

RSA

Central RSA
Academies Trust

**The Central RSA Academies Trust Approach
to Classroom Teaching, Curriculum and
Subject Development
September 2018**

Framework to achieve Curriculum Aims (KASE)

Knowledge (what we want our pupils to know and understand):

Our pupils are all entitled to:

- Know, understand and have mastered the key concepts and questions related to, and arising from, each subject discipline (**Expert**)
- Locate their experiences within a broader sense of society and understand the purpose and relevance of subject disciplines (**Purposeful**)
- Opportunities for dialogue within subjects to build and use subject specific vocabulary (**Fluent**)
- Know and understand their own learning journey with opportunities to explore progress and shape that journey (**Self-Regulating**)
- Know, understand and contribute to the assessment process (**Self-Directing**)

Skills (what we want our pupils to be able to do)

Our pupils are all entitled to:

- Generate solutions to authentic problems and challenges with originality as part of a creative process (**Problem-Solving**)
- Interact purposefully with others, including groups and teams, in a variety of different contexts (**Collaborative**)
- Communicate effectively, frequently and purposefully through different channels including discussion, debate and questioning developing Oracy skills (**Communicative**)
- Access texts in order to interpret/understand and write effectively for different purposes (**Literate**)
- Engage in, understand and take responsibility for, their part in the learning process and, in addition contribute to the learning of others (**Metacognitive**)
- Learn how to study, retain key information and perform confidently in public examinations (**Pragmatic**)

Attributes (what we want our pupils to be like)

All schools will create the conditions in which these can be nurtured

Our pupils are all entitled to:

- Experience opportunities to take risks, doing so purposefully and with understanding (**Risk-Tolerant**)
- Demonstrate the willingness to persist and overcome difficulties in order to build resilience (**Resilient**)
- Reflect upon, and learn from, their own and others' behaviours (**Reflective**)
- Engage with, and develop appreciation of own communities (community spirited) and other communities including their lifestyles, cultures and values (**Empathetic**)

Experiences (what we want our pupils to have accessed and enjoyed)

Our pupils are all entitled to:

- Enjoy, experience excitement and find significant value in, their school experience (**Engaged & Enthused**)
- Take an active part in visits and trips which are beyond their own life experience or those of their school (**Cosmopolitan**)
- Access meaningful and extended opportunities to appreciate what Higher Education and Employment can offer (**Autonomous**)
- Be fully involved in an ambitious project which impacts on a wider audience than their peers (**Champion**)
- Be stretched by a range of experiences which challenge their view of themselves and their future (**Self-Aware**)
- Experience authentic responsibility in and around school (**Responsible**)

KS3 Curriculum Development – the processes of working together in Subject Groups (Co-Design)

Subject Groups met throughout the summer term of 2018 and will continue to work together to develop a detailed curriculum offer. These groups will work towards aligning Key Concepts by Year Group for their subject, breaking down those Key Concepts into ‘Components’ and from each of these deriving Success Criteria which can be shared across the Trust. Each school has something unique to offer and although they have different contexts and start from different starting points regarding KS3, they can benefit from a fresh look and collaborative planning opportunities. This is important work which the Trust will support through time, personnel and resource.

Subject Groups

- Core (Maths, English, Science)
- Foundation (Art and Design, Geography, History, MFL, RE, Drama, Music, Computing)

Subject Planning Exemplars for KS3 – English and History

The templates we have designed to support the Subject Groups working on Curriculum Design are intended to make the process easier and to create a common structure.

The planning flow starts with the Key Concept. By breaking down each Key Concept we can create more detailed Success Criteria from which Progress Measures can derive. The Vehicle is essentially the ‘topic’ through which the Key Components are taught. Each Key Concept, which will be experienced over a number of lessons, also offers an opportunity to embed Subject and RSA Entitlement Skills. Experiences may take place in or out of school. The method of Assessment (the activity for Summative Assessment) remains the choice of the school and teaching staff although the Trust sees the opportunity for joint moderation.

Key Concept	Components of Key Concept	Success Criteria	Vehicle	Subject skills	RSA Attributes and Skills	Experiences	Assessment
What is the Key Concept?	How does the Key Concept break down?	How will you measure success against each component?	What are the best ways to teach the Key Concept?	What are the subject skills being developed	What are the RSA skills being developed	What experiences help pupils engage with the concept?	What activity will best assess the learning which has taken place?

