

Year 7 Parental Information Evening – Assessment.

Be who God meant you to be and you will set the world ablaze.
– St Catherine of Siena



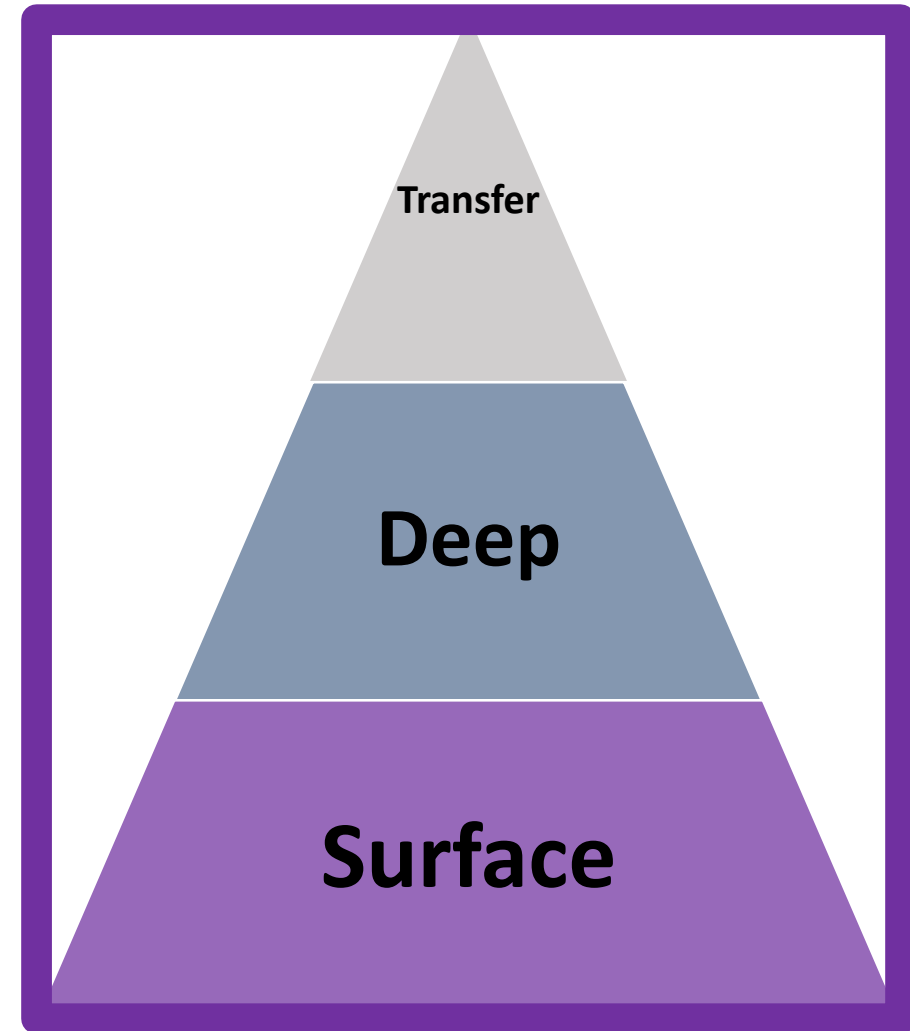
St. Bede's Catholic School &
Byron Sixth Form College

Thursday, 19 December 2024



Bishop Chadwick
Catholic Education Trust

Welcome



Pupil Progress at KS3 is monitored through the use of both formative and summative assessment throughout the curriculum.

Formative Assessment will take place each lesson through techniques such as questioning, written work, teacher observation.

Summative Assessments will take place each at key points in the curriculum, usually in the form of a written assessment.

Assessment Reporting.

The curriculum is taught over three ten-week cycles. Assessment data is reported to parents at the end of each cycle.

- Cycle 1 reporting to parents – December
- Cycle 2 reporting to parents - April
- Cycle 3 reporting to parents - July

The assessment report will include:

- **A report on pupil progress** – pupils will be assessed as having either **surface, deep or transfer** knowledge for each subject.
- A report on pupil '**attitude to learning**':

Grade	Descriptor
5	Consistently above school's expected high standard
4	Sometimes above school's expected high standard
3	Always at school's expected high standard
2	Sometimes below school's expected high standard
1	Consistently below school's expected high standard

Assessment Reporting.

