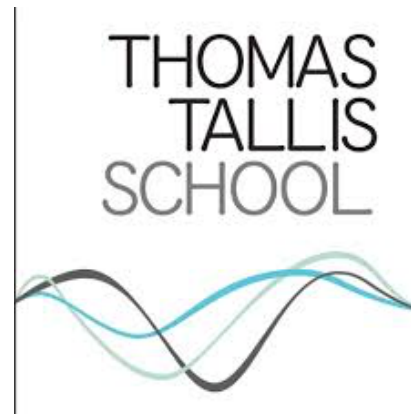


Thomas Tallis Parent Forum

20th November 2017



3 important curriculum questions

- Do you agree with our 3 year Key Stage 4?
- Do you agree with our current approach to the full Ebacc?
- Is our assessment and reporting system working effectively?

Arguments against a 3 year KS4

- Reduces the amount of time for breadth of curriculum at KS3
- Feels early to decide on options – more students in year 8 would rather wait
- Is more expensive to run a 3 yr KS4 than a 3yr KS3
- Ofsted have recently questioned whether this is a good thing

Arguments for a 3 year KS4?

- Previously student progress was 'dipping' in yr 9 –not now. Students in year 7 & 8 seemed capable of starting GCSE courses
- Allows more time for exploration of linear GCSE content (even 4 years ago it was felt to be a push to cover in less than 2 years)
- Current courses are more content heavy and more difficult so need more time
- We currently do one more option than most schools for KS4 – breadth is maintained
- To allow less able students to choose subjects where they can make more progress
- Most Yr 9 students say they are happy they chose their subjects in year 8

What do you think?

Why the full Ebacc?

- The government aspire for 90%. Ofsted currently support this.
- Some top universities sometimes express a preference that students study a language and humanity
- It is claimed to guarantee rigour in the curriculum
- It means there are more options to do facilitating subjects at KS5
- It is reported on performance tables

Why not the full Ebacc?

- It would likely damage take up for other areas i.e. technology and the arts
- It takes away choice and limits subject combinations
- There is little or no evidence of it damaging progression
- There are good arguments that other subjects should be included
- Many students are likely to do worse in subjects they don't want to do
- Some students will simply struggle with this type of curriculum

Is our approach to the full Ebacc the right one?

- We currently require students to do ONE from history, geography and MFL. The full Ebacc would be to do history/geography AND MFL.
- We currently recommend to more able students that they should consider the full Ebacc (personally and by letter)
- We do not force the full Ebacc and allow students to choose 3 options
- We have considered a “Tbacc” where students need to pick two things from each of 3 columns (humanities, MFL and the arts)

What do you think?

3 years ago life without levels began

Our aims were...

- To create a positive mindset
- To focus on progress (trajectory towards expected outcome)
- To avoid labelling or 'boxing' students
- To focus on effort towards the habits/behaviour/home learning
- To give meaningful feedback (WWW/EBI and DIRT)
- To create more consistency

What do you think?

| Subject | Teacher | BL Threshold (Est. GCSE) | Traj. | Ef | Be | QH |
|-----------|-------------------|-----------------------------|-------|----|----|----|
| English | Ms D. Bartoli | Securing (5 - 6) | → | 1 | 1 | 2 |
| Maths | Mr S. Moroney | Securing (5 - 6) | ↘ | 2 | 2 | 3 |
| Science | Miss S. Tomlinson | Developing (3 - 4) | → | 2 | 2 | 2 |
| History | Ms C. Evans | Securing (5 - 6) | → | 1 | 2 | 1 |
| Geography | Miss L. How | Securing (5 - 6) | → | 1 | 1 | 2 |

What do you think?