

“Building ambition; inspiring pride”



STROOD
ACADEMY

Year 7 & 8 Curriculum & Assessment
A guide for parents
2019-20

International Baccalaureate (IB) Middle Years Programme (MYP)

“Building ambition; inspiring pride”

Our Vision for Learning:

Through our vision of “building ambition; inspiring pride”, we aim to help young people develop into well educated, considerate and caring citizens with a strong sense of values, who will achieve academic success and always aim high so as to seize the opportunities that life offers. Our ambition is to ensure outstanding achievement and progress, raise aspirations and maximise potential. Teaching and Learning is the core business at Strood Academy and will inspire learners to achieve. We want every single student to aspire and excel and expect every teacher to develop outstanding practice. Students of all abilities at Strood Academy will be given equal opportunities to learn in order to achieve their full potential. Teaching and Learning will be creative with a regular emphasis on student led and collaborative learning as well as independent study skills. Varied teaching methods and strategies will be used effectively and appropriately within the different subject areas.

Our values are:

Be Respectful
Be Ambitious
Be Resilient
Be Collaborative
Be Proud

Our purpose is to:

- nurture students' aspirations and build resilience within an environment of tolerance, respect and empathy;
- shape leaders within a global community
- develop and celebrate knowledgeable and inquiring minds to promote lifelong learning and;
- help young people develop into well educated, considerate and caring citizens

Our principles of learning are to:

- provide a safe, stimulating learning environment for all students and teachers;
- provide high quality teaching and learning in a supportive and caring environment to develop the potential of each learner:
- enable students to achieve their full potential by learning in a variety of ways and through challenging learning experiences;
- provide a broad, balanced and relevant curriculum in line with the MYP and exam board specifications in KS4 that will motivate, engage and challenge students while also equipping them with the skills required on leaving school;
- set high expectations for all students in order to raise their aspirations;

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All secondary academies within Leigh Academies Trust align their educational beliefs and values to reflect the IB Middle Years Programme philosophy. This is to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding and respect.

Year 7 & 8 Learning

Students in year 7 & 8 will undertake an exciting learning and development opportunity in their Key Stage 3 curriculum by studying the International Baccalaureate (IB) Middle Years Programme (MYP). We have aligned our educational beliefs and values to reflect the IB Middle Years Programme philosophy. The MYP places great emphasis on international-mindedness, interdisciplinary learning and service to others. The programme also offers opportunities to be actively involved in the community and promotes environmental responsibility in an ever-changing world as well as the knowledge and skills to be effective in an ever-changing world.

IB Mission Statement

“The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.....these programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right”

Through the MYP students are encouraged to:

- be more **international-mindedness** in IB students, starting with a foundation in their own language and culture.
- have a **positive attitude to learning** by challenging students to solve problems, show creativity and resourcefulness, and participate actively in their communities.
- be reflective in **real life** by seeing the connections between subjects and the real world
- good **communicators** developing **inquiry, understanding, critical thinking** and be able to be **reflective in their reviews**
- **organise and plan work, meet deadlines**, concentrate, bounce back, **persist and think positively**
- be positive and determined to develop their **talents**
- be more **globally** aware during their learning
- become a **lifelong learner**
- through the **learner profile**, the development of the whole student—physically, intellectually, emotionally and ethically.

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The components of the MYP broad and balanced curriculum includes teaching and learning in eight subject groups:

- Language Acquisition (spanish)
- Language and Literature (English)
- Individuals and Societies (geography & history)
- Arts (drama, dance, music & art)
- Physical and health education
- Design (food, design technology, IT)
- Sciences
- Mathematics

