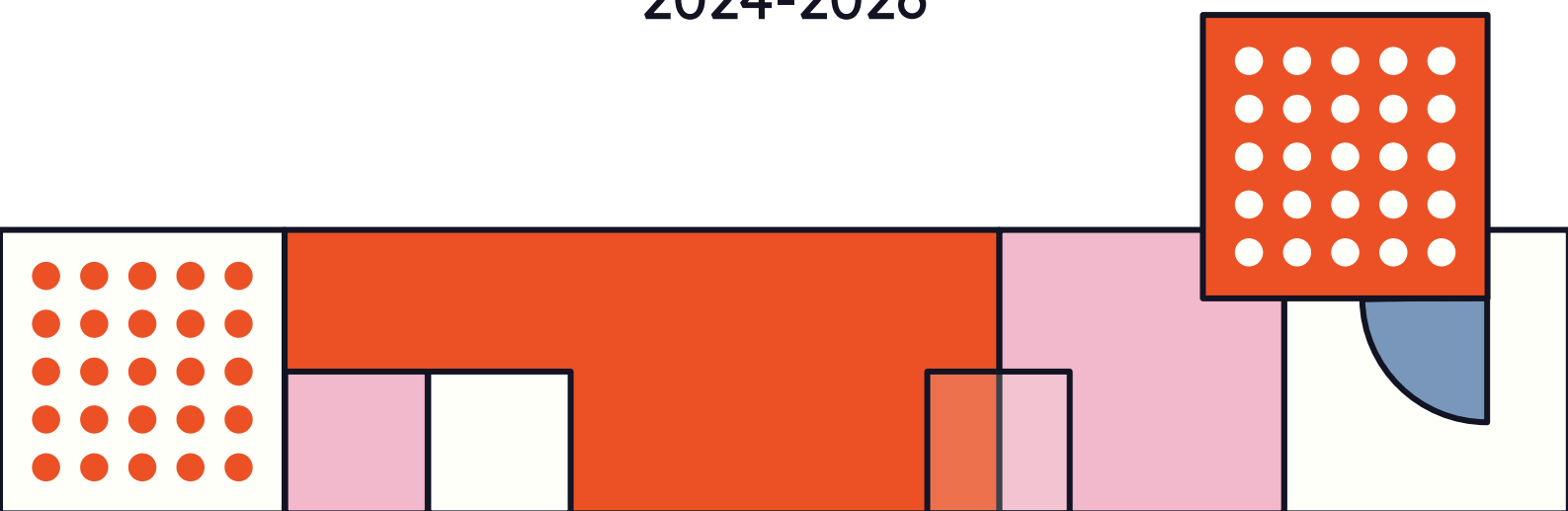




# BGS KEY STAGE 3 DIPLOMA



2024-2026





# AIM

We aim for Bexley Grammar School students to learn and establish good study skills and learning habits during the KS3 years that will later prove invaluable when working towards their GCSE exams in KS4 and all other future endeavours.

In addition to meeting academic demands, we also encourage pupils to find their place in the Bexley Grammar School by actively participating in events and clubs, rather than just seeing school simply as a place to attend lessons. This sense of belonging will help students to remain engaged and to develop some ownership and involvement in their learning which will last through to later years.

Aside from the above, BGS is an International Baccalaureate (IB) Diploma School at Sixth Form level. Therefore, we want students to be exposed to a multifaceted program that mirrors and contains many of the features of the IB Diploma, preparing them for later successes.

# OVERVIEW


The Diploma will be officially launched in January 2025 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 2026, at which the Diploma certificates will be awarded. 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 all students will pass their Diploma, however, it is possible to receive a Fail by not engaging with the requirements. The Year 7 Team and teaching staff will monitor pupil progress carefully throughout KS3 and provide support and guidance where needed.



# BRANCH 1 : PASTORAL

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. Unless otherwise stated, the section is scored at the end of the Diploma (end of Year 8).

