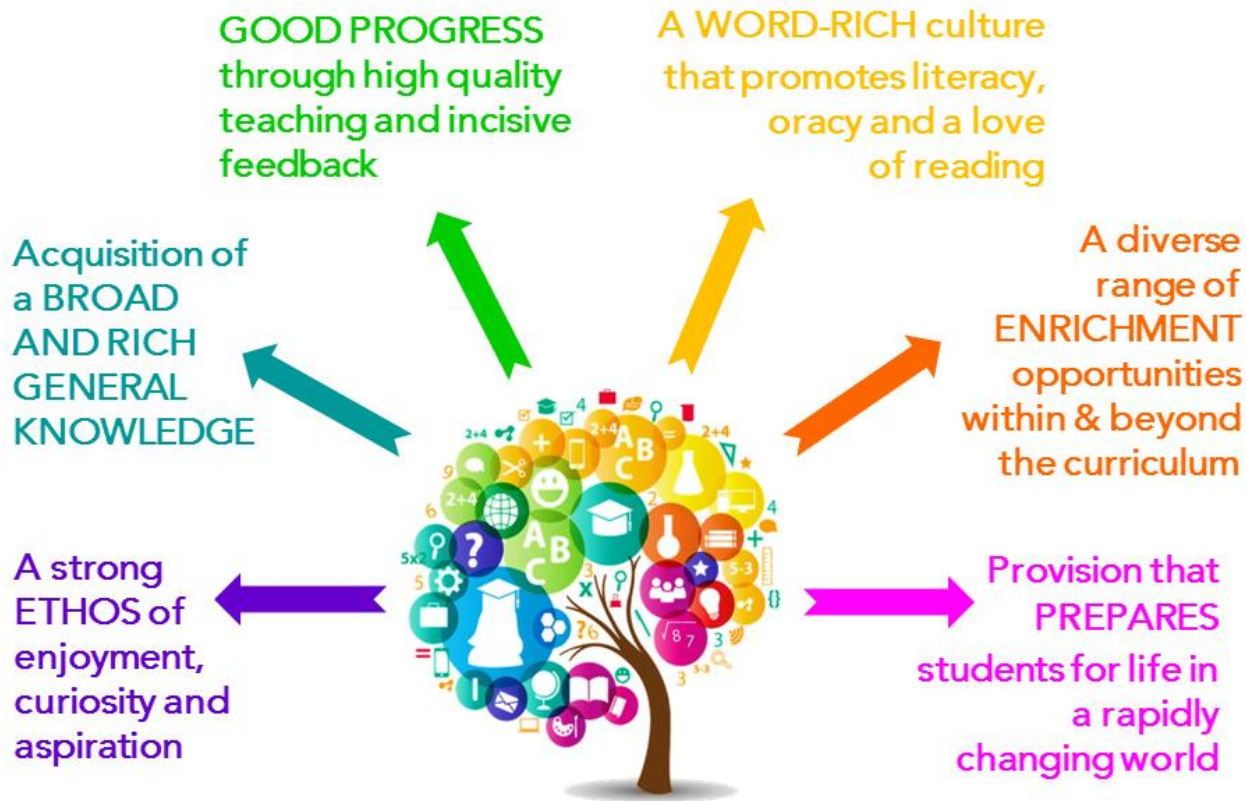


Key Stage 3 Assessment Framework





OUR CURRICULUM INTENT





Curriculum
content
(knowledge,
methods and
processes)

Classwork
and
homework

Formative &
summative
assessment

Reporting and
monitoring
progress

All underpinned by accessible subject-based
CURRICULUM RELATED EXPECTATIONS,
designed so that all students within the year group
can engage, learn and progress



CURRICULUM AND ASSESSMENT





PROGRESS INDICATORS

Exceeding

Demonstrates an enhanced interest, initiative and response beyond that set out in the subject plans

Expected

Demonstrating the required knowledge, skill and understanding to meet the expectations for the subject

Developing

Demonstrating the required knowledge, skill and understanding to meet the expectations for the subject in some but not all areas

Emerging

Demonstrating the required knowledge, skill and understanding to meet the expectations for the subject at an entry level

All underpinned by accessible subject-based
CURRICULUM RELATED EXPECTATIONS,
 designed so that all students within the year group
 can engage, learn and progress