Y7 Progress Report Autumn

Student:	Reg:	Attendance: 99.2	Achievement Points: 58	Behaviour Points: 3
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Subject	Progress	ATL
English	S	3
Maths	S	4
Science	D	4
RE	D	4

S = Surface

D = Deep

T = Transfer

Grade	Descriptor
5	Consistently above school's expected high standard
4	Sometimes above school's expected high standard
3	Always at school's expected high standard
2	Sometimes below school's expected high standard
1	Consistently below school's expected high standard

Pupil Progress at KS3 will be monitored using the following terminology.

SURFACE	DEEP	TRANSFER
<p><i>"Surface learning does not mean superficial learning. Rather, surface learning is a time when students initially are exposed to concepts, skills, and strategies. Surface learning is critical because it provides a foundation on which to build as students are asked to think more deeply."</i></p> <p style="text-align: right;"><i>Hattie, Fisher and Frey</i></p>	<p><i>"We define deep learning as a period when students consolidate their understanding and apply and extend some surface learning knowledge to support deeper conceptual understanding . . . We think of this as a 'sweet spot' that will often take up more instructional time but can be accomplished only when students have the requisite knowledge to go deeper."</i></p> <p style="text-align: right;"><i>Hattie, Fisher and Frey</i></p>	<p><i>"Transfer learning [is] the point at which students take their consolidated knowledge and skills and apply what they know to new scenarios and different contexts. It is also a time when students are able to think metacognitively, reflecting on their own learning and understanding."</i></p> <p style="text-align: right;"><i>Hattie, Fisher and Frey</i></p>

A time when students initially are exposed to concepts, skills, and strategies.....surface learning provides a foundation on which to build. (E.g. learning phonics but not words)

A time when students consolidate their understanding and apply surface learning. (E.g. using the phonics and sounds of letters to read whole words)

A time when students apply what they know to new scenarios and contexts. Also a time when students are able to think metacognitively, reflecting on their own learning. (E.g. reading any book and understanding inference etc)

Maths example: Algebra

	By the end of the cycle, I will be able to say that:	
SURFACE	I can add and subtract algebraic terms	
	I can simplify algebraic expressions by collecting like terms	
	I can substitute numbers into algebraic expressions	
	I can expand a single bracket	
	I can factorise into a single bracket	
DEEP	I can collect like terms which involve powers, negative terms and brackets	
	I can form algebraic expressions from a written description	
	I can factorise into a single bracket using number and algebraic factors	
	I can substitute negative numbers and decimals into more complex formulae	
TRANSFER	I can collect like terms involving higher powers and compound terms (e.g. $5xy$)	
	I can use formulae to model real-life situations	

Note:

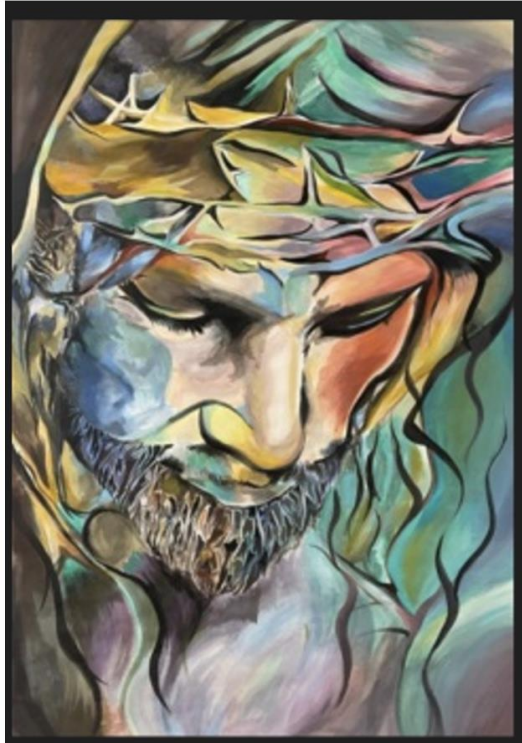
Progress is measured on the key concept in a cycle not the entire subject:

- A student may be **transfer in cycle one** but **not cycle two** as the concept is different.
- For example, a student may have transfer knowledge of algebra, but only surface knowledge of angles and shapes, which is the cycle two concept.