**All seven components count towards the overall Diploma grade.**

## 01 HOUSE *(per year)*

- |   |             |
|---|-------------|
| o Non-participation of a house activity | Fail        |
| o Participation of 1 house activity     | Pass        |
| o Participation of 3 house activities   | Merit       |
| o Participation of 5+ house activities  | Distinction |

## 02 CO-CURRICULAR

- |   |             |
|---|-------------|
| o Non-attendance of any co-curricular club          | Fail        |
| o Regular attendance of 1 club (at least 6 times)   | Pass        |
| o Regular attendance of 3 clubs (at least 6 times)  | Merit       |
| o Regular attendance of 5+ clubs (at least 6 times) | Distinction |

## 03 MERITS

- |               |             |
|---------------|-------------|
| o <50 merits  | Fail        |
| o 75 merits   | Pass        |
| o 125 merits  | Merit       |
| o >175 merits | Distinction |

## 04 PUNCTUALITY *(average taken for Y7 + Y8)*

- |                       |             |
|-----------------------|-------------|
| o 9+ lates to school  | Fail        |
| o 5-8 lates to school | Pass        |
| o 2-4 lates to school | Merit       |
| o 0-1 lates to school | Distinction |

## 05 ENGAGEMENT *(average taken for Y7 + Y8)*

- |   |             |
|---|-------------|
| o An average of "Improvement Required" on reports | Fail        |
| o An average of "Good" on reports                 | Pass        |
| o An average of "Very Good" on reports            | Merit       |
| o An average of "Excellent" on reports            | Distinction |

## 06 PSHCE

- |   |  |
|---|--|
| o 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 |  |
|---|--|

## 07 LITERACY

- |  |             |
|--|-------------|
| o Non-participation of a literacy activity | Fail        |
| o Completion of 2 literacy activities      | Pass        |
| o Completion of 4 literacy activities      | Merit       |
| o Completion of 6+ literacy activities     | Distinction |



# BRANCH 2 : CREATIVITY, ACTION, SERVICE (CAS)

The CAS program helps students to develop socially and personally, alongside their academic studies. CAS is also a required part of the IB Diploma program in the Sixth Form. The program focuses on improving students' physical and emotional well-being, and gives them the chance to become active, caring members of our community. Throughout the KS3 Diploma program, students must complete at least **6 activities** in total, with at least **2 activities** in each of the three areas : **Creativity, Action, and Service.**

## *The CAS components:*

- **Creativity** - activities that involve the arts or creative thinking..
- **Action** - physical activities that support a healthy lifestyle
- **Service** - voluntary, unpaid activities that provide a learning experience for the student whilst supporting the wider community.

At the end of Year 8, students will submit a **reflective CAS journal** to celebrate their growth. The journal will be marked in two areas:

- 1) **Reflection and Self-Awareness:** how well the student reflects upon their experiences
- 2) **Presentation and Effort:** how well the journal is presented and the effort involved with the activities undertaken


Students will be provided with more guidance regarding their CAS journals in Year 8.

# BRANCH 3 : ACADEMIC

Key Stage 3 students complete one assignment per subject for the academic element of the Diploma. These tasks develop diverse skills and offer all students the chance to achieve Distinctions with organisation, effort, and dedication. Assignments must be submitted by the deadline; late submissions automatically receive a Fail. If absent, students must hand in their work on their first day back. The task will be launched and explained in lesson by your child's subject teacher in due course. There is **no** need for students to start a Diploma task before their teacher launches it.

**Students are expected to do their best on every assignment.**

However, missing one deadline or getting a low grade will not ruin their overall Diploma grade. The final submission for the Academic branch of the Diploma is their **English** grade, their **Maths** grade, and their **best 8 grades in other subjects**. This mimics how GCSE grades are chosen for Sixth form and college applications. The Academic branch of the Diploma, along with the Pastoral and CAS branches, will help decide the overall Diploma grade.





# ACADEMIC TASK SCHEDULE


A key part of the diploma is meeting **deadlines**. When a task is given, the due date will be clearly stated. Work submitted after the deadline will automatically receive a **Fail** grade. If a student is absent on the deadline day, they must submit the work on their first day back in school.

To help manage the workload, no more than two Academic tasks will be assigned in any one half term.

**The final Diploma grade will combine the results of all branches.**

The final pass grade will be either: **Fail, Pass, Merit, or Distinction.**

Half Term	Task
Year 7 Spring A	PE Computer Science
Year 7 Spring B	MFL (French / German)
Year 7 Summer A	Drama Science
Year 7 Summer B	Art Geography
Year 8 Autumn A	Latin Music
Year 8 Autumn B	FBCS DT
Year 8 Spring A	History Maths
Year 8 Spring B	English





All tasks align with the school ethos, based on the skills they develop.

## INTELLECT

**Intellect** emphasises critical thinking, creativity, and analytical skills to explore and communicate complex ideas effectively.

- **English:** Analytical thinking and creative expression through literary responses.
- **History:** Critical inquiry and communication of historical research.
- **Mathematics:** Analytical and reasoning skills in data exploration.
- **Science:** Scientific understanding and precision through cell modelling.
- **Geography:** Data collection, analysis, and critical thinking through urban regeneration fieldwork.

