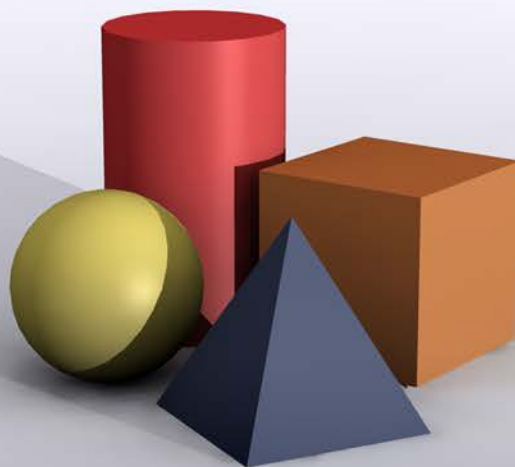




ST THOMAS MORE
CATHOLIC SCHOOL

Key Stage 3
Supporting Your
Child At Home



The Key Stage 3 Curriculum

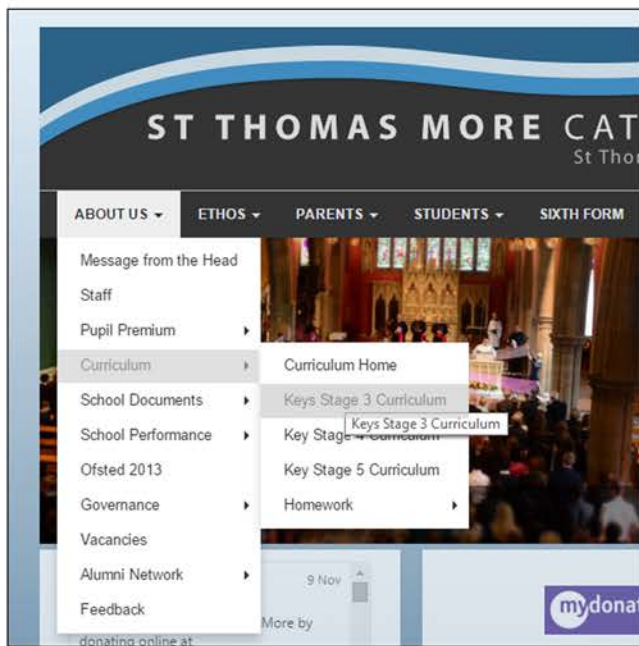
Our Key Stage 3 curriculum is split into three modules across the academic year.

A breakdown of each subject's curriculum content is available on our school website, you can use this to discuss the topic your child is working on and to track the key assessment tasks they will complete at the end of each module.

At the end of each module we report to parents on your child's academic progress, work ethic and behaviour. When you receive this data we ask that

you spend some time talking to your child about the progress they have made and their attitude towards learning.

This leaflet will give you advice on key areas to discuss and the resources that are available to help you.



Further information is available at
www.stthomasmore.org.uk

The Importance of the STM 10

As St Thomas More School, we believe that cultivating the character, attitude, social skills and habits of a pupil is crucial so that all members of the learning community realise their potential is limitless.

We want our pupils to demonstrate excellent behaviour for learning so that they can thrive in our challenging curriculum and have the right mindset to exceed expected progress. We have therefore developed a STM Learning programme, where all pupils learn about the best ways to learn. The STM 10 describes the key features of Behaviour for Learning that we expect all pupils to know, understand and embrace so that we can grow expert learners.

We ask that you use the STM10 when discussing your child's modular data and focus on the link between hard work and academic progress, after all a child that works hard will make outstanding progress.

THE STM 10

ETHOS

Pursues excellence in all areas: enjoys engaging in learning and is enthusiastic, passionate and curious about the subject.

BEHAVIOUR

Ensures behaviour is excellent, respects all members of the community and is compassionate towards others during the learning experience.

CHALLENGE

Displays resilience and engagement when grappling with challenging learning activities to improve skills, knowledge and understanding (including literacy, communication & numeracy).

PROGRESS

Demonstrates high levels of commitment to make excellent progress, is determined to struggle with difficult concepts and work hard to be successful.

ASSESS

Recognises areas of strength and areas of development, understands how to improve learning and takes responsibility to act on feedback to make excellent progress.