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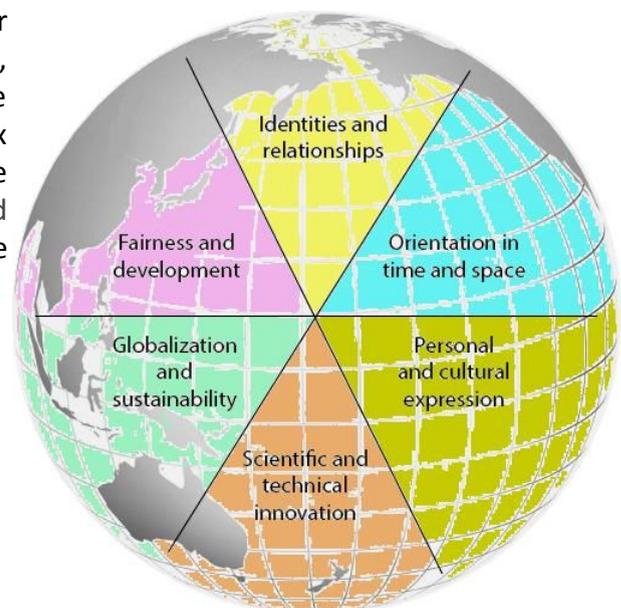
Key & Related Concepts

Key concepts provide interdisciplinary breadth to students learning which are broad ideas that have relevance within and across subjects providing connections for the students. This supports transition of skills and knowledge across disciplines they learn. Related concepts promote deep learning and are grounded in specific disciplines being useful for exploring key ideas in greater detail. Inquiry into these concepts and ideas will help students develop more complex and sophisticated understanding within the subject they are studying.

Global Contexts

Global contexts provide a common language for powerful learning, identifying specific settings, events or circumstances that provide more concrete perspectives for learning. There are six global concepts. In their learning, students will be able to see links between subjects and real-world issues and global contexts answering the following questions:

- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?



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Assessment

Assessment in the MYP is holistic and criterion based. For area of learning, teachers use IB criteria for their subject area to determine students’ levels of achievement. Levels of achievement are then converted into an MYP grade for each subject, which represents descriptors that describe the range of student performance in the subject.

Assessments will take a variety of forms, both formative and summative of student work.

- **Formative assessments** are a range of formal and informal assessment procedures conducted by teachers **during the learning process** in order to modify teaching and learning activities to improve student achievement. The goal is to improve/accelerate progress, to improve learning and to help the student become a more independent learner. Examples of formative assessments include: **conferencing/discussion** where a student discusses their work with a teacher, fellow student or another adult, **reflection** where a student reviews their own or others' work (**peer and self assessment**) work, **feedback** - WWW (What Went Well) and EBI (Even better if)..., **teacher observations** during a lesson or from completed classwork/ homework.
- **Summative assessments** conducted by teachers are used to evaluate learning at the **end of a learning process** ie. end of a unit of work. The goal is to provide a final judgement of the learning that has taken place, to identify gaps in knowledge and understanding and to help the student to improve. Examples of summative assessments: **tests, examinations, final essay or presentation**. This work is usually **marked** by a teacher and given a grade or mark. The students then reflect on their work and aim to make amendments/corrections where appropriate.

Each subject group within the MYP has 4 set assessment areas called **criteria (A B C D)**. Which are subject specific. Teachers will assess your child according to each of these criteria at least twice across each year.

The strengths of a criterion-related assessment model include:

- students know before even attempting the work what needs to be done to reach each level.
- It helps teachers to clarify and express their expectations about assignments in a way that students can understand.
- students are assessed for what they can do, rather than being ranked against each other.
- students receive feedback on their performance based on the criteria level descriptors.

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Criteria used for each subject which is assessed.

Subject Group	Criterion A	Criterion B	Criterion C	Criterion D
Language and Literature	Analysing	Organising	Producing Text	Using Language
Language Acquisition	Communicating spoken and visual text	Comprehending spoken and visual text	Communication	Using language in spoken and/or written form
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Interdisciplinary	Disciplinary grounding	Synthesising	Communicating	Reflecting

As the table above shows, the MYP has a clear set of assessment criteria for each subject group which is helpful as students will know what the learning expectations are for a particular **level of achievement** before attempting an assignment. As a result of this, students will be able to monitor their own progress. The criteria also supports teachers to clarify expectations to students and can shape lessons to ensure students meet the requirements of the assessment.

