumulative over a two year course – formative assessment*)

**Definitions of sub-levelled grade (applicable to all grades):**

C1 = secure C, with intervention may be a B (for C higher tier pupils only).

C2 = secure C, may need some focused intervention.

C3 = on for a C, without intervention could slip up and get a D.

For legacy GCSEs the 'golden standard' is a C grade.

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### NEW GCSE

Sub-levelled grade based on **professional prediction** of what that pupil will attain at the end of the course, in relation to coursework, tests, examinations, homework, classwork and effort that the pupil has put in to date. These grades range from 1 → 9. (*This is cumulative over a two year course – formative assessment*)

**Definitions of sub-levelled grade (applicable to all grades):**

5a = secure 5, with intervention may be a 6.

5b = secure 5, may need some focused intervention.

5c = on for a 5, without intervention could slip up and get a 4.

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### VOCATIONAL QUALIFICATIONS

These are reported in whole grades. Equivalent grades are given alongside for both legacy and new GCSEs.

For OCR CNAT Awards / RSL Awards:

- This is a 7 point scale; L1 Pass (F), L1 Merit (E), L1 Distinction (D), L2 Pass (C), L2 Merit (B), L2 Distinction (A), L2 Distinction\* (A\*)

For BTEC Awards:

- This is a 5 point scale; L1 Pass (F), L2 Pass (C), L2 Merit (B), L2 Distinction (A), L2 Distinction\* (A\*)

For NCFE Awards:

- This is a 4 point scale; NYA (Not Yet Achieved) (U), L2 Pass (C), L2 Merit (B), L2 Distinction (A), L2 Distinction\* (A\*)

## MASTERY SCALE

To ensure they are effective life-long learners, in addition to subject knowledge, GTS pupils will develop six skills. These are the skills of being:

<b>Accomplished</b>	Displaying behaviour for learning, relating to others, and completing work in a professional way.
<b>Reflective</b>	Accurately judging the success of work and being able to find ways to improve performance.
<b>Creative</b>	Solving problems using a variety of alternative methods.
<b>Independent</b>	Having the skills and motivation to learn alone, including meeting deadlines for work.
<b>Scientific</b>	Being able to accurately collect, analyse and evaluate a range of evidence.
<b>English</b>	The ability to read, write and communicate effectively in English.

**There are five stages of attainment for these skill.**

<b>Novice</b>	The learner appears new to the knowledge and skills that they need to learn and need to make significant progress to embed their understanding.
<b>Emerging</b>	The learner is developing the knowledge and skills that they need to learn, making good progress but still needing to make more effort to embed their understanding.
<b>Embedded</b>	The learner has understood the knowledge and skills that they need to learn and is able to recall it after a period of time. They are on course to achieve a minimum of a score of '5' or 'B' in their GCSEs.
<b>Expert</b>	The learner has a high level of specialised knowledge and skill in this area.
<b>Master</b>	The learner has an exceptional command of the knowledge and skills in this area. They are on course to achieve a score of '9' in their GCSEs - beyond an 'A*'. They are on course to achieve a score of '9' in their GCSEs - beyond an 'A*'.