Year 8 Curriculum and Options Evening

Monday 14th October 2019

Towards an Outstanding Curriculum

We aspire to provide our students with a curriculum that:

- promotes and sustains a thirst for knowledge and understanding and a love of learning;
- covers a wide range of subjects;
- and provides opportunities for academic, creative and sporting excellence.

The National Context

- GCSEs are linear with terminal exams
- 'Rote' learning an expectation
- SPAG (spelling, punctuation and grammar) marks are included in the majority of subjects
- No coursework – some Controlled Assessment remains
- National curriculum levels removed
- Significant changes to national curriculum content
- Greater emphasis on Mathematics and English
- New GCSE grading system from 2017: 9-1 replaces A*-G for all subjects

The GCSE Grading System

- Grades 9 to 1 (high to low)
- The Government describes a grade 4 as a 'standard pass' and a grade 5 as a 'good pass'
- The EBacc expectation remains; this requires a pass in English, Maths, Science, MFL and Geography/History

Excellent Outcomes

- 'The school has maintained its strong GCSE results at the end of Key Stage 4 over the past few years'
- 'A very high proportion of students are entered for the Ebacc and their results have been above the national average'
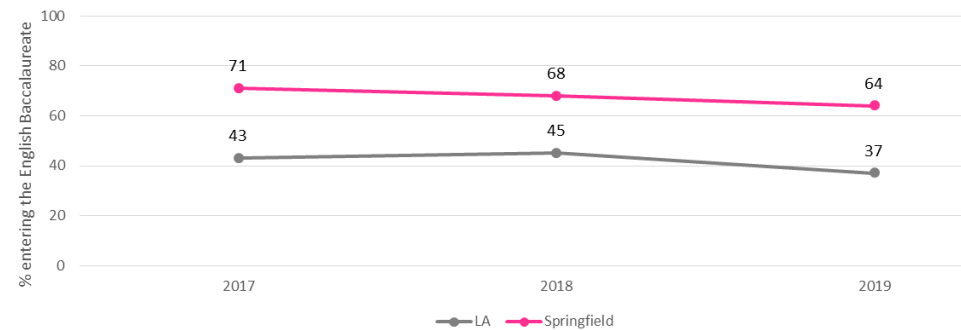
– Challenge Partners, Nov. 2018

