

Two Page Assessment and Reporting Overview for Students and Parents

Each year group has a designated face to face subject parents evening and specific dates for each year group can be found on the College website under the news and events section.

This year we have reduced our number of assessment points and reports to two. See the table below for when these are.

Year Group	Assessment Point 1	Assessment Point 2
7, 8 and 9	Week beginning 23rd January 2023	Week beginning 26th June 2023
10 and 12	Week beginning 23rd January 2023	Week beginning 26th June and 3rd July 2023
11 and 13 (Mock Exams)	Week beginning 21st and 28th November 2022	Week beginning 6th and 13th March 2023

[Full Mock exams are in blue](#)

Assessments which are not mock exams include two sections. The first section is approximately 50 knowledge recall questions (usually one word answers) to ensure they have the knowledge at their disposal to answer more complex in depth questions. The second part of the assessment is knowledge application and this determines to what extent students can then apply the knowledge that they have at their disposal. This means teachers have a really clear understanding on how to ensure students can make rapid improvements.

We report to parents within two weeks of the assessment and we share the students percentage for each part of the assessment and also the class average. We also report their percentage attendance, behaviour points (positive and negative) and teachers also report on the effort displayed in lesson on a 4-1 scale with 4 being outstanding and 1 being inadequate.

To ensure parents are fully aware of what we are studying, students will have in their exercise books the topics/skills being covered that half term. These get put in books during the first week of each half term. Students will always bring their books home to enable this information to be shared and also to support them with their homework and revision.

What is the rationale behind the curriculum design?

We ensure a broad and balanced curriculum that enables our children to both **achieve** and be **aspirational**. We have a 3 year Key Stage 3 and a 2 year Key Stage 4. Our starting point is the National curriculum <https://www.gov.uk/national-curriculum/key-stage-3-and-4>. Our subjects have all cross referenced with the National curriculum to ensure that our offer in each area is as good or better.

We make **Modern Britain** compulsory for all as we are passionate about teaching our children to be tolerant of others, be able to debate in a civilised and constructive way, to be aware of the changing culture in which we

live in and increase their cultural capital. All of which may not be nurtured at home to a consistent level for all of our students.

All year groups have a comprehensive **careers programme** and **PSHE** is taught as a separate entity in year 7, 8 and 9 and **RSE** is delivered within these lessons. Year 10 and 11 are also taught Modern Britain and RE throughout and PSHE is then delivered through half termly 'collapsed days'.

When it comes to GCSE all of our students will study English (Literature and Language), Mathematics, Science, Modern Britain (RS), at least one humanity, at least one art, plus two options of their choice. We offer a full and extensive range of GCSE and vocational subjects at key stage 4. Our KS4 BTEC qualifications provide a good progression route for some students into level 3 and our GCSE support academic A-Level study into university courses.

How do we ensure an effective start to Key Stage 3?

We believe that our curriculum planning starts before our students have joined Stoke Damerel Community College through our extensive transition programme. Our feeder Primary Schools are visited by a member of our Leadership Team and our Head of Year for Year 7, and a bespoke package around transition has been carefully planned and implemented to ensure that all students' needs are met and they are challenged from the outset. This starts their journey with us, providing us with information on prospective students in order to make sure that they have a well-supported and positive start. The SENDCo will visit SEND and vulnerable students to make their transition more personalised and bespoke through enhanced transition arrangements. Students with low KS2 SATs scores and a low reading age who would struggle to adapt immediately to the demands of secondary education, embark on our foundation curriculum. These students are taught in smaller groups, receive additional literacy and numeracy lessons, as well as regular one to one support with our interventions team. They are given extra English and literacy input with a view to these students being able to access more of the mainstream curriculum when their comprehension, reading age, writing skills and technical accuracy have improved. We have started to use Direct Instruction for our nurture groups in English and Maths. The year group is split into two populations x and y, this enables 60 students in set one to support the notion of a self fulfilling prophecy. This is the case in English, Maths, and Science although beyond this students are generally in slightly mixed ability groups. We believe literacy skills are crucial to grasp all elements of the curriculum and students will annually sit nationally recognised reading assessments so we can support those students who require it.