Knowledge Organisers – Surface, Deep and Transfer

St Bede's Knowledge Organisers

Year 7



- All students have been given a knowledge organiser for cycle 1.
- The 'I can statements' showing the criteria for surface, deep and transfer for each subject are in the student knowledge organisers.

Attitude to Learning Descriptor

Grade	Descriptor
5	Consistently above school's expected high standard
4	Sometimes above school's expected high standard
3	Always at school's expected high standard
2	Sometimes below school's expected high standard
1	Consistently below school's expected high standard

Expected high standard (3)	<ul style="list-style-type: none"> • Comes to lessons fully prepared, on time and equipped to face all learning challenges • Thinks and engages with activities in class • Focuses and remains on task for the whole lesson • Shows that they are actively listening to their teacher and their peers • Willing to discuss and answer some questions • Shows care and pride in their work with a high standard of presentation • Responds positively to feedback to improve their understanding • Seeks clarification when unsure
Above expected high standard (4 – sometimes) (5 – consistently)	<ul style="list-style-type: none"> • Asks questions to further their learning • Works well with peers and supports the learning of other students • Remains resilient when faced with challenging work • Produces work above and beyond the expectation

GEOGRAPHY

	By the end of the cycle, I will be able to say that:	
SURFACE	I can name sparsely and densely populated areas of the world.	
	I can describe factors affecting birth and death rates	
	I can define ageing populations	
	I can define youthful populations	
	I can describe factors that lead to settlements developing	
	I can describe push and pull factors for migration	
DEEP	I can explain why areas of the world are sparsely and densely populated	
	I can explain reasons for birth and death rates around the world	
	I can explain the positive and negative impacts of an ageing population	
	I can explain the positive and negative impacts of a youthful population	
	I can explain the importance of site factors	
	I can explain the push and pull factors for migration	
TRANSFER	I can assess the biggest factors affecting birth and death rates	
	I can assess the biggest challenges of a youthful and ageing population	
	I can assess whether an ageing or youthful population has a bigger impact on a country	
	I can assess how the importance of site factors are changing over time	
	I can assess the importance of push and pull factors	
	I can consider the global responsibility of caring for refugees	

ICT

	By the end of the cycle, I will be able to say that:	
SURFACE	I can write a set of instructions in the correct order	
	I can label and recognise flowchart symbols	
	I can create a simple flowchart using correct symbols	
	I can create a simple flowchart	
	I can understand what Pseudocode is.	
DEEP	I can create a flowchart in Flowol to control a lighthouse	
	I can create a flowchart in Flowol to control traffic lights	
	I can create a flowchart in Flowol to control a robot	
	I can create a flowchart in Flowol to control features of a house	
	I can recognise and explain a flowchart	
TRANSFER	I can create a flowchart for a different scenario e.g. making a cup of tea	
	I can create several flowcharts to control a more complex mimic such as two sets of traffic lights	
	I can use a decision node in <u>flowol</u>	

PHYSICS

S/D/T	'I Can'
Surface	give examples of common forces, such as weight, tension, friction, gravity, upthrust.
	identify examples of contact forces, such as, applied force, tension, friction, and drag.
	state what is meant by a non-contact force.
	state what is meant by extension, compress, stretch, elastic, plastic.
	state what is meant by pressure.
	identify examples of non-contact forces.
Deep	describe friction as a contact force between surfaces.
	describe an experiment to investigate Hooke's Law.
	describe ways in which frictional forces can be reduced.
	describe the effect of a forces on different objects, including changes in speed, shape and direction.
	construct a bar chart from data gathered during an investigation.
Transfer	analyse and interpret a graph in order to draw conclusions.
	explain why some surfaces provide more frictional force than others.
	calculate the force applied to a spring
	explain the effects of balanced and unbalanced forces in unfamiliar situations.