Identify One Key Concept here	Break the Key Concept into no more than five smaller Components here	For each Component here create simple Success Criteria by using a 'Pupils can ...' style of descriptor here	Describe the most suitable Teaching Topic here	through the Concept? List no more than three Subject related Skills <i>which will be integrated into lesson design</i> here	through the Concept? List no more than a total of three RSA Entitlement Attributes and Skills <i>which will be integrated into lesson design</i> here	Describe what experiences in and out of school may benefit learners here	Describe the best method of assessing the Pupil Learning here
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Ipsley Year 7 and 8 curriculum overview:

Year 7 Subject Map 2018-19

Subject	Autumn Term				Spring Term				Summer Term			
English	Writing for purpose and audience	Character, setting and plot	Craftmanship	Writing for Purpose	Purpose and audience	Performance	Character, setting and plot		Drama through Performance	Poetic Conventions	Critical Comparisons between texts	
Maths	Number - Place value including decimals	Number - Addition and Subtraction	Number - Multiplication and Division		Number - Fractions, Decimals and Percentages		Number - Negative Numbers	Statistics - Averages & Charts and Probability	Algebra		Geometry	
Science	Ecosystems 1	Reactions 1	Forces 1	Organisms 1	Matter 1	Electricity and magnetism		Genes 1	Earth 1	Energy 1		CASE practical skills
Geography	Geographical Understanding (Skills) - KQ: What is Geography?		Understanding the influence of physical processes on landscapes: Volcanoes and Earthquakes		Place: UK		Place: International - China		Interaction between human and physical processes: Coasts		Sustainability: The Environment	
History	Historical Understanding (Skills) - KQ: What is History?		Historical Significance - KQ: What did the Romans ever do for us?		Cause and consequence, change and continuity and significance - KQ: How did the Norman Conquest change Britain?		Source Analysis - KQ: What was Medieval life like?			Cause and Consequence - KQ: Why do we remember the Tudors?		
RE	Gospel and Incarnation - KQ: what is the importance of religion?		Gospel and Incarnation. KQ: What is radical about Jesus?		Gospel and Incarnation (Charity) KQ: Why is there suffering?		Gospel and Incarnation (Charity) KQ: How can we respond to suffering?		Expression of beliefs. KQ: What difference does it make to believe in Judaism?		Values and community cohesion KQ: Are values rooted in religious teachings? Creation KQ: Does religion help people to be good?	
MFL	Key grammar and immersive learning using the four skills of reading writing, listening and speaking in the topics of family and friends and life at school				Key grammar and immersive learning using the four skills of reading writing, listening and speaking in the topics of a day in the life of..., and freetime				Key grammar and immersive learning using the four skills of reading writing, listening and speaking in the topics of customs and destivals and home, town and local region			
DT/Art	Natural Forms and Textile project		Food		Light Project		Food		Still Ilfe and Smart materials			
Music	Keyboard skills (PERFORMING) - KQ: What makes a succesful performance?		Song writing (COMPOSING) - KQ: What are the composing rules?		12 Bar Blues (PERFORMING) - KQ: What is a good improvisation?		Jazz (COMPOSING) - KQ: What is the most important part of the composing process?		Latin (PERFORMING) - KQ: What does effective rehearsal look like?		Film music (COMPOSING) - KQ: Is it ok the break the composing rules?	
Drama	Storytelling - Roshamon		Characterisation / Pantomime		Shakespeare - The Tempest		Devising / Boal		Evacuation / Human Relationships / The Lion, The Witch and The Wardrobe		Using words as character / The Landlady / Charlie and the Chocolate Factory	
PE	Girls - netball, rugby, football, dance, cross-country Boys - football, rugby, basketball, hockey, cross-country				Girls - health related fitness, hockey, gymnastics Boys - health related fitness, basketball, gymnastics, hockey				Girls - athletics, rounders, tennis Boys - athletics, cricket, tennis			
ICT	Concept to a game' - planning, implementing, testing and reviewing a game				E-safety and digital literacy		Computing Networks		Combining media and apps into a project		Python	

