

BGS KEY STAGE 3 DIPLOMA



2018-2020

Aim

We aim for Bexley Grammar School students to develop good learning habits during KS3 that will prove invaluable when they work towards achieving well in their GCSE Exams in KS4. This includes meeting deadlines for the submission of work. In addition to meeting the Academic demands we also encourage pupils to participate fully in the Bexley Grammar School community, rather than just seeing school simply as a place to attend lessons. This sense of belonging should mean that students remain engaged and develop some ownership and involvement in their learning through to later years. Aside from the above BGS is an International Baccalaureate (IB) Diploma School at Sixth Form and we want students to be exposed to a multifaceted program that mirrors and contains many of the features of the IB Diploma.

Overview of the Key Stage 3 (KS3) Diploma

The Diploma will be launched in January 2019 and is made up of a number of components that must be completed to pass. Each aspect will be graded Pass, Merit or Distinction in order to give an overall Pass, Merit or Distinction for the Diploma. They are drawn from three areas: **Pastoral**, **CAS** and **Academic**. The 'Pastoral' components are all minimum expectations of students at the school, or activities that will help students settle in and develop a sense of belonging at BGS. The 'Academic' tasks are all related to curriculum content and are not expected to cause excessive extra work beyond normal levels of homework, assuming the student manages their time effectively. The 'CAS' section will encourage pupils to get involved in a range of activities and reflect on their experiences. It is expected that the vast majority of students will pass their Diploma but that there will be a small minority who have not engaged with the requirements and will thus may a Fail. The Year Team and teaching staff will monitor pupil progress carefully throughout KS3 and provide support and guidance where needed with the Diploma.

Area 1: Pastoral, these cover general attitude to learning and involvement in school activities and make up 6 components.

- Punctuality
- House activities
- Extra-Curricular Clubs
- Attitude to learning
- Merits
- PSHCE

Pastoral Assessment & Marking Criteria

The pastoral part of the Diploma aims to encourage students in their approach to school and involvement in the many opportunities available at BGS. It has six components which are listed below along with their assessment criteria. As with the academic assignments each area will be graded Fail, Pass, Merit or Distinction, however in this case all six are put towards their overall Diploma grade.

- **House**
 - Non-participation of a house activity Fail
 - Participation of 1 house activity Pass
 - Participation of 3 house activities Merit
 - Participation of 5+ house activities Distinction
- **Extra-curricular**
 - Non-attendance of an extracurricular club Fail
 - Regular attendance of 1 club (at least 6 times) Pass
 - Regular attendance of 3 clubs (at least 6 times) Merit
 - Regular attendance of 5+ clubs (at least 6 times) Distinction
- **Merits**
 - 0-24 merits Fail
 - 25-49 merits Pass
 - 50-99 merits Merit
 - 100+ merits Distinction
- **Punctuality**
 - 9+ lates to school Fail
 - 5-8 lates to school Pass
 - 2-4 lates to school Merit
 - 0-1 lates to school Distinction
- **Attitude to Learning**
 - An average below a pass Fail
 - An average of a pass Pass
 - An average of a merit Merit
 - An average of a Distinction Distinction
- **PSHCE**
 - The tutor will obtain an average of the assessments carried out across the Diploma. This will then determine whether the pupil obtains a Fail, Pass, Merit or Distinction. Cross-moderation of work will take place within year team meetings.

Area 2: Creativity, Action & Service (CAS) makes up one component

The CAS program aims to develop the student socially and personally alongside his/her studies and is a compulsory component of the IB Diploma programme offered in the Sixth Form. It will help to develop their physical and emotional wellbeing and provide them with the opportunity to become a caring and active member of our community. Students need to complete at least 6 activities, with a minimum of 2 in each component.

The CAS components:

- **Creative** - arts, and other experiences that involve creative thinking.
- **Action** - physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma.
- **Service** - an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

On completion of their CAS activities they will produce a Reflective Journal towards the end of Year 8. The Reflective Journal will be given two marks; one will be based on the level of reflection and self-awareness and the other based on the style and effort of the presentation. The Journal may take many forms and further guidance will be given by Tutors at the end of Year 8 on this part of the Diploma.

Area 3: Academic, these cover specific subject activities with an emphasis on meeting deadlines and make up ten components of the Diploma.

