

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**)

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Writing for specific purpose and audience	Understanding effectiveness of character/plot/ setting Craftmanship	Writing for audience and purpose – writing to persuade	Understanding effectiveness of character Writer's craft	Shakespeare Performance Poetry	Creative Writing
Maths	Place Value Addition + Subtraction Multiplication + Division	Negative Numbers Fractions, Decimals + Percentages	Ratio + Proportion Statistics	Algebra	Linear Graphs Geometry	Transformations
Science	Cells & Movement	Earth & Climate	Space, Acid & Alkalis	Electricity & Interdependence	Particle model	Speed
History	What is history	How have some ancient civilisations had an impact on Britain	How did the Norman Conquest change Britain	What was Medieval life like	What caused the break with Rome	
Geography	Exploring Britain through an introduction to and the use of a range of geographical skills.		China - a country case study. The rise of China as an economic superpower and the physical processes on landscapes: Earthquakes.		Interactions between human and physical processes - How water interacts with the landscape and has an impact on people.	
RE	Faith and happiness	Spirituality and art	Incarnation: Why do Christians believe Jesus was God on earth?	Gospel: What was so radical about Jesus? (Women's rights)	Gospel: What was so radical about Jesus? (Charity)	Creation: Faith and looking after the planet
PE	Fitness and well-being.	Basketball shooting skills Hockey – striking the ball Volleyball – the 4 main shots	Rowing – technique and fitness Football – shooting, passing, tactics	Rugby – running and passing the ball. Gymnastics – balance work, sequences	Athletics - working to maximal levels Cricket – batting, bowling and fielding	Athletics – learning new disciplines Tennis – forehand, backhand, serving, volleying.
IT	Physical Safety E-Safety Passwords Networks Binary and Control		Coding-Discovery Education Block coding An introduction to Block coding Sequence and animations Buttons Conditional events Create a simple gaming app De-bug programs		Digital Literacy MS Word (Tables, images and orientation around ribbons on the app) Excel (simple formulae) (Possible Lego Robotics)	PPT to create a story with more than one outcome (Hyperlinks, Debug. Flow Diagrams) Python- An introduction
Art	Insects Project - Observational drawing	Insects Project Art history and Final Piece	Bug hotel project Research Design ideas	Bug hotel project Design, Make and evaluate	Block/African Art Project Observational drawing	Block/African Art Project Art history and Final Piece
Drama	Storytelling – Rashomon	Characterisation/ Pantomime	Shakespeare – The Tempest	Devising/ Practitioners	Evacuation/Human relationships	Using words as character/ The Landlady/ Charlie and the Chocolate Factory
Music	Keyboard skills (performing)	Song writing (composing)	12 Bar Blues (Performing – guitar)	Jazz (Composing – guitar)	Latin (Performing – keyboard)	Acoustic Covers (Performing)
French	Me, my family and friends	Me, my family and friends Free time activities and going out	Free time activities and going out My house, town and region	My house, town and region	My house, town and region Customs and festivals in French speaking countries/communities	Customs and festivals in French speaking countries/communities
Learning for Life	Health and Wellbeing	Health and Wellbeing	The Wider World - Careers	The Wider World	Relationship and Sex Education	Relationship and Sex Education

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Create a clear narrative voice	Identify and explain how author's shape narratives to create impact on the reader	Analysing the influence of context on writing	Understanding differing interpretations and viewpoints - write to argue	Understanding effectiveness of character/setting within challenging texts	Craftsmanship (atmospheric writing)
Maths	Ratio + Proportion Statistics Algebra	Linear Graphs Geometry Transformations	Four Operations Fractions	Percentages Algebra	Geometry – Circles, Area and angles Rates of change	Statistics Geometry – 3D shapes
Science	Specialised cells & movement of substances	Particle model, acid & alkali practical investigations	Sound, light & breathing	Work & energy	Speed, metals & non-metals	Digestion
History	Who were the skeletons in the field	Why did the English kill their king	How did Britain rule the waves	How was the modern world made	What impact did the World Wars have on our world	
Geography	India - Internal issues and Globalisation - how the growth of an economy impacts a country and the globe.		Physical Processes on Landscapes: Tropical Storms and Droughts - how these climatic hazards impact areas and life in these areas.		Sustainability - how ecosystems adapt to changes and the impact of these changes on the planet and human life.	
RE	Facing challenge and changing the world.	People of God: Does the world need prophets today?	The Buddha and Buddhism: how and why do his experiences and teachings have meaning for people today?	The Buddha and Buddhism. Salvation and Easter art.	Sikhism: How are Sikh teachings on equality and service put into practice today?	What is good and what is challenging about following a faith in Britain today?
PE	Fitness and well-being.	Basketball shooting skills Hockey – striking the ball Volleyball – the 4 main shots	Rowing – technique and fitness Football – shooting, passing, tactics, conditioned games	Rugby – running and passing the ball. Conditioned games Gymnastics – balance work, sequences	Athletics - working to maximal levels Cricket – batting, bowling and fielding, conditioned games	Athletics – learning new disciplines Tennis – forehand, backhand, serving, volleying. Conditioned games
IT	E-Safety Physical Safety	Physical Safety cont. Security data Discovery Education (Block coding 3-6)	Digital Literacy Reliability of data Python (Writing programs using text)	Digital Literacy Excel (Formulae, Tables, Charts)	HTML- Website design Webpage design, structure and presentation	
Art	Portrait Project Observational drawing	Portrait Project Art history and Final Piece	DT Clock project Research and design focus	DT Clock project Making and evaluating focus	Surrealism Project Art history And Observational drawing	Surrealism Project Media experimenting and Final Piece
Drama	Romeo and Juliet/ West Side Story	Commedia Dell' Arte	Commedia Dell' Arte – mask work	Theatre in education performance / Demographic	Staging	Devising
Music	Music for games (Performing)	Music for games (Composing)	BLM (Listening)	Reggae (Performing – guitar)	Four Chord Song (Performing)	Ipsley's Live Lounge (Performing)
French	Healthy living including food and drink	Healthy living including food and drink Life at school and college	Life at school and college Jobs, careers and future plans	Jobs, careers and future plans	Jobs, careers and future plans Travel and tourism	Travel and tourism
Learning for Life	Health and Wellbeing	Health and Wellbeing	The Wider World - Careers	The Wider World	Relationship and Sex Education	Relationship and Sex Education

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.