

Welcome to the KS3 Curriculum Information Evening

Key Dates

8 th October:	Years 8, 9 & 11 School Photos
7 th November:	Year 7 Meet the Tutor Evening
29 th November:	Training Day
5 th December:	Year 9 Parents Evening (ONLINE)
6 th January:	Training Day
16 th January:	Year 9 Vaccinations
6 th February:	Year 9 Options Evening
3 rd April:	Year 7 Parents Evening (face to face)
24 th April:	Year 8 Parents Evening (ONLINE)
1 st May:	Year 8 HPV Vaccinations
17 th July:	Celebration Evening

Progress Reports

Year 7

21 st October:	Attitude to Learning
9 th March:	Progress Report
14 th July:	Progress Report

Year 8

3 rd February:	Progress Report
14 th July:	Progress Report

Year 9

25 th November:	Progress Report
5 th May:	Progress Report





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QofE Enquiries

- Year 10 SEND November 23
- Year 10 SEND March 24
- Validity of KS3 Assessments July 2024

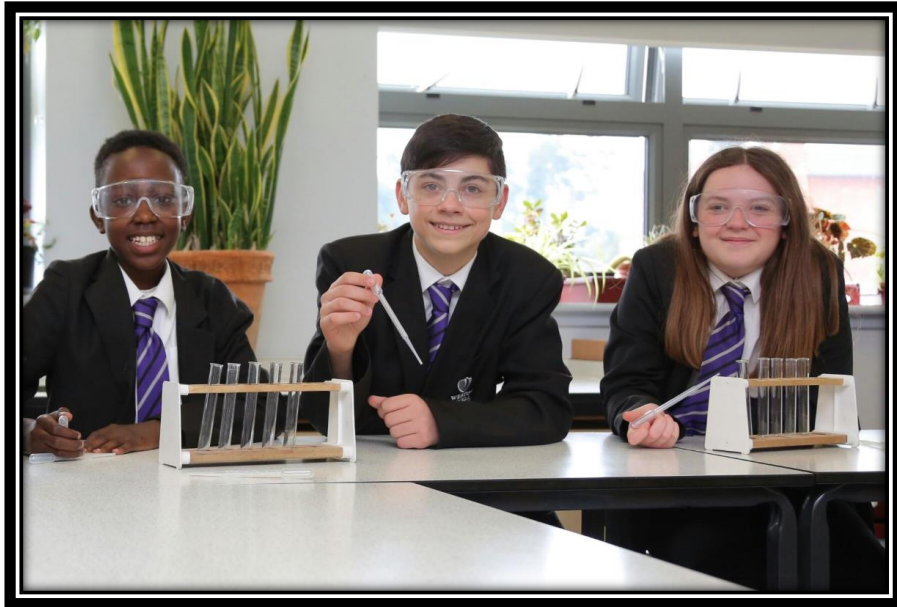


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Year 10 SEND outcomes

A review of the achievement of Year 10 pupils with SEND across the curriculum and how effectively their needs are being met in the classroom.



Senior Assistant Principal: Quality of Education

OFSTED 2024 QUOTE:

“The school has worked hard to develop the curriculum in recent years. All pupils learn a broad range of subjects in key stage 3 that meet the requirements of the national curriculum. At key stage 4, pupils choose from a wide range of academic and vocational courses.”



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The Curriculum: Our vision

All pupils at Weston Favell Academy have access to a rich, broad and balanced curriculum. The curriculum is engineered to ensure pupils are equipped with the qualifications, knowledge, experiences & skills to succeed in life & progress onto meaningful employment with training or further and higher education.



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Key Features

- Reading
- Broad & ambitious
- Knowledge rich
- Intelligently planned
- Culturally rich
- Character building
- Context-specific
- Values-driven



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Catering

The Curriculum: Organisation

Pupils are split into two 'bands': X band and Y band and each has five groups. In KS3, the blocks are equal in terms of prior attainment.