Students will complete one extended task per subject during the 18 months the Diploma is running. They will submit their best ten pieces of work, including English and Mathematics, from the range of subjects they do. Students will receive two grades for each piece of work, one for Attainment and meeting the deadline, the other for Effort that they put into the work. There is an emphasis on meeting deadlines. If the deadline is missed or the submitted work does not meet the minimum criteria it will automatically receive a Fail for the first of the two marks. The tasks start in the January of Year 7 and will continue to the end of Year 8. To keep the workload manageable there will be no more than two subject tasks in any one half term. The schedule of Diploma tasks can be found on the following page.

Academic Task Schedule

Half Term	Task
Year 7 Spring A	PE Computing
Year 7 Spring B	Language
Year 7 Summer A	Drama Art
Year 7 Summer B	Science Geography
Year 8 Autumn A	Classics Music
Year 8 Autumn B	FBCS DT
Year 8 Spring A	History Maths
Year 8 Spring B	English

Departmental Assignments

Key Stage 3 students study a broad range of academic subjects. The academic element of the Diploma consists of one assignment from each subject. These departmental assignments cover a wide variety of different skills and expertise. It provides all students the opportunity to achieve Distinctions with the right level of application. When the subject teacher introduces the assignment, each will have a deadline date by which it must be completed. Work submitted after this date will automatically receive a Fail (if a student is absent on the deadline date they must submit their work on their first day back at school.)

It is expected that students will put forward their best work for every assignment but a single missed deadline or a disappointing grade is not an insurmountable setback. Pupils will select their top ten subjects from the fourteen that they are required to do. These ten will go towards the academic section of the Diploma. These grades will combine with the grades from the Pastoral and CAS elements of the Diploma to provide an overall grade of Fail, Pass, Merit or Distinction.

Outlines of the subject assignment titles for each department are detailed below:

Art: Students will create their own large environmentally responsible work of art. Taking photos of the work of art as it is constructed this will be a form of sculpture created from the objects that surround them.

Drama: Students will create a set design **or** short film which will fit in with their *Haunted Lift* classwork. This should consider the impact on the audience, the needs of a performance and potential scene transitions. Sets must be completed as individual work, but films can be done in a group of up to 5, assuming each group member has a specific role (acting, filming, scripting, editing etc.)

DT: Students are to research sustainability and design and prototype their own packaging as directed by their teacher.

English: Students will be required to produce a creative response to a text of their choosing from either their recent reading or their Year 7 Reader's Passport. Passes, Merits and Distinctions will be awarded according to the level of creativity displayed e.g. illustrated, animated, drama, blog. Students will be given a list of suggested responses.

FBCS: Students will provide a report on a specific example of human rights violations. They will have to demonstrate and prove their personal involvement (eg sign a petition and provide a screenshot of it). They will be offered guidance in the form of a task sheet with the

various steps explained, and a booklet to structure their work; they will submit it on Google Classroom.

Geography: The Docklands regeneration project offers students an opportunity for local fieldwork and data collection linked to a trip to the London Docklands in the Summer term. Students take part in a walk around the area noting down key characteristics with a focus on how regeneration has changed this part of London. Students will then design and produce a poster showcasing the regeneration and also their personal evaluation of the success of the project which is then assessed for the Diploma.

History: For the Diploma, students will complete a research on an artefact from the British Empire in order to build a class museum to explain the impact of the British Empire. This will involve individual research, written and oral presentations and an explanation of the significance of their artefact.

Computing: Students will be set the task of 'Creating a Computer Game'. They will need to show planning and design, implementation, testing and have an evaluation. The game and its functionality needs to be shown via the submitted work as it may not be played by the teacher. This project cannot be submitted digitally. Students will be graded on the complexity of skills used and QWC.

Latin: Students will be completing an assignment on Roman heroes made famous through myth, literature and history. They will be comparing the character traits of their Roman hero to a modern day hero or their own personal hero. They will have to think about the values that are important to them and how society's values have changed over time.

Mathematics: Students will be given a selection of maths problems which increase in difficulty as they progress through the task. Students will be graded on their mathematical accuracy as well as their quality of written communication.

