

# Years 7,8 and 9 Parent Information Evening

## Curriculum and Reports

### Tuesday 30th November





# **Tonight's Meeting**

**Presented by Mr P Grundy, Vice Principal  
and  
Mrs L Sandiford, Assistant Principal**

- **What my child learns in their lessons - the taught curriculum**
- What my child is expected to be achieving in class - assessment and pathways
- What my child's report will tell me - termly reports



## Our curriculum intent



We provide a fully inclusive education that enables all to flourish and reach their God given potential.

We do this by living our values and serving each other with humility and love, for the greater good of all. *'For the Son of man himself came not to be served but to serve, and to give his life as a ransom for many, Mark 10:45'*

Our shared Christian values of Love, Co-operation, Stewardship, Respect and Service are the core of what we are about and therefore they permeate all the work that happens, whether that is inside or out of our classroom. Students are encouraged to recognise the importance of education in their own fulfilment as individuals.



## What is my child learning at school? The taught curriculum



- Tutor time (RSHE, well-being, careers, literacy, numeracy, collective acts of worship)
- Wider (character and cultural) education
- Subject specific learning



**Tutor Time**  
**0830-0900**



- RSHE
- Well-being
- Careers
- Literacy
- Numeracy
- Collective acts of worship



## The House System And Enrichment Days



- Wider (character and cultural) education
- Our house system offers the opportunity for students to get involved in team events, charity fundraising and other community activities.
- Enrichment days take place once each half term and enable students to develop their cultural understanding of our global community.



## Subject Specific Learning



Every student in Years 7,8 and 9 follows a broad and balanced curriculum.

- Core Curriculum - English, Maths, Science, RE, PE and MFL
- Broader Curriculum - History, Geography, Performing Arts, Art, IT, DT and FN
- Following this depth of study, students are able to make informed choices for their next steps.



# Subject Specific Learning



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## Curriculum Content & Pathways By Year Group

You can explore and download the content of the curriculum for each subject area by clicking on the relevant link for each year group in the table below. You will find out; what students will study each year, how this links to the College Core Values, what skills they will develop, how they will be assessed (pathways), what homework to expect and how they can expand their knowledge.

[To contact Subject Leaders click here](#)

SUBJECT	SUBJECT LEADER	CURRICULUM CONTENT LOWER SCHOOL	CURRICULUM PATHWAYS LOWER SCHOOL	CURRICULUM CONTENT UPPER SCHOOL
Art	Ms C Thompson	<a href="#">Year 7 Curriculum</a>	<a href="#">Year 7 Pathways</a>	<a href="#">Years 10 &amp; 11 Curriculum</a>
		<a href="#">Year 8 Curriculum</a>	<a href="#">Year 8 Pathways</a>	
		<a href="#">Year 9 Curriculum</a>	<a href="#">Year 9 Pathways</a>	





## Tonight's Meeting



- What my child learns in their lessons - the taught curriculum
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# How do we know what level your child should be working at?

- SATs results from Year 6 (if you are in Year 9)
- CAT4 results for Years 7 and 8
- National targets are set externally by FFT
- In Years 10 and 11, your child will receive a minimum target grade - a minimum expectation for your Year 11 exam results
- In Years 7,8 and 9, students are on a pathway, according to these projections



## What is a Pathway?

Pathways are expected paths of learning for your child:

7-9 Pathway

4-6 Pathway

2-3 Pathway

Pathways are aspirational. Students can move up a pathway, but never down!



Is my child always on the same Pathway?

**No - they may have different pathways for:**

- English
- Maths
- Science/History/Geography/MFL/Computer Science (Ebacc)
- Arts/PE/IT/RE (Open Subjects)

They may also move up a pathway after the summer assessment period.



## How do we track progress on a Pathway?

Every term there is an Assessment Fortnight.

Assessments are effective in checking progress with learning - they identify mistakes and inform next steps.

Teachers will explain how they assess their subject to their students.

Your child should be working at the Expected Standard EXS for their pathway.

