

# THE FERRERS SCHOOL CURRICULUM INTENT

INTELLIGENT DESIGN AND A ROBUST DEFENCE OF A WHOLE EDUCATION

**The curriculum in each Meridian Trust Academy is designed to support our Mission and Values:**

**Our Mission:** To deliver, promote and inspire high quality educational provision in schools at the heart of their local communities so that:

- ▶ Every child is a successful learner, confident individual and responsible and employable citizen
- ▶ Every school is a hub for community activities, a centre for extended services and a source of immense pride for students, their families and other local stakeholders



Pursuit  
of Excellence

## SDP Area 4

A curriculum that supports all students to acquire the knowledge and skills necessary to succeed in modern Britain and to maximise their potential in public examinations



Value  
our People

## SDP Area 3

Through the curriculum students develop a lifelong love of learning and the necessary skills to be a resilient, confident and independent learner



High Quality  
Learning  
Environment

## SDP Area 2

A curriculum that is flexible enough to meet the needs of every individual learner.  
Feedback and guidance that is clear and helpful to the learner



Achievement  
for all

## SDP Area 1

An academically rigorous curriculum that supports and challenges all students and develops aspiration



Extending the  
Boundaries  
of Learning

## SDP Area 5

Providing a breadth of experience through the curriculum and beyond, including an entitlement for all students to educational visits and other activities that enhance and extend their experiences and personal development.  
Regular and rich opportunities for spiritual, moral, social and cultural (SMSC) education, rooted in community and reflecting our shared values



The Ferrers  
School



## Broad curriculum

We believe that in Years 7 and 8 students should experience the broadest curriculum possible, with exposure to a range of subjects and experiences. Our curriculum aims to develop and nurture knowledge and skills through rich content and expert teaching.

## All classes mixed attainment

We believe that to aid transition between primary and secondary school, having mainly mixed attainment classes is the best start to secondary education that students can receive. Setting in core subjects supports closing of attainment gaps.



<b>English</b> 6 periods	<b>Science</b> 6 periods	<b>Maths</b> 6 periods	<b>Humanities</b> 8 periods	<b>Expressive Arts (Dance, Drama, Music)</b> 6 periods
<b>MFL 4 periods</b>	<b>PE 4 periods</b>	<b>D&amp;T 4 periods</b>	<b>It 2 periods</b>	<b>Core Studies 2 periods</b>
				<b>Art 2 periods</b>

Number of 1 hour lessons per fortnight

## Encouraging Progress

We recognise that progress is not linear, and that success can be measured in many ways. We do not mark work using levels or GCSE grades in Years 7 and 8, but rather aim to provide useful and clear feedback that helps students prioritise improvement.

## Preparation for life

We believe in a 'whole' education, not solely preparing students for exams (critical though these are). We aim to develop the character and resilience of students, equipping them with the knowledge and skills to be successful in life beyond TFS.

## Achievement and challenge for all

We believe that all students should be challenged to achieve their full potential. Whether they are more able in a subject, or face difficulties in certain areas, the curriculum should be both challenging and accessible enough to meet their specific needs.

# A SEVEN YEAR LEARNING JOURNEY

We ensure, by delivering a seven year learning journey, that we do not narrow entitlement to key knowledge and ensure cover of the national curriculum in Years 7 & 8; facilitating informed choices for Key Stage 4 and Key Stage 5.

All students in year 7 & 8 follow a modern language and we promote the study of a language as part of our ambition to raise aspiration for students of all abilities.

We believe that allowing students to choose significant elements (four option choices) of their own curriculum from Year 9 enhances their experience and improves attainment outcomes. Students are encouraged to study at least one of the humanities subjects; Geography / History with remaining choices coming from vocational / academic subjects as part of a broad and balanced curriculum.

We believe that the 'English Baccalaureate' suite of subjects (English, mathematics, science, a language and history or geography) provide a sensible academic foundation for an increasing number of students.

We ensure that at least the first term of study in year 9 of all subjects is a related but not an examined element of the GCSE / vocational subject to encourage a 'love for the subject' and enrich their learning experience.

As a Meridian Trust school we believe that a rounded, 'whole' education and curriculum lends equal prominence to students' entitlement to study subjects of interest.



