



# Curriculum Policy

ISI Regulatory Code – A3

Policy written by: C McAllister

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Approved by Compliance team:

This Policy is for Mount St. Mary's College

Linked Policies: Admissions, EAL, SEN/Learning Development, PSHE

## Mount St Mary's College

Educating Men and Women for Others since 1842

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CMC Aug 2017



**MOUNT**  
ST MARY'S

Educating men and women for others since 1842

Headmaster, Dr Nicholas Cuddihy, B.Rel.Sc., M.Sc., Ed.D

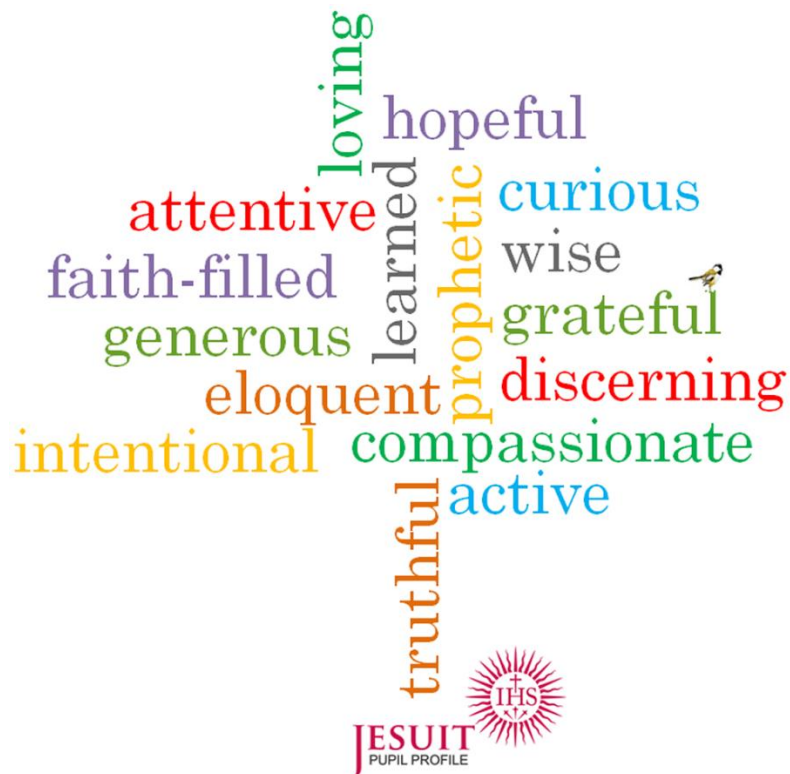
## **CURRICULUM POLICY 2017-2018**

As a Jesuit school Mount St Mary's aims to produce men and women who follow the example of Christ, the "Man for Others".

Our mission, through education, is to foster in our pupils:

1. The development of the whole person, spiritual, intellectual, emotional, artistic, and physical, recognising that each one is unique in the eyes of God.
2. An awareness of God's presence in all things, an ever deepening faith in Him and in His Son, Jesus Christ.
3. A Love of truth
4. A Knowledge of self which leads to sensitivity and understanding towards others
5. An increasing maturity in the exercise of responsibility for self and for others
6. A love for justice, a hatred of unfair discrimination, and a special concern for the poor and helpless.
7. A strong sense of vocation and a striving after excellence – to the greater glory of God.

The qualities our curriculum seeks to nurture and promote are best exemplified in the Jesuit Pupil Profile:



## **Academic Pathways & Support**

In the Jesuit spirit of *cura personalis* (care for the whole person) all our pupils' are supported in a variety of ways that maximise their personal and educational goals. The type and level of support will be dependent upon the needs of the individual. Our gifted and talented pupils will all be candidates for the College's Academic Scholarship Programme. In addition to the stretch and ambition exhibited by pupils and staff in lessons, the Programme allows a bespoke and subject specific path of academic challenge and development. As an academically inclusive community, particularly at Key Stages 3 and 4, Mount St Mary's supports the special educational needs of pupils through the Learning Development Department. Our Learning Development Department offers additional help for all students in their everyday school life so that they can achieve their full potential. Students accessing Learning Development Department support may have special/additional educational needs, require support with very specific areas of their learning (for example handwriting) or need more pastoral support to develop self- esteem.