CURRICULUM AND ASSESSMENT



Year 7	Curriculum Related Expectation	Topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			Adventures	Nature Poetry	Language of the News	Genre study: short story	Class Novel	Shakespeare in Context
		KNOWING WHAT... (information, facts and content)	<ul style="list-style-type: none"> The conventions of Adventure narratives and their historical origins How writers create characters in a range of texts, such as 'The Odyssey' Homer, 'Treasure Island' R.L. Stevenson, 'The Hobbit' J.R.R. Tolkien 'The Lost City of Z' David Grann How writers create atmosphere in fiction and non-fiction texts, such as 'Touching the Void' Joe Simpson and 'Heart of Darkness' Joseph Conrad 	<ul style="list-style-type: none"> How poets use poetic techniques for effect: alliteration and personification ('An Awful Tempest Mashed the Air'); extended metaphor ('Nettles'); similes and metaphors ('Pike'); descriptive imagery ('Blackberry Picking') How poets use diction for effect: all named poems Romanticism and its influence with specific reference to 'I wandered lonely as a cloud'. 	<ul style="list-style-type: none"> The conventions of broadsheet and tabloid newspapers The conventions of web-based articles. How to identify bias and fake news How writers position the reader and use language to influence 	<ul style="list-style-type: none"> Freytag's triangle and story structures Narrative perspective and its influence: first person, third person, omniscient narrator. How writers create characters in all named texts How writers create mood, atmosphere and tension in all named texts 	<ul style="list-style-type: none"> How to recognise authorial intent How to read for meaning and comment on language The influence of context on selected novel How to develop a personal response to the text 	<ul style="list-style-type: none"> Shakespeare's life and experiences Elizabethan theatre and its role in Elizabethan life The Monarchy and its influence: The Divine Right of Kings Patriarchy and its impact on the lives of men and women The concept of 'others' and how this relates to Elizabethan ideas about national identity
Year 7	Curriculum Related Expectation	KNOWING HOW... (methods and processes)	<p>Read, reflect and respond to a variety of fiction and literary non-fiction texts</p> <p>Explore the presentation of adventures and adventures.</p> <p>Decode and retrieve information from a range of texts</p> <p>Infer and deduce meaning from a range of text</p> <p>Understand and comment on the writers' use of language, structure and form</p> <p>Use embedded quotations</p> <p>Engage with context</p>	<p>Read, reflect and respond to a range of modern and pre-1914 poetry on the theme of nature.</p> <p>Explore the presentation of nature in a range of poetry.</p> <p>Analyse poetry and develop personalised responses to poems.</p> <p>Decode and retrieve information from a range of texts</p> <p>Infer and deduce meaning from a range of text</p> <p>Understand and comment on the writers' use of language, structure and form</p> <p>Use embedded quotations</p> <p>Engage with context</p>	<p>Explore and discuss newspaper/web news stories</p> <p>Analyse features of reportage and opinion pieces</p> <p>Compare newspaper articles.</p> <p>Adapt writing to genre conventions</p> <p>Use punctuation and sentencing for effect</p> <p>Structure and paragraph writing for effect</p> <p>Edit and proofread</p>	<p>Read, reflect and respond to a range of short stories with a focus on narrative construction and character development.</p> <p>Decode and retrieve information from a range of texts</p> <p>Infer and deduce meaning from a range of text</p> <p>Adapt writing to genre conventions</p> <p>Use punctuation and sentencing for effect</p> <p>Structure and paragraph writing for effect</p> <p>Edit and proofread</p>	<p>Read, reflect on respond to a whole novel.</p> <p>Decode and retrieve information from a range of texts</p> <p>Infer and deduce meaning from a range of text</p> <p>Understand and comment on the writers' use of language, structure and form</p> <p>Use embedded quotations</p> <p>Engage with context</p>	<p>Read, reflect and respond to extracts from range of plays leading to exploration of Early Modern contextual issues such as Elizabethan theatre, Kings and Queens, religion, patriarchy, 'others' and nationalism.</p> <p>Decode and retrieve information from a range of texts</p> <p>Infer and deduce meaning from a range of text</p> <p>Understand and comment on the writers' use of language, structure and form</p> <p>Use embedded quotations</p> <p>Engage with context</p>
		Planned ASSESSMENT opportunities	<p>Diagnostic assessment (green/amber/red sticker)</p> <p>Teacher's choice</p> <p>Summative assessment</p> <p>Response to extract from 'Heart of Darkness'*</p>	<p>Diagnostic assessment (green/amber/red sticker)</p> <p>Teacher's choice</p> <p>Summative assessment</p> <p>Response to anthology poem*</p>	<p>Diagnostic assessment (green/amber/red sticker)</p> <p>Teacher's choice</p> <p>Summative assessment</p> <p>Write an opinion piece on a topical issue*</p>	<p>Diagnostic assessment (green/amber/red sticker)</p> <p>Teacher's choice</p> <p>Summative assessment</p> <p>Write own short story using titles as stimulus*</p>	<p>Diagnostic assessment (green/amber/red sticker)</p> <p>Teacher's choice</p> <p>End of Year Assessment</p>	<p>Diagnostic assessment (green/amber/red sticker)</p> <p>Teacher's choice</p> <p>Summative assessment</p> <p>Response to extract from 'The Taming of the Shrew'*</p>