# A SEVEN YEAR LEARNING JOURNEY

We ensure full coverage of the GCSE course over a full two years rather than 18 months so all courses in all examined subjects will begin no later than Easter of year 9

More time → increased achievement for all and the ability to cover subjects in depth and build upon previous knowledge

Allows an even greater push on progress from the higher attaining students

An extra 39 weeks (Compared to a two year Key Stage 4) which allows greater support for those who have yet to realise their potential

Provides the option for a broader curriculum (less periods for a longer period of time).

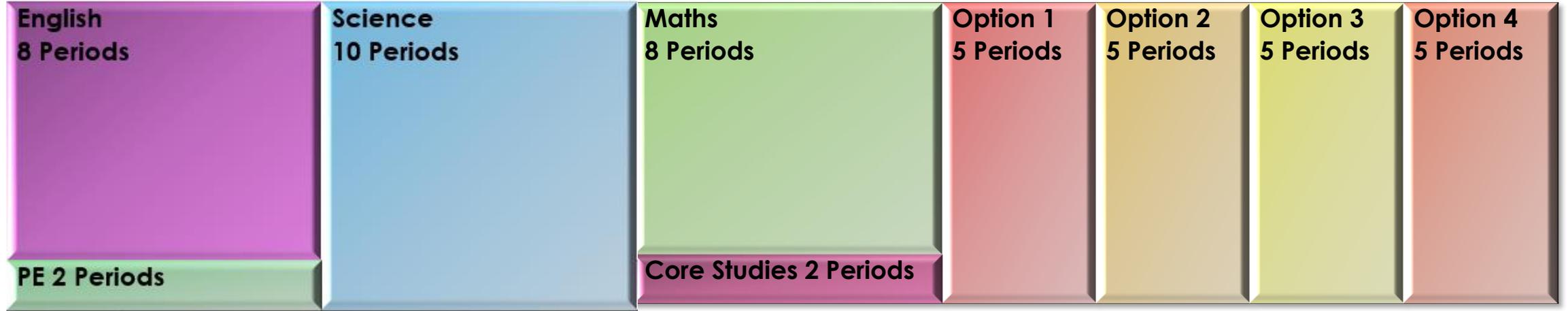
We can add in another GCSE option choice

A 2 year KS4 would mean students following the Ebacc could choose just one additional GCSE from the Open Bucket which narrows choice.  
A 3 year KS4 means students following the Ebacc can choose two additional GCSEs from the Open Bucket which serves to increase choice and breadth of curriculum whilst also supporting students following an MFL course.



# Broad curriculum

We believe that allowing students to choose elements of their own curriculum from Year 9 enhances their experience and improves outcomes. We ensure that it does not narrow their entitlement by retaining four option subjects and providing close guidance to ensure students make sensible choices. Alongside a 'core' offer of PE, RE and PSHE, all students will study English, maths and science alongside 4 subjects they have chosen from a wide offer of academic, vocational and technical qualifications. EBACC study is encouraged to raise aspiration of students. 2 hours is allocated to PE per fortnight to support physical, mental health and wellbeing.



Number of 1 hour lessons per fortnight in Years 9 - 11

## Achievement and challenge for all

We believe that students should be challenged to achieve their full potential. Whatever their starting point all students will be set a minimum target grade, then supported and challenged to achieve or exceed this.