## EMPATHY

**Empathy** encourages students to connect with the experiences of others, fostering compassion and a sense of responsibility for the world around them.

- **Art:** Environmental awareness and responsible action through creative expression.
- **DT:** Awareness of global issues like food insecurity and using problem-solving to address them.
- **FBCS:** Understanding human suffering and moral responsibility through research and analysis.
- **Latin:** Appreciation of diverse values by comparing historical and modern ideals.
- **Modern Foreign Languages:** Cultural awareness and communication skills through self-reflection in another language.

## COURAGE

**Courage** encourages students to take risks, step out of their comfort zones, and persevere in facing challenges, as well as building confidence and resilience in various contexts.

- **Computing:** Creative problem-solving and technical risk-taking in building computer models.
- **Drama:** Creative collaboration and confidence in presenting ideas to an audience.
- **Music:** Performance skills and bravery in self-expression through improvisation.
- **Physical Education:** Decision-making and resilience in maintaining healthy, active lifestyles.





# ACADEMIC TASK OUTLINES

**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.

**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.


**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 looking at world hunger and how we feed the world with longer. They try the blue sky thinking method to create interesting solutions on how to solve this global issue. They make 1 full meal at home and cost it along with a food diary.

**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.

**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 cell model is graded for effort and attainment. 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.