Modern Foreign Languages: For their Diploma, pupils will write an 'All about me' booklet in the target language. Pupils may present their booklet in any format they choose and creativity is encouraged; for example a story, video/slideshow presentation or factual booklet. They should use as many of the lexical and grammatical structures that they've learned during the year as they can. Many students also like to include drawings, pictures, family trees etc. in their work. Bonne chance! Viel Glück! Buena suerte! Buona fortuna!

Music: Students will study improvisations and the Blues. This project will be mostly conducted during lesson time but students will be expected to spend additional time on their project as a homework. They will learn to perform the 12-bar blues on keyboards, and to improvise using a pentatonic and blues scale (if they play an instrument, they could use their

own instrument). They will be assessed on their final performance and their written homework, which will ask them to use some music notation, and reflect on their performance.

Physical Education: During Year 7 pupils will complete a unit of work around the topic of “making informed choices about healthy, active lifestyles”. They will learn how to exercise safely and effectively, whilst developing physical strength, stamina, speed and flexibility. During the unit of work pupils will complete theoretical work which will contribute to the Diploma.

Science: Year 7 students are asked to create a model of a specific specialised cell using recyclable materials. The cell model is graded from level 5 to 8 with higher grades being given for specialised cells (not a general plant or animal cell). The models must be labelled and annotated by the students. This project is also judged for the House competition.

Assessing Pupil Progress

Whilst the idea is for students to take ownership of their Diploma, inevitably there will be support and encouragement required from school and home. To help with this process there is a tracking sheet on the next page of this booklet. Regular, monthly checks of this page is recommended in order that you can quickly pick up any issues arising in your child’s progress. Your son/daughter’s Form Tutor will also be monitoring progress throughout the year.

As with any other aspect of your child’s education at Bexley Grammar School this is a partnership between them, you and the school, Therefore if you have any queries, please do not hesitate to contact your son or daughter’s Form Tutor for further information.

PASTORAL TRACKING SHEET

				Year 7 Grade	Year 8 Grade	Overall Grade
House Activities	Details and Signature (Note down initials)					
1						
2						
3						
4						
5						
6						
Extra-curricular Club	Details					
1						
2						
3						
4						
5						
Merits (Write the amount obtained to date)	Year 7 Total	Year 8 Total	Overall Total			
Punctuality (Write the number of lates to registration in the box)	Total Year 7	Total Year 8	Overall Total			
PSHCE (Write the percentage obtained for their assessments in both years)	Assessment Mark Year 7 (%)	Assessment Mark Year 8 (%)	Overall Total (%)			

ACADEMIC TASK TRACKING SHEET

Subject	Selected Subject	Deadline Date	Attainment Grade	Approach / Effort Grade
English				
Mathematics				
Art				
Computing				
Drama				
DT				
FBCS				
Geography				
History				
Languages				
Latin				
Music				
PE				
Science				

Appendix 1: List of House Activities 2018 – 20

(This list is not exhaustive and may change each year)

Junior Sports Day
Junior Boys Cricket
Junior Girls Rounders
Junior Boys Basketball
Junior Boys Football
Junior Boys Rugby
Junior Girls Netball
Junior Girls Football
Junior Girls Basketball
Junior House Table tennis
Junior House Tennis
Junior Badminton
Key Stage 3 Swimming Gala
Junior Photography
Y7 7 MFL Song
House Bridge
House Planter
House Harvest Challenge
House Quiz
House Music & Dance
House Drama

Appendix 2: List of Clubs, Sports Teams and Societies 2018 – 20

(This list is not exhaustive and may change each year)

Games Club
Junior Orchestra (Beginners to Grade 4)
Junior Jazz (Beginners to Grade 4)
Junior Choir (All standards)
Big Band (Grade 4+)
Symphony Orchestra (Grade 4+)
Rock School
Art Enrichment
Girls Football
Rugby
Badminton
Football
Netball
Boys Basketball
Girls Basketball
Athletics
Running Club
Cheerleading
Salsa Club
Girls Rounders
Cricket
Table Tennis Club
Fitness Club
5K Club
Girls Cricket
Archery
Athletics
Tennis
Science Club
Passport to the World: Geography Club
KS3 Drama
Drama school show workshops
Book club
Creative Writing Club
Chinese club
Japanese club
Latin/Classics Club
Horrible Histories Club
Electronics Club
Green Team
Lego Club