



What is the British Curriculum? (Secondary)



‘The national curriculum sets out the programmes of study and attainment targets for all subjects at all 4 key stages.

All local-authority-maintained schools in England must teach these programmes of study.’

Department for Education

What is the British Curriculum?

The British curriculum, officially called the National Curriculum for England and Wales is the curriculum prescribed by the UK Government and is taught in 'British' International Schools alongside Schools in England and Wales.

Year 7,8 & 9

In Secondary school, students in Years 7 and 8 study a broad and balanced curriculum.

At GEMS FirstPoint School this includes English, Mathematics, Science, Geography, History, Computing, Design Technology (Resistant Materials, Food Technology and Textiles), Art, Drama, PE and Music.

In Year 9 students also experience Business Studies and, in some subjects (e.g. Science), begin to prepare for Year 10 and 11 (GCSEs).

Year 10 & 11

In Year 10 and 11 students begin their GCSEs (General Certificate of Secondary Education).

Each course lasts for two years and is completed after a series of examinations are taken at the end of the second year.

In some subjects, students are required to complete coursework which makes up part of their final grade.

GCSE exams are external and are sent to the UK to be marked. The grading system for GCSEs is 9-1, 9 is the highest grade and 1 is the lowest. A student who does not meet the threshold for a grade 1 is given a U (ungraded).

A grade 4 is a pass and a 6 is a strong pass.

Personalised Pathways

At GEMS FirstPoint School we provide a number of pathways for our students. The pathway your child takes will determine the number of GCSEs they receive at the end of Year 11.

All students must take English, Mathematics and Science, plus an additional three subjects of their choice. Some students will have the opportunity to study English Literature as well as English Language, Triple Science (worth 3 GCSEs) instead of Combined Science (worth 2 GCSEs) and Further Mathematics.

If your child speaks another language we can explore the possibility of them completing a GCSE in that subject in addition to their three option subjects.

Our students



**GCSE Grades
Achieved**

**9,9,9,9,9,9,9,9,9,
9**



**GCSE Grades
Achieved**

9,9,9,9,9,9,9,9,9,9



**GCSE Grades
Achieved**

9,9,9,9,9,9,9,8,8



**GCSE Grades
Achieved**

**9,9,9,9,9,8,8,8,8,
8**

Post 16 Study (A levels & BTECs)

After GCSEs students enter Year 12 and 13. At this point in their education students narrow and deepen their learning further and generally choose three or four subjects to study.

At this point many students will have a university course or a potential career path in mind. Students may choose either A level or BTECs courses. At the end of the two years, students sit a series of examinations or submit a portfolio depending on which course they have chosen, and receive either an A level or a BTEC.

The externally marked grades they receive at the end of these courses will determine which university they may enter.



Secondary Parent Coffee Morning– Assessment and Reporting

What is assessment?

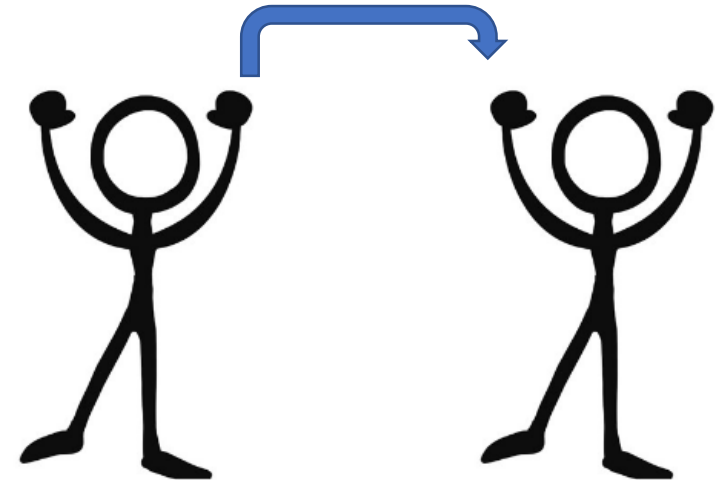
The term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, wellbeing and educational needs of students.

How does assessment help my child?

Attainment- A standard of academic result or outcome at a single point in time.



Progress- The difference that is measured between attainment scores over a period of time.





Can my child make more or less than the expected 3 sub-levels of progress?

Yes.

What factors can impact my child's progress?

Health and wellbeing, attendance, punctuality, attitude, motivation, home environment, life events, parental involvement, socio-economic status, peer influence, learning environment, curriculum, instruction, learning support, technology, extra curricular activities, goal setting, feedback and assessment

Assessment at FPS

Baseline Tests: An initial assessment conducted at the beginning of the school year, mainly for Year 7 students and all new joiners, to establish a starting point of students' knowledge and skills.

PASS (Pupil Attitude to Self and School) Survey: An assessment used to gauge students' attitudes towards themselves and their school environment.

NGRT (New Group Reading Test): An assessment tool that measures students' reading skills and comprehension.