Spanish



Year:

7

Cycle:

1

Topic:

El nabo gigante y el sistema solar

	By the end of the cycle, I will be able to say that:	
SURFACE	I can tell the difference between masculine and feminine nouns	
	I can use adjectives in short sentences	
	I can use connectives in short sentences	
	I can use comparatives in short sentences	
	I can use superlatives in short sentences	
DEEP	I apply un/una el/la for masculine and feminine nouns	
	I can use adjectives in longer sentences in familiar contexts	
	I can use connectives in longer sentences in familiar contexts	
	I can use comparatives in longer sentences in familiar contexts	
	I can use superlatives in longer sentences in familiar contexts	
TRANSFER	I apply un/una el/la for masculine and feminine nouns in unfamiliar contexts	
	I can use adjectives in extended writing in unfamiliar contexts	
	I can use connectives in extended writing in unfamiliar contexts	
	I can use comparatives in extended writing in unfamiliar contexts	
	I can use superlatives in extended writing in unfamiliar contexts	

Music

Surface	Deep	Transfer
Listening Recognise Tempo (speed) and Dynamics (volume) using English terms and some instruments heard.	Listening Recognise Tempo and Dynamics using Italian terms and describe the role of instruments in the piece (e.g. solo, melody/accompaniment)	Listening Describe in detail the changes you hear in the music you hear.
Performing Perform rhythm as a soloist with accuracy	Performing Perform rhythms in unison with others playing the same rhythm while adding in expression and dynamics	Performing Performing rhythms as an ensemble player with accuracy and expression.
Composing Writing simple 4-bar rhythms (using crotchets and minims)	Composing Writing 4-bar rhythms using a variety of note values (upto Semiquavers)	Composing Writing 4-bar rhythms and adding expression e.g. dynamic markings, tempo markings.

DT



Year:

7

Cycle:

1

Topic:

Safe Food Preparation

	By the end of the cycle, I will be able to say that:	
SURFACE	I can I have describe and explain some design criteria.	
	I can produce appropriate sketches.	
	I can make provide annotation around my designs.	
	I can sometimes write for the purpose and audience, and sometimes use grammar and vocabulary that fits with the writing purpose.	
	I can describe: the principles of nutrition and health the source, seasonality and characteristics of a broad range of ingredients.	
DEEP	I can understand the product I am designing and identify some key user needs.	
	I can produce detailed, rendered sketches with full annotation.	
	I can create design that link to research, my sources are appropriate and my design is mainly fit for purpose.	
	I can write for a range of different purposes and can use the correct vocabulary and grammar structures to suit the intended audience.	
	I can understand and explain: the principles of nutrition and health the source, seasonality and characteristics of a broad range of ingredients.	
TRANSFER	I can fully understand the product I am designing and identified the key user needs.	
	I can produce detailed, rendered 3D sketches with full annotation. I have included additional views, dimensions and production information.	
	I can create designs that link to research using a range of appropriate sources and my design is fully fit for purpose.	
	I can confidently write for the task's purpose and audience	
	I can justify and compare: the principles of nutrition and health the source, seasonality and characteristics of a broad range of ingredients.	

ART

	By the end of the cycle, I will be able to say that:	
SURFACE	I can <i>develop</i> some line variations of orange shapes.	
	I can <i>experiment</i> with pen and pencil using one texture confidently.	
	I can <i>experiment</i> with flat colours and flat tones, in a scratchy manner.	
	I can <i>record</i> one worded comments about what worked well and what could've been better.	
	I can <i>present</i> a mixed media piece that shows flat colours, scratchy colouring and one heavily used media.	
	I can show that my summative tasks achieve <i>some</i> of the success criteria.	
DEEP	I can <i>develop</i> drawings of cross sections of fruit to show many textures.	
	I can <i>experiment</i> with oil pastel, pen and pencil in a variety of art tasks.	
	I can <i>experiment</i> with blending some colours in sections and some use tonal range.	
	I can <i>record</i> ideas in systematic and organised manner.	
	I can <i>present</i> a mixed media piece that shows confidence in many materials	
	I can show that my summative tasks consistently achieve <i>most</i> of the success criteria	
TRANSFER	I can <i>develop</i> highly accurate fruit drawings with accurate shapes and details.	
	I can <i>experiment</i> with texture, tone and line confidently in most drawings of fruit.	
	I can <i>record</i> detailed observations and insights about pieces of work that I have created with green pen.	
	I can <i>present</i> an outcome that shows pen, pencil, coloured pencil and oil pastel in a cohesive and stylised manner.	
	I can <i>experiment</i> with colour in a sophisticated manner with blending and tonal control in many art tasks.	
	I can show that <i>all</i> my summative tasks achieve <i>all</i> the success criteria.	

