



# Balcarras

From strength to strength

YEAR 9

SUBJECT INFORMATION  
FOR PARENTS

---

2023 - 2024



Dear Parents

This booklet is a guide to the courses your child is following in Year 9. I hope you will find it useful. If it does not answer all of your questions, please contact the head of department concerned and they will be happy to provide any further information you need.

In Year 9 some groups are sorted by prior attainment, others are not. Any setting took place before the summer break. It will be reviewed later in the year once some assessments have taken place.

Later this year we will involve you in the process that leads to the choice of optional courses in Years 10 and 11. Please take note of this important date:

Thursday 1st February 2024- 4-7pm  
Year 9 Parents' and Options Evening

Yours sincerely

Mrs Elizabeth Cullis  
Assistant Headteacher  
October 2023

# Art

## Work in the studio

Year 9 marks the completion of the Key Stage 3 course. Pupils will have gained a broad knowledge and understanding of different art styles, movements and cultures. Although work will continue to be teacher led, pupils will be increasingly encouraged to develop more individual approaches to their assignments. Pupils will be asked to draw on previous skills acquired throughout this valuable key stage. A typical project would be one where pupils research into how different artists and cultures have used the portrait in their differing art works. From this research pupils will be encouraged to discuss their findings, and produce their own re-interpretation of their discoveries.

## Resources used

These are wide-ranging and can include drawing, painting, collage, print-making and clay work. Stimuli for lessons include objects, books, reproductions and demonstrations. ICT and internet research will also be widely used.

## How parents are able to help

It is important that pupils choosing art as a GCSE option have developed effective habits of homework. Parents can play a valuable part by encouraging observational studies based on objects inside and outside the home. Any stimuli that enhances an awareness of art history is to be encouraged, such as books, visits to museums, galleries and ICT research.

---

*Head of Department: Mr D Hazael*

# Computing

Our Year 9 curriculum still focuses around the same two core strands: Computer Science and Creative Media. The main aim, however, of this year is to allow pupils to make informed decisions about which of these options would suit their future plans best. As such, the content is tailored to give an idea of what studying these subjects further would be like. In the case of Computer Science, pupils will continue to improve their programming skills, but will also learn the basics of system architecture and binary number systems. Creative Media on the other hand focuses on working from a client brief, much like pupils would have to do at KS4. The year is ended with a unit looking at wider ICT and digital literacy skills that pupils will be able to use across all curriculum areas regardless of whether they continue with either computing strands.

## Curriculum

- Computer Science
- Creative Media
- Getting GCSE ready
- Oxford University Bebras challenge

## Assessment

There will be four main assessments throughout the year, one for each of the four units listed above. With the exception of the Bebras challenge, pupils will be awarded a mark and a 9-1 grade. This will be paired with feedback on how they might go about improving further. In the case of the Bebras challenge, this is marked by Oxford University and as such pupils will receive the score they achieved along with a Participation, Merit, Distinction or Gold level certificate.

## Access to resources

Pupils can access computers throughout the school and have access to a wide range of IT resources. The school's VLE and network can also be accessed from home. The school offers a homework computing room which can be used if required.

## How parents can help

There is a range of further guidance on an array of topics available through the Next Steps section inside Computing on Firefly. This contains project ideas and good resources to help students develop their skills beyond what we do within the classroom.

*Head of Department: Mr S Cooper*

---

# Design and Technology

## Work in the classroom

In Year 9, pupils are expected to become increasingly autonomous in their work as they progress through the key stage.

Pupils will continue to develop the skills, knowledge and techniques explored in Years 7 and 8.

## Resources used

Pupils will be required to wear a protective apron during practical lessons to comply with health and safety regulations. These will be provided by the department.

Pupils will be expected to undertake written work using a variety of media, including A4 and A3 paper and project booklets. There is a growing emphasis on the use of ICT for design and manufacture (CAD/CAM). The department uses a wide range of text books and online resources to support learning, both in and out of the classroom.

## How parents are able to help

Parents can support learning by showing an interest in the work their children undertake in the classroom, and by discussing homework tasks which are used to reinforce and develop this learning. It is recommended that the VLE is monitored on a regular basis.

In food and nutrition, it would be helpful for parents to carefully check ingredient lists to ensure the correct resources are available for practical activities. Parents are expected to provide ingredients for practical work. If there is a financial problem with this, then please contact us to see if we can help. In food lessons, pupils will continue to learn and develop food preparations skills. They will do this by completing practical work through lessons on multi-cultural and protein foods, as well as completing a design based task.