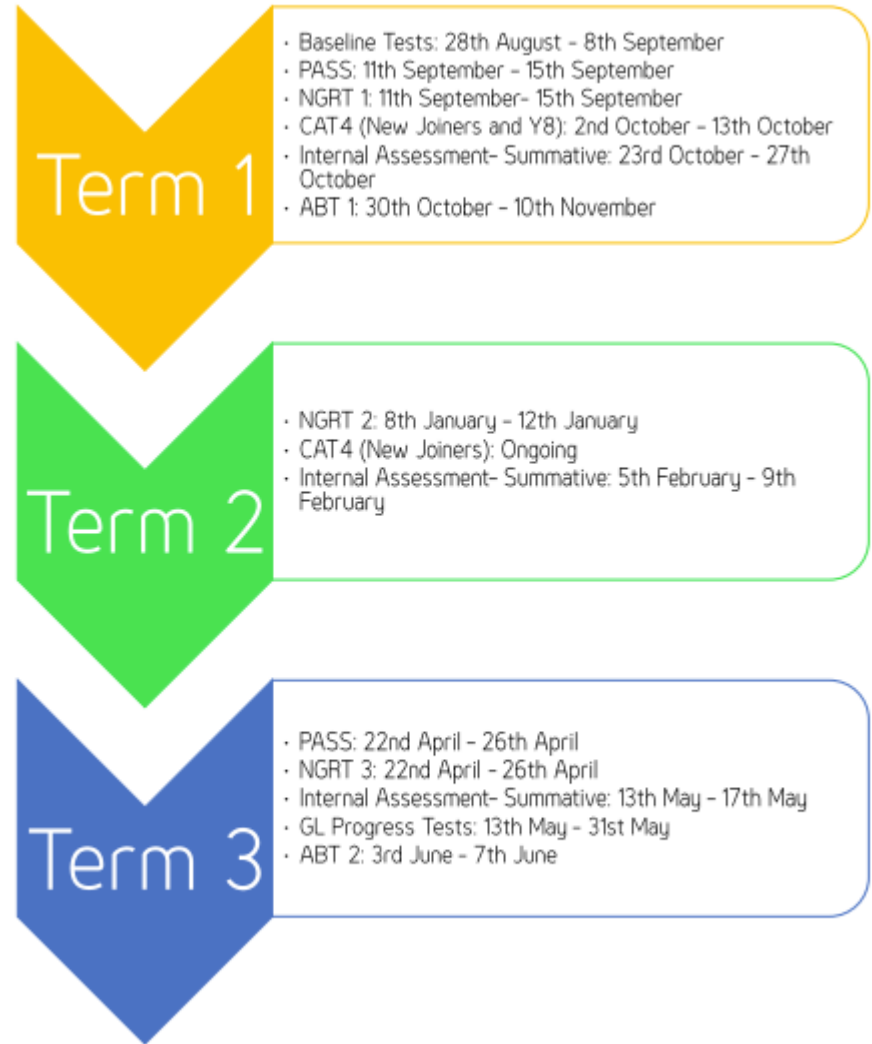
CAT4 (Cognitive Abilities Test): An assessment designed to measure students' cognitive abilities in areas such as verbal, non-verbal, quantitative and spatial reasoning.

GL Progress Tests: Assessments administered at specific intervals to track students' progress in English, Science and Maths.

ABT (Arabic Benchmark Test): An assessment designed to measure students' proficiency in various Arabic language skills.

Internal Assessment- Formative: These formative assessments inform the 'holistic grade' that is shared in the reports.

Internal Assessment- Summative: There are 3 internal assessment weeks throughout the academic year.



What types of internal assessment are there?

Formative assessment occurs during the learning process and is used to monitor students' progress, identify their strengths and weaknesses, and guide instructional decisions. Examples of formative assessments include quizzes, class discussions, polls, exit tickets, observations, journals, and homework assignments.

Summative assessment is conducted at the end of a learning period, such as a unit, course, or academic year. It aims to measure students' overall achievement and learning outcomes. Examples of summative assessments include final exams, standardised tests, projects, research papers and cumulative assignments.

Strengths **Improvements**
Developments



Assessment Overviews at FPS

- ✓ Parents and Students will receive this approximately 1 month prior to the internal summative assessment weeks



Contents Page

Introduction	3
Assessment	4
KEY TERMS	4
TYPES OF ASSESSEMENT	4
INTERNAL ASSESSMENT- GRADING SYSTEM AND ASSESSMENT CRITERIA	5
INTERNAL ASSESSMENT- INTEGRITY	5
REPORTING AND FEEDBACK	5
Year 7-9 Yearly Overview	6
Year 7 Assessment Overview- Term 1	7
Year 8 Assessment Overview- Term 1	9
Year 9 Assessment Overview- Term 1	11
How Can I Support My Child?	13
ROUTINES	13
METHODS OF HOME REVISION	13
COLLABORATION- KAGAN STRUCTURES	14
WELLBEING	15
Head of Department and Year Team Contact Details	16
Appendix 1- FPS Aspirational Flightpath	18
Appendix 3- Year 7 Timetable- Term 1	19
Appendix 4- Year 8 Timetable- Term 1	20
Appendix 5- Year 9 Timetable- Term 1	21

How do I know how my child is doing?

- ✓ 3 data reports per year group
 - Baseline; what your child started the year at
 - Current Working At Level; an holistic grade that is not just based on the assessment completed during assessment week
 - FPS Aspirational Target
 - Attitude to Learning Grade
 - Home Learning Grade
- *Reports show fine grades/sub levels; E.g. B- (Low Grade B) B (Secure Grade B) B+ (High Grade B)
6- (Low Grade 6) 6 (Secure Grade 6) 6+ (High Grade 6)
- ✓ 1 written report per year group; Y13 (UCAS References), Y11 (21st March), Y7-10 and 12 (3rd July)
- ✓ 2 parent evenings per year group
 - Parent Evening Weeks- No ECAs
 - 1) December- Year 11 and 13 (4th), Year 10 and 12 (5th), Year 8 and 9 (6th), Year 7 (7th)
 - Virtual

