

Key Stage 3 Mastery Curriculum

Information for Parents

At Montsaye we hold the view that all children can succeed whatever their prior attainment or background. We are a community which believes that there is no limit on our learning.

This is why we have developed a KS3 curriculum for our students which focuses on what they can achieve and which encourages our young people to work with effort, independence and a desire to learn.

This information pack will provide some additional information around the new KS3 Mastery Reporting system we are now using.

Montsaye's Assessment Framework has the following goals:

- Focuses on developing the knowledge, understanding and skills needed for success at KS4
- Improves learning by encouraging a growth mindset; supported by high quality feedback focused on specific objectives
- Tracks student's progress in relation to an aspirational target across KS3 and KS4
- Allows all students to experience success, by focusing on the progress they make from their starting point

KS3 students will now be graded according to one of 5 pathways. This will show where they are in terms of mastering the curriculum in that subject.


These pathways illustrate the difference between shallow and deep learning. A person who has grasped something at an in-depth level is moving towards real mastery.

Each student's target, very simply, is to 'master' the knowledge, concepts and skills delivered in each year of the programme of study.

The next slide provides an overview for each pathway, however this will differ slightly between each department. Departments have created student-friendly tracking grids for each year group illustrating what students need to do to achieve each pathway. [LINK TO WEBSITE](#)

Montsaye Mastery Pathways



	Pathway	Description
	Extending	<ul style="list-style-type: none"> • Developed understanding of different knowledge skills and concepts • Ability to synthesise and make informed judgements • Demonstrate the ability to transfer skills from one area to another
	Consolidating	<ul style="list-style-type: none"> • Most knowledge can be recalled with confidence • Specific subject skills are emerging • Is able to make links and connections
	Securing	<ul style="list-style-type: none"> • Knowledge can be applied with confidence • Analysis of key subject concepts • Students show skills who are able to draw conclusions and make judgement
	Developing	<ul style="list-style-type: none"> • Use of knowledge demonstrates understanding and some ability to be discerning in its application • Skills are developing.
	Acquiring	<ul style="list-style-type: none"> • Ability to recall with some understanding but often wrongly or partially applied. • Skills are yet to develop

Individual Student's Expected Pathways

Each student in KS3 will be on a personal pathway, allowing us to determine if they are working at, above, or below target.

Student's pathways may differ between subjects due to the prior skills and knowledge the subject pathway is based on.

These pathways are:

- Created using KS2 data, Montsaye's own baseline data and other historical data to band the year group
- Limitless; There is no limit on mastery regardless of a child's ability
- Able students are expected to get a higher outcome on the assessment

To allow for accurate reporting KS3 Assessments will have the following feature:

- **Aspiration Lessons;** Students will receive a guidance prior to the assessment focusing on key skills and knowledge for that subject, ensuring they are prepared for the assessment
- **High Challenge;** Assessments are designed to increase in challenge, meaning we can accurately monitor student progress across all pathways
- **Mastery Curriculum;** Assessment questions will cover all topics that students have studied to that point, supporting retrieval of previous topics, allowing for mastery
- **Preparation for GCSEs;** Assessment questions will include skills that are required at GCSE, allowing students to confidently build a skill set for their KS4 journey

Conversion to GCSE Grades

Whilst it is difficult to accurately correlate the mastery bands to outcomes at GCSE, broadly speaking the table below may be of interest and use, although it should be treated with some caution

Year 7	Year 8	Year 9
		Extending
	Extending	Consolidating
Extending	Consolidating	Securing
Consolidating	Securing	Developing
Securing	Developing	Acquiring
Developing	Acquiring	
Acquiring		

How we will report to you

From your reports you will be able to tell:

- How well your child is developing the ERA values in relation to their ERA scores
- The way in which your child is mastering the subject
- Your child's attendance
- Your child's ERA points and behaviour points

Example Report

On the report, for each subject your child will receive:

- ‘Current’: This is the pathway they are currently working at in that subject
- ‘Mastery KS3’: This shows if they are working at, below, or above their expected pathway
- ‘Excellence’ / ‘Resilience’ / ‘Aspiration’: Their ERA score in relation to excellence; 1 being high/consistently showing and 4 being low/not shown

ERA

- 1 Extensive evidence that the ERA value is fully developed
- 2 Frequent evidence that the ERA value is well developed
- 3 Some evidence that ERA value is developing
- 4 Little evidence that the ERA value is well developed

Subject	Current	Mastery KS3	Excellence	Resilience	Aspiration
Art	Developing	Working at	3	3	2
Computer Science	Acquiring	Working at	3	3	3
Design	Consolidating	Working well above	2	3	3
Drama	Consolidating	Working well above	2	2	1
English	Developing	Working above	3	3	3
Ethics and Philosophy	Developing	Working above	1	1	1
French	Acquiring	Working at	3	3	1
Geography	U	Working below	3	3	2
Maths	U	Working below	3	3	3
Music	n/a	n/a	n/a	n/a	n/a
P. E.	Securing	Working at	1	2	1
Science	U	Working below	2	2	3

Target Indicators

Working well below Working below Working at Working above Working well above

Report Key

Current	The level your child is currently working at on the Key Stage 3 pathways
Excellence	Behaviour for learning is of the highest standard. Engagement in learning is of the highest standard. Quality of work is of the highest standard. Contribution in class is of the highest standard.
Resilience	Shows determination in lesson. Rises to learning challenges. Acts on feedback to make good progress over time. Uses initiative to find solutions.
Aspiration	Sets ambitious goals. Challenge themselves to be the best they can be. Is aware of the skills they are developing. Explores learning and enrichment opportunities beyond the lesson.

Session Attendance Information

Percentage attendance: 100.00%
Attendance: 108
Authorised absences: 0
Unauthorised absences: 0
Possible sessions: 108



Behaviour Information

Positive points: 79
Negative points: -24

KS3 students will be receiving information about the new reporting system both via assemblies but also from subject teachers.

If you have any queries following this presentation and after receiving your child's report please contact their Progress Leader or the subject teacher in the first instance.