In product design and textiles, pupils should be encouraged to consider the familiar products we use every day in a more critical way. Pupils could start to develop design skills by using ICT programs such as Sketch Up or Tinkercad. These are both free computer aided design programs that pupils can use at home to develop their design skills.

There is some technical vocabulary in this subject, and pupils need to practise so that they can use it correctly and with confidence.

*Head of Department: Mrs J C Swanepoel*

---

## Drama

Year 9 develops earlier work in Years 7 and 8 continuing to build confidence, teamwork and presentational skills for life. We also explore wider contexts building a basic understanding of more technical dimensions of theatre, film and television - how drama effects can influence how we represent and perceive life on stage and through the media.

The students begin by exploring comedy as a genre whilst developing the improvisation skills taught in Year 8. This unit encourages students to think creatively, challenge themselves and step outside of their comfort zone. Students will explore different types of comedy including farce, slapstick and stand up.

The Year 9 course also serves as an introduction and bridge to our Key Stage 4 course. In the spring and summer term students will have an introduction to two key practitioners: Brecht and Stanislavski. In the spring term students will take part in extended project work, working as a group to devise a performance based upon a given stimulus. In the summer term students will explore Theatre in Education as a genre and work collaboratively to create an extended performance. This experience prepares the students for the demands of drama at a higher level should they decide to opt for this subject.

[Please note that some work may involve video recording – as do the GCSE and A level courses in this subject. If this is not acceptable, then parents should contact the Drama Department to 'opt out' of this element.]

### **How parents are able to help**

The Year 9 drama course does not normally involve homework, however, there can be great benefit if parents show an interest in activities and encourage discussion at home. Indeed, students may decide to do some extra work beyond school - learning lines, rehearsing or researching topics. This will be voluntary but should be encouraged.

# English

## Work in the classroom

Pupils in Year 9 continue to develop the skills inherent in reading, writing, speaking and listening. They will work individually, in pairs or as part of a group, with work taking place in the library and the computer room, where possible, as well as in the classroom. Students will notice that the texts chosen are increasingly demanding and are now preparing them for GCSE.

## Resources

Pupils' work is based on novels, poems, plays and non-fiction texts with the assignments and activities being developed within the department. As in Years 7 & 8, every pupil has an English book in which they will complete work in lessons, homework and end of unit assessments. Students are expected to maintain this to a high standard.

## Curriculum

Students in Y9 will study the following units of work:

- Blood Brothers (play)
- Dystopian Fiction (Reading & Writing)
- Romeo & Juliet (Shakespeare)
- Of Mice and Men (Novel)
- Power & Conflict Poetry (GCSE)

## Assessment

English teachers will assess students in a variety of ways including the highlighting of achievements and also areas to develop, focused and summative written comments, specific targets, verbal feedback and progress set against assessment criteria. Students will be guided and encouraged to review their own work so that they have a clear idea of how to improve.

## How parents are able to help

Parents are asked to continue to show an interest in their child's homework and to discuss the work while it is in progress. This extends the audience beyond the teacher and fellow pupils and helps to give the work a genuine sense of value. Parents can help their children to learn corrected spellings and punctuation and to review any individual targets that have been set.

*Head of Department: Mr D Sharkey*

---

# Geography

## Learning in and outside the classroom

During Year 9 pupils will be taught a range of physical and human geography topics including ecosystems, water resources, tourism, coasts and glaciation. These have been designed to meet and exceed the demands of the new National Curriculum programme of study for KS3. Through these topics pupils will also improve their knowledge of places as well as map skills, graphical skills and independent learning skills.

In addition to in-class learning, there will also be an optional fieldtrip to Cotswold Wildlife Park which will complement the Ecosystems topic. Pupils will be taught how to identify their successes and next steps through the use self-reflection, peer assessment, group analysis, and target setting to support assessment in Geography, in addition to teacher assessment.

## Resources used

A combination of text and ICT resources are integrated into each scheme of work to ensure pupils are exposed to a wide range of academic materials. Pupils will learn through independent work, pair and group work, role play, internet research and interactive games/activities.

## How parents can help

Homework is set regularly to consolidate learning compliment and extend work completed in the classroom. Students should be encouraged to use reference materials such as an atlas, the internet, textbooks, magazines and newspapers alongside a dictionary when doing their homework. Parents could encourage students to watch television programmes such as the news, Countryfile and other relevant documentaries to improve their knowledge of current affairs and events. Going for walks using an OS map also consolidates students' map skills. Wider reading of both non-fiction and fiction books that link to relevant topics is also encouraged.