Pupils follow a one week timetable, PSHE is delivered on a rolling timetable.

In Year 7, there are two smaller groups who are identified during transition who require the most support; these groups access the full curriculum.

Pupils in Year 7 are set in core subjects after October half term using; CATS, NGRT, KS2 data and teacher assessment.

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Art & Design Technology

KS3 Subject Hours

English	4
Maths	4
Science	3
Geography	2
History	2
PE	2
French	2
Art	1
Music	1
Design Technology	1
Computing	1
Drama	1
REP	1



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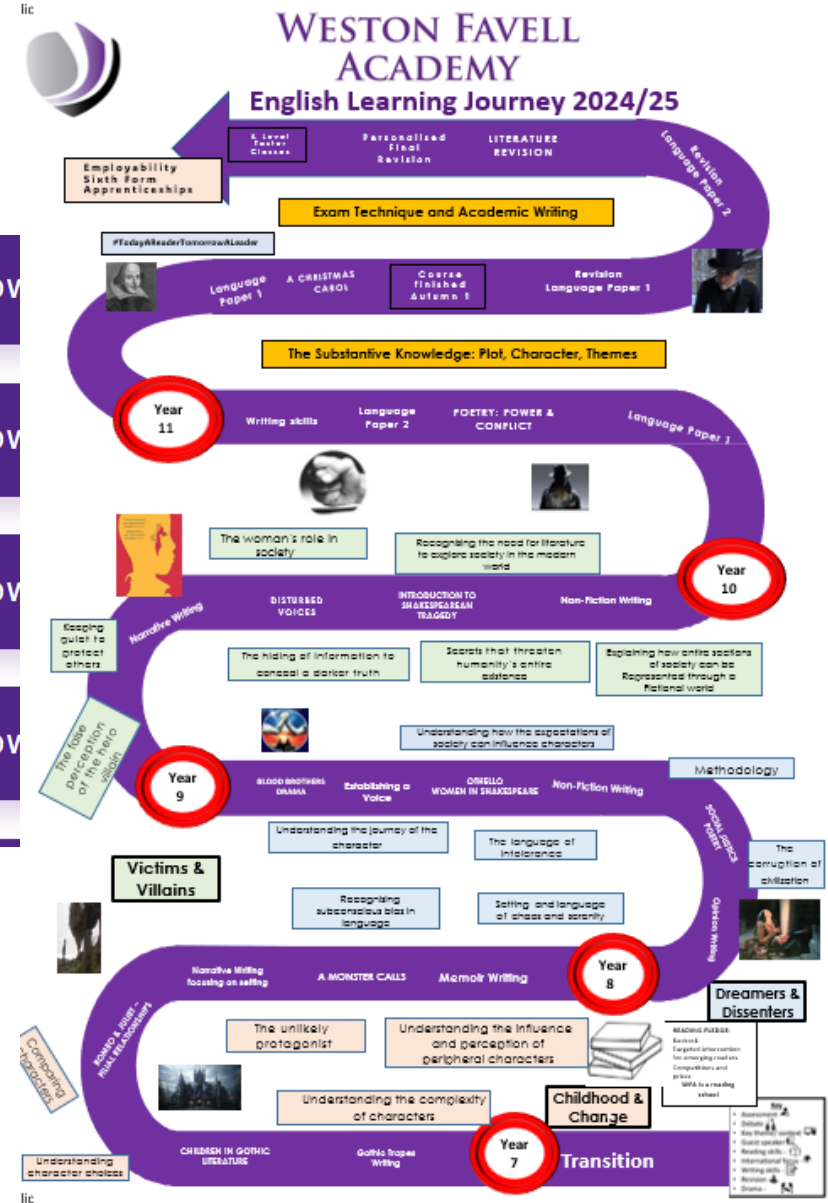
Website – Curriculum Information

Curriculum

Please explore this section of the website curriculum, including how we implement

You can also find information on the Weston Favell Academy.