HISTORY

Surface	<p>I can:</p> <ul style="list-style-type: none">- Use some evidence- Link evidence to the question- I can broadly describe the provenance and content- Identify view points of an interpretation
Deep	<p>I can:</p> <ul style="list-style-type: none">- Use specific evidence- Make detailed explanations linked to the question- I can describe the provenance and content in explaining the reliability of sources- Use knowledge to evaluate and interpretation
Transfer	<p>I can:</p> <ul style="list-style-type: none">- Use accurate evidence- Make sustained judgments throughout and reach a substantiated judgment- Link provenance to the content of the source- Make sophisticated judgments on an interpretation using contextual knowledge

RE

SURFACE	Identify the main details of the Genesis creation accounts.	
	Identify the main details of the scientific theories of creation.	
	Identify whether Catholics accept the scientific theories of creation or not.	
	Identify Christian beliefs about humans.	
	Describe key features of the Bible.	
	Describe some of the ways the Bible is used by Christians.	
DEEP	Explain what Catholics believe the Genesis creation accounts reveal about God.	
	Explain how the scientific theories of creation challenge beliefs in God.	
	Explain the Catholic response to the scientific theories of creation.	
	Explain how Catholic beliefs about the nature of humans are influenced by the Bible.	
	Explain the importance of the Bible and how it is used by Catholics.	
TRANSFER	Evaluate the importance of the Genesis creation accounts for Catholics and other Christians.	
	Evaluate the significance of the scientific theories of creation.	
	Evaluate the importance of the Bible for Catholics and other Christians	

Chemistry

S/D/T	'I Can'
Surface	Identify hazards in the lab
	Locate and use safety information
	Name pieces of equipment
	Name the parts of a Bunsen burner
	Observe chemical reactions
	Identify every day acids & alkalis
	Use indicators to identify acids and alkali's
	Recall the definition of neutralisation
Deep	Describe how to protect yourself from hazards
	Draw scientific diagrams to describe laboratory equipment
	Describe the jobs of parts of the Bunsen burner
	Explain signs a chemical reaction has occurred
	Describe common laboratory acids & alkalis
	Explain the main features of the pH scale and classify solutions as strong or weak acids or alkalis.
	Explain how we name salts and state the general equation for neutralisation
Transfer	Suggest how to be safe in a science lab
	Analyse common Chemical hazards
	Evaluate the differences between a safety flame and a heating flame
	Suggest how we know a chemical reaction has occurred
	Analyse whether all acids and alkalis are hazardous

Biology

Surface	State some of the processes required for life
	State that the fundamental units of living organisms are cells.
	Identify some plant and animal cell organelles
	Identify some parts of a bacteria cell
	Identify some parts of a microscope from a diagram
	State the levels of organisation in multicellular organism from cells through to organ systems
Deep	Describe what is meant by each life process
	Describe the difference between living and non-living
	Describe the function of the subcellular organelles
	Describe some of the steps to using a microscope
	Describe why a stain would be used
	Describe the adaptations of unicellular organisms
Transfer	Describe some of the organ system functions in the human body
	Compare the similarities and differences between plant and animal cells
	Explain the role of diffusion in movement of particles across the cell membrane
	Describe fully how to use a microscope to view a specimen including the preparation of a slide

English

KNOWLEDGE		
Surface	I can begin to identify and retrieve key details from a range of myths and Barnaby Ricket	
	I can begin to support my ideas using relevant textual references from the myths and Barnaby Ricket	
	I can begin to identify language features	
	I can begin to comment on how language features have been used to create an effect	
	I can begin to write in an appropriate way that matches purpose and audience when writing a story using structural features	
	I can begin to use appropriate features that match the purpose	
	I sometimes choose appropriate vocabulary	
Deep	I can identify and retrieve key details from a text from a range of myths and Barnaby Ricket	
	I can support my ideas using relevant textual references from the myths and Barnaby Ricket	
	I can identify language features and demonstrate how they have been used to create meaning	
	I can write in an appropriate way that matches purpose and audience when writing a story using structural features	
	I can use vocabulary that is appropriate	
Transfer	I can confidently identify how a writer creates meaning in a range of myths and Barnaby Ricket	
	I can clearly draw upon well-chosen references to support my ideas and explain these from the myths and Barnaby Ricket	
	I can clearly explain how language features create meaning, including vocabulary, sentence structures and language features.	
	I can use a range of structural features that match the intended purpose and audience when writing a story	
	I can use ambitious vocabulary	