Sharing holiday experiences and asking questions about places parents and friends have visited would broaden horizons and help students to grasp concepts such as levels of development and the implications these have on everyday life in other countries.

For more specific topic support please see our curriculum maps on the school website. These include places to explore, conversation starters and a range of fiction and non-fiction reading linked to each topic.

***Head of Department: Miss A Searle***



# History

## Learning in the classroom

The entire year is taken up with study of the 20<sup>th</sup> century world. This is international history, though it often connects closely with pupils' own lives and the experiences of their families. For example, pupils may frequently incorporate family anecdotes and recollections of the two World Wars into their work.

This unit provides an understanding of the modern world, including empire, politics, civil rights issues, terrorism and war, which helps them to grow into well-informed citizens and also builds a solid knowledge of 20<sup>th</sup> century history in preparation for GCSE.

As in Year 8, some important individual events are studied in depth through a varied programme of teaching and learning. We focus on key questions from the period which are investigated through individual assignments or whole class enquiries.

## Resources used

A wide range of class textbooks and library books are used, supplemented with film, audio sources and clips. As well as this primary sources assume a growing importance during this final stage of Key Stage 3 and much of this is accessed via online archives. Students are encouraged to be much more independent and adventurous in their methods of research in order to actively prepare them for the challenges of GCSE history. Students have the opportunity to go on a trips as well as being given first preference to the varying activities during History Week in November.

## How parents are able to help

It is very beneficial if pupils of this age are encouraged to become interested in news and documentary programmes on television and various streaming platforms, as is having the opportunity to read a daily newspaper. There are also now a huge variety of podcasts, YouTube films and apps for students to use to engage in history outside of the classroom. Parents can also help by encouraging students to read as it develops their literacy skills and enables them to access more challenging material.

*Head of Department: Mr M Stoker*

---

# Mathematics

## Work in the classroom

Topics covered in Years 7 and 8 are developed further and longer, more complex assignments and investigations are carried out. New topics are also introduced such as error intervals, loci, Congruency, simultaneous equations, etc.

In Year 9, all students from both bands are timetabled for Maths at the same, creating the option of streaming into 8 sets.

End of term assessments are organised in December and February. The whole of Year 9 will sit two exams in May. Each of these testing moments will help students to get 'GCSE ready'. Do they know how to revise, where to find help, how to retain knowledge? Are they ok with time management and solving larger problems independently?

## Resources used

Lessons are planned in line with the National Curriculum and the Scheme of Work is based on the Kangaroo Maths Scheme, which is used in many of our feeder schools too.

As in previous years, each student will receive a B.A.M. homework booklet and a MathsWatch login.

For assessments, their own class notes are an essential resource for revision as well as the revision booklets provided by the department.

## How parents are able to help

The VLE provides a huge amount of information: The SoW, guidelines on how to revise, assessment dates, homework, feedback, etc. Being aware of what is happening each term, offers a great support for your child. Students will need support and encouragement especially during their examinations in May.

It is also valuable for pupils to be able to talk over their work at home. "What did you see in Maths today?", "How did you get on with the homework?", "What's your revision plan?", ...

If your child needs help with the actual understanding of a topic, the "go to" platform is MathsWatch!

---

*Head of Department: Mr S Critchley*

## Modern Foreign Languages

In Year 9 the vast majority of pupils continue learning both of their foreign languages.

### Work in the classroom

We aim to teach languages in a way which is thoroughly practical. The courses emphasise situations which pupils could meet in their normal lives and set out to equip them with the words and phrases which they need. There is also a focus on grammar in order to prepare pupils for GCSE.

The teacher will often speak to the pupils in French, Russian or Spanish and they are encouraged to use the foreign language as the normal language of the classroom.

### Resources used

Each course is based on a textbook which is accompanied by listening resources. These provide an outline of the course which individual teachers will supplement with exercises and activities of their own. You can also find additional activities and useful links on our VLE page.

### How parents are able to help

Homework tasks often involve learning new vocabulary and parents can play a valuable part by checking that vocabulary has been learnt to the best of their child's ability. Written homework is also set and it is helpful if parents can check that this has been completed. We expect all pupils to have access to either a bilingual pocket dictionary or a reliable online dictionary such as [www.wordreference.com](http://www.wordreference.com) at home.