Percentage achieving grade 5 or above in English and Maths
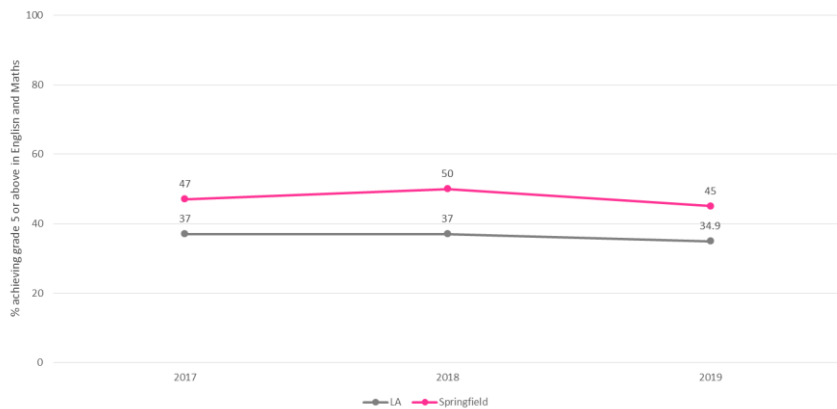
Percentage entering the English Baccalaureate
A pupil is considered to have been entered for the English Baccalaureate if they have been entered for qualifications in English, maths, sciences, a language and either history or geography.
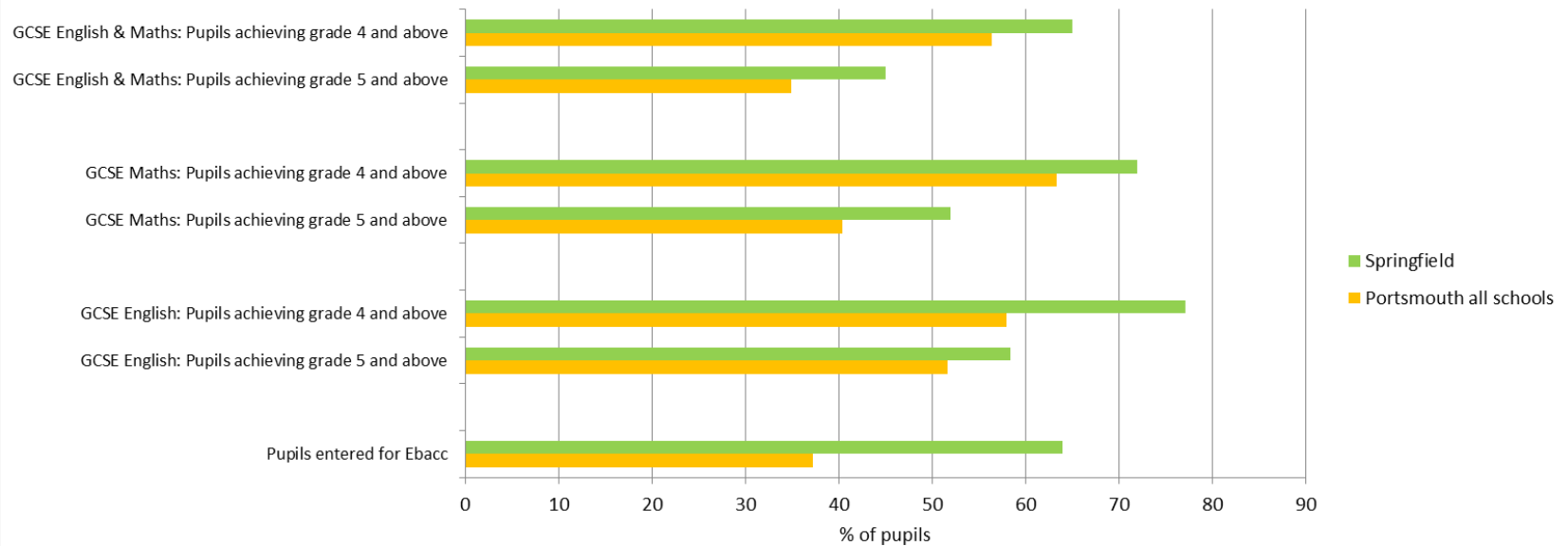
Excellent Outcomes

- 101 GCSEs at Grade 9

- 45% Grade 5+ English and Maths
- 65% Grade 4+ English and Maths

- 77% Grade 4+ English
- 72% Grade 4+ Maths

- 69.5% Grade 4+ in two Sciences

Provisional 2019 GCSE results

Bar chart legend:
- Springfield
- Portsmouth all schools

Categories (% of pupils, x-axis 0 to 90):
- GCSE English & Maths: Pupils achieving grade 4 and above
- GCSE English & Maths: Pupils achieving grade 5 and above
- GCSE Maths: Pupils achieving grade 4 and above
- GCSE Maths: Pupils achieving grade 5 and above
- GCSE English: Pupils achieving grade 4 and above
- GCSE English: Pupils achieving grade 5 and above
- Pupils entered for Ebacc

The Springfield Context

In revising our curriculum, we will:

- increase the pace, challenge and relevance of learning programmes;

- develop further independent learning skills;

- empower subject specific planning for the five year 'flightpath' to GCSE;

- enable students to specialise sooner in their option subjects;

- tailor specific curricular needs where appropriate for SEN/D;

- continue to provide opportunities in humanities, technology, creative arts and PE.

English and Literature:

Y9 will be a foundation year for GCSE, including more timed pieces of writing.

Mathematics: Y9 will be a foundation year for GCSE, with KS4 skills introduced in the summer term.