Year 8 Subject Map 2018-19

Subject	Autumn Term			Spring Term			Summer Term			
English	The effect of writers' choices	Plot, Character and Setting	Interpretations and Viewpoints	Performance	Writing for different purposes and audiences	Performance	The influence of context	Poetic conventions	Critical Comparisons and Craftmanship	
Maths	Number - Four Operations	Number - Fractions	Number - Percentages	Algebra		Geometry - Circles, Area and Angles	Ratio, Proportion and Rates of Change	Statistics	Geometry - 2D shapes	
Science	Ecosystems 2	Reactions 2	Forces 2	Organisms 2	Matter 2	Energy 2	Genes 2	Earth 2	Waves	Badger tasks
Geography	Place: International - India		Understanding the influence of physical processes on landscapes: Climate Hazards	Understanding the impact of human activity: Globalisation		Understanding the interation between human and physical processes: Extreme Environment		Understanding the interaction between human and physical processes: River Landscapes		Sustainability: Climate Change
History	Cause and Consequence - KQ: How did two kings annoy Parliament?		Source Analysis - KQ: How did Britain rule the waves?			Historical Interpretations - KQ: How was Britain the workshop of the world?		Historical Interpretation - KQ: What impact did the World Wars have on our world?		
RE	People of God and prophecy KQ: What is the impact of religious figures on communities? Can one person change the world?		People of God and prophecy KQ: Has religion made the world a better place?	Responses to suffering KQ: Could there ever be a world without suffering? is death the end?		Salvation KQ: How can people express the spiritual through the arts?		Expression of beliefs. KQ: What is good and what is challenging about being a Sikh or Muslim in Britain today?		
MFL	Key grammar and immersive learning using the four skills of reading writing, listening and speaking in the topics of food and drink and social issues			Key grammar and immersive learning using the four skills of reading writing, listening and speaking in the topics of travel & tourism my studies			Key grammar and immersive learning using the four skills of reading writing, listening and speaking in the topics of my studies			
DT/Art	Portraits and Figures electronic project		Food	Clock Project			Food	Robotics project		
Music	Music for games (PERFORMING) - KQ: How does notation help me perform?		Music for games (COMPOSING) - KQ: How does notation help me compose?		Reggae (PERFORMING) - KQ: How do patterns impact the music?		Link to learning (COMPOSING) - KQ: How does your composition fit the brief?		Pop music (Composition) - KQ: What does originality sound like?	Pop music (Performance) - KQ: What makes a succesful performance?
Drama	Romeo & Juliet / West Side Story		Commedia Dell' Arte		Characterisation / Trash	Theatre In Education Performance / The Suffragettes			Staging	Devising
PE	Girls - netball, rugby, football, dance, cross-country Boys - football, rugby, basketball, hockey, cross-country			Girls - health related fitness, hockey, gymnastics Boys - health related fitness, basketball, gymnastics, hockey			Girls - athletics, rounders, tennis Boys - athletics, cricket, tennis			
ICT	Python		Computer input/output and storage		MS Office Project			E-safety and digital literacy		

Key Stage 3 Assessment Guidance: Assessment without Levels

Core Purpose

- The purpose of Assessment is to inform Teaching and improve Learning
- All subject areas have mapped out the KS3 curriculum and have a clear sense of what pupils should know and understand and be able to do by the end of KS3
- Assessment at KS3 will move away from replicating levels and grades and focus on giving great feedback against key concepts

Aims:

As the Central RSA Academies Trust we endeavour to achieve a KS3 curriculum and assessment model which:

1. Is focused on developing the key concepts, knowledge and skills needed in KS3, building on KS2 and preparing for KS4
2. Has high expectations and challenge for all by implementing an assessment model based on a Progressive Curriculum
3. Adopts a mastery approach to teaching and learning and uses proven effective teaching methods.
4. Uses regular assessment and feedback which gives all pupils the chance to develop a secure understanding of the key ideas.
5. Ensures data from assessments reliably identifies what pupils have/have not understood and informs future teaching and learning, including intervention
6. Incorporates high quality end of sequence/topic summative assessments which help pupils develop the skills needed to tackle GCSE.

Summative Assessment at KS3

A new grading system is being introduced which indicates how well the pupils have understood that particular unit of work, based on their performance in the final assessment of the sequence. This fits in with our aim to develop a **secure** understanding of the key ideas in KS3 needed for successful performance in KS4. The scale is:

Emerging	A pupil has an emerging understanding of key concepts and is beginning to grasp some of the main ideas and skills in a sequence of learning.
Developing	A pupil is developing an understanding of key concepts and is grasping some of the main ideas and skills in a sequence of learning; some aspects require further development.

Secure	A pupil has a secure understanding of key concepts and skills in a sequence of learning.
Mastered	A pupil has a comprehensive understanding of key concepts and skills in a sequence of learning. They can apply their skills and understanding across the subject.

Summative assessments take place at the end of each sequence of learning. It is important to note that the curriculum is progressive and that assessments gradually become more challenging as students move from year to year, so students can continue to achieve ‘Secure’ for example and be making good progress as they sustain their flightpath and maintain their trajectory.

Moderation is key to Assessment at KS3. Assessment activities are moderated throughout subjects **twice a year across the Trust** (Autumn Inset and Spring Co-Design Subject Meetings). Schools additionally moderate **3 times a year**.

Rationale for target setting

Aspirational targets will be set based on a flight path taking into account prior attainment at Key Stage 2, baselining and knowledge of individual pupils. Understanding pupils’ prior attainment is to inform teaching and support tracking and is not to fix ability and anchor pupils to a ‘group’ or set a glass ceiling. Targets are subject to change on an annual basis given how well pupils progress. From this, departments will be able to measure a pupil’s relative progress throughout the year.

Key Stage 2 scaled score	KS3 targets in relation to curriculum key concepts	Likely GCSE grade
80-86	Emerging	1-2
87-98	Developing	3-4
99-107	Secure	5-6
108-120	Mastered	7-9

If a pupil is ‘Mastering’ every key concept across a subject curriculum this would imply they are ‘working towards’ the higher GCSE grades by the end of Key Stage 4. They are on the trajectory to the higher levels. We recognise that nationally the grade 9 is achieved by the top 1% of all pupils in that subject.