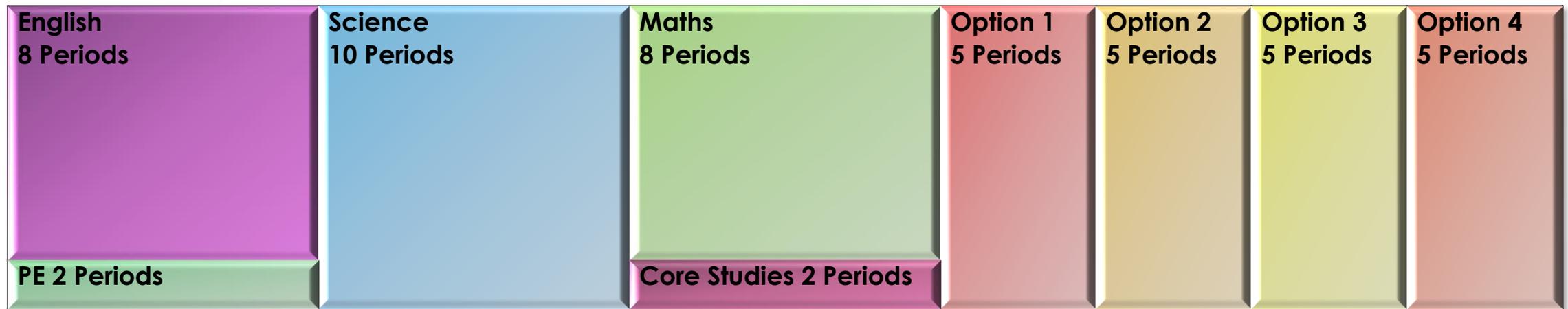
## Preparation for life

Our curriculum enables a wide and varied range of progression routes. This is supported by a strong careers and guidance programme, including Work Experience to prepare students for work and life beyond TFS.



## Broad curriculum

The Year 10 & 11 curriculum remains broad with additional time allocated to science to encourage the study of triple science. Time allocated to PE reduces to 2 hours per fortnight but this is complemented by our extra curricular clubs and activities to encourage physical activity and participation. Dedicated Core Studies lesson continue into year 10 & 11 which supports the delivery of RE and PSHCE curriculum.



Number of 1 hour lessons per fortnight

### Achievement and challenge for all

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# The Post 16 curriculum

We provide a range of A levels and BTEC Level 3 courses, allowing students to choose a combination of subjects and qualifications that suit both their academic and aspirational needs. Our guidance starts even before the application begins by helping students make informed and appropriate choices, whether they are seeking a diverse programme of study or opting for courses with a specific career in mind. We can offer Level 3 courses in the following subject areas:



## Achievement and challenge for all

Our aim is to ensure that students leave us as well-rounded citizens, equipped with the skills and experience they need to face the challenges of the fast-paced, ever-changing world, whilst enabling them to reach their full potential, both academically and personally.

## Preparation for life

We are committed to ensuring that all students are aware of the destinations available to them. Our dedicated mentoring programme allows us to tailor our provision around the needs of every student. From your very first day of Sixth Form, we work together to get students where they need to be.

Our Futures Programme, guided by academic mentors, enables every student to explore the wealth of opportunities that await them when they leave us in Year 13, supporting their decisions and applications.

Activities include:

- University trips and events
- Apprenticeships advice and shows
- Work Shadowing opportunities
- The Ferrers Futures' Fair
- Working with Ferrers Alumni

Students can take supplementary courses, either linked to the subjects they are studying or other areas of interest and challenge. Students benefit from taking the Extended Project Qualification (EPQ), an exam board accredited research-based course that provides students with the experience of writing a mini dissertation on a topic of their choice, selecting research methods and presenting their findings to an accreditation panel. Students also access a huge database of Open University and MOOCs, free creditable courses covering thousands of topics. We encourage students to join extra-curricular clubs and university-style societies where they can find like-minded friends who share their passions and interests.



# SCHOOL CONTEXT AND DRIVERS FOR CURRICULUM INTENT

School Context – 92% White British Ferrers Children – small market town centric, limited exposure to other backgrounds, cultures and beliefs. A desire to improve high educational aspiration.

## Intent I

That the curriculum contains a clear programme of exposure to and understanding of a range of cultures and lifestyles, diverse views and a tolerance of others' beliefs within the context of British Values

## Implementation

Pledges Programme - Year 7 -11 launched and Post 16 emerging.  
Delivery of the Pupil Premium Charter  
British Values across the curriculum  
Core Studies curriculum (Year 7 -11)  
Raising Aspiration Programme & '40 Things to do'  
Tutor programme and weekly assemblies (anti-bullying, knife crime, etc.)  
Careers programme to meet Gatsby benchmarks  
Visits and Visitors

## Impact

Students are exposed to a range of cultures, lifestyles and views  
Students demonstrate an improved tolerance of others' beliefs, reduction in prejudice related incidents  
Students can discuss, understand and demonstrate British Values  
Students develop cultural literacy and this helps to close the gap for students in receipt of Premium Premium students

# SCHOOL CONTEXT AND DRIVERS FOR CURRICULUM INTENT

School Context – 20% disadvantaged children who are less likely to have wider opportunities including literacy, language and cultural development.

