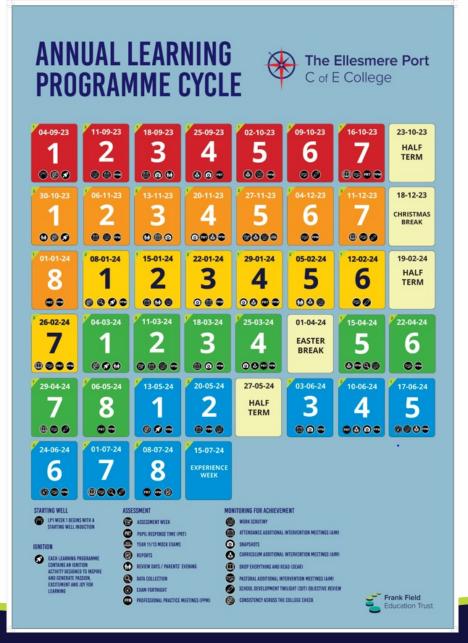


Parental Drop in: Assessment at EPC



"To act justly, to love with mercy and to walk humbly with our God" - Micah 6:8



Our Vision:

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ASPIRE TO **BE MORE**

What are we assessing our pupils against?

Our College Curriculum Plans for each subject

https://epcollege.org/curriculum/



English



KS3 Curriculum Plan 2022-2023

		LP1	LP2	LP3	LP4	LP5
	TOPIC	Novel: The Girl of Ink & Stars by Kiran Millwood Hargrave	Creative Writing: students will continue to read the novel from LP1 and use it as stimulus for creating their own narratives.	Drama: The Tempest by William Shakespeare	Drama: The Tempest by William Shakespeare Poetry: Nature poetry	Non-fiction Reading, Prose Reading and Transactional Writing: A Sense of Place
Year 7	Knowledge	place affect our view of the world. We begin Year 7 with the study of the novel, 'The Girl of Ink and Stars'. Through this text, students will be introduced to the protagonist Isabella whose mission is to save her best friend Lupe and uncover the hidden secrets of the island they inhabit. Students will be introduced to the secret of reprint profiler and the concent of store.	This unit will offer students the opportunity to develop their creative writing skills, inspired by the novel 'The Girl of Ink and Stars'. Within this unit, students will also learn how mythical stories have developed in different cultures. Students will use these texts as an impetus to create mythical and mysterious narratives which place setting at their very core while developing knowledge of narrative	This unit centres on how Shakespeare presents themes of home, nature, power, control, identity, confinement and reconciliation within the play The Tempest'. Students will learn about the historical context of the play and develop knowledge of Shakespearean theatre. With clear thematic connections with the novel and mythical stories study from LP1 and LP2, students will develop their understanding of the way in which writers have explored the universal human need to have a place to call home.	study poetry based on nature and palace. This unit enables students to explore nature poetry through the ages and from a range of different cultures. Students will know how to identify different forms of poetry including pastoral poetry and epic poetry. They will also learn the poetic terms of stanza, speaker, alliteration, figurative language, simile, metaphor, personification and enjambment.	This unit encapsulates learning around the Year 7 theme of 'A sense of place'. Students will explore a range of short stories and non-fiction texts focused on home and natures and acquire the knowledge of how to read critically. These texts will also act as stimulus for the creation of transactional writing and presentation of speeches. Students will learn about persuasive devices used in writing using Aristotle's teachings on rhetoric and the concepts of ethos, pathos and logos.
	Skills	Reading: summarise events from a text; select relevant evidence; make inferred meanings; close language analysis; comment on structure of texts; use evaluative language in personal responses; make connections within a text; make comparisons between Writing: demonstrate awareness of purpose and audience in writing; write with imagination; write in logical structure with clairity; use language devices and accurate grammar; use a variety of sentence types; use punctuation effectively; spell with accurate				
	Key Vocab		character, setting, foreshadowing, hyperbole, mythical, fantasy, narrator	tempest, protagonist, hierarchy, subjugation, liberty, devotion, reconciliation		perspective, topic, persuade, impetus, rhetoric, pathos, logos, ethos