Science: Y8 assessment data will be used to judge which students follow Double or Triple Award GCSE from Y9. Re-assessed and reviewed in the January of Y9.
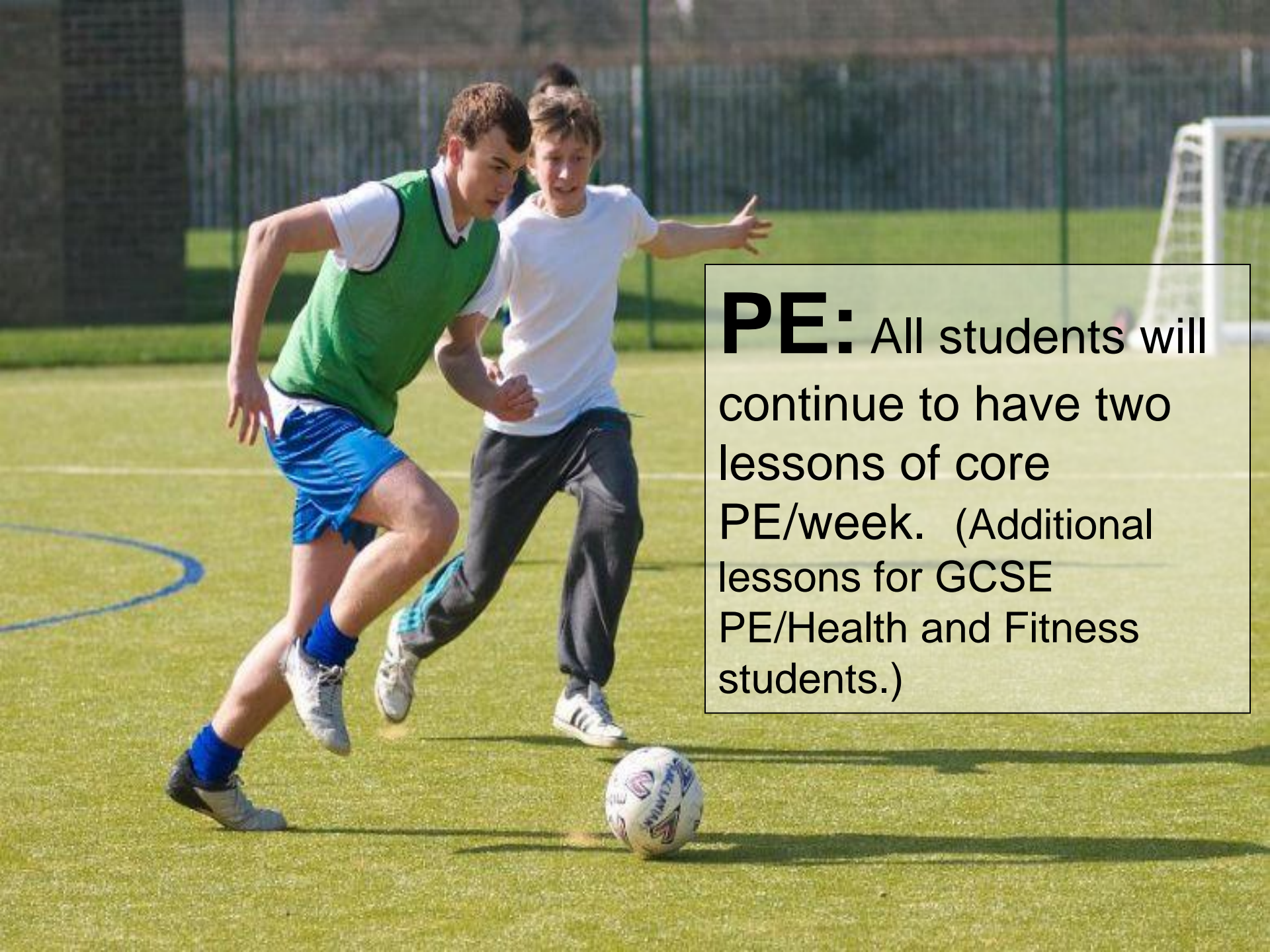
MFL: Springfield has always believed in Languages for all; this has not changed. French or German GCSE.

ICT/Computing As now, all students take an IT qualification in Y10; some may opt for GCSE Computer Science.

