

## **Introduction:**

The Key Stage 3 Curriculum Handbook gives details regarding the National Curriculum, how your son / daughter will be learning, what your son / daughter will learn within each of the subjects across year 7, 8 and 9, how many lessons they will have and how they will be assessed. The information within this booklet should be read along with the information given with the Schedule 2 Parents Handbook, the Information Booklet on the schools website and your son / daughter's journal.

## **The National Curriculum**

The National Curriculum applies to all pupils aged 5-16 in maintained schools.

As from September 2008 the national curriculum was updated for the 21<sup>st</sup> century.

“The National Curriculum aims to enable all young people to become

- Successful learner who enjoy learning, make progress and achieve.
- Confident individuals who are able to live safe, healthy and fulfilling lives.
- Responsible citizens who make a positive contribution to society.”

At Trinity Catholic High School, staff have worked carefully on ensuring that the curriculum offered to our students embraces the new elements of the curriculum.

## **Personal, Learning and Thinking Skills:**

There is now a focus on the development of skills for learning and developing curriculum opportunities for students.

The framework comprises six groups of skills:

- independent enquirers
- creative thinkers
- reflective learners
- team workers
- self-managers
- effective participants.

At Trinity Catholic High School, in year 7, 8 & 9 students will be reflecting on and developing these skills across all subjects. Self, peer and teacher assessments are used to monitor progress and development. On the end of year reports to parents there will be a record of the final assessment on each of skills covered within a particular subject area. These are assessed as, Working Towards Bronze, Bronze, Working Towards Silver, Silver, Working Towards Gold and Gold. It is anticipated that students working at key stage 3 will in the main be working at Bronze and Silver levels.

### **Wider Dimensions:**

To achieve the aims of the curriculum, young people need to experience opportunities to understand themselves and the world in which they live. Cross-curriculum dimensions provide important unifying areas of learning that help young people make sense of the world and give education relevance and authenticity. They reflect the major ideas and challenges that face individuals and society.

Dimensions can add a richness and relevance to the curriculum experience of young people. They can provide a focus for work within and between subjects and across the curriculum as a whole, including the routines, events and ethos of the school.

Cross-curriculum dimensions include:

- identity and cultural diversity
- healthy lifestyles
- community participation
- enterprise
- global dimension and sustainable development
- technology and the media
- creativity and critical thinking.

At Trinity Catholic High School, these are covered across all subjects within the separate curricular areas and also through joint collaborative activities built into the curriculum where subjects come together in their teaching of a particular concept – for example in year 7 students work on making their own “Smoothie” – Mathematics, Science, Food and Business studies all have an input into the activity resulting in a major joint presentation in the Hall for the whole year group.

### **Content:**

Each curriculum subject has a programme of study that must be followed which covers the same four key elements:

- Key Concepts
- Key Processes
- Range and Content
- Curriculum Opportunities

At Trinity Catholic High School, all subjects ensure that they cover fully the requirements of the programme of study for their curricular area.

**Attainment targets and level descriptions:** set out the knowledge, skills and understanding which pupils of different abilities and maturities are expected to have by the end of each Key Stage. Each level description describes the types and range of performance that pupils working at that level should characteristically demonstrate. The level descriptions provide the basis for making judgments about pupils' performance at the end of Key Stages 1, 2 and 3.

Range of levels within which the great majority of pupils are expected to work

Expected attainment for the majority at the end of the Key Stage

Key Stage 1	1 - 3	at age 7	2
Key Stage 2	2 – 5	at age 11	4
Key Stage 3	3 – 7	at age 14	5/6

Throughout Key Stage 3 pupils will receive a Teacher Assessment level for all the National Curriculum subjects. In addition to this, pupils will sit internal exams in all subjects both mid-year and at the end of the year. The pupils' achievements in these tests will be reported to parents along with the Teacher Assessment for each of the subjects.

### **Homestudy:**

Please refer to the relevant section with your son / daughter's journal or within the Information section on the website.