## **Learning Development Department**

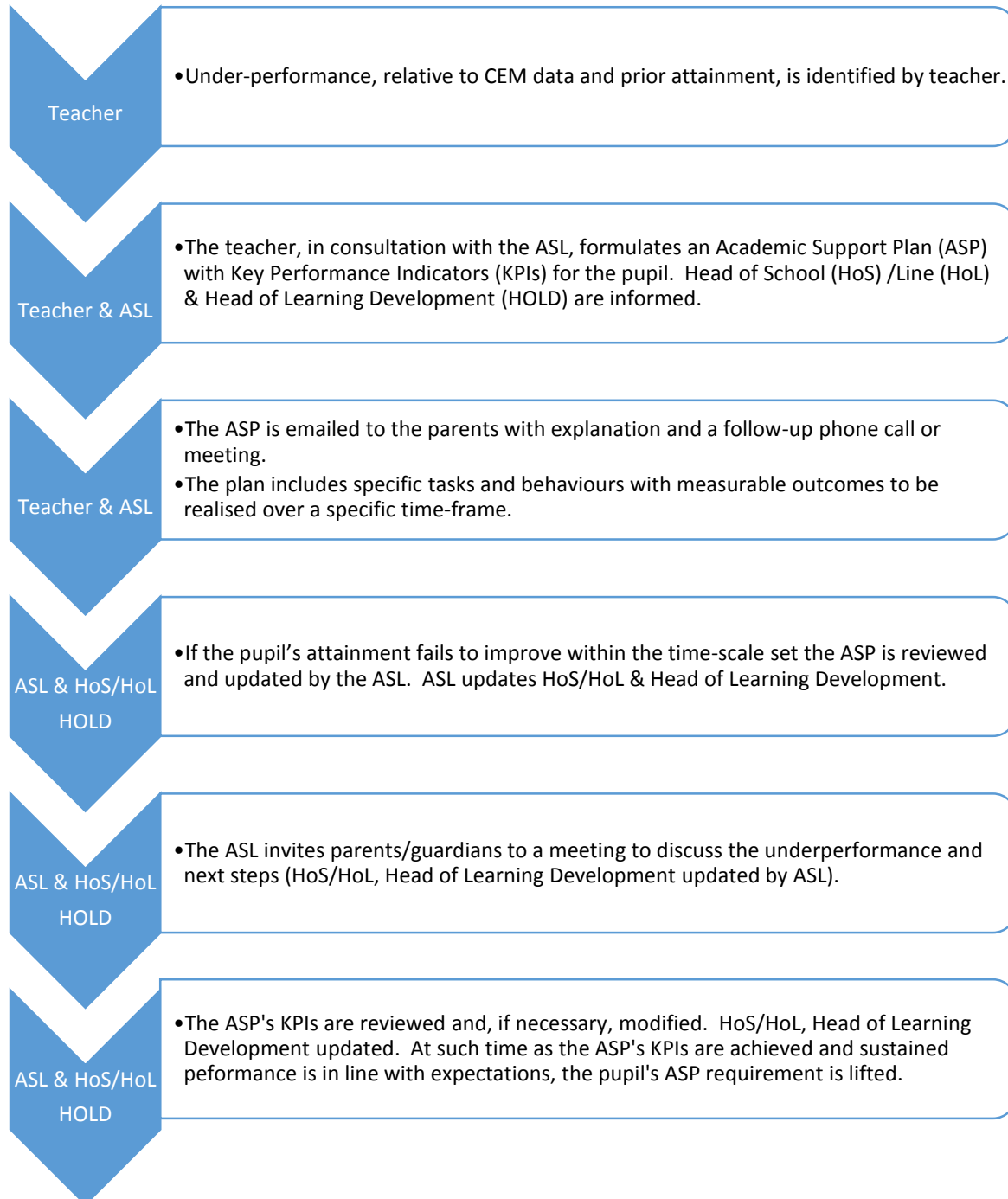
The curriculum and written schemes of work take into account the ages, aptitudes and needs of all pupils, including those with SEND, EAL and EHC plans. Learning Development provision encapsulates and promotes the SEND Code 2015 with regard to providing suitably for pupils with statements/EHC plans. This is facilitated through curriculum planning at the subject/departmental and co-curricular levels in addition to the Learning Development Department. The following programmes and areas of College provision are coordinated by the Learning Development Department:

- Whole School Mind-set, Mindfulness & Motivation
- Liaison with English as an Additional language department
- Liaison with Health Centre concerning Medical support for learners
- Counselling
- Able, Gifted & Talented
- Special Educational Needs & Disabilities
- Use of data to promote learning development (e.g. Value Added, Standardised tests, entrance assessment).
- Exam Access Arrangements
- Identification & assessment of needs
- Advising and training staff in the enhancement of teaching & learning

Learning Development also works to raise awareness of learning needs and disabilities throughout the school and serves as a resource for staff, providing advice on how to support students with a wide range of requirements.