Please note: Curriculum plans are constantly updated to ensure any gaps in knowledge and understanding are addressed. Should you have any questions or queries relating to your child's lessons, please email the relevant [subject leader](#).



Website – Curriculum Overviews



Year 7 Curriculum Overview

English

Term 1	Children in Gothic Literature: Genre Study
Term 2	Writing a Gothic Story – including grammar skills
Term 3	A Monster Calls: Character Study – theme of resilience and overcoming grief
Term 4	Writing a Speech – improving mental health in schools
Term 5	Romeo & Juliet: Shakespeare Study - how Shakespeare used language and structure to present filial relationships.
Term 6	Writing a Memoir

History

Term 1	What did the Romans do for us? What do historians think happened to Britain when the Romans left?
Term 3	What was life like along the Silk Roads?
Term 4	Why was Renaissance thinking significant?
Term 5	How did the Tudors change religion in England?

Maths

Term 1	Algebraic thinking: sequences, notation, equality and equivalence
Term 2	Place value and proportion: place value, ordering and FDP equivalence
Term 3	Applications of number: problem solving with + - x ÷ and FDP
Term 4	Directed number and fractional thinking: negative numbers and + and - fractions
Term 5	Lines and angles: constructing, measuring and using geometric notation & reasoning
Term 6	Reasoning with number: number sense, sets & probability, prime numbers and proof

Geography

Term 1 & 2	Introduction to Geography – What is geography? Geographical skills
Term 3	UK – weather and climate – differences & factors impacting UK weather and climate.
Term 4	Tectonic Hazards –including the impact they have on HIC, LIC and NEE countries.
Term 5	Africa/development - Introduction to Africa. Africa as a global continent.



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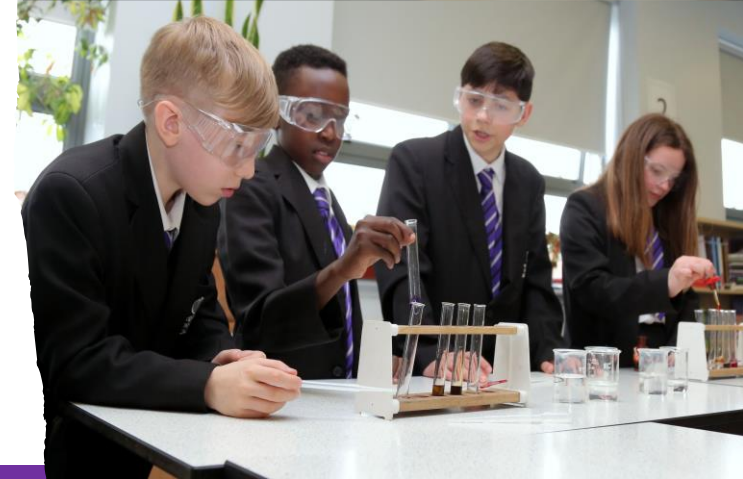
Ms Davies

Deputy Principal: Quality of Education

OFSTED QUOTE:

"Specialist staff have good subject knowledge. They use this to explain concepts clearly and design tasks that support pupils to gain knowledge and practice skills.

In lessons, staff question pupils skillfully to identify misconceptions or challenge pupils to think more deeply. They adapt lesson activities well to help pupils learn and remember important knowledge."

