Year 7-9 Subject Information

How we assessed core knowledge for the summer report and the next steps we have fed back to your son / daughter

Subject	Year 7	Year 8	Year 9
	Students studied a range of writing	Students studied a range of writing skills	Students studied a range of writing skills
	skills this year. Students sat a writing	this year. Students sat a writing	this year. Students sat a writing
	assessment that tested their	assessment that tested their	assessment that tested their
	understanding of core knowledge from	understanding of core knowledge from	understanding of core knowledge from
English	these units. Students have been given	these units. Students have been given	these units. Students have been given
	targeted feedback about how they can	targeted feedback about how they can	targeted feedback about how they can
	improve their work, including specific	improve their work, including specific	improve their work, including specific
	areas that they need to focus on.	areas that they need to focus on.	areas that they need to focus on.
	Students studied a range of topics this	Students studied a range of topics this	Year 9 Higher: set 1
	year including; place value, negative	year including; proportional reasoning,	Students studied a range of topics this
	numbers fractions, algebraic	algebraic techniques, number skills,	year including; algebra, interpreting and
	manipulation, coordinates, ratio and	geometry and reasoning with data.	presenting data, fractions, ratio and
	transformations. Students sat an end	Students sat an end of year exam and	proportion, sequences, angles, volume
Basilia sa sita	of year exam and have been given	have been given individual feedback	and area. Students sat an end of year
Mathematics	individual feedback about how they	about how they can improve, including	exam which covered topics from
	can improve, including the specific	the specific topics they need to work on.	throughout key stage 3 and have been
	topics they need to work on.		given individual feedback about how they
			can improve their maths grade including
			the specific topics they need to work on
			to improve their grade.

			Year 9 Foundation: sets 2 and 3
			Students studied a range of topics this
			year including; algebra, graphs, tables and
			charts, fractions, percentages, solving
			equations, sequences, angles, volume and
			area. Students sat an end of year exam
			which covered topics from throughout
			key stage 3 and have been given
			individual feedback about how they can
			improve their maths grade including the
			specific topics they need to work on to
			improve their grade.
	This year students have studied: Cells,	This year students have studied: Digestion	This year students have studied:
	Ecosystems and plants, Particles, Acids	and diet, plant and photosynthesis,	Microscopes, The Heart, Atomic
	and Alkalis, Separation techniques,	Periodic Table, Metals, Magnetism and	Structure, Periodic Tables, Different types
	Energy, Light, Sound and	Motion and Pressure. Students sat an	of Bonding, Density and Energy. Students
	Space. Students sat an end of year	end of year exam and have been given	sat an end of year exam which used GCSE
Science	exam and have been given feedback	whole class feedback about how they can	style questions in preparation for their
	about how they can improve their	improve their science grades including	future studies. Students have been given
	science grade including the specific	the specific topics they need to work on.	whole class feedback about how they can
	topics they need to work on.		improve their science grades including
			the specific topics they need to work on
			to improve.
	This year students have been	Students have worked on several	Students have been working in different
	introduced to the South Dartmoor	different forms of computer science	style of coding. Each student has been
	Computer System, Office 365 and	encryption and decryption and its history.	involved in the Cyber first programming
	some of the applications, such as One	Topics have included Morse Code, Cipher	concept, which is manged and controlled
Computer Studies	Drive, Outlook and Teams. Students	Wheels, Semaphore and text messaging	by GCHQ. The students were then given a
	have used these applications within	using keypads. Using their understanding	choice of three actives to complete. One
	information technology lessons and in	of Cipher, Computer Low Level was	was to create their own text-based
	other curriculum areas. Ideas.com	introduced, covering denary number	Python coding adventure game. The
	accounts were also created for	conversion to binary, binary addition and	second was to create a rock paper

