

## Year 7-9 Subject Information

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

Subject	Year 7	Year 8	Year 9
<b>English</b>	During the first two terms, students studied the gothic genre and were introduced to some new key concepts. Students sat an assessment that tested their understanding of the core knowledge and skills that they have been working on so far. Students have been given targeted feedback about how they can improve their grade, including the specific areas that they need to work on.	During the first two terms, students studied 'Of Mice and Men' and continued to develop their analytical writing skills. Students sat an assessment that tested their understanding of core knowledge from this unit. Students have been given targeted feedback about how they can improve their grade, including the specific areas that they need to work on.	During the first two terms, students studied 'Lord of the Flies' and continued to develop their essay writing skills. Students sat an assessment that tested their understanding of core knowledge from these units. Students have been given targeted feedback about how they can improve their grade, including the specific areas that they need to work on.
<b>Mathematics</b>	Students have studied a range of topics this year including; place value, negative numbers fractions, algebraic manipulation, coordinates, ratio and transformations. Students sat their mid-year assessment and have been given individual feedback about how they can improve, including the specific topics they need to work on.	Students have studied a range of topics this year including; sequences, algebraic techniques, solving equations, number skills, geometry and reasoning with data. Students 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> Students have studied a range of topics this year including; algebra, interpreting and presenting data, fractions, ratio and proportion, sequences, angles, volume and area. Students 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.
			<u>Year 9 Foundation: sets 2 and 3</u> Students have studied a range of topics this year including; algebra, graphs, tables and charts, fractions, percentages, solving equations, sequences, angles, volume and area. Students 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><b>Science</b></p>	<p>So far this year, students have studied Cells, Particles and Energy in their science lessons. This has included detail on cell structure and functions of organelles, particle models and states of matter, and conservation of energy. The recent mid-year assessments covered all of these topics and they have also done informal multiple-choice assessments in class at the end of each topic. The grade in their report is informed by the in-class assessments, as well as the recent mid-year ones.</p>	<p>So far this year, students have studied Organ Systems, Chemical Reactions, and Forces in their science lessons. This has included detail on gas exchange and the digestive system, different types of chemical reactions, and Newton's laws of motion. The recent mid-year assessments covered all of these topics, and they have also done informal multiple-choice assessments in class at the end of each topic. The grade in their report is informed by the in-class assessments, as well as the recent mid-year ones.</p>	<p>So far this year, students have studied Cells Biology, Atomic Structure, and Energy in their science lessons. This has included detail on cell structure and functions of organelles, models of atomic structure and conservation of energy. The recent mid-year assessments covered all of these topics and they have also done exam style assessments at the end of each topic. The grade in their report is informed by the in-class assessments, as well as the recent mid-year ones.</p>
<p><b>Computer Studies</b></p>	<p>This year, students have explored Binary Code, the Pigpen Cipher, password security, and typing skills. They have also been introduced to the South Dartmoor Computer System, Office 365, and its applications, including OneDrive, Outlook, and Teams. These tools have been utilized during information technology lessons and across other curriculum areas. Additionally, Ideas.com accounts were set up to engage students in small, enjoyable computer science-based tasks while covering important topics such as cyberbullying and online safety. This was covered in the mid-year assessment.</p>	<p>Students have explored various aspects of computer science, including an introduction to networks, the CPU, the ASCII and Unicode character sets, and the concepts of RAM and ROM memory. They have studied different forms of encryption and decryption, along with their historical significance. Topics covered include Morse Code, Cipher Wheels, Semaphore, and text messaging using keypads. Building on their understanding of ciphers, students were introduced to computer low-level operations, which involved converting denary numbers to binary, performing binary addition, and understanding binary multiplication through one-shift operations. This was covered in the mid-year assessment.</p>	<p>Students have been learning the fundamentals of Python coding, including the use of input, print, if, elif, and else statements. As part of their learning, all students created their own AI chat program. They have also explored different styles of coding and participated in the CyberFirst programming initiative, managed and controlled by GCHQ. Following this, students were given a choice of three activities to apply their skills: creating a text-based Python adventure game, developing an interactive Rock-Paper-Scissors game, or using their block coding knowledge to transition to Python by programming avatars to draw. This was covered in the mid-year assessment.</p>
<p><b>Geography</b></p>	<p>Students have been assessed on their ability to write knowledgeably about topics on Introduction to the UK, Population and Urbanisation and Ecosystems, particularly hot and cold. They have explored the use of</p>	<p>Students have been assessed on their ability to write knowledgeably about topics on Weather and Climate, Globalisation and Rivers and Glaciation. They have explored the use of different types of data and other</p>	<p>Students have been assessed on their ability to write knowledgeably about Climate Change, Oceans and Coasts and The Middle East. They have explored the use of different types of data and other sources of</p>