ADAPT

Adapts their learning; values mistakes and struggle as a vital part of the learning experience; is determined to explore alternative ways to improve skills, knowledge and understanding.

IMPROVE

Improves both verbal and written feedback promptly, is resilient in the face of failure and can confidently explain how it will improve learning.

EXTEND

Extends learning outside of lesson, responds with enthusiasm and invests appropriate time and effort to improve skills, knowledge and understanding.

FUTURE

Works hard to overcome any barriers to succeed and is humble, yet self-confident, about achievements.

REFLECT

Reflects with integrity on mistakes in the learning journey and makes changes in order to be an expert learner.

Level & Progress Ladders

As a school we will continue to report to parents using the language of levels and sublevels.

Our levels are a way of grouping together the key skills we believe your child needs to secure success as they move into Key Stage 4 and 5.

Our sublevels represent the level of scaffolding your child needs to access all the skills within the level descriptor. For example if your child is awarded an 'a' they can work with autonomy within that level, if they are awarded a 'b' they require occasional scaffolding and if they are awarded a 'c' they require significant scaffolding. By structuring our differentiation in this way we ensure our pupils are continually exposed to challenging material.

Each department has developed a Key Stage 3 Progress Ladder using the Key Stage 3 National Curriculum, Key Stage 4 Specifications and our local curriculum design. These Progress Ladders are used with pupils during curriculum time and our whole school review week to identify where they are, where they should be by the end of the year and most importantly the skills they need to develop to reach their target level.

Key Stage 3 Progress Ladders are published to parents on our school website. We therefore ask that when you receive your child's modular data you look at our Progress Ladders to develop an understanding of what your child can do and what he / she needs to do to improve.

| KEY STAGE 3 PROGRESS LADDER | | | | |
|-------------------------------------|--|---|--|---|
| SUBJECT: IT - IT & Digital Literacy | | | | |
| LEVEL | Information Technology | Digital Literacy | Basic Software | Mediator |
| 4 | I can collect, organise and present information. I can make appropriate improvements to work based on feedback. | I can present my work using basic features of software and save it in a sensible place. | I am able to use word processors, presentation and desktop publishing software to present different pieces of work. | I can use serif draw to create a simple graphic image to enhance my work. I can set up a simple website with linked pages. |
| 5 | I can edit digital content for a given audience. I can use a criteria to evaluate the quality of my work and identify improvements. | I can present my work using the majority of features in different software and save it in a sensible place. | I can choose between Word Processing, presentation and Desktop Publishing Software and then use them to present work. | I am able to use serif draw to create and edit graphical images for my work. I can create a website with a site structure and include content on pages. |
| 6 | I can design a success criteria for peers to assess my work from home. I can use peer feedback to identify improvements to my work and can then make appropriate improvements. | I can present my work for different audiences, selecting appropriate features to use in software and save it in an appropriate folder. | I can pick which software in the is the most appropriate for my work and use it effectively. | I can create, edit and export different graphical images for specific purposes. I can build a website for a specific purpose and include appropriate content through its structure. |
| 7 | I can consider the properties of media when importing them into my work. I can document user feedback, the improvements which have been identified. | I can use different pieces of software to present my work and make it appropriate for the target audience. I can create and use a folder structure for my work. | I can use advanced features of Word Processing, presentation and Desktop Publishing software to present work for different target audiences. | The images I create using serif draw can be used to enhance my other IT work. I can build a website which presents information in the most appropriate way and allows the use to interact with the content. |
| 8 | I can effectively evaluate the different properties of media and apply them to my work appropriately. I can confidently identify where improvements need to be made and make them improve my work. | I can select software based on their purpose to combine elements of work and make them presentable for different audiences. | I can combine files created in Word Processing, presentation and Desktop publishing software to create a portfolio to present my work for different audiences. | I can use serif draw to create images which can be applied to a range of uses and target audiences. My website will be appropriately designed to meet the needs of the target audience and its purpose. I can set up a simple mediator project which presents content to the audience. I can add events to mediator which make it more interactive for the audience. I can create an interactive product on mediator which presents work to the target audience making best use of the features available in the software. I can present information to a target audience for a specific purpose using events, timeline and other advanced features of mediator. I am able to create a fully interactive product with no errors which makes best use of the features available in the software to present information to the audience |