## Academic Support Plan- Referral Process

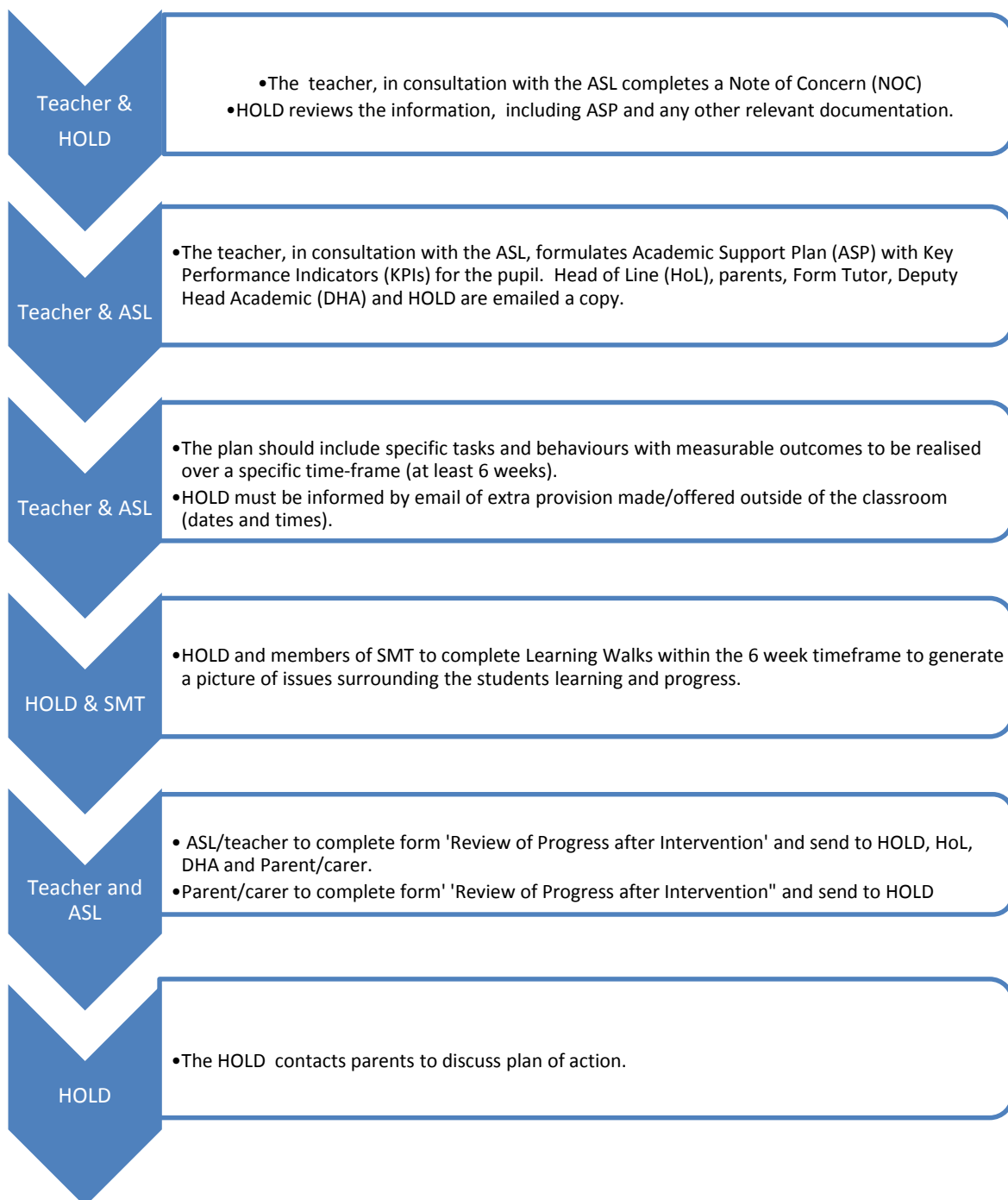
After standard interventions within the teaching/learning and communication provision for a class e.g. reporting, assessment, differentiation and Learning Development provision; academic concerns may persist. Where a pupil is identified as under-performing academically in a subject area(s). The procedure below is to be followed:



The ASP should consist of specific, targets to be achieved by the pupil within clear time-frames. Support strategies for the pupil may include: attendance to academic clinics, revision sessions, and extra work. The ASP should contain Key Performance Indicators (KPIs) with review dates. Where underperformance is present in a number of subject areas (in the light of subject ASPs) the HoL will be responsible for a general ASP.

## ACADEMIC SUPPORT PATHWAY, NOTE OF CONCERN AND LEARNING DEVELOPMENT DEPARTMENT

After completing the initial Academic Support Pathway academic concerns may persist. Where a pupil continues to be identified as under-performing academically in a subject area(s) and the class teacher judges this may be due to specific learning needs the procedure below is to be followed:



It is crucial during this particular stage that any extra provision undertaken both in and outside of the classroom (support sessions) are documented and evidenced. Assessing the impact of support is vital - evidence (e.g. photocopies of work) before and after interventions can be invaluable if other professionals/outside agencies involved.

## **THE ACADEMIC CURRICULUM**

### **Scholarship**

Scholarship is a responsibility as much as an award. Each Mountaineer Scholar reflects the values, purposes and aims of Mount St Mary's College. First and foremost as a Jesuit seat of learning we aim to produce "Men and Women for Others". Academic scholarship is a way for learners to expand their knowledge of specific subjects and the world at large. It is a preparation for further study and a future career.

A Mountaineer Scholar is a leader in academic success. The best leaders take people with them. Supporting their peers, and fostering in others the same love of learning they have exhibited themselves, is a fundamental principle.

All Mountaineers will embrace the qualities of the pupil profile below, scholars will excel in them.

At the beginning of the academic year Scholars' Programmes are distributed to all students, from Upper Elements (Year 7) to Rhetoric (Year 13). All academic scholars in Upper Elements (Yr7), Figures (Yr8), Rudiments (Yr9), Grammar (Yr10) and Syntax (Yr11 with the exception of the final summer examination term) must complete at least one subject task each half term. Higher Line (Sixth Form) academic scholars do a minimum of one task per term with the first begun before the autumn half term holiday. The Scholarship Programme tasks are not restricted to those pupils in receipt of an academic scholarship. Any pupil wishing to attempt a task is encouraged to do so. Academic Subject Leaders will be very happy to offer advice and guidance to any pupil wishing to complete a task from their subject area. The completed task should be returned to the relevant Academic Subject Leader for feedback. Further details on the Scholarship application and assessment process are available from the office of the Deputy Head Academic.

