

# **BGS KEY STAGE 3 DIPLOMA**



# **2023-2024**

## Aim

We aim for Bexley Grammar School students to learn and establish good study skills and learning habits during the KS3 years that will prove invaluable when working towards their GCSE exams in KS4. In addition to meeting 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 2023 and run until the summer term of Year 8. We will celebrate the successes of the year group with a final celebration evening in July 2024 at which the Diploma certificates will be awarded to the cohort. The Diploma is made up of a number of components that must be completed in order to pass. Each aspect will be graded Fail, Pass, Merit or Distinction. The components 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 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 students will pass their Diploma, however, it is possible to receive a Fail by not engaging with the requirements. The Year Team and teaching staff will monitor pupil progress carefully throughout KS3 and provide support and guidance where needed.

## Area 1: Pastoral Assessment & Marking Criteria

The pastoral part of the Diploma aims to encourage students in fostering a positive 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. Each area will be graded Fail, Pass, Merit or Distinction, and for the pastoral part of the Diploma **all six components count 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
- **Engagement with Learning**
  - An average of "Improvement Required" Fail
  - An average of "Good" Pass
  - An average of "Very Good" Merit
  - An average of "Excellent" 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

## Area 2: Creativity, Action & Service (CAS)

The CAS program aims to develop the student socially and personally alongside their 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. Over the course of the Diploma, 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, students will produce a Reflective Journal towards the end of Year 8. The Reflective Journal will be given two marks; one 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

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. This aspect of the Diploma places particular emphasis on the importance of deadlines. When a task is introduced, a due date will be provided by which the work 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). 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. 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 complete. These ten will go towards the academic section of the Diploma. Please note that Mathematics and English grades must be included in the final ten that are put forward. 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.

**Academic task Schedule:** The tasks start in the January of Year 7 and will continue to the end of Year 8.

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

## Overview of Academic Assignments

**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 by their teacher.

**FBCS:** Students will provide a report on a specific example of human rights violations. 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 "Make a computer, without making a computer!" This is intended to be a model or schematic of the main components of a computer. It can be made using any materials at all - including digital ones! Students will research and build their model then create a report that explains each part. The project rewards creativity and ingenuity and students are encouraged to interpret the brief very broadly. The best models each year are used as a classroom display.

**Latin:** Students will be completing an assignment on Roman or Greek heroes made famous through myth, literature and history. They will be comparing the character traits of their Roman or Greek 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 asked to explore and present some data. They may find the data themselves (e.g. by measurement/observation, or by internet research) or, if they struggle with the task, they will be given data by their teachers. The students will then prepare either a poster or a written report, showing different ways of summarising, presenting and possibly comparing their chosen data. Higher grades will be given to students who do their own research; who find interesting and relevant ways of presenting their data; who consider more than one dataset and make relevant comparisons between them; who produce clear, accessible, well-presented work; and, of course, those who produce correct mathematics.

**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, game 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!

**Music:** Students will study 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 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 be an extended analysis of a set piece.

**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 and reusable materials. The grading system is distinction, merit, pass and fail to be in line with the diploma system, 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 are tracking sheets in the pupil planner (examples can be found on the following pages). Regular, monthly, checks of the planner are recommended in order to quickly pick up any issues arising with your child’s progress. Your child’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 child’s Form Tutor for further information.



**PASTORAL TRACKING SHEET**

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

**ACADEMIC TASK TRACKING SHEET**

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





**Reflective Journal**

**Submission Deadline:**

**Method of presentation (e.g. Google Slides, Written Piece):**

**Attainment / Reflection Grade:**

**Effort Grade:**

**Appendix 1: List of House Activities 2023 – 2024**

(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 MFL Song Contest**  
**House Bridge**  
**House Planter**  
**House Harvest Challenge**  
**House Quiz**  
**House Music & Dance**  
**House Drama**

**Appendix 2: Example list of Clubs, Sports Teams and Societies  
2023 – 2024**

(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  
Girls Cricket  
Archery  
Athletics  
Tennis  
STEM Club  
KS3 Drama  
Unicode Club  
Creative Writing Club  
Chinese club  
Japanese club  
Electronics Club  
Green Team  
Crochet Club  
History Club  
Chess Club  
Classics Club  
Geography Club