## Intent 2

That the curriculum contains clear cultural, vocabulary and communications opportunities to enable children to access wider learning and employment in the longer term and develop social skills. Meet the expectations of the Pupil Premium Charter to enhance future life chances and opportunities.

## Implementation

Subject Specific Keywords identified in schemes of work  
Literacy included in tutor time & Literacy, including oracy focus in schemes of work  
PLEDGES programme  
Pupil Premium Charter and '40 Things to do'  
Language offer in KS3 and Ebacc aspirational guided pathway.  
Broad/varied offer of educational visits & experiences  
Catch up programme delivered in year 7 and 8 to narrow the literacy gap

## Impact

Learning is enhanced by improving communication skills  
Learning is enhanced by social skills development and improved student confidence  
Cultural capital and experience gap of PP students is narrowed  
Attendance consistently improves for Disadvantaged students over time and PA reduces  
Student outcomes improve across all subjects

# SCHOOL CONTEXT AND DRIVERS FOR CURRICULUM INTENT

School Context – Since joining Meridian Trust in February 2019 curriculum was fully reviewed to address progress that is below national. Retention into local post 16 provision needs to increase.

## Intent 3

Clear purpose for the delivery of key stage 3 programmes

Maximise key stage 4 choices whilst providing improved breadth

Increased time for key stage 4 delivery

Provide capacity for broader learning through core studies

Raising progress and increasing aspiration for Post 16 study

## Implementation

New curriculum model

Development of faculties and accountability

Guided preference to support Ebacc ambition

Remodel of schemes of work, alongside curriculum and assessment plans

The Ferrers Framework developed to implement the taught curriculum and focus on behaviour for learning

## Impact

Student progress demonstrates improving picture across all year groups at each stage of monitoring

Monitoring of quality of teaching and learning shows an improving trend

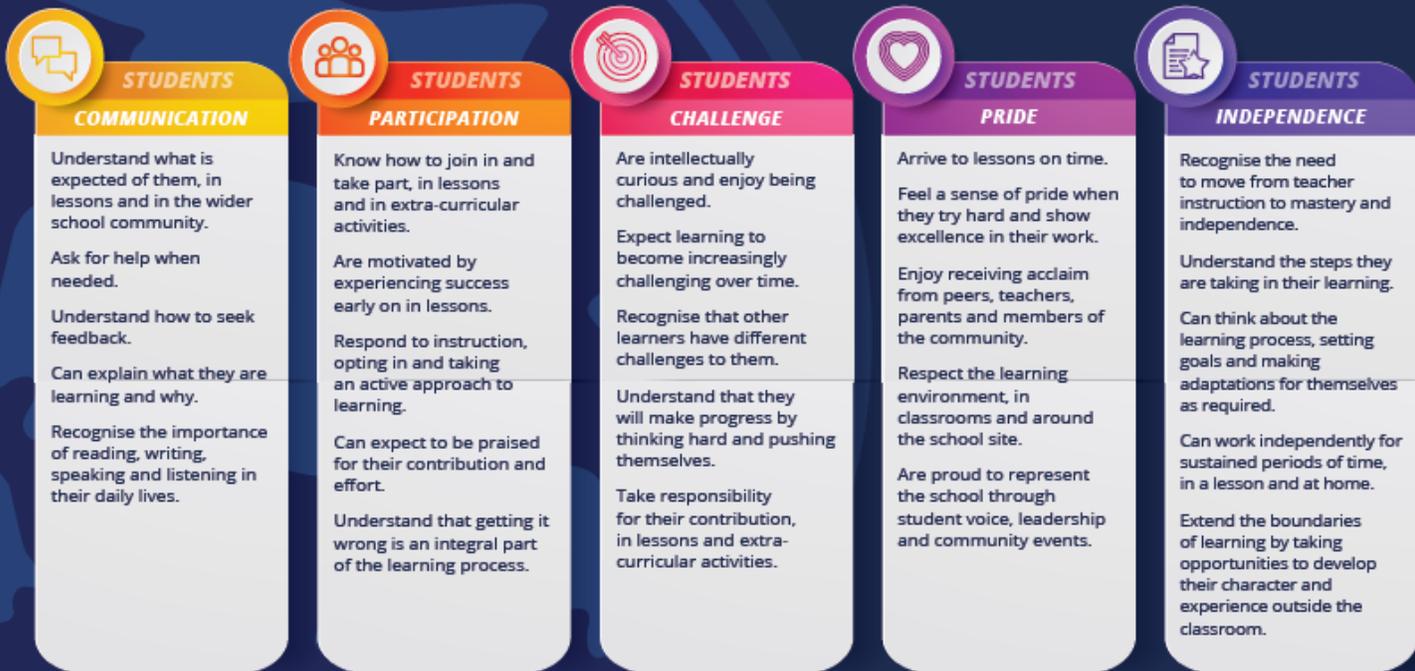
Monitoring of student behaviour shows reduction in sanctions and an increase in achievement points