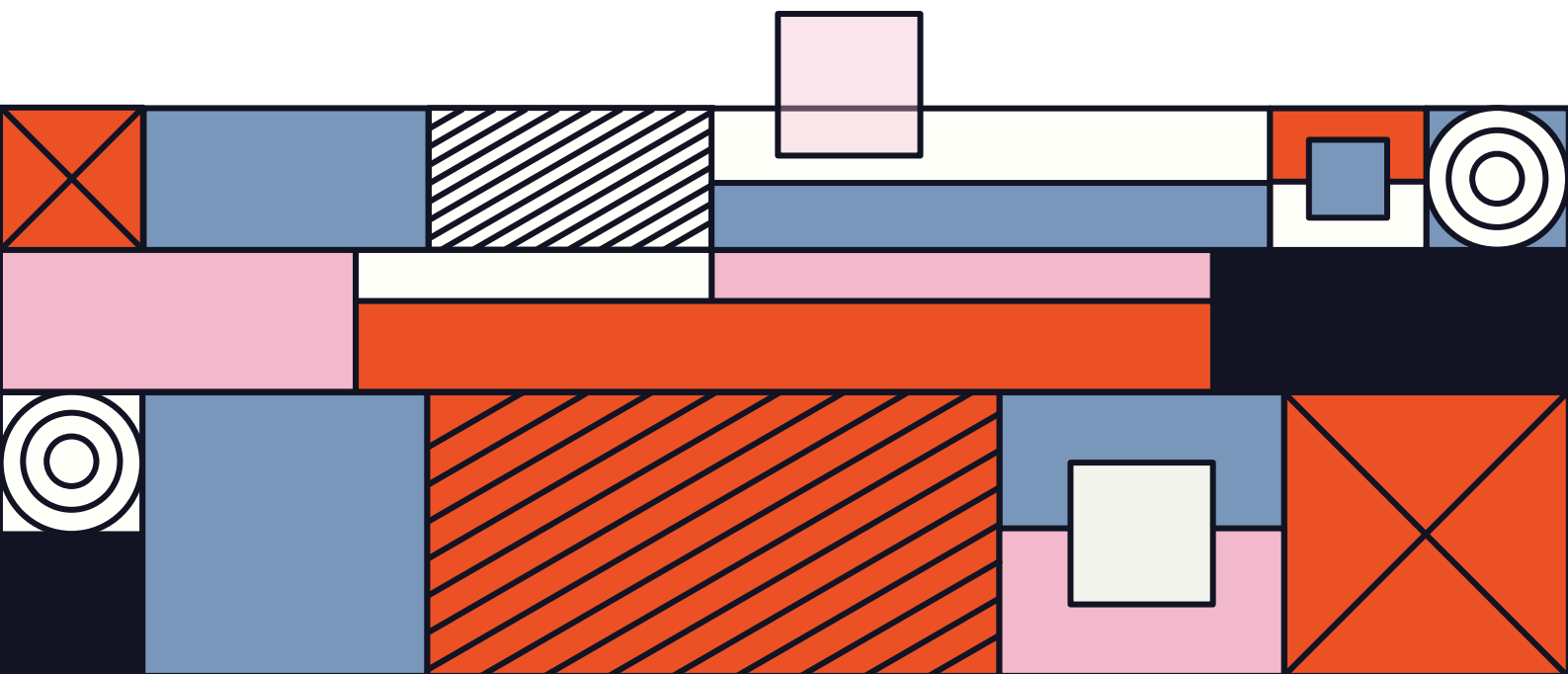


# ASSESSING PUPIL PROGRESS

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 checks of this section of the planner, in addition to the usual checks when signing it weekly, are recommended in order to quickly pick up any issues arising with your child's progress in their Diploma. Your child's Form Tutor will also be monitoring progress at specific check-in points throughout the year.

**These tasks are designed to promote independence and creative thinking. We expect complete academic honesty from all our students; therefore students should ensure that all work is entirely their own and completed to the best of their ability. You may provide guidance and offer suggestions if your child requires help, but all work must be the child's own. Any additional sources of information or research (including AI) must be used appropriately and responsibly. If work is submitted that does not meet the requirements of academic honesty, it will receive a failing grade.**

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, SAM or DoS for further information.





# ACADEMIC TRACKING SHEET

<b>Subject</b>	<b>Selected Subject</b>	<b>Deadline Date</b>	<b>Attainment Grade</b>
<b>English</b>	<b>COMPULSORY</b>		
<b>Mathematics</b>	<b>COMPULSORY</b>		
<b>Art</b>			
<b>Computing</b>			
<b>Drama</b>			
<b>DT</b>			
<b>FBC</b>			
<b>Geography</b>			
<b>History</b>			
<b>MFL</b>			
<b>Latin</b>			
<b>Music</b>			
<b>PE</b>			
<b>Science</b>			