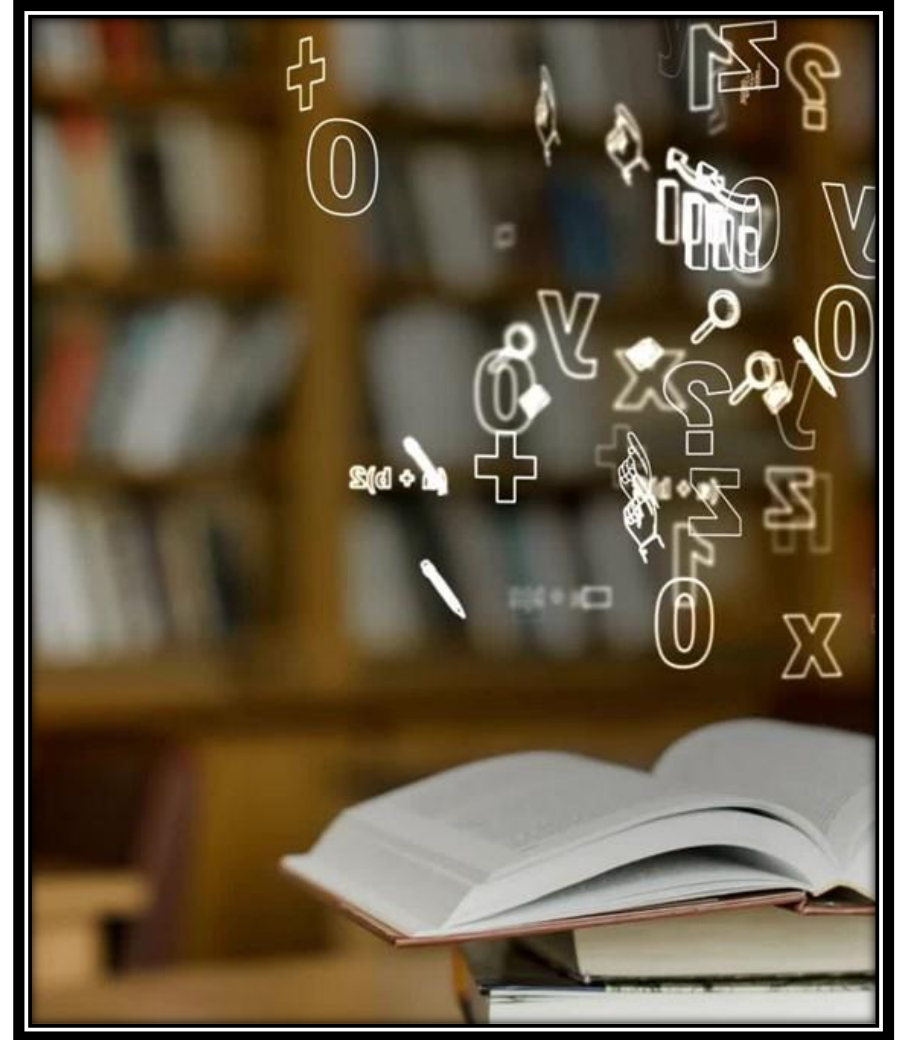


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What does learning look like at WFA?

- **Planning for Progress**
- **Use of data**



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What does
learning look like
at WFA?

- **Modelling**
- **Live marking**



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What does learning look like at WFA?