Attendance at key stage 4 is an improving picture

Retention into post 16 study increases as TFS Sixth Form launched

Retention between year 12 and 13 remains stable.

# The Ferrers Framework



ASPIRE • ACHIEVE • ACCLAIM

Underpinning all of our taught curriculum and tutoring at TFS is the Ferrers Framework, which provides our expectations for Teaching and tutoring within the school. They play an intrinsic role in the quality assurance of what we deliver and subsequent school improvement priorities.

## The Ferrers Framework

A Framework Centred around 5 key themes of:

1. Communication
2. Participation
3. Challenge
4. Pride
5. Independence

Linked to Rewards, Development of the Learner, Quality Assurance, Reporting and Assessment processes.



The Ferrers School





The Ferrers School

# PLEDGES

Extending the Boundaries of Learning



Gold: TO LEAD Silver: HELP ORGANISE Bronze: TAKE PART IN

	PARTICIPATION	LEADERSHIP	EXCELLENCE	DIVERSITY	GIVING	ENVIRONMENT	SERVICE
BRONZE	Attend an after school club for six weeks with sporting, cultural and/or academic.	Take a lead role in and be a significant part of a lesson's structure. This should be recorded by a member of staff	Receive an academic sporting or cultural award from school	Actively participate in activities which explore/promote/challenge bullying/racism/homophobic views and stereotypes	Complete the school sponsored walk and raise money for charity or a community project	Volunteer and complete clearing duties in the restaurant for 3 consecutive days	Be a tour guide for parents or visitors to the school both during school times and/or after school events
	Read in class so that the teacher is able to identify you as a regular reader	Make a positive contribution as a student representative and have a reference written up to make clear the positive contribution	Take part in an out of school activity which called for determination, grit and resilience	Visit another country and show awareness of their cultural identity	Take part in an event which raises awareness of a charity or community project	Complete 5 litter picks during your free time on consecutive days	Play a role in supporting an after-school activity through providing a service to staff/parents/ community
	Read 50,000 words as recorded by 'Accelerated Reader' or similar school reading programme	Take part in a form activity which is seen by a wider audience	Represent the school in a team or individual sport, cultural or academic competition	Learn to speak or make significant progress in a language not taught in the school curriculum	Donate old school uniform/PPE kit/books, toys, games to school for the benefit of the school community	Actively participate in improving the school environment in a way which could be recorded and is substantial and sustained	Take part in a service activity outside school such as scouts, police cadets, army cadets for at least 2 sessions
	Participate in a school or outside school concert, show or sporting event.	Write a school play/a piece of poetry which is performed/song which is heard/a story which is read out	Receive regular and substantial praise in your books in a number of different subjects over a term	Produce a project about a culture new to you or country that you have not lived in	Donate regularly to a food-bank or local community project	Help with a recycling scheme	Get involved with the Service section of the Bronze Duke of Edinburgh's Award
	Attend an out of school club for a sustained period and no less than 6 weeks	Take an ambassadorial role either in or outside school	Take part in a holiday/weekend activity where your skill and/or knowledge has deepened in a particular subject	Visit a place of significant cultural difference within the UK	Be a recognised buddy for someone	Help with the various gardening/environmental projects around the school for at least 5 hours in a term	Be part of a design or service which either helps make life easier or helps make people make progress in their daily lives
SILVER	Help to organise a sporting, cultural or academic activity for 12 weeks	Help to organise a House assembly	Help to organise an activity where significant endeavour has to be demonstrated	Actively promote anti-racist activities and viewpoints	Run a fund raising activity in school which benefits a charity or community project	Be part of the organisation of a group of students in clearing duties in the restaurant for 3 consecutive days	Organise tour guides for parents or visitors to the school both during school times and/or at after school events