### **Reporting to Parents:**

Please refer to the relevant section within your son / daughter's journal.

### **Dates of Parents Evenings:**

#### **Year 9**

Subject Open Evening: 1<sup>st</sup> February 2012

#### **Year 8**

Subject Open Evening: 28<sup>th</sup> February 2012

#### **Year 7**

Subject Open Evening: 22<sup>nd</sup> February 2012

#### **Year 7, 8 & 9**

Pastoral Open Evening: 17<sup>th</sup> July 2012

## Curriculum Entitlements for pupils

Each pupil is entitled:

- to a broad, balanced and relevant curriculum that provides access, progression for all and prepares pupils for adult life.
- to receive well prepared lessons appropriate to his/her ability with the capacity for extension.
- to be set homework which is meaningful, relevant and, whilst appropriate to their ability, contains a sufficient level of differentiation so that both the less and more able are stretched?
- to have his/her homework marked positively, constructively commented upon and returned within a reasonable time. Two weeks is felt to be the outer limit.
- to an equitable proportion of the teacher's time for individual attention during lessons.
- to fair and objective assessment of their progress.
- to have his/her progress discussed with his /her parents at least once, formally, during the academic year.
- to receive a twice yearly report which, not only sets out their achievements and progress to date, but will also contain targets for the future.
- to be treated with respect and dignity, regardless of their ability, in all matters relating to their progress both subject specific and generally.
- to a curriculum which is accessible to them regardless of ability and /or the stage of their education.
- to have access to the public examination system, at the level appropriate to him/her. He/she is entitled to receive the best possible preparation for such examinations.
- through adequate resourcing to be facilitated in achieving his/her full potential.
- to work in subject areas which, through sound and adequate resourcing, have been equipped appropriately to the needs of the pupils so that the teachers can delivery the best possible education.
- to be taught by teachers whose professional development has been encouraged and enhanced through performance management and Inset programmes.
- through effective planning, to a continuity in education both in the short and long term.

## **Teaching Groups**

Each pupil at Trinity Catholic High School has the entitlement to a curriculum that will develop and enrich each individual. The school is built upon the ethos of equality and it is on this basis that the philosophy of mixed ability is structured. With the exception of Mathematics all classes are taught in mixed ability groups.

The emphasis at Trinity Catholic High School is on the quality of teaching and learning of every class and in the differentiated strategies adopted by the teachers that enable both the less able and the more able and gifted to be extended to achieve their potential. This is supported by class support during the normal time-tabled lesson.

There is a Department of Learning Support which offers a range of specialised support to assist pupils in their learning.

## **Reading Initiative**

This occurs between 1.00-1.15pm in every class. Pupils bring with them either a fiction or non fiction text to read. Pupils will read their chosen book for 15 minutes. The aim of the initiative is

- to give pupils the opportunity each day for quiet reading
- to encourage pupils to develop a love of reading
- in conjunction with library initiatives to encourage pupils to develop an interest in a wider range of texts.

## **Years 7 and 8 (ages 11 - 13)**

All pupils take the following subjects for the number of periods per week indicated in brackets:

Religious Education (1)  
English (3)  
Maths (3)  
Science (2)  
French, Spanish (2)  
Geography (1)  
History (1)  
Art (1)  
Music (1)  
Technology (2)  
Physical Education (2)  
ICT (1)

A total of 20 periods per week.

Citizenship is also taught on a cross curricular basis.

## **Year 9 (ages 13 - 14)**

In Year 9, the following changes take place:

Science is taken for 3 periods  
Mathematics is taught in 2 periods.  
Music and Drama (1)  
PRE (1) which will include aspects of Citizenship, Revision and Study Skills, Careers Education etc.

Citizenship continues to be taught on a cross curricular basis.

