Year 8 into 9 Choices Evening

‘Moving from the Foundation Stage to the Acceleration Stage’
Two Important Ideas
In House Building
Foundations are Important
If the Foundations aren’t good
The building will collapse
Before it can Fly, an aeroplane must Accelerate
House Building & Aeroplanes?

What’s that got to do with it?
Well....

• One of our most important goals at Kingsbury High is to make sure students do well in their EXAMINATIONS in Years 10 and 11 and beyond.
• How can we achieve that Goal?
• Ensuring a Good FOUNDATION of learning that can be built upon
• Once the FOUNDATION is established, making sure students have sufficient ACCELERATION to Fly in their EXAMINATIONS
ACCELERATION Before EXAMINATION
The Kingsbury Curriculum

Years 7 & 8
The Kingsbury Curriculum

Years 7 & 8 → Foundation
The Kingsbury Curriculum

Year 9
Years 7 & 8 → Foundation
The Kingsbury Curriculum

Year 9 → Acceleration

Years 7 & 8 → Foundation
The Kingsbury Curriculum

Year 10 & 11 → Acceleration

Year 9 → Foundation

Years 7 & 8
The Kingsbury Curriculum

Year 10 & 11

Year 9

Years 7 & 8

Foundation

Acceleration

Examination
The FOUNDATION Years

- In Years 7 and 8 students have been building a FOUNDATION of learning, developing:
  - SKILLS, ABILITIES and TALENTS
  - KNOWLEDGE and UNDERSTANDING
  - PERSONAL QUALITIES
  - Things that they need to be able to do before taking on the challenge of studying for Exams.
Year 9 ACCELERATION

• In Years 7 and 8 most students have had no more than 8 teachers a week and have at least 2 periods with that teacher per week

• So....next year in Year 9 we want to continue to limit the number of teachers students have and make sure they have sufficient periods with each teacher to be able to ACCELERATE and be ready for their EXAMINATION courses in Years 10 and 11.
Year 9 Choices

• In addition to the Core subjects: English, Maths, Science, RE and PE, Year 9 students will...
• Continue with their MFL (French, German or Spanish) A small number of students will be given the opportunity to opt out of their MFL subject.
• Choose between Geography or History
• Choose a GCSE Option subject
• Some students will study HPQ alongside Science
• In some of their subjects next year they will be in sets.
## Year 9 Curriculum

<table>
<thead>
<tr>
<th>Subject</th>
<th>Periods per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Maths</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
</tr>
<tr>
<td>PE</td>
<td>3</td>
</tr>
<tr>
<td>RS</td>
<td>2</td>
</tr>
<tr>
<td>MFL Option</td>
<td>3</td>
</tr>
<tr>
<td>Geography or History</td>
<td>2</td>
</tr>
<tr>
<td>GCSE Option</td>
<td>3</td>
</tr>
<tr>
<td>Yr 9 GCSE Option, one of</td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td></td>
</tr>
<tr>
<td>Art &amp; Design</td>
<td></td>
</tr>
<tr>
<td>PE</td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td></td>
</tr>
<tr>
<td>Design Technology – Product Design, Electronic. Art3D</td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td></td>
</tr>
<tr>
<td>Double Language</td>
<td></td>
</tr>
<tr>
<td>Computing</td>
<td></td>
</tr>
<tr>
<td>ICT</td>
<td></td>
</tr>
<tr>
<td>Media</td>
<td></td>
</tr>
<tr>
<td>Latin</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
</tr>
</tbody>
</table>
How should Options be chosen?

• Enjoyment √
• Ability √
• Interest / career √
• Teachers X
The Acceleration Stage Application Form

Jayme Patel

Application No. A1

Form 8B

Next year you will continue to study the subjects listed in the table below.

<table>
<thead>
<tr>
<th>English</th>
<th>Maths</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>Religious Education</td>
</tr>
<tr>
<td>PE</td>
<td></td>
</tr>
</tbody>
</table>

You will also continue to study the Language you currently study for GCSE

1. All students need to **pick one** Humanities subject to continue next year.
   Please tick your choice.
   - History
   - Geography

2. All students need to **pick one** option subject to begin for GCSE next year. (Please put 1 in the box for your first choice subject and a 2 in the box for your second choice subject).
   - Art
   - Computing
   - Drama
   - Product Design
   - Electronics
   - Art 3D
   - IT
   - Media
   - Music
   - PE
   - Sociology
   - Double Language**^**
   - Latin

**^ For Double Language you will be allocated one of the two languages you are not currently studying from French, German or Spanish.

