



The Ellesmere Port
C of E College

Parental Drop in: Assessment at EPC



Part of the
Frank Field
Education Trust

“To act justly, to love with mercy and to walk humbly with our God” – Micah 6:8

ANNUAL LEARNING PROGRAMME CYCLE



STARTING WELL

- LP1 WEEK 1 BEGINS WITH A STARTING WELL INDUCTION

IGNITION

- EACH LEARNING PROGRAMME CONTAINS AN IGNITION ACTIVITY DESIGNED TO INSPIRE AND GENERATE PASSION, EXCITEMENT AND JOY FOR LEARNING

ASSESSMENT

- ASSESSMENT WEEK
- PUPIL RESPONSE TIME (PRT)
- YEAR 11/13 MOCK EXAMS
- REPORTS
- REVIEW DAYS / PARENTS' EVENING
- DATA COLLECTION
- EXAM FORTNIGHT
- PROFESSIONAL PRACTICE MEETINGS (PPM)

MONITORING FOR ACHIEVEMENT

- WORK SCRUTINY
- ATTENDANCE ADDITIONAL INTERVENTION MEETINGS (AIM)
- SNAPSHOTS
- CURRICULUM ADDITIONAL INTERVENTION MEETINGS (AIM)
- DROP EVERYTHING AND READ (DEAR)
- PASTORAL ADDITIONAL INTERVENTION MEETINGS (AIM)
- SCHOOL DEVELOPMENT TWILIGHT (SDT) OBJECTIVE REVIEW
- CONSISTENCY ACROSS THE COLLEGE CHECK



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What are we assessing our pupils against?

Our College Curriculum Plans for each subject

<https://epcollege.org/curriculum/>

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KS3 Curriculum Plan 2022-2023

	LP1	LP2	LP3	LP4	LP5
TOPIC	<i>Novel: The Girl of Ink & Stars by Kiran Millwood Hargrave</i>	<i>Creative Writing: students will continue to read the novel from LP1 and use it as stimulus for creating their own narratives.</i>	<i>Drama: The Tempest by William Shakespeare</i>	<i>Drama: The Tempest by William Shakespeare Poetry: Nature poetry</i>	<i>Non-fiction Reading, Prose Reading and Transactional Writing: A Sense of Place</i>
Year 7 Knowledge	The study of English in Year 7 centres around the thematic strand of 'A sense of place'. As students begin their journey in English, they will be asked to consider how the concept of home and our sense of 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 genre of magic realism and the concept of story archetype. Students will develop an understanding of how context and setting influences our interpretations of stories.	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 writing, vocabulary and characterisation.	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.	In LP4, students continue their study of Shakespeare's 'The Tempest' before moving on to study poetry based on nature and place. 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. Students will also have the opportunity to bring poetry to life through their own compositions and know how to recite poetry for an audience.	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 nature 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 texts Writing: demonstrate awareness of purpose and audience in writing; write with imagination; write in logical structure with clarity; use language devices and accurate grammar; use a variety of sentence types; use punctuation effectively; spell with accuracy				
Key Vocab	protagonist, cartography, territory, labyrinth, narrative, redemption, suspense	character, setting, foreshadowing, hyperbole, mythical, fantasy, narrator	tempest, protagonist, hierarchy, subjugation, liberty, devotion, reconciliation	personification, intention, enjambment, structure, sensory, natural, imagery	perspective, topic, persuade, impetus, rhetoric, pathos, logos, ethos

	LP1	LP2	LP3	LP4	LP5
TOPIC	<i>Novel: Welcome to Nowhere by Elizabeth Laird</i>	<i>Creative Writing: students will continue to read the novel from LP1 and use it as stimulus for creating their own narratives.</i>	<i>Drama: Noughts and Crosses RSC adaptation of the novel by Malorie Blackman</i>	<i>Drama: Noughts and Crosses RSC adaptation of the novel by Malorie Blackman Poetry: Love poetry</i>	<i>Non-fiction Reading, Prose Reading and Transactional Writing: Identity</i>
Year 8 Knowledge	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.	In LP2, students will continue to read the novel 'Welcome to Nowhere'. They will use the novel to inspire them to create their own first-person narratives and journal style writing based around the thematic strand of '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 Callum 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 used by writers; use evaluative language in balanced personal responses; make connections within a text demonstrating appreciation of shifts and movement; make comparisons between texts with cohesion 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				
Key Vocab	identity, resilience, displaced, refugee, dilemma, democracy, establish	perspective, exposition, dialogue, semantic, imagery, structure, characterisation	dystopian, segregate, anguish, incessant, dissident, dominate, equality	symbolic, motif, sonnet, caesura, contemporary, conventional, traditional	prejudice, bias, judgemental, criticise, autonomy, clarify, transactional

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What are we assessing our pupils against?

