Key Stage 3 Handbook

St John's College, Cardiff

UBI AMOR, IBI OCULUS

2023 - 2024

St John's College, Cardiff
KEY STAGE 3
CURRICULUM HANDBOOK
2023-2024

Contents

Introduction

Dear Parents and Pupils,

Welcome to our Key Stage 3 Curriculum Handbook. I hope that you find the contents useful in providing an overview of what is studied at St John's College during R12 (Year 7) and R13 (Year 8).
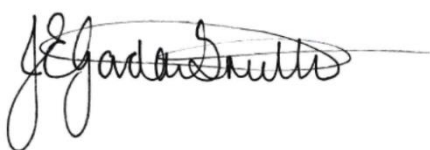
The Key Stage 3 curriculum at St John's College is broad and balanced and provides all pupils with a variety of learning opportunities that will support them in the development of skills that are vital for future study at GCSE and A Level.

All students study all subjects at Key Stage 3, choosing options for Key Stage 4 in the Lent term of R13.

This handbook details the content taught in each subject throughout Key Stage 3. Students are regularly assessed and their progress is monitored throughout the year to ensure that they are working at their expected level.

Please do read this guide in conjunction with the Pupil Parent Handbook, which you will find on the school website (www.stjohnscollegecardiff.com), and with the various relevant academic policies.

If you have any questions, please do not hesitate to get in touch with the relevant member of staff.

Mrs J Gordon-Smith,
Deputy Head.

Who's who in Key Stage 3?

Mrs Jones, *Assistant Head, Pastoral and Designated Safeguarding Lead* **(DSL)**, is responsible for the day-to-day running of the senior school pastoral team.
Email: ejones@stjohnscollegecarfdiff.com

Mrs George, *Head of R12*, is responsible for the organisation, day-to-day running and academic performance of all pupils in R12.
Email: cgeorge@stjohnscollegecardiff.com

Mr Turner, *Head of R13,* is responsible for the organisation, day-to-day running and academic performance of all pupils in R13.
Email: lturner@stjohnscollegecardiff.com

Your Form Tutor is the person immediately responsible for overseeing your welfare and general progress. Accordingly, it is your Form Tutor to whom you should turn in the first instance if you wish to seek advice, or have a particular requirement or difficulty.

R12 Tutors:

Mr Evans	Miss Harrington	Miss Beckham	Mrs Rezqui
bevans@	charrington@	lbeckham@	zrezgui@
(R12E)	*(R12H)*	*(R12B)*	*(R12R)*

R13 Tutors:

Miss Sanders	Mrs Crowley-Davies	Mrs Kloosterman	Mrs Lawrie / Mr Capel
esanders@	ccrowley-davies@	ekloosterman@	rlawrie@ / acapel@
(R13S)	*(R13C)*	*(R13K)*	*(R13L)*

Other contacts:

Mr Moody
Headteacher
Email: slmoody@stjohnscollegecardiff.com

Mrs Gordon-Smith
Deputy Head
Email: jgordon-smith@stjohnscollegecardiff.com

Mrs Jones
Assistant Head, Pastoral & Designated Safeguarding Lead (DSL)
Email: ejones@stjohnscollegecardiff.com

Mr Taylor
Assistant Head, Admissions & External Relations
Email: ftaylor@stjohnscollegecardiff.com

Miss Owen
Director of Academic Studies
Email: mowen@stjohnscollegecardiff.com

Key Stage 3 events and activities in the 2023-2024 Academic Year

ADVENT TERM

- R12-R14 Induction days
- Cognitive Ability Tests (R12 & R14)
- Pastoral Catch up Evening with Tutors
- Harvest Festival Assembly
- R12 Residential Trip
- Remembrance Assembly
- Carol Concert
- Whole-school Christmas Assembly / Carol Service
- Pupils receive ASPIRE Grades

LENT TERM

- ASPIRE Grade Review Week
- Parents' Evening
- R13 Taster Day
- R13 GCSE Options Evening
- R13 GCSE Options Deadline

TRINITY TERM

- ASPIRE Grade Review Week
- R12-R14 Internal Assessments
- R12-R14 PTM and PTE Tests
- R12 Welcome Day