CURRICULUM AND ASSESSMENT



KEY STAGE THREE CURRICULUM MAP 2022-23

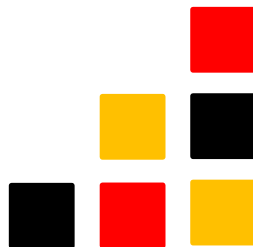
SUBJECT: MUSIC

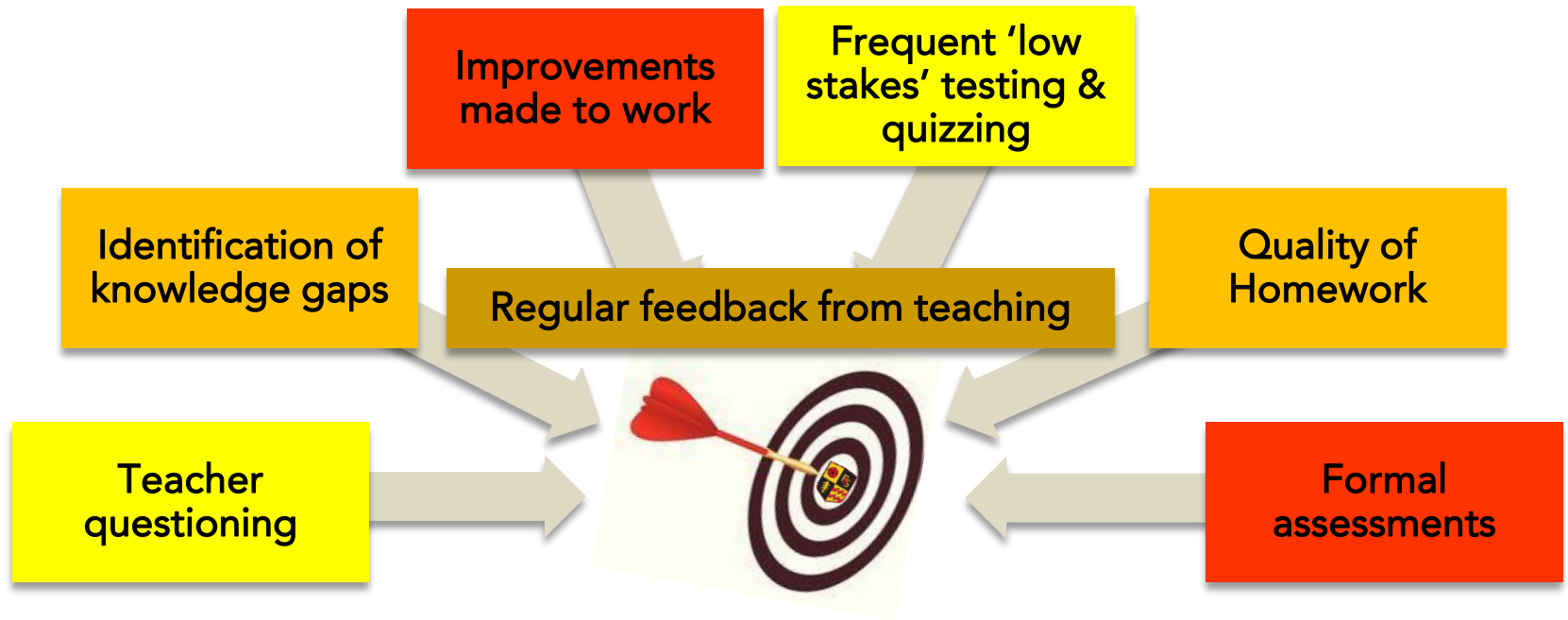
YEAR 7

Curriculum Related Expectations	KNOWING WHAT (information, facts & content)			KNOWING HOW (methods and processes)		
	<ul style="list-style-type: none">Identifying the notes of a C Major scale and chords relating to C Major.Learning the importance of rhythmic pulse and how to internalise this concept.Learning vocabulary to explain the elements of music, including tempo, rhythm, pitch, melody, dynamics, instruments and chords and using this terminology to identify music from genres studied.Learn basic musical symbols and rhythmic units and use these as a basis for learning pieces for performance.How to interpret music in different formats such as graphic and staff notation.Developing a musical timeline and exploring key composers.Explain how music evokes emotion.Understanding how a musical instrument produces sound and identifying various timbres.			<ul style="list-style-type: none">Creating, improvising and experimenting with musical ideas.Ability to perform from both graphic and staff notation.Developing confidence to develop creativity either independently or with others within a musical framework of performing, listening and composing.Listening with discrimination to identify and compare different instruments and features of music from different genres.Develop understanding of musical terminology.		
Topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	PULSE	PITCH	ORCHESTRA EXPLORERS →		FANFARES	STEEL SUMMER
KNOWLEDGE focus	<ul style="list-style-type: none">Exploration of pulse and rhythmMusical terms and symbolsRhythmic notationRhythmic devices	<ul style="list-style-type: none">Exploration of pitch and notationMusical stave: terms and symbolsGraphic notationStaff notationMelodic devices	<ul style="list-style-type: none">Identifying orchestral families (low stakes testing)Performance skillsComposition - graphic scoresDeveloping ensemble skillsReading musical notation		<ul style="list-style-type: none">Major and MinorRecognising pitchTreble clefCompositionWriting music using pitch and rhythmSimple time signatures	<ul style="list-style-type: none">Identifying melody, harmonies and rhythmUnderstanding ensemble textures