Parent/Carer Signature ______________________ Date
The Options Form

• You must give a first and second choice!
The New Grading Structure

The new GCSE grades
How the proportions achieving each grade in the current grading structure are expected to align with the proportions achieving each grade in the new GCSE grading structure

New grading structure

<table>
<thead>
<tr>
<th>9</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>A*</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
<td>F</td>
<td>G</td>
<td>U</td>
<td></td>
</tr>
</tbody>
</table>

Current grading structure

A and above = same proportion of students as 7 and above
B-C = same proportion of students as 4-6
The bottom of grade 1 will be aligned with the bottom of grade G

Source: Ofqual Grading the New GCSEs in 2017
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday 6\textsuperscript{th} June</td>
<td>Meeting for Parents; Option Booklet emailed</td>
</tr>
<tr>
<td>Friday 16\textsuperscript{th} June</td>
<td>Personalised Option Choices Form given to students</td>
</tr>
<tr>
<td>Friday 23\textsuperscript{th} June</td>
<td>Deadline for completion and return of Option Choices Form</td>
</tr>
<tr>
<td>Tuesday 27\textsuperscript{th} June</td>
<td>Offers made about option Choices – Confirmation Letter</td>
</tr>
</tbody>
</table>
Congratulations on graduating with Distinction from the foundation stage of the Kingsbury Curriculum.

11th of July 2017

Rachel Kitley  Jeremy Waxman OBE
Co-Headteachers
Graduating from the Foundation Stage

- Students will be assessed on the following areas

<table>
<thead>
<tr>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kingsbury Guarantee</td>
</tr>
<tr>
<td>KLIC Portfolio</td>
</tr>
<tr>
<td>Attendance</td>
</tr>
<tr>
<td>Punctuality</td>
</tr>
<tr>
<td>Attitude to Learning</td>
</tr>
<tr>
<td>Number of subject – Below expected Progress</td>
</tr>
<tr>
<td>Rewards</td>
</tr>
<tr>
<td>Extended Projects</td>
</tr>
<tr>
<td>Kingsbury Guarantee</td>
</tr>
<tr>
<td>--------------------</td>
</tr>
<tr>
<td>Demonstrate personal development and increasing responsibility</td>
</tr>
<tr>
<td>Perform for a variety of audiences</td>
</tr>
<tr>
<td>Take advantage of enrichment opportunities</td>
</tr>
<tr>
<td>Make a contribution to society</td>
</tr>
<tr>
<td>Participation</td>
</tr>
<tr>
<td>Be involved in the wider life of the school</td>
</tr>
<tr>
<td>Write Reviews</td>
</tr>
<tr>
<td>Literacy and Communication</td>
</tr>
<tr>
<td>Homework and Cross-Curricular work</td>
</tr>
</tbody>
</table>
## KLIC Portfolio

### 1. Demonstrate personal development and increasing responsibility
- **1.1** Know where my own Strengths and talents lie
- **1.2** Recognise my weaknesses (and show how I try to overcome them)
- **1.3** Know and be able to show expected manners
- **1.4** Learn from my mistakes (to cope with failure and move on)

### 2. Perform for a variety of audiences
- **2.1** Presentation to large audience
- **2.2** Debate or public speaking
- **2.3** Perform for an audience
- **2.4** Be part of a group running assembly

### 3. Take advantage of enrichment opportunities
- **3.1** Quinta or Alternative
- **3.2** Visit to London
- **3.3** Spend at least one day abroad
- **3.4** Residential Visit
- **3.5** Work with a professional
- **3.6** Work with pupils from another school

### 4. Make a contribution to society
- **4.1** Volunteer within our community
- **4.2** Organise/Lead an event or Group
- **4.3** Charitable Commitment

### 5. Participation
- **5.1** Audition for a team
- **5.2** Respect our Environment
- **5.3** Support events at school
- **5.4** See a concert of performance
- **5.5** Move it
- **5.6** Use a Leisure Centre

### 6. Be involved in the wider life of the school
- **6.1** Compete in a team
- **6.2** Compete against another form
- **6.3** Position of responsibility
- **6.4** Vote for something that affects our Community
- **6.5** Be a leader or teacher
- **6.6** Organise a school event

### 7. Write Reviews
- **7.1** Visit and write about it
- **7.2** Book review
- **7.3** Review (not a book)

### 8. Literacy and Communication
- **8.1** Experience a debate
- **8.2** Experience a Shakespeare play
- **8.3** Communicate with somebody in another country
- **8.4** Reading
- **8.5** Listening
- **8.6** Produce Work for Display

### 9. Homework and Cross-Curricular work
- **9.1** Extended Homework Project
- **9.2** Creative Homework
- **9.3** Use ICT in other subjects ad a range of contexts
- **9.4** Learn a new skill
- **9.5** Take a range of extra-curricular activities
Attendance and Punctuality

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Punctuality</th>
</tr>
</thead>
<tbody>
<tr>
<td>95 - 100</td>
<td>96 - 100</td>
</tr>
<tr>
<td>92 - 95</td>
<td>90 - 96</td>
</tr>
<tr>
<td>0 - 92</td>
<td>0 - 90</td>
</tr>
</tbody>
</table>

- Attendance:
  - 95 - 100: 202
  - 92 - 95: 16
  - 0 - 92: 23

- Punctuality:
  - 96 - 100: 36
  - 90 - 96: 13
  - 0 - 90: 6

- Total:
  - Attendance: 241
  - Punctuality: 55
Attitude to Learning

Each teacher gives each student a score for their Attitude

1 = Excellent
2 = Good - the expected high standard at KHS
3 = Need to Improve
4 = Cause for concern
# Attitude to Learning A2L