	LP1	LP2	LP3	LP4	LPS
TOPIC	Novel: Welcome to Nowhere by Elizabeth Laird	Creative Writing: students will continue to read the novel from LP1 and use it as stimulus for creating their own narratives.	Drama: Noughts and Crosses RSC adaptation of the novel by Malorie Blackman	Drama: Noughts and Crosses RSC adapatation of the novel by Malorie Blackman Poetry: Love poetry	Non-fiction Reading, Prose Reading and Transactional Writing: Identity
Year 8	The study of English in Year 8 centres around the thematic strand of 'Identity'. Through their reading of 'Welcome to Nowhere' by Elizabeth Laird, students will strengthen their knowledge of plot development and characterisation. The novel will be taught as a whole text and students will develop an understanding of how real-life context and setting impact a narrative. Students will be introduced to the protagonist Omar whose life undergoes massive upheaval when war breaks out in Syria and he is forced to make life-changing choices. Students will learn about the concept of national identity.		This unit will strengthen students' understanding of drama, plot development and characterisation. The play 'Noughts and Crosses' follows the dystopian story of Sephy and Callium who are kept apart by racial bigotry and terrorism. Students will develop their understanding of the impact of social and historical context on the drama.	In LP4, students continue their study of 'Noughts and Crosses' before moving onto love poetry. Students will be introduced to the poetry form of sonnet through Shakespeare's sonnets. Students will be introduced to the concept of poet laureate through the work of Carol Ann Duffy and compare the presentation of love in contemporary poetry with nineteenth century love poetry. Students will be able to know and identify rhyming couplets, conventions, caesura and iambic pentameter.	This unit encapsulates learning around the Year 8 theme of 'Identity'. Students will explore a range of short stories and non-fiction texts and know how to identify different forms of print journalism. These texts will also act as stimulus for the creation of transactional writing. Students will learn about the different forms of transactional writing and know how to write for a specific audience.
Skills	Reading: summarise events from a text with clarity; select and embed relevant evidence; make inferred meanings with increasing clarity; close language analysis making comments on connotation and denotation; comment on structure of texts and devices use writers; use evaluative language in balanced personal responses; make connections within a text demonstrating appreciation of shifts and movement; make comparisons between texts with onbesion. Writing: demonstrate awareness of purpose and audience in writing through adaptation of language; write with imagination using a range of devices; write in logical structure with clarity; use a range of language devices and accurate grammar; use a variety of sentence types; use punctuation for effect; spell a range of complex words accurately.			texts with cohesion	
Key Vocab	identity, resilience, displaced, refugee, dilemma, democracy, establish	perspective, exposition, dialogue, semantic, imagery, structure, characterisation	dystopian, segregrate, anguish, incessant, dissident, dominate, equality	symbolic, motif, sonnet, caesura, contemporary, conventional, traditional	prejudice, bias, judgemental, criticise, autonomy, clarify, transactional

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ASPIRE TO **BE MORE**

What are we assessing our pupils against?

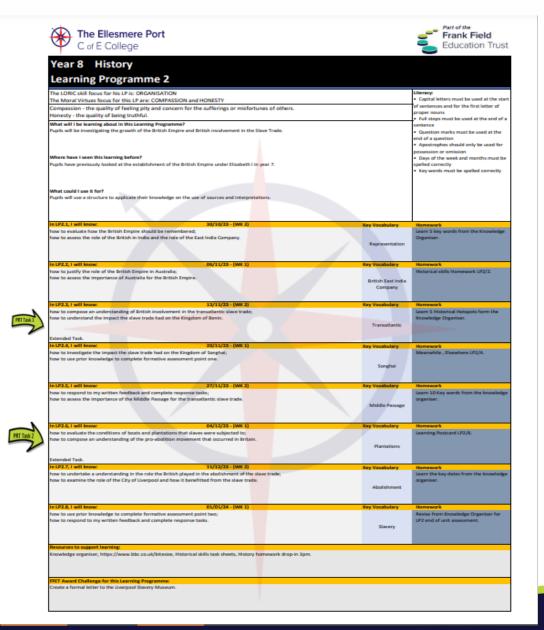
Our College Learning Programmes for each subject

https://epcollege.org/learning-programmes-2/

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ASPIRE TO **BE MORE**

Whole School Assessment

We have a consistent approach to the way in which learners' are assessed against the sequenced curriculum to ensure:

- how well core knowledge has been secured;
- how well pupils progress through the curriculum over time;
- current cumulative is accurate;
- pupils understand teachers' comments and know how to respond;
- to allow teachers to form a clear idea of the strengths and areas for development in pupils' learning which enables teachers to plan meaningful lessons that meet individual pupils' needs;
- to allow pupils to form a clear idea of their learning and how to move it forward.