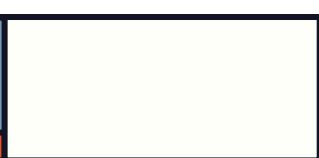


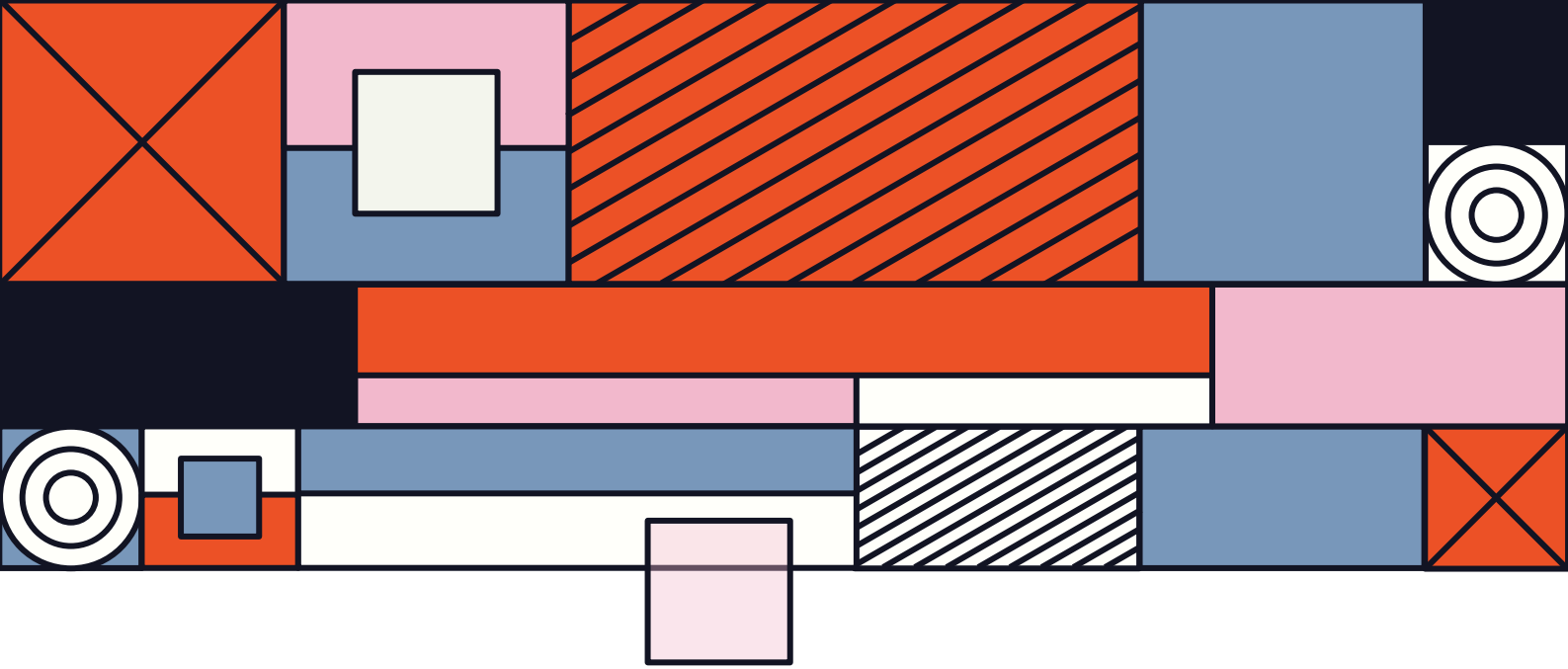


# PASTORAL TRACKING SHEET

		Year 7	Year 8	Overall Grade
<b>House Activities</b>	<b>Details and Signature (Note down initials)</b>			
1				
2				
3				
4				
5				
<b>Co-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 when prompted)	<b>Year 7 Total</b>	<b>Year 8 Total</b>	<b><u>Overall Total</u></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><u>Overall Total</u></b>
<b>PSHCE</b>  (Write the average grade obtained for assessments in both years)	<b>Av. Assessment Mark Year 7</b>	<b>Av. Assessment Mark Year 8</b>	<b><u>Overall Total</u></b>





# CAS REFLECTIVE JOURNAL

Submission Deadline:

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

Attainment / Reflection Grade:

Effort Grade:







# APPENDICES I and II

## Appendix I: List of House Activities 2024 – 2025


(This list is not exhaustive and may change)

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

## Appendix II: Example list of Clubs, Sports Teams and Societies 2024 – 2025

(This list is not exhaustive and may change)

Games Club	Table Tennis
Junior Orchestra (Beginners to Grade 4)	Archery
Junior Jazz (Beginners to Grade 4)	Robotics Club
Junior Choir (All standards)	Athletics
Big Band (Grade 4+)	Tennis
Symphony Orchestra (Grade 4+)	STEM Club
Rock School	KS3 Drama
Girls' Rounders	KS3 Language Club
Girls' / Boys' Football	Art Club
Boys' / Girls' Cricket	Unicode Club
Rugby	Creative Writing Club
Badminton	Boys' / Girls' Basketball
Football	Robotics Club
Netball	Crochet Club
Athletics	Craft Club
Running Club	History Club
Cheerleading	Chess Club
Salsa Club	Classics Club
Afro-Caribbean Society (ACS)	Geography Club
Balkans and Eastern European Society (BEES)	
South-East Asian Society (SEAS)	





# APPENDIX III

## Appendix III: List of Literacy Activities

- ❑ Write a short review of your favourite scene in your favourite book.
  - ❑ ❑ ❑ Read a book that has been translated into English. Write a short text telling us what the book was about, what cultural elements stood out to you, what language it was originally written in, why you chose it, and your opinion on it.
  - ❑ ❑ ❑ Read a book in a specific genre. Write a short text telling us what the book was, what genre it was, as well as quotes and devices from the book which show that it is from that genre e.g. the setting in a historical novel.
  - ❑ ❑ ❑ Write a piece of creative writing: an opening paragraph which is clearly for a particular genre. Explain the choices you made while writing it.
  - ❑ ❑ ❑ Ask a relative or teacher about their favourite (age-appropriate) book. Read *at least* the first ten pages. Write a short text telling us what the book was, whose favourite book it is, what they said about it, what genre it was, and what you thought about it
  - ❑ ❑ As you read a book, note down interesting, new, or unusual words. Create a poster with these words, showing the original sentences, listing the definitions and using the words in new sentences.
  - ❑ ❑ Watch a scene from a film adaptation and compare it to the same scene in the book. Write a short text explaining which details were the same, which were different, and your evaluation of how good an adaptation it was.
  - ❑ ❑ Create a checklist of features associated with the genre of the book you are reading (e.g. Fantasy = a quest, unusual creatures). Rate (1-5 stars) how well the book uses these features. Write a short text telling us how the book follows or breaks genre traditions and your thoughts about it.
  - ❑ Choose a side character or less-explored character from the book you are reading. Using a sentence from the book as inspiration, write a short text telling us what you imagine this character's backstory to be or what they were doing before the events of the book unfolded.
- 