### **Curriculum Structure**

All pupils have the opportunity to learn and make progress. The curriculum, at each Key Stage, promotes the development of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect of those with different faiths and beliefs. This includes not only PSHE (A5 PHSE Policy) but all subjects and co-curricular activities, where appropriate. The PHSE programme, reflects the College's aims and ethos by producing 'men and women for others'. Central to this ethos is respect for other people, underpinned by the Equality 2010 Act. Pupils' opportunities to develop different areas of learning, including linguistic, mathematical, scientific, technological, social, physical aesthetic and creative skills, are offered in all subjects and particularly through the College Activities programme. Maths (including elements of PSHE), English, EAL, Modern Foreign Languages and Classics are particularly helpful in assisting pupils to acquire speaking, listening, literacy and numeracy skills; while all areas of the curriculum will do so directly or indirectly. The programme of extra-curricular activities (Activities programme) adds breadth to the academic curriculum by offering additional academic support sessions (stretch and remedial support), co-curricular sessions related to subjects but not part of the examined programme of study and extra-curricular sessions which are not linked to a subject and provide contrast with the academic curriculum. Pupils benefit from the use of technology throughout the curriculum through the integrated use of IT in subject lessons and the Activities programme. The curriculum is monitored and evaluated using pupil, parent and teacher feedback. Formative and summative data, used as part of the tracking of progress at individual and cohort level, also informs curriculum monitoring and evaluation process. All aspects of the curriculum are consistent with the College's Jesuit ethos and Jesuit Pupil Profile.

The Academic College week (Monday-Friday inclusive) consists of 50 periods, each of 35 minutes.

### Key Stage 3 Elements, Figures & Rudiments

The following subjects form the Key Stage 3 curriculum of Mount St Mary's College:

Art & Design	4%
Biology	4%
Chemistry	4%
Design & Technology	4%
English	14%
French	6%
Geography	4%
History	4%
Latin	6%
Mathematics	14%
Music	4%
Physical Education & Games	16%
Physics	4%
PSHE (Personal Social & Health Education)	2%
Religious Studies	4%
Spanish	6%

Maths is taught in sets in KS3

### Key Stage 4 Grammar & Syntax (GCSE)

Option Subjects	COMPULSORY SUBJECTS
Art & Design	8%
Business Studies	8%
Design & Technology	8%
Drama	8%
French	8%
Geography	8%
History	8%
Latin	8%
2nd Modern Foreign Language	8%
Music	8%
Sports Studies	8%
Physics	8%
Biology	8%
Chemistry	8%
Spanish	8%
<b>N.B. Options subjects are available, subject to demand.</b>	
<b>Non Examined Compulsory Subjects/Activities:</b>	
CCF (Combined Cadet Force)	4%
Physical Education & Games	12%
English Literature & Language	12%
Mathematics	14%
Two science subjects (but you may study all three sciences)	
Religious Studies	8%
A Language	8%
PSHE	2%

Maths is taught in sets in KS4

**Activities Programme:**

A structured programme of activities is available on Saturday mornings and most school fixtures are played on a Saturday afternoon. All pupils are expected to be available for fixtures if selected; the activities programme on Saturday morning is voluntary.

The standard programme at Mount St Mary's College is 9 GCSEs although it is possible, in some circumstances, for students to choose slightly more or less depending upon their ability to cope with the range of subjects on offer.

**Students wishing to do more than 9 GCSEs**

Occasionally pupils may wish to take on an additional GCSE subject within the timetable. This is made possible by foregoing the study periods option within the timetabled school day. Students and parents who are considering this should bear in mind that they will miss the benefits available through the supported study sessions led by teachers. A student's suitability for more than 9GCSEs is judged by attainment in the Rudiments January Mock and end of year examinations.

Any student who wishes to consider doing more or less than the standard 9 GCSEs should consult with the Deputy Head, Academic and Head of Lower School.



## Key Stage 5 Poetry & Rhetoric (A-LEVEL)

The following A-Level subjects may be taken at Mount St Mary's College:

Accounting	16%
Art and Design (4 options within this subject)	16%
-Fine Art	
-Photography	
-Textiles	
-Three Dimensional Design	
Biology	16%
Chemistry	16%
Creative Writing	16%
Design Technology (Product Design)	16%
Drama and Theatre Studies	16%
Economics and Business	16%
English Literature	16%
French	16%
Geography	16%
History	16%
Latin	16%
Mathematics	16%
Mathematics (Further Mathematics)	16%
Music	16%
Physical Education	12%
Physics	16%
Politics	16%
Psychology	16%
Religious Studies	16%
Spanish	16%
<b>Non Examined Subjects/Activities:</b>	
CCF (Combined Cadet Force)	4%
Community Service	4%
Bellarmino Society	4%
Ethics & Beliefs	4%
Physical Education & Games	16%

### A-Level

The standard entry requirements to Sixth Form are a minimum of 5 GCSEs at grades 9 to 5, with '6's in the subjects opted for at A-Level. Biology, Chemistry and Physics, require a minimum of a grade '6' in Maths as well as the science carried forward to A-Level.