Converting MYP Achievement levels into an MYP Grade

Teachers will gather sufficient evidence from a range of assessment tasks to enable them to make a professional and informed judgement guided by the criteria to determine a student’s achievement level. Achievement levels for the four criteria are added together creating a total number out of **32**. Using the table below, this is converted to an **MYP Grade** from 1-7 with 7 being the highest. This table describes in broad terms what a student can do.

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Sum of assessed criteria	MYP Grade	Description
28-32	7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
24-27	6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
19-23	5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations, and, with support, some unfamiliar real-world situations
15-18	4	Produces good quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
10-14	3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
6-9	2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
1-5	1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and skills. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

End of Year 8 Target Grades

Students will be set a target grade based on their key stage 2 data. These range from 1-7, with 7 being the highest. The aim is for the student to be working at their target grade. However, to begin with, it is expected that students may not reach their target grade initially. The target grade is where we would expect students to be by the end of year 8. As they become familiar with assessments, procedures and build their skills further, they will begin to meet their target grade.

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Reporting Progress

Parents/carers will receive a report that shows their child’s progress for each subject group at published times during the course of the academic year. For each subject group there will be an achievement level breakdown (1-8) for each of the 4 criteria (A B C D) for that subject.

The example below shows the student has an achievement level of a 5 for Criterion A , level 4 for Criterion B and a level 5 for Criterion C and D for Language and Literature. This gives a total of 19/32, which can be converted to an MYP Grade 5 using the table below.

Grade 5 is 23/32, so this highlights that there are aspects of the student’s work that could be improved. Teachers and students will be expected to review and reflect on this and take action to improve.

MYP Subject Group		Target	Criterion A	Criterion B	Criterion C	Criterion D	MYP interim grade
Language and literature	English	5	5	4	5	5	5

During the course of the academic year students will be awarded an **MYP Interim Grade** and at the end of the year a **MYP Final Grade** will be awarded based on the summative assessments that have taken place during the course of the year.

Attitude to Learning

This is related to the students conduct in lessons and willingness to engage with classwork and homework

EXP+ - indicates a student is performing **above expected** against the student code of conduct

EXP - indicates a student is performing **as expected** against the student code of conduct

EXP- - indicates a student is performing **below expected** against the student code of conduct

Home Learning

Home Learning will be set at the beginning of each term for each subject area. This will also be put onto the Bromcom “My Child at School” portal that both students and parents/carers will have access to. Students will be given a hard copy of this home learning.

Home learning will be in the form of “Knowledge Organisers” for each subject. It will be expected that each student will learn at home the content which is linked to each week's learning in lessons. This will be the minimum amount of knowledge needed for the student to access the learning. The aim will be for students to learn knowledge for each topic area and then be able to recall and retrieve this knowledge through weekly testing. This knowledge will be retrieved through questioning each week to build up their long term memory and retrieve this through a termly test showing a deeper understanding of concepts and content.

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It is then hoped that with the frequent low stakes testing, students will have the knowledge to recall and retrieve the knowledge and then be able to apply this into different contexts and situations showing a deeper understanding of concepts and content as well as having the ability to transfer their learning to new tasks and situations. There may also be additional project work that will be provided for students linked to their learning and MYP assessments.

Your support in providing a suitable place for your child to study and learn the content during the week at home, as well as, support them in this learning, would be a great benefit to their learning and progress.

Extra Curricular Activities

There will be many opportunities for your child to enhance their learning in the taught curriculum by attending Extra Curricular activities after the school day. The opportunities will be published each term and it will be expected that all year 7 and 8 students participate in at least one activity on a weekly basis. We would appreciate you encouraging your child to embrace these activities and fully participate in academy life to support their progress academically, their effectiveness with the learner profile attributes, academy values and approaches to learning skills.



Note:

Strood Academy is a Candidate School* for the Middle Years Programme. This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that Strood Academy believes is important for our students.

****Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit <http://www.ibo.org>***

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