METHODS focus	<ul style="list-style-type: none">Ensemble performance 'Connect It' Anna MeredithEnsemble performance 'No Place Like' Kerry AndrewPaired/group performanceRhythm grid composition	<ul style="list-style-type: none">Listening skills – Mood and atmospherePerformance skillsComposition skills	<ul style="list-style-type: none">Identifying orchestral families (low stake testing)Composition for instrumentDeveloping ensemble skills	<ul style="list-style-type: none">Developing listening skillsIdentifying different musical structuresKey Italian tempo markings and symbols	<ul style="list-style-type: none">Composing single and two part melodiesKeyboard (and own instrument) performance and compositionSibelius music tech composition	<ul style="list-style-type: none">Developing melody playingDeveloping independent partsExploring chords and bass linesIntroducing syncopation



CURRICULUM AND ASSESSMENT





Diagnostic Assessment Responsive Teaching



ASSESSMENT STRATEGIES



Marking and **feedback** may be written or verbal, in exercise books or via Class Charts. It might include:

Redrafting /
improving a part of
or all of the
original task

Responding to an
extension /
challenge question

Completing an
additional activity
that reinforces or
extends
understanding






Repeating a
process or
applying a concept
to another
situation

Addressing a
misconception



MARKING CODES

Code	Explanation
 sp	Correct the spelling.
 p	Add in missing punctuation mark.
//	Add in paragraphs to your writing.
 v	Use a better vocabulary choice.
✓✓	Indicates an excellent section of work or a well written phrase.



MARKING AND FEEDBACK





FORMBY HIGH SCHOOL

Anna 7H

YEAR 7 SUMMER TERM REPORT

SUBJECT	PROGRESS INDICATOR	BEHAVIOUR	EFFORT	HOMEWORK	TEACHER
ENGLISH	Expected	4	3	3	Mr A
COMPUTING	Expected	3	3	3	Mrs D
MUSIC	Exceeding	4	4	4	Miss



EXAMPLE REPORT