Our Vision:

How do we assess at KS3 at EPC?

- We assess learning every lesson through retrieval practice
- We assess weekly through homework tasks
- We assess every 3/4 weeks through formative assessment tasks
- We complete Pupil Response Time tasks twice a learning programme to fill gaps in learning (formative assessment)
- We complete three summative assessment tasks during the academic year to assess that the core knowledge has been learnt. Assessments reported are cumulative.

How do we assess at KS4&5 at EPC?

- We assess learning every lesson through retrieval practice
- We assess weekly through homework tasks
- We assess every 3/4 weeks through formative assessment tasks
- We complete Pupil Response Time tasks twice a learning programme to fill gaps in learning
- We complete three summative assessment tasks during the academic year to assess that the core knowledge has been learnt.
- Summative assessments are current cumulative.
- Y11&13 Mock Examinations take place in November/December

What do we report to Parents?

At KS3

- A cumulative grade that summarises how well the core knowledge has been learnt in each subject –
 Mastering/Securing/Developing
- We also report an attitude to learning grade 1=Excellent, 2=good, 3=requires improvement,
 4=unacceptable

At KS4

- A cumulative GCSE/BTEC grade that summarises how well the core knowledge has been learnt in each subject
- We also report an attitude to learning grade 1=Excellent, 2=good, 3=requires improvement,
 4=unacceptable

At KS5

- A cumulative A level grade that summarises how well the core knowledge has been learnt in each subject.
- We also report an attitude to learning grade 1=Excellent, 2=good, 3=requires improvement,
 4=unacceptable

How often do we report to Parents?

Y7-10

- Twice a year grades and AtL
- Once a year full written report with grades and AtL
- One Review Day with face to face or online appointments

Y11 and 13

- Twice a year grades and AtL
- One Parents' Evening with face to face or online appointments

Y12

- Twice a year grades and AtL
- Once a year full written report with grades and AtL
- One Parents' Evening with face to face or online appointments

Our Vision:

What do we mean when we say a pupil is developing, securing, mastering?

Developing – there are gaps in pupils' knowledge. There is some knowledge that pupils are unable to apply to tasks.

Securing – pupils have secured core knowledge. They are able to apply this knowledge to a range of tasks.

Mastering – pupils' knowledge exceeds core knowledge. They are able to confidently apply this to a range of tasks.

How do we track progress?





The Ellesmere Port C of E College



The Ellesmere Port C of E College



KS3 Knowledge Tracker

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Δı	ITU	mn	10	rm

Mastering 🗆	
Securing	
Developing □	

Spring Term

Depth of Knowledge	Attitude to Learning
Mastering	
Securing	
Developing □	

Summer Term

Depth of Knowledge	Attitude to Learning
Mastering	
Securing	
Developing □	

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KS4 Progress Tracker

Y11 Target Band:

Autumn Term

Grade	Attitude to Learning

Spring Term

Attitude to Learning

Summer Term

Grade	Attitude to Learning

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KS5 Progress Tracker

'13 Target Grad	le:
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Autumn Term

Grade	Attitude to Learning

Spring Term

Grade	Attitude to Learning

Summer Term

Grade	Attitude to Learning

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How do we set targets at EPC?

KS3

We expected all pupils to master the planned core knowledge in the curriculum plans.

KS4

Target bands are assigned based on KS2 start points (SATs and CATs used). A pupil will be placed in a target band that aims for at least one grade higher than those with similar KS2 (Reading and maths) start points nationally.

KS5

Targets are assigned using average GCSE grades. A pupil will be compared to all pupils nationally and will be targeted at one grade higher than those with similar start points.

Can a target change?

YES! Only upwards! There is no ceiling placed on where we want our pupils to get to.

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