## **DATA PROTECTION ACT**

Schools, local education authorities and the Department for Education (the government department which deals with education) all hold information on pupils in order to run the education system, and in doing so have to follow the Data Protection Act 1998. This means, among other things that the data held about pupils must only be used for specific purposes allowed by law. We are therefore writing to tell you about the types of data held, why that data is held, and to whom it may be passed on.

The school holds information on pupils in order to support their teaching and learning, to monitor and report on their progress, to provide appropriate pastoral care, and to assess how well the school as a whole is doing. This information includes contact details, National Curriculum assessment results, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information.

From time to time we are required to pass on some of this data to the Local Education Authority (LEA), to another school to which the pupil is transferring, to the Department for Education (DfE) and to other Government departments responsible for the National Curriculum and associated assessment arrangements.

The **Local Education Authority** uses information about pupils to carry out specific functions for which it is responsible, such as the assessment of any special educational needs the pupil may have. It also uses the information to derive statistics to inform decisions on (for example) the funding of schools, and to assess the performance of schools and set targets for them. The statistics are used in such a way that individual pupils cannot be identified from them.

**Other Government departments** use information about pupils to administer the National Curriculum tests and assessments for Key Stages 1 to 3. The results of these are passed onto the DfE in order for it to compile statistics to trends and patterns in levels of achievement. Other Government departments use the information to evaluate the effectiveness of the National Curriculum and the associated assessment arrangements, and to ensure that these are continually improved.

The **Department for Education** uses information about pupils for statistical purposes, to evaluate and develop education policy and to monitor the performance of the education service as a whole. The statistics (including those based on information provided by other Government departments) are used in such a way that individual pupils cannot be identified from them. The DfE will feed back to LEAs and schools information about their pupils where they are lacking this information because it was not passed on by a former school. On occasion information may be shared with other Government departments or agencies strictly for statistical or research purposes only.

Pupils, as data subjects, have certain rights under the Data Protection Act, including a general right of access to personal data held on them, with parents exercising this right on their behalf if they are too young to do so themselves. If your child wishes to access their personal data, or you wish to do so on their behalf, then please contact the relevant organisation in writing:-

- The school: Mr M F Loster, Director of Upper Site
- The LEA's Data Protection Officer at London Borough of Redbridge, Education Services, Lynton House, 255-256 High Road, Essex IG1 1NN
- The Governments' Data Protection Officer at QCA, 83 Piccadilly, London W1J 8QA
- The DfE's Data Protection Officer at DfE, Caxton House, Tothill Street, London SW1H 9HA

Please note that all rights under the Data Protection Act to do with information about your child rests with them as soon as they are old enough to understand these rights. This will vary from one child to another and you will wish to consider the position for your child, but as a broad guide, it is reckoned that most children will have a sufficient understanding by the age of 12. We would therefore, encourage you to share this note with your child if they are aged 12 or over.

Separately from the Data Protection Act, DfE regulations provide a pupil's parent (regardless of the age of the pupil) with the right of view, or to have a copy of, their child's educational record at the school. If you wish to exercise this right you should write to the school.

### **Providing Information to Connexions**

For pupils approaching or above age 13 the school is required to pass on information to the Connexions Service. This information includes the name and address of the pupil and parent, and any further information relevant to the Connexions Service's role, which is to support young people, helping them to achieve the potential and to realise benefits from education, learning and employment. However, parents or the pupils themselves if aged 16 or over, can ask that no information beyond name and address (for pupil and parent) be passed on to Connexions. If, as a parent, or as a pupil aged 16 or over, you do not want Connexions to receive from us information beyond name and address, then please contact the school within two weeks of receiving this note.

Since, for pupils aged 16 or over, the right to ask for information beyond name and address not be passed to Connexions rests with the pupil rather than the parent, it is particularly important that you share this note with your child if they are of this age.

The LEA and DfE may provide Connexions with information which they have about your child, but will not pass on any information they have received from us if you (or your child if aged 16 or over) have notified the school that Connexions should not receive information beyond name and address.