	Be part of the organisation of a reading group or organise a group reading project in class	Take a key role in a sporting, cultural or academic/academic challenge which benefits a community	Organise an activity which called for determination, grit and resilience on behalf of the competitors	When visiting another country see their language to order food and/or navigate	Organise awareness of a charity or community project within the school through assemblies, events and charities mornings	Organise 5 litter picks during your free time on consecutive days	Help to organise an after-school activity through providing a service to staff/parents/ community
	Read 100,000 words as recorded by 'Accelerated Reader' or similar school reading programme	Organise a school activity such as a charity stall for the benefit of a community	Represent the county in a team or individual sport, cultural or academic competition	Make significant progress in a language not taught in the school curriculum	Organise the collection of old school uniform/PPE kit/books, toys, games to school for the benefit of the school community	Help organise activities which would actively improve the school environment	Take part in a service activity outside school such as scouts, police cadets, army cadets for at least 10 sessions
	Help to organise a concert, show or sporting event.	Write a school play/a piece of poetry which is performed/song which is heard/a story which is read out	Evidence where you have made substantial effort in and out of class in a number of subjects	Help organise a project about a culture new to you or country that you have not lived in	Organise donations to a food-bank or local community project	Help organise a recycling scheme	Complete the Service section of the Silver Duke of Edinburgh's Award
	Take a buddy to an out of school club for a sustained period of 5 sessions	Take an ambassadorial role either in or outside school	Be an active organiser in a holiday/weekend activity where your skill and/or knowledge has deepened in a particular subject	Help organise a trip to a place of significant cultural difference within the UK	Organise someone as a recognised buddy	Help organise a gardening/environmental project around the school for at least 5 hours in a term	Help to organise a design or service which either helps make life easier or helps make people make progress in their daily lives
GOLD	Lead a sporting, cultural or academic activity for 12 weeks	Be a member of the School/Student Council and an ambassador for the school in a particular area	Lead an activity where significant endeavour has to be demonstrated	Lead on promoting mutual respect and tolerance of different faiths and beliefs	Lead on organising a collection in aid of a charity and/or community project	Lead a group of students in clearing duties in the restaurant for 3 consecutive days	Be a leader of tour guides showing them how to conduct themselves whilst touring visitors to the school
	Lead a reading group	Be a leader of a sporting, cultural or academic 'team' event	Lead an activity which called for determination, grit and resilience to be shown by the competitors	Be a leader in promoting another country's cultural capital	Volunteer in a local charity shop or for an out of school charity event or community project	Lead independently 5 litter picks during your free time on consecutive days	Lead the support of an after school activity through providing a service to staff/parents/ community
	Read 150,000 words as recorded by 'Accelerated Reader' or similar school reading programme	Lead a significant project which is seen by your House/school	Represent the region or country in a team or individual sport, cultural or academic competition	Be recognised for significant progress in a language not taught in the school curriculum	Lead on creating a shop/stand which helps sell old uniform/books, toys, games in or outside the school	Lead on creating a better school environment	Take part in a service activity outside school such as scouts, police cadets, army cadets for at least 1 term
	Take a lead role in a concert, show or sporting event.	Write a school play/a piece of poetry which is performed/song which is heard/a story which is read out	Be someone whose behaviour and record of progress in something to be admired	Lead on a project about a culture new to you or country that you have not lived in	Lead on establishing a food-bank donation or local community scheme at Christmas or other times of the year	Lead a recycling scheme	Complete the Service section of the Silver Duke of Edinburgh's Award
	Take some form of leadership in an out of school club, substantial club leader	Organise or develop an ambassadorial role either in or outside school	Lead a holiday/weekend activity where your skill and/or knowledge has deepened in a particular subject	Lead a trip to a place of significant cultural difference within the UK	Be a leader of those who buddy	Lead a gardening/environmental project around the school for at least 5 hours in a term	Lead on a design or service which either helps make life easier or helps make people make progress in their daily lives