Subjects

ART

	R12	R13
Advent 1	Mark Making and Textures	Pop Art
Advent 2	Exploration of Media	Portraits
Lent 1	Silk Painting	Fruit and Vegetables
Lent 2	Art and Science	Ceramics
Trinity 1	Cell Painting in Relief	Animation
Trinity 2	Flower Studies	Still Life

BIOLOGY

	R12	R13
Advent 1	Cells	Health & Disease
Advent 2	Cells	Health & Disease
Lent 1	Variation & Classification	Evolution
Lent 2	Variation & Classification	Evolution
Trinity 1	Human Reproduction	Botany
Trinity 2	Human Reproduction	Botany

Subject specific equipment required: Ruler, calculator.

CHEMISTRY

	R12	R13
Advent 1	Safety and Bunsen Burner Training	Chemical Reactions
Advent 2	Solids, Liquids and Gases	Chemical Reactions
Lent 1	Solids, Liquids and Gases	Atomic Structure
Lent 2	Elements, Compounds, Mixtures	Atomic Structure
Trinity 1	Acids & Alkalis	Periodic Table
Trinity 2	Acids & Alkalis	Periodic Table

Subject specific equipment required: Ruler, calculator.

COMPUTING

	R12	R13
Advent 1	Using Technology in our lives	Spreadsheet modelling
Advent 2	BEBRAS - Computational Thinking	Photo Editing
Lent 1	Computer Crime and Cyber Security	Understanding Computers
Lent 2	Programming in Small Basic	Introduction to Python
Trinity 1	Code Breakers	Animation
Trinity 2	Summer Project	Hybrid Computing

DESIGN TECHNOLOGY

	R12	R13
Advent	**ENGINEERING: F1 IN SCHOOLS** Pupils will design a model F1 car to race on a 20m track. They use CAD (Fusion 360) to design the car and test the aerodynamics. Pupils will be placed into teams to address many different tasks focused on engineering. All R12 pupils will compete against each other and the winning team gets to race at the Welsh Regional Finals. 	**MECHANISMS: CAMs MOVING TOY** Pupils will explore the different types of mechanisms and movements by using CAMs, linkages, pulleys etc. Experimenting with workshop tools, pupils will manufacture a wooden frame in which their moving part will sit. They will choose the most appropriate CAM, understanding all the different functions.
Lent	**SMART MATERIALS: THERMOCHROMIC THERMOMETER** Pupils will design a thermometer on 2d design and cut it out on the laser cutter. They will learn about smart materials and how different smart materials respond to the environment. They will research into MDF / Acrylic and its advantages and disadvantages. 	**ELECTRONICS: MOOD LIGHT** Pupils will explore vacuum forming, mould making and laser cutting to produce a mood light. They will learn about thermoplastics and their properties as well as correct techniques for making the moulds for vacuum forming. Pupils can also use the Stika machine to decorate their HIP bases.
Trinity	**PLASTICS: STATIONERY HOLDER** Pupils will design a stationery holder from one strip of Acrylic. They will design where they would like certain items to be positioned and will research the sizes they will need for them. Using a line bender, the pupils will bend their acrylic into their desired shape. 	**3D PRINTER: USB CASING** Pupils will explore Fusion 360 where they will design a casing for an USB. Once designed and rendered for a realistic representation of their product, they will send the file to the 3D printer. Pupils will understand and use the 3D printer successfully so that they are able to incorporate this manufacturing method at GCSE.

ENGLISH LANGUAGE

	R12	R13
Advent 1	Gothic Fiction Travel Writing Wolf Hollow and work relating to it Grammar, punctuation and Spelling skills	A range of fiction, non-fiction and poetry based on the theme of Childhood Holes and work relating to it Grammar, punctuation and Spelling skills
Advent 2	Firework Poetry Comedy Play Scripts Wolf Hollow and work relating to it Grammar, punctuation and Spelling Skills	A range of fiction, non-fiction and poetry based on the theme of Childhood Holes and work relating to it Grammar, punctuation and Spelling skills
Lent 1	Vampire Literature Goodnight Mister Tom and work relating to it Grammar, punctuation and Spelling Skills	A range of fiction, non-fiction and poetry based on the theme of Mars A Midsummer Night's Dream - and work relating to it Grammar, punctuation and Spelling skills
Lent 2	The Highwayman Poem and writing a newspaper report Extract from Wonder and work relating to it Goodnight Mister Tom and work relating to it Grammar, punctuation and Spelling Skills	A range of fiction, non-fiction and poetry based on the theme of Mars A Midsummer Night's Dream - and work relating to it Grammar, punctuation and Spelling skills
Trinity 1	Fiction, Non-fiction and poetry on theme of Animals Goodnight Mister Tom and work relating to it Grammar, punctuation and Spelling Skills	A range of fiction, non-fiction and poetry based on the theme of Detectives A Midsummer Night's Dream - and work relating to it Grammar, punctuation and Spelling skills