Each term, their teacher will report to you whether your child is working at:

Greater Depth Standard GDS

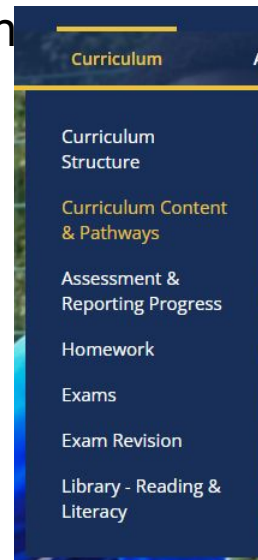
Expected Standard EXS

Working Towards Standard WTS



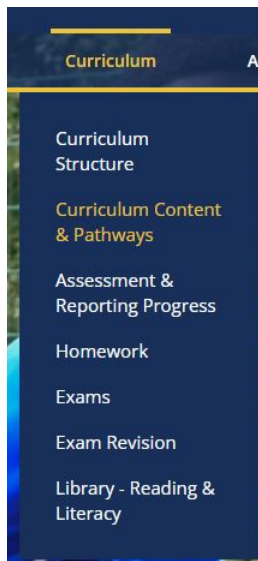
## What does a pathway mean for my child in the classroom?

- Teachers plan their lessons according to the individual needs of their students
- Pathways indicate the expected attainment of the student during the year
- Pathway statements are published for all subjects on the website





# Pathway Statements



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		Year 8 Curriculum >	Year 8 Pathways >	
		Year 9 Curriculum >	Year 9 Pathways >	



# Example Pathway Statements



Christ's College Guildford



SUBJECT: Geography Year 7 Pathways

Greater Depth GDS

Expected Standard  
EXS

Working Towards  
Standard WTS

Year 7	2-3 Pathway	4-6 Pathway	7-9 Pathway
Greater Depth (GDS)	<b>Know</b> - has good knowledge and understanding of the topics studied <b>Describe</b> - can describe patterns, trends and anomalies in a range of maps, graphs and geographical materials <b>Explain</b> - starts to give reasons for the importance and relevance of human and physical features <b>Assess and Evaluate</b> - is aware of alternative views on key human and physical geography issues	<b>Know</b> - has good knowledge and understanding of the topics studied <b>Describe</b> - can describe patterns, trends and anomalies in a range of maps, graphs and geographical materials in detail with some key terms <b>Explain</b> - makes connections about the importance and relevance of human and physical features and topical issues and include examples <b>Assess and Evaluate</b> - is aware of differing views agreeing and disagreeing about key geographical issues and why they are at odds. Can articulate these well.	<b>Know</b> - has deep and wide topical subject knowledge and understanding of topics studied <b>Describe</b> - can describe patterns, trends and anomalies in a range of maps, graphs and geographical materials in consistent detail using wide ranging key terminology <b>Explain</b> - Can give reasons for the importance and relevance of human and physical features and connect these with key questions, using evidence to support points made <b>Assess and Evaluate</b> - is aware of differing views agreeing and disagreeing about key geographical issues and why they are at odds. Consistently justifies points made with examples and connective dialogue.
Expected Standard (EXS)	<b>Know</b> - has good knowledge and understanding of the topics studied <b>Describe</b> - can describe patterns, trends and anomalies in a range of maps, graphs and geographical materials <b>Explain</b> - gives reasons for the importance and relevance of human and physical features <b>Assess and Evaluate</b> - is aware of and is able to articulate alternative views on key human and physical geography issues	<b>Know</b> - has a good knowledge and understanding of the topics studied <b>Describe</b> - can describe patterns, trends and anomalies in a range of maps, graphs and geographical materials using key terms <b>Explain</b> - makes connections about the importance and relevance of human and physical features and topical issues and includes some examples <b>Assess and Evaluate</b> - is aware of differing views agreeing and disagreeing about key geographical issues and why they are at odds. Can articulate these.	<b>Know</b> - has a wider knowledge and understanding of the topics studied <b>Describe</b> - can describe patterns, trends and anomalies in a range of maps, graphs and geographical materials in detail using key terminology <b>Explain</b> - Can give reasons for the importance and relevance of human and physical features and connect these with key questions, using evidence <b>Assess and Evaluate</b> - is aware of differing views agreeing and disagreeing about key geographical issues and why they are at odds.