Standard practise is for Sixth Form students to complete 4 AS Level courses in their Poetry (Year 12) year. They then select three to continue with and sit the full A-Level Exams at the end of their Rhetoric Year (Year 13).

## **A-Level Reform**

Mount St Mary's College is committed to offering students the best preparation for their A-Level examinations. In the light of the phased reforms, which will result in the decoupling of AS examinations from A-Levels, students will sit AS examinations in all subjects (with the exception of Art and Music) at the end of their Poetry year. This will give them a stand-alone AS grade, should they decide not to proceed with the subject to full A-Level. It will also allow students the opportunity to develop their exam technique under examination conditions in advance of their full A-Level assessment at the end of their Rhetoric year.

The standard teaching allocation for A-Level subjects is 8 periods per week (16%).

N.B: PSHE (Personal Social & Health Education) is delivered through the Ethics & Beliefs Curriculum at KS5. \*Ethics & Beliefs (non-exam course) is taught in a single period per week.

A structured programme of activities is available on Saturday mornings and most school fixtures are played on a Saturday afternoon. All pupils are expected to be available for fixtures if selected; the activities programme on Saturday morning is voluntary.

**Each A Level course is offered subject to viable pupil numbers.**

## **Sixth Form: Higher Line- AS to A2 Progression**

All Poetry students must achieve a minimum of a grade D at AS level, in order to continue their A2 studies in that subject in their Rhetoric year. Any AS results equivalent to a grade E or below would prevent progression to A2 level in that course. If, after consultation with the Head of Higher Line, there are found to be exceptional circumstances that account for underperformance; a special programme of support will be offered by the Academic Subject Leader (ASL) of the subject concerned. A student on this programme would be required to attend extra support sessions, as set by the ASL, and sit an AS standard paper before the end of the Autumn Term of their Rhetoric year. If they scored less than a grade D in this assessment they may not be entered for the A2 exam in May/June of their Rhetoric year.

## **Specialist Sixth Form Student Support Team**

The Sixth Form pastoral team is comprised of tutors with specialist skills and responsibilities, additional to their tutor role. These specialist areas include careers advice, gifted & talented/Oxbridge applications and UCAS Applications.

## **Bellarmino Society**

This is a cultural, philosophical and intellectual dimension of the Sixth form programme of study. It promotes the development of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect of those with different faiths and beliefs. Each week the Bellarmino Society sessions include talks given by visiting speakers or student led presentations by the Mount Philosophical Society. The topics are aimed to broaden the education of the students and to inspire their imagination.

## Careers

The curriculum provides for effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society. In Upper Elements and Figures careers advice forms part of the PSHE Programme, with particular reference to life skills. The programme of careers provision develops further in Rudiments when pupils work through the 'Careers Investigator' programme supplied by Futurewise. This includes a detailed careers profile which suggests 'job families' to pupils and so allows them to begin the process of thinking about careers. This also supports their choice of GCSE options.

At the end of Grammar pupils are offered the opportunity to take a more detailed careers profile test 'Futurewise New Generation' and to have a follow up consultation with a trained member of staff. This report provides a strong foundation for considering post 16 options. All pupils receive a talk from Futurewise in Syntax which details post 16 options, including apprenticeships, alternatives to A-level, degree courses and other options such as self-employment.

There is a biennial Careers' Convention available to Rudiments and above and all pupils are encouraged to access information via the Job Explorer Database.

## Key Points to Academic Success

The combination of quality teaching and a stimulating environment is the key to our academic success, but pupils are also expected to contribute.

All pupils are expected to bring their planner to all lessons.

Pupils should have all the right equipment for lessons

Pupils in the Upper Elements to Syntax must have the following:

A pencil case containing

- A fountain pen
- Refill cartridges
- An HB pencil
- Pencil sharpener
- A 30 cm ruler
- Correction tape (correction fluid is not permitted)
- A set of colour pencils

Other equipment

- An eraser
- A pair of compasses
- A protractor, (a full circular one is best)
- A scientific calculator
- A pocket dictionary
- A bag to carry books and equipment.

Sixth Form pupils are expected to have the equipment necessary for their courses of study.

All uniform and games kit with the exception of footwear can be purchased from the school shop.



A full uniform, PE and Games list is available from the College Admissions Office.

Remember to make sure all items of uniform, including sports kit and shoes, are named.