Finding opportunities to use their languages outside of the classroom can also be highly motivating and we organise trips for Years 8 and 9.

**GCSE Italian** is also available to this year group. This is a 2-year course and it runs after school every Tuesday from 3.45 until 5pm.

---

*Head of Department: Mr F Seguin*

# Music

## Work in the classroom

In Year 9 students continue to explore music through performing, listening and composing. Frequent links are made to GCSE Music so students can make an informed choice as to whether or not GCSE Music is an option for them. Students develop musical skills through a wide variety of topics, including GCSE Experience, Theme and Variations, Live Lounge, Ensemble Composition, Dance Music and Film Music. Students are expected to use the skills and knowledge they have acquired throughout Key Stage 3 to complete tasks in a responsible and independent way.

The department's two classrooms, along with practise rooms, allow students to develop individual strengths and interests in preparation for their final Key Stage 3 assessments and equip them with the skills and knowledge to move onto GCSE Music.

Due to the practical nature of the subject, students are constantly receiving verbal feedback. Opportunities are also created for peer, self and teacher evaluation. Work is formally assessed at the end of each topic, often through performing work that has been composed.

## Resources used

Students record key words and facts as well as completing written evaluations about their work. Visual and aural stimuli such as videos, posters, recordings and live performances are used to develop appreciation and understanding of the work covered. Specific music software, Mixcraft and Sibelius, are used as composition and performance tools, along with tuned and untuned percussion, electronic keyboards and voices. Students who learn instruments are encouraged to use them in class when this is appropriate.

## How parents are able to help

Listening to music and encouraging discussion will help students develop awareness of the basic elements. On occasions, students are directed to extra resources on the school's R:drive or VLE to extend their in-class learning. Students are encouraged to participate in any of the extra-curricular activities.

***Please ensure your child has a pair of headphones with a mini jack to use in every music lesson.***

***Head of Department: Mr D Armstrong***

---

## Personal, Social, Health and Economic Education (PSHE)

PSHE education is the school subject through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. The Department for Education (DFE) research report states that: *'A high quality PSHE provision has a significant effect on pupils' academic success, makes them more engaged in school and has an overall effect on their well-being'*.

### How we deliver PSHE at Balcarras

Pupils in Year 9 are timetabled for 2-hour half termly Personal Development lessons. PSHE is taught within these lessons. Having a 2-hour lesson enables us to bring in visitors and to make Personal Development and PSHE more of an 'event' in school. In addition, tutors deliver PSHE every Monday during a Personal Development lesson.

This year, students will study the following topics during their Monday Personal Development lessons:

#### Autumn Term – Relationship Education

- Struggling online
- Romantic relationships
- Capacity to consent
- Making disclosures of abuse
- Sexting, peer pressure and consent
- Gender stereotypes
- Managing conflict

#### Spring Term – Health Education

- Unhelpful thoughts
- Healthy coping strategies
- Dealing with change
- Online stress
- Exploring attitudes
- Drugs, the law and managing risk

#### Summer Term – Living in the wider world

- Decision making
- Becoming an internet citizen
- Serious and organised crime
- Knife free
- Money (organised by Mrs Bull)
- Gangs
- Valuing diversity (inclusion, belonging and addressing extremism)

Students will study the following topics during their 2-hour 'event' sessions:

- Equality
- Discrimination
- Self-harm
- Revenge porn
- Body image
- Drugs (including a police speaker session)
- Careers (organised by Mrs Bull)
- Sex education

***Head of PSHE and Citizenship: Miss H Davies***

---

---

# Physical Education

## Programme of work

Pupils should become more expert in their skills and techniques and learn how to apply them in different activities. They start to understand what makes an effective performance and how to apply these principles to their own and others' work. They learn to take the initiative and make decisions for themselves about what to do to improve performance. They start to identify the types of activities they prefer and take a variety of roles, such as leader or official.

The timetable consists of:

Girls:	Boys:
Hockey	Football
Netball	Basketball
Basketball	Rugby
Athletics	Athletics
Rounders	Cricket
Tennis	Tennis
Badminton	Badminton
Gymnastics	Gymnastics
Handball	Handball
Football	
Tag Rugby	

Pupils in Years 8 and 9 have an additional lesson which is used to teach elements of health, fitness and communication skills. Each pupil will study health and fitness, outdoor adventurous activities and athletics activities as part of a healthy living programme.