<table>
<thead>
<tr>
<th>A2L Score</th>
<th>Equipment</th>
<th>Preparation</th>
<th>Approach to study Score of 1 needed here for A2L 1 overall</th>
<th>Completion of classwork</th>
<th>Behaviour in Lessons</th>
<th>Homework/ Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Excellent</td>
<td>Always brings the correct equipment to lessons</td>
<td>Always punctual to lessons. Always prepared and focused for learning</td>
<td>Always on task and an active contributor to class and group activities. Independently takes actions to improve</td>
<td>Always completes work on time and at the expected level (or above). Always presents work to a high standard with care and considerable effort (THUD)</td>
<td>Always demonstrates outstanding behaviour. Always takes responsibility for their actions.</td>
</tr>
<tr>
<td>2</td>
<td>Good – the expected high standard</td>
<td>Usually brings the correct equipment to lessons.</td>
<td>Usually punctual to lessons. Usually prepared and focused for learning</td>
<td>Usually on task with only a few lapses in concentration. Usually an active contributor to class and group activities Actively seeks and acts on advice to improve</td>
<td>Usually completes work on time and at the expected level. Usually work is presented to a good standard with reasonable care and effort (THUD)</td>
<td>Usually demonstrates acceptable behaviour. When reminded, takes responsibility for their actions</td>
</tr>
<tr>
<td>3</td>
<td>Need to Improve</td>
<td>Needs to improve in bringing the correct equipment to lessons</td>
<td>Needs to improve punctuality to lessons. Needs to improve preparedness and approach to learning</td>
<td>Needs to improve the extent to which on task. Sometimes distracts the learning of others. Sometimes an active contributor to class and group activities Sometimes seeks and acts on advice to improve</td>
<td>Needs to improve completion of work on time to the expected level. Needs to improve the extent to which work is presented to an acceptable standard and with care and effort (THUD)</td>
<td>Needs to improve behaviour. Sometimes takes responsibility for their actions</td>
</tr>
<tr>
<td>4</td>
<td>Cause for Concern</td>
<td>Rarely brings the correct equipment to lessons</td>
<td>Rarely punctual to lessons. Rarely prepared and focused for learning</td>
<td>Rarely on task, frequently disturbing the learning of others. Rarely an active contributor to class and group activities Rarely seeks and acts on advice to improve</td>
<td>Rarely completes work on time. Work is below the expected level. Rarely presents work at an acceptable standard, with little thought or effort (THUD)</td>
<td>Rarely demonstrates acceptable behaviour. Rarely takes responsibility for their actions</td>
</tr>
</tbody>
</table>
Progress

Excellent Attendance

Excellent Punctuality

Excellent Attitude to Learning
# Graduation Grading 2017

## Kingsbury Guarantee

<table>
<thead>
<tr>
<th>Kingsbury Guarantee Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation</td>
</tr>
<tr>
<td>Graduate</td>
</tr>
<tr>
<td>Graduate Plus</td>
</tr>
<tr>
<td>Graduate Honour</td>
</tr>
<tr>
<td>Graduate Honour Plus</td>
</tr>
<tr>
<td>Graduate Distinction</td>
</tr>
</tbody>
</table>

### KLIC Portfolio
- 18 individual criteria completed*
- 21 individual criteria completed*
- 27 individual criteria completed*
- 30 individual criteria completed*
- 36 individual criteria completed*

### Attendance
- Amber
- Amber
- Green
- Green
- Green

### Punctuality
- Amber
- Green
- Green
- Green
- Green

### Attitude to Learning
- > 2.75
- > 2.50
- > 2.00
- > 1.60
- > 1.30

### Progress
- -3
- -2
- -1
- 0
- 0

### Rewards (min 40% from Year 8)
- 300+
- 400+
- 600+
- 800+
- 1000+

### Extended Projects (Best 6 scores)
- All Successfully attempted
- All Successfully attempted
- All Successfully Complete
- All Successfully Complete
- All Successfully Complete

|                | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

*Completed*
# Kingsbury High School

**Year 8 Extended Project & Oracy Report - May 2016**

**Tutor Group: 8B**

## Extended Project

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year 7 Extended Project</th>
<th>Year 8 Extended Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Drama</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Computer Science</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

## Oracy

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year 7 Oracy</th>
<th>Year 8 Oracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Computer Science</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>
A Graduate student will have achieved at least the minimum expectations we have of all students.

A Graduate Distinction student has achieved most, if not all of our expectations to an exceptional standard.

A Graduate Plus student has achieved at least the minimum expectations, but will have also shown good application for some of the expectations.

A Graduate Honour Plus student has achieved the expectations to at least a good standard and for some of the expectations they have achieved them to an exceptional standard.

A Graduate Honour student has achieved the expectations to at least a good standard.
Kingsbury High School Foundation Stage Graduation

Dear

You are cordially invited to attend the Year 8 Graduation Ceremony.
- Lower School 6.30 – 8.00pm.

On arrival please ensure you visit the ‘Zones of Excellence’ area.
Seating for staff will be on the stage in Tyler’s Hall

Light snacks and refreshments will be served in the Staff room from 5.30pm onwards.