Working Towards (WTS)	<b>Know</b> - has good knowledge and understanding of the topics studied <b>Describe</b> - can describe patterns, trends and anomalies in a range of maps, graphs and geographical materials <b>Explain</b> - starts to give reasons for the importance and relevance of human and physical features and topical	<b>Know</b> - has good knowledge and understanding of the topics studied <b>Describe</b> - can describe patterns, trends and anomalies in a range of maps, graphs and geographical materials <b>Explain</b> - starts to give reasons for the importance and relevance of human and physical features and topical	<b>Know</b> - has good knowledge and understanding of the topics studied <b>Describe</b> - can describe patterns, trends and anomalies in a range of maps, graphs and geographical materials in detail with some key terms <b>Explain</b> - starts to make connections about the importance and relevance of human and physical features and topical
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- What my child learns in their lessons - the taught curriculum
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# Reporting Student Attainment and Attitudes

- Formal school assessment fortnights are 3 times a year - once a term and are **released via the Arbor app.**
- This term, reports will be released on **15th December**



# Reporting Student Attainment and Attitudes

- A reported level usually reflects **you child's work for the whole term**: it may include observations/assessments/projects/tests the students have worked on leading up to the report.
- **Attainment** = a level of academic achievement in class.
- **Attitude** = how much **effort** they put in to their learning, how well they complete their **homework** and how well they **conduct** themselves in class.



## Reporting Student **Attainment** and Attitudes

- For attainment, you will see the pathway they are on for the subject and a judgement of either **Greater Depth (GDS)**, **Expected Standard (EXS)** or **Working Towards (WTS)**.

For example: **EXS** 4-6 tells you they are working at the **expected standard** on the 4-6 pathway.

- A child should be working at **EXS (expected standard)** for the pathway they are on. **Greater Depth (GDS)** is above expectations and **Working Towards (WTS)** is not quite at expected standard yet.



# Reporting Student Attainment and **Attitudes**



Effort, Conduct and Homework will be reported on a 4 point scale.

**4** = the highest level, **1** = the lowest.

Effort	Conduct in class	Homework
<b>4= Always</b> works hard <b>3= Usually</b> works hard <b>2= Sometimes</b> works hard <b>1= Occasionally</b> works hard	<b>4= Always</b> demonstrates the core values <b>3= Usually</b> demonstrates the core values <b>2= Sometimes</b> demonstrates the core values <b>1= Occasionally</b> demonstrates the core values	<b>4= Completed to greater depth standard</b> <b>3= Completed to expected standard</b> <b>2= Completed to a working towards standard</b> <b>1= Rarely completed</b>



# Reporting Student Attainment and Attitudes

- This term reports will be released on **15th December**
- **If you would like to discuss your child's report, please contact us as follows:**

**For each subject report - directly contact the Head of Department.**

**For general comments - directly contact the Progress Leader**

**For all other questions:**

**Mrs Sandiford for reports and progress** [lsandiford@christcollege.surrey.sch.uk](mailto:lsandiford@christcollege.surrey.sch.uk)

**Mr Grundy for curriculum** [pgrundy@christcollege.surrey.sch.uk](mailto:pgrundy@christcollege.surrey.sch.uk)

**Mrs Hatch** [principal@christcollege.surrey.sch.uk](mailto:principal@christcollege.surrey.sch.uk)

The screenshot shows the Christ's College website navigation bar with links: Parents, Students, Curriculum (highlighted), Admissions, Information, and Contact Us. Below the navigation bar is a breadcrumb trail: Home / Curriculum / Curriculum Content & Pathways. The main heading is "Curriculum Content & Pathways By Year Group". The text below explains that users can explore and download curriculum content for each subject area by clicking on relevant links in a table, which will show what students study each year, how it links to College Core Values, what skills they will develop, how they will be assessed (pathways), what homework to expect, and how they can expand their knowledge. At the bottom, there is a yellow button that says "To contact Subject Leaders click here" with a right-pointing arrow.