## Target Setting

Assessment data is used for planning, teaching and tracking of progress at individual and cohort level. Formative assessment is used to improve learning and progress, and to involve pupils in their learning to a greater degree, through regular assessment i.e. homework/classwork as well as end of year examinations in all non-examination year groups and mock examinations in all examination year groups. Rudiments (Year 9 and Grammar Year 10) also have mock examinations as well as end of year examinations. A target grade is set for each pupil in each academic subject they are studying. The grade is set by the teacher and is based on standardised tests, homework, classwork and subject assessments. Pupils are given a hard copy of their Reports and Grade Cards. During the three Review and Target Setting periods each year, pupils reflect on their latest Report/Grade Card. Under the guidance of their teacher, they record their latest Attainment Grade and Target Grade. They then set and record two goals for improvement. The completed review template is retained within the pupils' notes/file and updated each review period, or as the attainment/target grade changes. There is one template for Key Stage 3 & 4 and another for Sixth Form/Higher Line.

### Review Template KS3/4

 <b>REVIEW &amp; TARGET SETTING</b> 		
<b>Subject:</b>		<b>AMDG</b>
<b>Attainment Grade</b>	In order to achieve and exceed my Target Grade I must accomplish the following goals for improvement:	<b>Target Grade</b>
	1)  2)	

**Review Template Sixth Form/Higher Line**

AMDG

NAME:

SUBJECT	ATTAINMENT 1	ATTAINMENT 2	TARGET

TARGETS FOR IMPROVEMENT OF EFFORT

BARRIERS TO IMPROVEMENT

Performance Manager Comments

CIRCLE BOX BELOW			
WORKING WELL – PRAISE NEEDED	MAKING PROGRESS - MONITOR	INTERVENTION	URGENT NEED OF INTERVENTION

## Instructions for Sixth Form/Higher Line Performance Managers

1. Arrange meeting with student
2. They should arrive with their form and evidence of their efforts to improve.
3. Push hard on the obstacles to success as well as identifying any issues raised by their evidence, or lack of it.
4. Add brief notes on the back of the form. Circle what follow-up you feel is needed.
5. Put form in Head of Sixth Form's Pigeon Hole.

## Merits

The school aims to promote high standards of behaviour, self-discipline and learning through positive encouragement and reward.

When pupils do something well, their teacher will recognise this by speaking to them in class, writing comments in their books and giving high marks.

Outstanding effort or achievement may be rewarded through the school merit system. Bronze, Silver, Gold & Platinum certificates are awarded at assemblies for merits accumulated over the year. As well as individual recognition, merits earned by pupils contribute to the house merit competition, encouraging team-work and positive competitiveness.

## Independent Learning

### Daily Homework Schedule

Upper Elements and Figures	2/3 subjects x 30 minutes per subject
Rudiments	3 subjects x 30 minutes per subject
Grammar	2 or 3 subjects x 45 minutes per subject
Syntax	2 or 3 subjects x 1 hour per subject

Sixth Formers are expected to use their study periods and time in the evening to complete assignments, revise work covered and read generally around the subjects they are taking. For Poetry, a minimum of 45 minutes per day per subject should be spent studying with a similar amount of time over the weekend. For Rhetoric, a minimum of 1 hour per day per subject, and, again, over the weekend, should be devoted to work.

### Daily Academic Detention

In addition to teacher and ASL pupil support and intervention, whenever a pupil's work is of unacceptable quality or missing for no good reason, their issues an orange slip (this is done electronically). Examples of this kind of work include:

- Homework not done or not handed in at the specified time.
- Homework done to a low standard with insufficient time or effort.
- Unacceptable quality of class work.
- A test result which is poor due to lack of effort.
- Failure to catch up with missed work (e.g. music lesson, sports fixture) in a reasonable time.

When a pupil's work is inadequate in this way, the teacher will inform the pupil either when the work is being returned, or when it is being collected in (in the case of missing work) and say that an orange slip is being issued. They will also remind the pupil that this means a detention, and get the pupil to record the date of detention in their planner. It is then the pupil's responsibility to attend

the next available academic detention (the same day if it is a morning lesson, the next day if it is an afternoon lesson).

Academic detention runs from 1:05pm to 1:35pm in room 21 pupils should arrive on time and then work in silence for 30 minutes.

### **Marking Policy**

For GCSE courses (some of which begin in Rudiments/Year9) all assessed work is be graded from 9 to 1 and unclassified. Work at Key Stage 3 is also assessed 9 to 1 and unclassified.

A-Level is assessed A\* to E and unclassified.

Classwork/Homework receives regular attainment grades. Within the context of teacher to pupil feedback in files or exercise books, effort in classwork and homework is reflected in comments rather than grades. Attainment grades are awarded according to the criteria set in the Attainment Grade Matrix. Written comments are subject specific reflections of the descriptors and also offer advice/guidance/targets for improvement. The Year Group/Line Homework Timetable, issued by each Head of School/Line at the beginning of each academic year, allocates each subject's weekly homework slot.