- **Challenge and scaffold**
- **Structure**

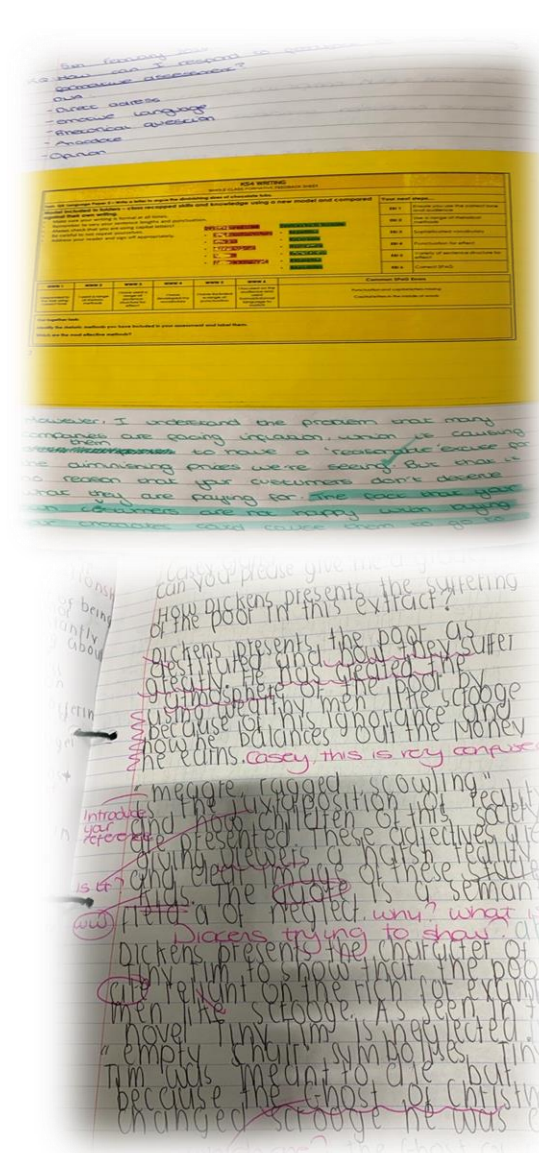


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Assessment

- How do we assess knowledge of the curriculum?
- Yellow formative feedback sticker
- Go Green activity
- Summative feedback



Task: Q1, Q2 and 3				
QUESTION 2				
1. Subject terminology Simple, not always accurate	Textual detail Simple, limited	Inference and analysis Simple, limited, mostly paraphrasing/using the obvious	Common Errors Do not start your response with a generic statement about the writer using language - be specific	
2. Clear and accurate	A range, relevant	Clearly explains the effects	Question not quite	
3. Sophisticated and accurate use of subject terminology	A judicious level chosen range	Analyse the effects		

Task: Q1, Q2 and 3				
QUESTION 3				
1. Subject terminology Simple, not always accurate	Textual detail Simple, limited	Inference and analysis Simple, limited, mostly paraphrasing/using the obvious	Common Errors Avoid generic statements, makes the reader want to know more, makes the reader read on - be specific	
2. Some, mostly accurate	Some, appropriate	Attempts to comment on the effect		
3. Clear and accurate	A range, relevant	Clearly explains the effects		
4. Sophisticated and accurate use of subject terminology	A judicious level chosen range	Analyse the effects		

Task: Q1, Q2 and 3				
QUESTION 2				
1. Subject terminology Simple, not always accurate	Textual detail Simple, limited	Inference and analysis Simple, limited, mostly paraphrasing/using the obvious	Common Errors Do not start your response with a generic statement about the writer using language - be specific	
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Mr Northern

Assistant Principal: Literacy and Reading

“Strong reading skills have been shown to improve children’s academic attainment across a range of subjects, including English, Maths and Science.”

National Literacy Trust, 2023



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Guided Tutor Reading

Will take place in form 3 times a week (2 for Y10)

Allows pupils to access high quality texts that deal with issues relevant to our society and community

Gives pupils the opportunity to enjoy reading as a form community – they all explore and discuss the text together

Takes away the pressure of independent reading and gives everyone access to appropriate levelled texts

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Our Tutor Reading Texts

Each text in the canon is selected for its value in linking to important messages/values for our community:

Year 7 – Understanding our differences

Year 8 – Using your voice

Year 9 – Facing Inequality and Adversity

Year 10 – Tackling dangerous stereotypes/behaviours

Year Group	Book Title
7	Safiyyah's War
7	We Come Apart
7	I am the Minotaur
8	Medusa
8	Fight Back
8	Marcus Rashford: How to use your voice...
9	The Door of No Return
9	Things a Bright Girl Can Do
9	Poet X
10	Crossing the Line
10	You Think You Know Me



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Assessing and Supporting Reading Needs



NGRT Forms A and C will be completed by all pupils in KS3



NGRT Form A will happen in September, with Form C taking place in towards the end of the year.