## How parents are able to help

Pupils should be encouraged to apply the lessons of this course in their everyday lives throughout the year. They should also be reminded of the importance of the extra-curricular programme and encouraged to attend the activities run by the department and the school sports development officer.

For pupils wishing to play sport at the highest level, the school has excellent links with outside clubs.

*Head of Department: Mr M Harvey*

---

## Religious Education

The Religious Education Department at Balcarras aims to produce religiously educated and aware pupils who also value truth, seek justice and honour, respect themselves and others and who care about British values and the world they live in. Our aim is to educate pupils so that they are interested in and can understand the religious beliefs, values and traditions of others whilst also being willing to assess their own beliefs against conflicting opinion. As a result of this, religious education helps our pupils build their sense of identity and belonging and allows them to explore world issues in a secure background. Moral and spiritual growth is at the heart of our teaching and pupils are encouraged to show that they are learning from world religions not just learning about world religions.

Although religious education at Balcarras School explores aspects of Christianity and other core world religions including Hinduism, Islam, Buddhism, Judaism and Sikhism, we do not presuppose individual commitment. Indeed, we seek to make the content accessible to all pupils whether they belong to a religious tradition or not. In addition, while we are fully conscious of an increasingly diverse and changing society, we are keen to highlight the important role of family and community in religious belief and activity. The work of the department is underpinned by the Gloucestershire agreed syllabus for key stage three and key stage four and five follow the OCR religious education examinations.

Parents are able to withdraw their sons and daughters from this personal development if they have strong religious or conscience grounds. These must, however, be discussed in detail with the Headteacher.

### **Work in the classroom**

Pupils in Year 9 start with the world religions of Islam and Judaism and progress onto the 'Applied Religion and Ethics' topic. This allows them to consider the religious beliefs behind these religions and how they compare to their own. This year involves much cross-curricular work with pupils comparing these religions to work they are completing in other subjects, such as History and Science well as media portrayals. Year 9 requires pupils to work in GCSE mode, where they will be asked to consider their opinions on issues and ask fundamental questions. Pupils have found this aspect of the course to be stimulating and throughout the course their confidence at expressing themselves in both discussion and written work is noticeable.

During Year 9 pupils can opt to study GCSE - Religion, Philosophy and Ethics in Year 10 and 11. At GCSE we study the OCR Religious Education examination, which involves pupils learning Christian Theology, Philosophy and Ethics and Buddhist Philosophy. Studying Religion, Philosophy and Ethics GCSE is both challenging and rewarding. Pupils are required to use a range of thinking skills. Pupils are required to have opinions, be able to analyse and critique as well as consider why people hold certain points of view. This course is ideal for pupils who might be thinking of going on to do Religion, Philosophy and Ethics at A-level or want a means of challenging themselves and others about current moral issues.

***Head of Department: Mrs H Ebanja***

## Science

**An important difference between science and other subjects is that all students start their GCSE science course at the beginning of Year 9.**

In Years 9, 10 and 11 students complete the AQA Combined science: Trilogy syllabus, worth two GCSE grades. These are examined by six papers in the summer of Year 11. There is no longer any coursework component. It is therefore crucial that work covered in Year 9 is retained for revision.

Over the course of Year 9, students will complete 9 topics: 3 each in biology, chemistry and physics. Each topic will contain 2 graded homeworks and an end of topic test. There will also be a GCSE style mock examination in May. The results of these assessments will be used for the setting process into Year 10.

In Year 9 students work will be graded to reflect the new GCSE: they will be graded from 1-9. Grade 9 is the equivalent of a high A\* in the old GCSE structure, grade 7 is the same as an A and grade 5 is comparable to a high C/low B. There are two tiers of entry for the GCSE course. Higher tier (grades 4 to 9) and Foundation tier (grades 1 to 5). A final decision on which tier a student is entered for is made in Year 11.

### Resources

The resources used in lessons can be found on the school VLE and R: drive. These include copies of the worksheets, PowerPoints and homeworks used for each topic. Students are also issued with a Year 9 revision guide.