Many of the PLEDGES have at their core the 'British Values' of: Democracy • The rule of law • Individual liberty • Mutual respect • Tolerance

## PLEDGES Programme

The Ferrers School's (TFS) taught curriculum runs hand in hand with the academy's extensive parallel curriculum. The overall intent of our parallel curriculum remains the same as the intent of our taught curriculum. We see the two, as equal pieces of a jigsaw, that combined, provide TFS students with a wide, whole and rounded curriculum which equips them for life beyond TFS.



Meridian Trust

# EXTENDING THE BOUNDARIES OF LEARNING THROUGH THE 41 THINGS TO DO BEFORE YOU'RE 14



To support our curriculum – both taught and parallel, we have introduced ‘41 things to do before you are 14’. This is in recognition of our school context and supports the implementation of a number of aspects of our curriculum intent.



The Ferrers  
School



Achievement For All



Valuing People



High-Quality  
Learning Environment



Pursuit Of Excellence



Extending The  
Boundaries Of Learning



Meridian  
Trust

# MERIDIAN TRUST PUPIL PREMIUM CHARTER

'Students are entitled to a broad and rich curriculum and schools across the Meridian Trust will provide opportunities for children to participate in activities to develop wider skills beyond the classroom...' (Meridian Trust Pupil Premium Statement of Principles)



ACADEMIC MENTORING AND SUPPORT	CAREERS GUIDANCE	EXPERIENCES AND ENRICHMENT	ATTENDANCE AND PROGRESS
<p><i>Each student will benefit from a personalised academic mentor who will work to ensure:</i></p> <p>The annual 'PASS' survey is used to identify needs and target the right personalised help and support to succeed</p> <p>At least three 1:1 interviews take place each year with an Academic Tutor or PP Mentor</p> <p>Parents/carers are kept informed and actively encouraged to attend at least one face to face consultation about their child's progress a year</p>	<p><i>Each student will have access to the best possible career guidance and as a minimum will:</i></p> <p>Attend at least three interviews with an independent careers adviser (usually one during Y7-8 and two during Y9-11)</p> <p>Benefit from at least five different careers 'encounters' with employers or the work place between Y7-11</p> <p>Complete at least one aspirational and high quality work experience placement during Y9-11</p>	<p><i>Each student will have memorable experiences that will support engagement and grow independence through:</i></p> <p>Achieving, as a minimum, the Meridian Trust Bronze PLEDGES Award by the end of Y9, and Silver PLEDGES Award by the end of Y11</p> <p>Attending at least three off site 'experiences' trips or visits during Y7-8</p> <p>Experiencing a residential trip by the end of Y11 and/or being given significant and free access to music tuition or other specialist tuition</p>	<p><i>Each student will be supported to ensure attendance and achievement in line with their peers through:</i></p> <p>Access to appropriate, targeted and meaningful additional support to ensure progress in line with their peers in English and maths during Y7 and Y8</p> <p>Close monitoring and early help or support to remove any barriers to poor attendance</p> <p>Individual support and assistance to remove the barriers to success such as help with homework and personal study</p>

All of our students in receipt of Pupil Premium have an entitlement to access opportunities expressed in the TFS Pupil Premium Charter. This will be achieved through both the taught and parallel curriculum.