PE: All students will continue to have two lessons of core PE/week. (Additional lessons for GCSE PE/Health and Fitness students.)

Expressive Arts: Students can opt for Drama, Music or Art at GCSE.
(All Y9 students will have lessons in these subjects in Y9; students will follow each subject for a term in rotation.)

Humanities: Students will be expected to study History and/or Geography GCSE; they can also opt to study GCSE Philosophy and Ethics (Religious Studies).

Design Technology: Unless students opt for a Technology GCSE, they will not study Technology in Y9 or beyond

Pupils can opt to choose new subjects such as Media Studies, Photography and Health and Fitness

Support for Students

- November – 'Future Choices' Assembly
- December (onwards) – options and careers discussed during the Tutor   Programme
- January (onwards) – discreet IAG/careers lessons as part of PSHE
- 11th February – Parents' Evening
- End of March – 'Taster' lessons/experiences of option subjects`
- Options booklets issued over the Easter holidays
- April 20th – 'Choices 8' Focus Day
- April 27th – Options Evening
- May 5th – Options choices forms returned
- June/July – Finalisation of options groupings

How Can Parents Help?

- Encourage your child to make positive choices based on his/her engagement and success with the subject.
- Encourage your child to consider potential career areas and what subjects may be relevant.
- Emphasise the importance of accurate 'SPAG' and good handwriting in all curriculum areas.
- 'Keep up the pressure' on homework and reading.
- Make your child aware that it is rarely possible for students to change options once the timetable is established.

Attendance (to date): 97.8%

Subject	Minimum Expected GCSE Grade	Springfield Target GCSE Grade	Progress					Homework					Behaviour				
			7A1 Oct 2015	7A2 Jan 2016	7A3 Mar 2016	7A4 May 2016	7A5 June 2016	7A1 Oct 2015	7A2 Jan 2016	7A3 Mar 2016	7A4 May 2016	7A5 June 2016	7A1 Oct 2015	7A2 Jan 2016	7A3 Mar 2016	7A4 May 2016	7A5 June 2016
English	6	7	2	2	2			2	2	2			2	2	2		
Maths	7	8	2	3	2			2	3m	2			2	2	2		
Science	6	7	2	2	2			2	2	2			2	2	2		
German	6	7	2	2	2			2	2	2			1	2	2		
Art	6	7	2	2	2			2	2	2			1	1	1		
Computing	6	7	2	2	2			2	2	2			2	1	1		
D&T	6	7	2	2	2			2	2	2			2	2	2		
Drama	6	7	1	1	2			2	2	2			1	1	1		
Geography	6	7	2	1	2			1	2	1			1	2	2		
History	6	7	2	2	3			2	2	3q			2	2	2		
Music	6	7	2	2	2			2	2	2			1	2	2		
PE	6	7	2	2	2			n/a	n/a	n/a			2	2	2		
RE	6	7	2	1	2			2	2	2			2	2	1		

EXPLANATION OF TERMS AND NUMBERS USED ABOVE:

Minimum Expected GCSE Grade – The minimum grade that pupils should achieve as determined by their KS2 prior attainment

Springfield Target GCSE Grade – The school's aspirational target grade for the pupil

Progress
1: Currently on track to exceed the minimum expected grade
2: On track to meet the minimum expected grade
3: Not on track to meet the minimum expected grade

ARR Progress Report

Attendance

- School policy authorises term-time absence for 'exceptional circumstances' only.

100%	Outstanding	No lessons missed No time off for appointments or illness	Best chance of success – every opportunity available to make excellent progress
98%	Good	Very few lessons missed Only 3 days absence in a year	Very good chance of meeting at least expected grades
95%	Requires Improvement	10 days (two weeks) absence in a year 50 hours of lessons missed	Less chance of success - 50 hours of teaching to catch up on…
90%	Serious concern 'PA pupil'	20 days (four weeks) absence in a year 100 hours of lessons missed	Less than 50% chance of achieving expected grades
<85%	Unacceptable 'PA pupil'	30 days absence in a year: six weeks off 150 hours of lessons missed	Less than 30% chance of achieving expected grades