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Intervention Pathways

Pathway 1:
Phonetic
Intervention

Pathway 2:
Reading Fluency
and Prosody

Pathway 3:
Lexonik
Advance

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Support your child by:

'Reading for pleasure is the single-biggest indicator of a child's future success, more than their family circumstances, parents' educational background or their income.'

Organisation for Economic Co-operation and Development, 2021

- Using the Reading Journeys on the website to discuss reading with your child at home.
- Asking questions about their tutor reading book.
- Promoting the Library (open before and after school, break and lunch) to support their independent reading for pleasure.
- Looking out for our upcoming events around reading: Autumn Reading Festival and the Scholastic Book Fair (both in November).



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Mr Patel

Senior Assistant Principal:
Personal Development

OFSTED QUOTE:

"The curriculum for personal, social and health education supports pupils' wider development well. Pupils are knowledgeable about British values, equality and diversity. They benefit from lessons on how to keep themselves safe and healthy, including maintaining good mental health".



It's ok
not to
be ok



PSHE

@WFA

love



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PSHE THEMES

These are the themes that we follow in our PSHE curriculum

RIGHTS, RESPONSIBILITIES & BRITISH VALUES

CELEBRATING DIVERSITY & EQUALITY

RELATIONSHIPS & SEX EDUCATION

STAYING SAFE ONLINE & OFFLINE

HEALTH & WELLBEING

LIFE BEYOND SCHOOL

PSHE

PSHE is delivered once a week and is delivered by tutors.

Some sessions are delivered by experts such as external providers, Safeguarding leaders.

We ensure all pupils can express themselves in a safe and open environment.

We talk about real-life situations and build on experiences.

All material is age-appropriate and commissioned by the PSHE association.

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Enrichment

MONDAY LUNCHTIME	TUESDAY LUNCHTIME	WEDNESDAY LUNCHTIME	THURSDAY LUNCHTIME	FRIDAY LUNCHTIME
What: Boardgames Where: Library Who: Miss Howes	What: Boardgames Where: Library Who: Miss Howes	What: Boardgames Where: Library Who: Miss Howes	What: Boardgames Where: Library Who: Miss Howes	What: Boardgames Where: Library Who: Miss Howes
AFTER SCHOOL	AFTER SCHOOL	AFTER SCHOOL	AFTER SCHOOL	AFTER SCHOOL
What: Music (Choir) Where: PA2 Who: Miss Lyttle	What: Art club Where: D1 Who: Miss Rowlands		What: Voiceworx Where: PA1 Who: Ms Ashcroft	What: Creative Writing Where: A5 Who: Mrs Richards
What: Boy's football (Yr 9) Where: Astro Who: Mr Lucas	What: Debating Where: A7 Who: Mr Perez		What: Spanish (Yr 9) Where: A14 Who: Miss Clark	What: Homework catch-up Where: B10 Who: Mrs Patience
What: Drama Where: Drama studio Who: Miss Williams	What: Boy's football (Yr 7) Where: Astro Who: Mr Upex		What: EAL Where: A2 Who: Mrs Cusack	
What: Prowess Where: PA5 Who: Mrs Ripley	What: Basketball Where: Sports Hall Who: Mrs Ryder-Wolf		What: Reading (Yr 9) Where: A6 Who: Miss Fullwood	
What: Dance Where: Gym Who: Miss Wiles	What: STEM Where: E4 Who: Mr Abraham		What: Reading (Yr 7) Where: A4 Who: Miss Rogers	
	What: Maths homework Where: B11 Who: Mrs White		What: Boy's football (Yr 8) Where: Astro Who: Mr Berrill	
	What: Girl's football Where: Astro Who: Miss Hazel		What: Murder Mystery (Yr 8) Where: B18 Who: Miss Redfern	
			What: Trampolineing Where: Gym Who: Mrs Lemm	
			What: Journalism Where: A9 Who: Dr Annab	
			What: Movie club Where: A18 Who: Mr Chindoza	

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Thank you

Refreshments

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