# Implementation of Meridian Trust cycle of self evaluation, planning and review

- MT Evolution Plan
- Academy SEF
- Department SEF
- House SEF
- Appraisal Review

Self Evaluation

- MT Evolution Plan
- Secondary and Primary Heads Development Planning
- Academy 3 year Strategic plan

Long Term Strategic Planning

## Colour Coding:

Trust Level

Academy Level

Area level (Department / House)

Individual Level

- Academy on a Page Evaluation (APE) using Data Dashboards (Trust / Academy / Area)
- Subject Specific Curriculum Reviews
- QA and AC Champion Visits
- Appraisal Mid Term Review

Quantitative and Qualitative Reviews

Short Term Development Planning

- Academy Priority Improvement Plan (*if appropriate*)
- Department Development Plan
- Appraisal Target Setting



# Pride and Independence - Bedrock of our Attitude to Learning

Underpinning The Ferrers School curriculum, are the school values of Pride and Independence. We have used two of these values as the bedrock of our attitude to learning expectations. Students and staff are very clear what successful ATL looks like both within the taught and parallel curriculum and rewards are also built around these values.

Pride	
Always	You are a self-motivated student and you take full responsibility for all aspects of your learning. You challenge yourself to exceed previous achievements; acting on all feedback, being ready to learn at all times and presenting a high level of pride in all that you do.
Mostly	You are a self-motivated student and you take responsibility for aspects of your learning. You generally challenge yourself to exceed previous achievements; acting on all feedback, being ready to learn at all times and presenting a pride in all that you do.
Sometimes	You can be a self-motivated student who takes responsibility of their learning. You are capable of challenging yourself to exceed previous achievements but do not always use your time effectively. You can improve your response to feedback, be better prepared for learning and present greater pride in all that you do.
Not at all	You lack the necessary self-motivation to maximise your potential and do not take responsibility of your learning. You are capable of challenging yourself to exceed previous achievements but do not always use your time effectively. You can improve your response to feedback, be better prepared for learning and present greater pride in all that you do.

Independence	
Always	You display resilience and independence at all times. You actively participate in lessons, you challenge yourself whenever possible and seek further learning opportunities with enthusiasm. You regularly speak about your learning with confidence and positivity.
Mostly	You display resilience and independence most of the time. You participate in lessons, you challenge yourself most of the time and seek further learning opportunities with guidance. You speak about your learning with confidence and positivity.
Sometimes	You can display resilience and independence. You participate in lessons however, you could challenge yourself and seek further learning opportunities more regularly. You can speak about your learning with confidence and positivity, however this is infrequent.
Not at all	You lack resilience and independence. You are capable of participating in lessons, however you choose not to. You do not challenge yourself or seek further learning opportunities. You do not speak about your learning with confidence and positivity.

# Measuring What We Value



## Secondary Target Setting, Assessment & Reporting Procedure



The pursuit of excellence



Extending the boundaries of learning



A high quality learning environment

### KS3 Report Example

Student Name      Form & Form Teacher's Name

School LOGO

ATTENDANCE		BEHAVIOUR		PLEDGES AWARDS							
Overall %ge		Achievement Points		Participation	Leadership	Excellence	Diversity	Giving	Environment	Service	Overall PLEDGES
Unauthorised Absences		Behaviour Points									

Subject	Teacher	Progress Report 1				Progress Report 2				Summer Final Report	
		Progress	CI	ATL	Effort	Progress	CI	ATL	Effort	CI	GL Progress Test Stanine
English											
Maths											
Science											
Art											
Drama											
Geography											
History											
MFL											
RE											
Technology											
PE											

KEY	Current Indicator (CI) of Y11 Attainment	ATL and Effort – Assessed against criteria provided
<b>Progress</b>	<b>Exceeding National Expectations (E)</b> Showing the potential for a GCSE grade of 8/9	<b>Always</b> Always meets expectation set out in school criteria
<b>P+</b> Making quicker than expected progress	<b>Above National Expectations (A)</b> Showing the potential for a GCSE grade of 6/7	<b>Mostly</b> Mostly meets expectation set out in school criteria
<b>P</b> Making the expected rate of progress	<b>Meeting National Expectations (M)</b> Showing the potential for a GCSE grade of 4/5	<b>Sometimes</b> Sometimes meets expectation set out in school criteria
<b>P-</b> Making slower than expected progress	<b>Working Towards National Expectations (W)</b> Showing the potential for a GCSE grade of 1/2/3	<b>Not Yet</b> Not yet meeting expectations set out in school criteria

Valuing People

Achievement for all