	students to do very small computer	multiplication (one shift binary). This will	scissors interactive game. The third was
	science-based tasks in a fun and	be extended in Year 9 to cover	to take their block coding knowledge and
	entertaining way and to learn about	hexadecimal numbering and a higher	use Python to create aviators and make
	topics including cyber bullying and	computer science programming language.	them draw.
	online safety.	Students were assessed at the end of	Students were assessed at the end of
	Students were assessed at the end of	each topic.	each topic.
	each topic. Each student at the end of		
	the year will be awarded their		
	certificate of achievement. Students		
	then continue with learning Excel and		
	its basic functionality.		
	Students have been assessed on their	Students have been assessed on their	Students have been assessed on their
	ability to write knowledgeably about	ability to write knowledgeably about	ability to write knowledgeably about:
	topics including: How Geography Helps	topics including: Weather and Climate;	Oceans and Coasts, Climate Change, The
	Us View the World; Population and	Rivers and Glaciation; Tectonic Hazards;	Middle East; Russia and Ecosystems. They
	Urbanisation; Hot and Cold	Globalisation and Asia. They have studied	have studied using facts and data to
	Ecosystems; Development Around the	using facts and data to support their	support their understanding and opinion.
	World and Africa. They have studied	understanding and opinion. Individual	Individual feedback has been given to
Geography	using facts and data to support their	feedback has been given to them	them regarding next steps to become
	understanding and opinion. Individual	regarding next steps to become better at	better at describing, explaining, analysing
	feedback has been given to them	describing, explaining, analysing and	and linking their geographical knowledge
	regarding next steps to become better	linking their geographical knowledge	together to demonstrate their
	at describing, explaining, analysing and	together to demonstrate their	understanding of the topics we study.
	linking their geographical knowledge	understanding of the topics we study.	
	together to demonstrate their		
	understanding of the topics we study.		
	At the end of enquiries, we have	At the end of enquiries, we have assessed	At the end of enquiries, we have assessed
	assessed pieces of extended writing	pieces of extended writing focusing on	pieces of extended writing focusing on
History	focusing on core knowledge, as well as	core knowledge, as well as students' use	core knowledge, as well as students' use
History	students' use of sources and historical	of sources and historical interpretations.	of sources and historical interpretations.
	interpretations. The end of year	The end of year assessment drew on	The end of year assessment drew on
	assessment drew on a variety of	knowledge from throughout year 8, and	knowledge from throughout year 9, and

	knowledge from across year 7, and	was scored out of 50. We also regularly	was scored out of 50. We also regularly
	was scored out of 50. We also	assessed students in class through verbal	assessed students in class through verbal
	regularly assessed students in class	discussion of enquiry questions. Students	discussion of enquiry questions. Students
	through verbal discussion of enquiry	were set targets to work on such as	were set targets to work on such as
	questions. Students were set targets	having a clear argument, including a	having a clear argument, including a
	to work on such as focusing on the	range of specific historical examples from	range of specific historical examples from
	question set, having a clear argument,	sources and contextual knowledge to	sources and contextual knowledge to
	including specific historical examples	support points, weighing up arguments	support points, weighing up arguments
	from sources and contextual	and counter-arguments, and carefully	and counter-arguments, and carefully
	knowledge to support points, and	linking ideas back to the question set.	linking ideas back to the question set.
	carefully linking ideas back to the		
	question set.		
	Students' knowledge of vocabulary	Students' knowledge of vocabulary and	Students' knowledge of vocabulary and
	and grammar was assessed in an	grammar was assessed in an online end of	grammar was assessed in an online end of
	online end of year assessment. The	year assessment. The assessment was	year assessment. The assessment was
	assessment was multiple-choice and	multiple-choice and was based on core	multiple-choice and was based on core
Modern Languages	was based on core knowledge	knowledge students have been learning	knowledge students have been learning
	students have learnt since September.	since Year 7. Students have received	since Year 7. Students have received
	Students have received feedback in	feedback in follow-up lessons, created to	feedback in follow-up lessons, created to
	follow-up lessons, created to address	address misconceptions.	address misconceptions.
	misconceptions.		
	Students have completed two projects	Students have completed two projects	Students have completed two projects
	based on the themes of landscape and	based on the themes of still life and	learning about graphic design,
	imaginative illustration. The students	surrealism. The students have developed	printmaking, photography and fine art.
	have developed their knowledge and	their knowledge and used their skills to	The students have developed their
Art	used their skills to create personal	create personal responses. Student's	knowledge and used their skills to create
	responses. Student's sketchbooks and	sketchbooks and outcomes throughout	personal responses. Student's
	outcomes throughout the year have	the year have been assessed.	sketchbooks and outcomes throughout
	been assessed.		the year have been assessed.