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	different types of data and other sources of evidence 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.	sources of evidence 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.	evidence 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.
<b>History</b>	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 mid-year assessment drew on a variety of knowledge from the year 7 curriculum so far, and was scored out of 50. We also regularly assessed students in class through verbal discussion of enquiry questions. Students are set class 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.	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 mid-year assessment drew on knowledge from across the history curriculum, 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 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.	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 mid-year assessment drew on knowledge from across the history curriculum, 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 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.
<b>Modern Languages</b>	Students' knowledge of vocabulary and grammar was assessed in an online assessment. The assessment was multiple-choice and was based on core knowledge students have learnt since September. Students received feedback in follow-up lessons, created to address misconceptions.	Students' knowledge of vocabulary and grammar was assessed in an online assessment. The assessment was multiple-choice and was based on core knowledge students have been learning since Year 7. Students received feedback in follow-up lessons, created to address misconceptions.	Students' knowledge of vocabulary and grammar was assessed in an online assessment. The assessment was multiple-choice and was based on core knowledge students have been learning since Year 7. Students received feedback in follow-up lessons, created to address misconceptions.
<b>Art</b>	Students have been working on curriculum projects studied in Year 7 based on the theme of colour landscapes and/or	Students have been working on curriculum projects studied in Year 8 based on the theme of still life and/or surrealism. Some	This year, students have been working on curriculum projects within the specialist areas of graphics, printmaking, photography

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	illustration. Some classes have started both projects whilst others will be doing one project after the other. The work completed in student sketchbooks so far this year has been assessed. Ongoing 'live' feedback in lessons supports students with next steps.	classes have started both projects whilst others will be doing one project after the other. The work completed in student sketchbooks so far this year has been assessed. Ongoing 'live' feedback in lessons supports students with next steps.	and fine art. Students will not have covered all of the specialist areas until the end of the year and so the work completed in student sketchbooks so far has been assessed. Ongoing 'live' feedback in lessons supports students with next steps.
<b>Drama</b>	Students have worked collaboratively to create, perform and evaluate assessment work focusing on Improvisation, Role Play and Storytelling which contributes to their practical portfolio of work developed across the year. Students have been given individual feedback about how they can improve their work.	Students have worked collaboratively to create, perform and evaluate assessment work focusing on Narration, Characterisation and Storytelling which contributes to their practical portfolio of work developed across the year. Students have been given individual feedback about how they can improve their work.	Students have worked collaboratively to create, perform and evaluate assessment work focusing on Theatre Practitioners and their techniques including the role of Designers. This contributes to their practical portfolio of work developed across the year. Students have been given individual feedback about how they can improve their work.
<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>	Through the Year 7 theme of ' <b>Exploring Physical Literacy</b> ', students have developed their core knowledge of concepts that contribute to this yearly theme through a broad range of practical units. Within each unit, concepts are connected to a variety of physical activities at the same time as developing physical skills, tactics, strategy and analysis. An end of term knowledge quiz is set as a home-learning task at the end of each term in addition to a formal knowledge assessment sat at the end of the academic year. A student's assessment grade is a combination of both practical and	Through the Year 8 theme of ' <b>Personal Development</b> ', students have developed their core knowledge of concepts that contribute to this yearly theme through a broad range of practical units. Within each unit, concepts are connected to a variety of physical activities at the same time as developing physical skills, tactics, strategy and analysis. An end of term knowledge quiz is set as a home-learning task at the end of each term in addition to a formal knowledge assessment sat at the end of the academic year. A student's assessment grade is a combination of both practical and	Through the Year 9 theme of ' <b>Character Development</b> ', students have developed their core knowledge of concepts that contribute to this yearly theme through a broad range of practical units. Within each unit, concepts are connected to a variety of physical activities at the same time as developing physical skills, tactics, strategy and analysis. An end of term knowledge quiz is set as a home-learning task at the end of each term in addition to a formal knowledge assessment sat at the end of the academic year. A student's assessment grade is a combination of both practical and

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	knowledge assessment grades (70% practical / 30% knowledge).	knowledge assessment grades (70% practical / 30% knowledge).	knowledge assessment grades (70% practical / 30% knowledge).
<b>Religious Studies</b>	Students complete three different units across the 3 terms, all units last approximately a term and comprise of an exploration of a world faith or application of religious attitudes to a contemporary moral issue. Students are assessed at the end each term and the of the year, in the summer term, on these three distinct units. Questions will range from multiple choice, knowledge-based questions, typically less marks are awarded for these, to higher tariff questions, which require students to explain an evaluate a position. Extended writing style questions allow for students to express their point of view and be creative.	Students complete three different units across the 3 terms, all units last approximately a term and comprise of an exploration of a world faith or application of religious attitudes to a contemporary moral issue. Students are assessed at the end each term and the of the year, in the summer term, on these three distinct units. Questions will range from multiple choice, knowledge-based questions, typically less marks are awarded for these, to higher tariff questions, which require students to explain an evaluate a position. Extended writing style questions allow for students to express their point of view and be creative.	Students complete three different units across the 3 terms, all units last approximately a term and comprise of an exploration of a world faith or application of religious attitudes to a contemporary moral issue. Students are assessed at the end each term and the of the year, in the summer term, on these three distinct units. Questions will range from multiple choice, knowledge-based questions, typically less marks are awarded for these, to higher tariff questions, which require students to explain an evaluate a position. Extended writing style questions allow for students to express their point of view and be creative.
<b>Technology (KS3)</b>	Students have completed design technology or catering practical assessment work which contributes to their portfolio of work completed during the academic year. Students have been given individual feedback about how they can improve their work.	Students have completed design technology or catering practical assessment work which contributes to their portfolio of work completed during the academic year. Students have been given individual feedback about how they can improve their work.	Students have completed design technology or catering practical assessment work which contributes to their portfolio of work completed during the academic year. Students have been given individual feedback about how they can improve their work.