### Effort Grade Matrices

Participation in lessons				
Level	4	3	2	1
Broad Descriptor	Outstanding	Good	Areas for Development	Serious concern
		<i>:maintain this standard consistently</i>	<i>:sound performance with opportunities for further development</i>	<i>:Key areas for immediate improvement</i>
Characteristics of pupils at each level	<ul style="list-style-type: none"> <li>• Volunteers insightful and valid contributions to all lessons.</li> <li>• Actively engages with all tasks in every lesson asking questions and offering answers</li> <li>• Highly effective team player in group work.</li> <li>• Consistently, actively seeks to contribute beyond the tasks set.</li> <li>• Communicates independence of thought and ambition coherently.</li> </ul>	<ul style="list-style-type: none"> <li>• Volunteers insightful and valid contributions to most lessons.</li> <li>• Actively engages with all tasks in every lesson. Frequently asks questions and offers answers.</li> <li>• Works effectively as a team player in group work.</li> <li>• Often seeks to contribute beyond the tasks set.</li> <li>• Often shares personal insight, independence of thought and ambition.</li> </ul>	<ul style="list-style-type: none"> <li>• Will contribute, when prompted.</li> <li>• Occasionally volunteers contributions to lessons.</li> <li>• Completes each lesson's tasks and infrequently asks questions and offers answers.</li> <li>• Participates in group work, but could do so to greater effect.</li> <li>• Rarely contributes beyond the tasks set.</li> <li>• Seldom shares personal insight, independence of thought and ambition.</li> </ul>	<ul style="list-style-type: none"> <li>• Reluctant to volunteer insightful and valid contributions in lessons.</li> <li>• Insufficient contributions to lessons, constant need for prompting to solicit a response</li> <li>• Yet to productively question and offers answers</li> <li>• Lacking productive engagement in group work, must do so with greater enthusiasm and to greater effect.</li> <li>• Fails to contribute beyond the tasks set.</li> <li>• Yet to communicate personal insight, independence of thought and ambition.</li> </ul>
	<p><b>Context:</b> Verbal and visible public engagement in the learning experience  <b>Indicators:</b> Students are engaged in activities such as reading, discussion, sharing their written responses. Students' explore and share their own attitudes, values, and prior experiences.</p>			



Independent Learning				
Level	4	3	2	1
Broad Descriptor	Outstanding	Good	Areas for Development	Serious concern
	<i>:maintain this standard consistently</i>	<i>:sound performance with opportunities for further development</i>	<i>:Key areas for immediate improvement</i>	<i>:urgent measures required</i>
Characteristics of pupils at each level	<ul style="list-style-type: none"> <li>Highly organised, an effective and self-motivated responsible learner.</li> <li>All homework/coursework tasks completed in full and submitted within the deadline.</li> <li>Fully equipped for all activities in every lesson.</li> <li>Completes all tasks in full showing excellent time management.</li> <li>Uses all opportunities to promote learning.</li> <li>Requests extension tasks, when appropriate.</li> <li>Highly ambitious to complete learning objectives and extend learning.</li> </ul>	<ul style="list-style-type: none"> <li>Generally well organised and self-motivated.</li> <li>Homework/coursework tasks completed and submitted on time.</li> <li>Generally well equipped for lesson activities.</li> <li>Completes most tasks in full showing sound time management.</li> <li>Uses the opportunities within the lesson to promote learning.</li> <li>Completes learning objectives and extends learning.</li> </ul>	<ul style="list-style-type: none"> <li>Potential to further develop some organisational skills.</li> <li>Homework/coursework tasks occasionally incomplete and/or not always submitted on time</li> <li>Sometimes lacks the necessary equipment (e.g. books/pen) for lesson activities.</li> <li>Generally completes the lesson tasks within the time set.</li> <li>Could take more opportunities within to promote learning.</li> <li>Completes most learning objectives but could extend learning further.</li> </ul>	<ul style="list-style-type: none"> <li>Organisational skills in need of further development.</li> <li>Homework/coursework tasks are not consistently completed in full and/or submitted on time.</li> <li>At times, lacks the necessary equipment (e.g. books/pen) for lesson activities.</li> <li>Not all learning tasks are completed within the time set.</li> <li>Must take more opportunities to promote learning.</li> <li>Learning objectives are not consistently fulfilled due to a lack of task focused work.</li> </ul>
	<p><b>Context:</b> The attitude and organisational skills of the learner.</p> <p><b>Indicators:</b> Homework and coursework deadlines are being met. Planners, pens, pencils, exercise and text books are in evidence every lesson. Pupils effectively use their College e-mail accounts and communicate highly effectively with teachers.</p>			