### How parents are able to help

We issue front sheets for each topic. These show what a pupil will be learning in each unit and parents can use them to help their children revise for end of unit tests and for the mock examination in May. Science homework is posted on the VLE. Other websites suitable for revision are as follows:

<https://www.bbc.com/education/examspecs/z8r997h>

<http://freesciencelessons.co.uk/>

<https://www.s-cool.co.uk/gcse>

<https://app.senecalearning.com>

<https://www.physicsandmathstutor.com/>

<https://www.cognitoedu.org>

The GCSE specification we follow can be found at the website below:

<http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

*Head of Department: Mr A Spring Wallis*



## VLE: Virtual Learning Environment

The VLE is an online extension of the classroom, which can be accessed by students, parents and staff, and aims to share information and resources in a simple, clear and intuitive way. Any device which has internet access can view the site at the following address: **[balcarras.fireflycloud.net](http://balcarras.fireflycloud.net)**

The system, called Firefly, allows the opportunity for personalised learning for students and the ability for them to become increasingly independent and responsible for their learning and self-organisation. It also enables parents and guardians to support them at home, by viewing their homework, resources and potentially see their progression through the school.

To log on, new parents should visit the site address, and activate their account, using the email address the school holds on record as part of your contact information. Current parents should have their children added to their account already.

In September, every new student will be allocated a username and password to access not only the VLE, but the school network as well. When logging into Firefly, students must pick the log in with **Office 365** option on the right-hand side of the login page. They will then be prompted to enter their school email address, e.g. [####@balcarras.gloucs.sch.uk](mailto:####@balcarras.gloucs.sch.uk), where the #### are the students 4-digit username. The password they then use to login is the same one they will have chosen when first logging onto the computers at school.

There are also mobile apps available for both parents and students, which can be downloaded from the appropriate app store. These are called Firefly for Parents and Firefly for Students, and are free. When logging in for the first time, the same username and password must be used along with the school code: **balcarras**, to link successfully with our system.

## School Network

Students can access the school network shared area (known as the **R: drive**) and download electronic resources provided by their teachers. They can also access their personal network area (known as the **H: drive**).

This can be accessed at home by either clicking on the Network link at the top of the school website homepage ([www.balcarras.gloucs.sch.uk](http://www.balcarras.gloucs.sch.uk)) or by selecting the Network option located on the dashboard of the VLE (**[balcarras.fireflycloud.net](http://balcarras.fireflycloud.net)**).

Users will be directed to the FoldR website and students need to use their school username and password to log in. FoldR (By Minnow IT) is also available as an app for Android and iOS devices. FoldR can also be used to change pupil passwords when away from school.

## Online Safety

The school has a well-established ICT Code of Conduct. All pupils will be allowed access to the internet for school related activity. Anything not directly linked to schoolwork, such as playing or downloading games and accessing social media services is prohibited. Pupils who break the code of conduct, which is monitored by our network manager, will be sanctioned. This often includes having their network access revoked.

When outside of school, you should continue to use technology in a responsible manner. In particular, you should be mindful of how you use social media services, such as Instagram and TikTok. It is strongly recommended that you make your profiles private. You should also carefully consider how you communicate with other pupils on these platforms as this is often the cause of friendship issues within groups.

We also recommend that parents monitor computer, smart phone and tablet use at home. Support in this can often help prevent or mitigate problems caused by the use of social media. Parents of younger pupils should also be aware of the age restrictions many social media services have, the majority requiring users to be at least 13 years old.

## How will your child be assessed at KS3?

- We will have TARGET GRADES of 1-9 (1 being the lowest, 9 the highest) instead of levels.
- The target grade (e.g. grade 6) remains the same grade for all three years (7, 8 and 9) but the work and assessment criteria to meet that grade gets progressively tougher year on year.
- We will report progress on whether the pupil is successfully below/working towards/on/above that target using 'interim' and full written reports throughout the three years.
- Targets may be raised over the years if pupils achieve them too easily. But they will rarely be lowered as we think every pupil should strive to reach their potential with our help.
- Many styles of work – not just official assessments will be marked using the numbers 1-9. However, other marking techniques can also be incorporated to assess progress as subject teachers see fit.
- There will be no assumption that a Grade 7 at KS3 should mean a grade 7 at GCSE (however, it will give us an indication of their ability).
- Heads of Department have all designed their own sets of assessment criteria for the grades which have been passed through the Senior Management Team to ensure consistency, fairness and rigour.

Tel: 01242 515881

Fax: 01242 250620

Email: [admin@balcarras.gloucs.sch.uk](mailto:admin@balcarras.gloucs.sch.uk)

Website: [www.balcarras.gloucs.sch.uk](http://www.balcarras.gloucs.sch.uk)

**Balcarras School**  
East End Road  
Charlton Kings  
Cheltenham  
Gloucestershire  
GL53 8QF