	Students have explored Greek Theatre	Students have focused on Shakespeare's	Students have focused on devising
	and have been assessed on their	Macbeth. They have explored language,	theatre from a collection of stimulus
	ability to work creatively with peers to	character and theme and have developed	material. They have explored different
	perform to their class from an agreed	creative ways to modernise the text.	stimuli and have used these as a starting
	brief. They have also been assessed on	Students have been assessed on their	point for application of devising
Drama	their ability to apply the knowledge	ability to create, cooperate and	techniques within performance. Students
	gained through the unit and their skills	collaborate with their peers and apply	have had the opportunity to perform
	of cooperation and collaboration.	their practical knowledge gained from	parts of their devised work and explain its
	Students have been given clear,	this unit.	link to their stimulus. They have given and
	targeted feedback.		received feedback from peers and
			targeted feedback from their teacher.
	Students have composed and	Students have composed and performed	Students have composed and performed
	performed assessment work which	assessment work which contributes to	assessment work which contributes to
Music	contributes to their practical portfolio	their practical portfolio of work	their practical portfolio of work
	of work completed during the	completed during the academic year.	completed during the academic year.
	academic year. Students have been	Students have been given individual	Students have been given individual
	given individual feedback about how	feedback about how they can improve	feedback about how they can improve
	they can improve their work.	their work.	their work.
	Throughout the Year 7 theme of	Throughout the Year 8 theme of	Throughout the Year 8 theme of
	"Exploring Physical Literacy" students	"Exploring personal development"	"Exploring character development"
	have developed an understanding of	students have developed an	students have developed an
	key concepts through a diverse range	understanding of key concepts through a	understanding of key concepts through a
	of practical units. Each unit integrates	diverse range of practical units. Each unit	diverse range of practical units. Each unit
	these concepts with various physical	integrates these concepts with various	integrates these concepts with various
Physical Education	activities, fostering physical skills,	physical activities, fostering physical skills,	physical activities, fostering physical skills,
	tactics, strategy, and analytical	tactics, strategy, and analytical abilities.	tactics, strategy, and analytical abilities.
	abilities.	Students' ability to connect and apply	Students' ability to connect and apply
	Students' ability to connect and apply	core knowledge to physical activities is	core knowledge to physical activities is
	core knowledge to physical activities is	assessed in every lesson. The Core PE	assessed in every lesson. The Core PE
	assessed in every lesson. The Core PE	grade reflects a combination of both	grade reflects a combination of both
	grade reflects a combination of both	practical and theoretical assessments,	practical and theoretical assessments,
	practical and theoretical assessments,		

	with the grade weighted at 70%	with the grade weighted at 70% practical	with the grade weighted at 70% practical
	practical and 30% knowledge.	and 30% knowledge.	and 30% knowledge.
	During the course of the academic	During the course of the academic year,	During the course of the academic year,
	year, the RS department has	the RS department has conducted	the RS department has conducted
	conducted assessments on extended	assessments on extended writing pieces,	assessments on extended writing pieces,
	writing pieces, emphasising core	emphasising core knowledge, the analysis	emphasising core knowledge, the analysis
	knowledge, the analysis of religious	of religious texts, and the interpretation	of religious texts, and the interpretation
	texts, and the interpretation of	of religious beliefs and practices. The end-	of religious beliefs and practices. The end-
	religious beliefs and practices. The	of-year assessment encompassed a broad	of-year assessment encompassed a broad
	end-of-year assessment encompassed	range of knowledge acquired throughout	range of knowledge acquired throughout
	a broad range of knowledge acquired	Year 8 and was scored out of 50.	Year 9 and was scored out of 50.
	throughout Year 7 and was scored out	In addition to these formal assessments,	In addition to these formal assessments,
Bullista a Guallia	of 50.	we regularly evaluated students through	we regularly evaluated students through
Religious Studies	In addition to these formal	verbal discussions of enquiry questions	verbal discussions of enquiry questions
	assessments, we regularly evaluated	during class. Students were given specific	during class. Students were given specific
	students through verbal discussions of	targets to improve their work, such as:	targets to improve their work, such as:
	enquiry questions during class.	Developing a clear and coherent	Developing a clear and coherent
	Students were given specific targets to	argument, Incorporating specific	argument, Incorporating specific
	improve their work, such as:	examples from religious texts to support	examples from religious texts to support
	Developing a clear and coherent	their points and carefully linking ideas	their points and carefully linking ideas
	argument, Incorporating specific	back to the question set.	back to the question set.
	examples from religious texts to		
	support their points and carefully		
	linking ideas back to the question set.		
Technology (KS3)	Students have worked around a	Students have worked around a rotation	Students have worked around a rotation
	rotation of Food and Design &	of Food and Design & Technology. In	of Food and Design & Technology. In
	Technology. In Food, students have	Food, Students have been building on	Food, students have been building on
	been introduced to practical skills	their practical skills, looking at a different	their practical skills. They have been
reciniology (N33)	where they have created a range of		assessed throughout the unit on their
	different dishes and been given		practical and theory work.
	feedback on how to improve their	work throughout the unit.	
	dishes. Students have been assessed		

throughout the year on their practical	
and theory work.	