

| <b>Year 7-9 Subject Information</b><br><b>How we assessed core knowledge for the summer report and the next steps we have fed back to your son / daughter</b> |   |   |  |
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| <b>Subject</b>  | <b>Year 7</b>   | <b>Year 8</b>   | <b>Year 9</b>  |
| <b>English</b>  | Students studied a range of writing skills this year. Students sat a writing assessment that tested their understanding of core knowledge from these units. Students have been given targeted feedback about how they can improve their work, including specific areas that they need to focus on.                        | Students studied a range of writing skills this year. Students sat a writing assessment that tested their understanding of core knowledge from these units. Students have been given targeted feedback about how they can improve their work, including specific areas that they need to focus on.              | Students studied a range of writing skills this year. Students sat a writing assessment that tested their understanding of core knowledge from these units. Students have been given targeted feedback about how they can improve their work, including specific areas that they need to focus on.   |
| <b>Mathematics</b>  | Students studied a range of topics this year including; place value, negative numbers fractions, algebraic manipulation, coordinates, ratio and transformations. Students sat an end of year exam and have been given individual feedback about how they can improve, including the specific topics they need to work on. | Students studied a range of topics this year including; proportional reasoning, algebraic techniques, number skills, geometry and reasoning with data. Students sat an end of year exam and have been given individual feedback about how they can improve, including the specific topics they need to work on. | <u>Year 9 Higher: set 1</u><br>Students studied a range of topics this year including; algebra, interpreting and presenting data, fractions, ratio and proportion, 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. |

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

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

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

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

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

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|  | throughout the year on their practical and theory work. |  |  |
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