### Attainment Grades KS5

	KNOWLEDGE	UNDERSTANDING	APPLICATION	JUDGEMENT
<b>A*</b>	Demonstrate outstanding knowledge of the subject.	Demonstrate an exceptionally well developed understanding of the subject that illustrates informed insight and comprehension.	Can utilise knowledge and understanding in a variety of contexts to illustrate an exceptional grasp of the subject.	Clear evidence of exceptional skills in critical analysis and application of the key skills, knowledge and understanding central to the programme of study.
<b>A</b>	Demonstrate a complete, accurate and secure knowledge.	Demonstrate a secure and detailed understanding of the knowledge and concepts so that this may be used in other contexts and can be successfully explained or re-iterated.	Can apply what has been learned with confidence, success and precision in a range of contexts, adapting to given circumstances.	Show detailed understanding and consideration of all factors/information/reasonable possibilities, and can make an accurate evaluation based on clear evidence, supported by secure reasoning.
<b>B</b>	Demonstrate an almost complete knowledge although there may be occasional lapses in accuracy.	Demonstrate a full understanding by re-iterating the detail accurately and focusing on particular aspects as required.	Can use what has been learned with some adaptation if necessary and with successful outcomes.	Show understanding of some of the factors/information/reasonable possibilities and can reach a conclusion which is clearly explained and justified by evidence and reasoning.
<b>C</b>	Demonstrate sufficient knowledge to commence and complete a task, although the outcome may be partially affected by lapses in accuracy.	Demonstrate adequate understanding in order to attempt a task and complete a task and to provide partially accurate explanations.	Can apply what has been learned to familiar situations, with positive outcomes.	Can reach a judgement based on some awareness of a range of factors/circumstances and the judgement is at least partially supported with evidence or explanation.
<b>D</b>	Demonstrate some knowledge but not sufficient to successfully complete a task.	Demonstrate some understanding and although this may not be complete it would allow completion of a task.	Can apply learning and concepts and has some partial success with the process.	Can reach a judgement and offer some explanation for the judgement.
<b>E</b>	Demonstrate some knowledge.	Demonstrate some understanding.	Attempts to apply learning and concepts but understanding is limited and therefore progress is hindered.	Can reach a judgement, although further comment may not be supportive, relevant or accurate.
<b>Working towards grade E</b>	Unable to demonstrate knowledge.	Unable to demonstrate understanding.	Knowledge and understanding of information and concepts is insufficient to make any progress with application.	Knowledge and understanding is too limited to reach any judgement.

## Changes to GCSE Grading

As a result of the phased introduction of the new GCSE assessment scale, GCSE subjects are no longer assessed on an alphabetical A\* to G scale. GCSEs are now graded on a nine point scale. The chart below compares the old scale with the new numerical scale.

New GCSE Numerical Grading Structure										
9	8	7	6	5	4	3	2	1	U	
			<b>A Good Pass (DfE)</b> 5 and above = top of C and above  4 and above = bottom of C and above							
<b>A*</b>		<b>A</b>	<b>B</b>		<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>U</b>
Former Alphabetical GCSE Grading Structure										

### Key Stage 3 & 4 Grading Structure (Sample Descriptors)

Grade	Descriptor
9	<ul style="list-style-type: none"> <li>• Demonstrate extensive and highly developed knowledge, combined with a sophisticated understanding of key concepts.</li> <li>• Construct coherent and convincing lines of reasoning based on complex evidence.</li> <li>• Critically analyse and evaluate multifaceted issues, to reach reasoned, substantiated judgements.</li> <li>• Deploy investigative skills highly effectively.</li> <li>• Produce accurate interpretations and evaluations of information.</li> </ul>
8	<ul style="list-style-type: none"> <li>• Demonstrate relevant and comprehensive knowledge, combined with a sophisticated understanding of key concepts.</li> <li>• Construct a convincing line of reasoning based on evidence.</li> <li>• Critically analyse and evaluate, to reach reasoned, substantiated judgements.</li> <li>• Effectively deploy investigative skills.</li> <li>• Interpretations and evaluate information accurately.</li> </ul>
7	<ul style="list-style-type: none"> <li>• Demonstrate relevant and broad knowledge, combined with a well-developed understanding of key concepts.</li> <li>• Construct a coherent line of reasoning based on evidence.</li> <li>• Demonstrate developed skills in analysis, evaluation and reasoning.</li> <li>• Clear investigative skills.</li> <li>• Offer valid interpretations and evaluations of information.</li> </ul>
6	<ul style="list-style-type: none"> <li>• Demonstrate accurate and appropriate knowledge.</li> <li>• Construct a consistent line of reasoning.</li> <li>• Analyse and provide reasoned evaluations and judgements</li> <li>• Examine a range of information, in context, to investigate a variety of issues.</li> <li>• Offer accurate interpretations and explanations.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Demonstrate mostly accurate and appropriate knowledge, with a clear understanding of information.</li> <li>• Construct a coherent line of reasoning.</li> <li>• Analyse and provide some evaluation, to reach reasoned judgements.</li> <li>• Use a range of sources, in context, to investigate issues/themes.</li> <li>• Offer interpretations and explain why they may differ.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Demonstrate appropriate knowledge, with a generally sound understanding of information.</li> <li>• Construct a valid line of reasoning.</li> <li>• Analyse and provide evidence of evaluation and conclusions.</li> <li>• Use differing sources to investigate issues/themes.</li> <li>• Evidence of interpretation and explanatory skills.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Demonstrate simple knowledge, and basic understanding of key features and characteristic of a theme.</li> <li>• Demonstrate basic reasoning and some evaluation</li> <li>• Comprehend basic concepts and draw simple conclusions</li> <li>• Use sources to investigate issues</li> <li>• Interpret information to identify similarities and differences between basic concepts.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Demonstrate generalised knowledge, using everyday language, and basic understanding of key features and characteristics</li> <li>• Construct a basic line of reasoning</li> <li>• Demonstrate basic investigation skills</li> </ul>
1	<ul style="list-style-type: none"> <li>• Demonstrate limited knowledge, using everyday language, and partial understanding of key features and characteristics</li> <li>• Limited evidence of reasoning skills</li> <li>• Some evidence of investigation but lacking coherence.</li> </ul>

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