Our College Learning Programmes for each subject

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

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Year 8 History Learning Programme 2

<p>The LORIC skill focus for this LP is: ORGANISATION The Moral Virtues focus for this LP are: COMPASSION and HONESTY Compassion - the quality of feeling pity and concern for the sufferings or misfortunes of others. Honesty - the quality of being truthful.</p>		<p>Literacy:</p> <ul style="list-style-type: none"> Capital letters must be used at the start of sentences and for the first letter of proper nouns Full stops must be used at the end of a sentence Question marks must be used at the end of a question Apostrophes should only be used for possession or omission Days of the week and months must be spelled correctly Key words must be spelled correctly 	
<p>What will I be learning about in this Learning Programme? Pupils will be investigating the growth of the British Empire and British involvement in the Slave Trade.</p>			
<p>Where have I seen this learning before? Pupils have previously looked at the establishment of the British Empire under Elizabeth I in year 7.</p>			
<p>What could I use it for? Pupils will use a structure to apply their knowledge on the use of sources and interpretations.</p>			
<p>In LP2.1, I will know: how to evaluate how the British Empire should be remembered; how to assess the role of the British in India and the role of the East India Company.</p>	<p>30/10/23 - (WK 2)</p>	<p>Key Vocabulary Representation</p>	<p>Homework Learn 5 key words from the Knowledge Organiser.</p>
<p>In LP2.2, I will know: how to justify the role of the British Empire in Australia; how to assess the importance of Australia for the British Empire.</p>	<p>04/11/23 - (WK 3)</p>	<p>Key Vocabulary British East India Company</p>	<p>Homework Historical skills Homework LP2/2.</p>
<p>In LP2.3, I will know: how to compose an understanding of British involvement in the transatlantic slave trade; how to understand the impact the slave trade had on the Kingdom of Benin.</p>	<p>13/11/23 - (WK 2)</p>	<p>Key Vocabulary Transatlantic</p>	<p>Homework Learn 5 Historical Hotspots from the Knowledge Organiser.</p>
<p>In LP2.4, I will know: how to investigate the impact the slave trade had on the Kingdom of Songhai; how to use prior knowledge to complete formative assessment point one.</p>	<p>20/11/23 - (WK 1)</p>	<p>Key Vocabulary Songhai</p>	<p>Homework Meanwhile - Elsewhere LP2/4.</p>
<p>In LP2.5, I will know: how to respond to my written feedback and complete response tasks; how to assess the importance of the Middle Passage for the transatlantic slave trade.</p>	<p>27/11/23 - (WK 2)</p>	<p>Key Vocabulary Middle Passage</p>	<p>Homework Learn 10 Key words from the knowledge organiser.</p>
<p>In LP2.6, I will know: how to evaluate the conditions of boats and plantations that slaves were subjected to; how to compose an understanding of the pro-abolition movement that occurred in Britain.</p>	<p>04/12/23 - (WK 1)</p>	<p>Key Vocabulary Plantations</p>	<p>Homework Learning Postcard LP2/6.</p>
<p>In LP2.7, I will know: how to undertake an understanding in the role the British played in the abolition of the slave trade; how to examine the role of the City of Liverpool and how it benefitted from the slave trade.</p>	<p>11/12/23 - (WK 2)</p>	<p>Key Vocabulary Abolishment</p>	<p>Homework Learn the key dates from the knowledge organiser.</p>
<p>In LP2.8, I will know: how to use prior knowledge to complete formative assessment point two; how to respond to my written feedback and complete response tasks.</p>	<p>01/01/24 - (WK 1)</p>	<p>Key Vocabulary Slavery</p>	<p>Homework Revise from Knowledge Organiser for LP2 end of unit assessment.</p>
<p>Resources to support learning: Knowledge organiser, https://www.bbc.co.uk/bitesize, Historical skills task sheets, History homework drop-in 3pm.</p>			
<p>FEET Award Challenge for this Learning Programme: Create a formal letter to the Liverpool Slavery Museum.</p>			



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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.

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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.

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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

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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

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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

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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.

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How do we track progress?



KS3 Knowledge Tracker

Autumn Term

Depth of Knowledge	Attitude to Learning
Mastering <input type="checkbox"/>	
Securing <input type="checkbox"/>	
Developing <input type="checkbox"/>	

Spring Term

Depth of Knowledge	Attitude to Learning
Mastering <input type="checkbox"/>	
Securing <input type="checkbox"/>	
Developing <input type="checkbox"/>	

Summer Term

Depth of Knowledge	Attitude to Learning
Mastering <input type="checkbox"/>	
Securing <input type="checkbox"/>	
Developing <input type="checkbox"/>	

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KS4 Progress Tracker

Y11 Target Band:

Autumn Term

Grade	Attitude to Learning

Spring Term

Grade	Attitude to Learning

Summer Term

Grade	Attitude to Learning

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KS5 Progress Tracker

Y13 Target Grade:

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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