	Fiction, Non-fiction and poetry on theme of Animals	A range of fiction, non-fiction and poetry based on the theme of Detectives
Trinity 2	Goodnight Mister Tom and work relating to it	A Midsummer Night's Dream - and work relating to it
	Grammar, punctuation and Spelling Skills	Grammar, punctuation and Spelling skills

Subject specific equipment required: Copies of novels studied along with any relevant DVDs. 'Grammar Basics' books (provided by the department).

Other information: On occasions, trips or workshops are booked which are related to what pupils have been taught in class.

FRENCH

	R12	R13
Advent 1	**Unit 1:** Students to greet someone, to ask their name and age, and tell them theirs. Students to learn about objects in the classroom. Gender of nouns, how to make singular nouns plural. Numbers up to 20 **Unit 2:** Students to say where they live, ask someone where they live. Saying 'in' a place - Difference between 'dans', 'à' and 'en' /'au'.	**Unit 1:** Talk about shops and shopping. "Some"in French, partitives and regular verbs in the present.
Advent 2	**Unit 3:** Students to discuss their family and friends. They learn the words for "my" and "your" and use "de" to show procession. They learn the verb to have. Numbers up to 30.	**Unit 1**: Say how much of something you want to buy, talk about money and prices Expressions of quantity Negatives: Ne (n')… pas de (d') Ne (N') plus de (d').
Lent 1	**Unit 3:** Pupils talk about their home and use the verb to be. **Unit 4:** Students to talk about pets. Students to use adjectives to describe things -to describe colour and size-	**Unit 2:** Talk about countries in Europe. Learn the names of different countries and continents. How to say the time Talk about modes of transport. Say to, at, or in a town, country of continent. Learn the two irregular verbs: aller and partir in the present tense. Introduce the verb to come, venir. Talk about what you are going to do. Revise hobbies Talk about what you can and can't do. The future with aller (to go) including negatives Use the verb pouvoir (to be ableto) plus an infinitive

Lent 2	**Unit 4:** Students to ask questions. Making verbs negative Adjectival agreement. Students to express opinions. **Unit 5:** Students to ask for and give the date; learn about saints' days and other festivals. Students to find out about festivals in France; use correct greetings for special days. The verb 'Être' Using adjectives (singular and plural). Numbers beyond 69	**Unit 3:** Find out about school life in France, talk about your school 9facilities, uniform, clubs) Revise school subjects, express opinions Describe morning and evening routines.
Trinity 1	**Unit 6:** Students to talk about the weather; say what the temperature is Students to talk about months and seasons Students to talk about sport	**Unit 3:** Use the verbs apprendre (to learn) and comprendre (to understand) Make comparisons Use some reflexive verbs. Use reflexive verbs in negative sentences. Talk about what you do and don't want to do. Talk more about school technology, homework. Use the verb vouloir (to want) including negative sentences. Use the verbs dire, lire, écrire (to write).
Trinity 2	**Unit 6**: Students to talk about family activities; say what they do at weekends Students to talk about different activities according to the weather. Using regular '-er' verbs.	**Unit 4**: Describe yourself and others, greet and introduce people. Talk about staying with a French family. Discuss helping at home. Talk about the past, use expressions of time. Talk about presents and what you have done recently. Start to use the perfect tense. Use the perfect tense with Regular verbs, ER, IR, RE and auxiliary to have.

Subject specific equipment required: R12, Tricolore1 French textbook: pupils take their textbooks and exercise books home.
R13, Tricolore2 French textbook: pupils take their textbooks and exercise books home.

Other Information: Pupils have three tests per term. Pupils can take one to two vocabulary tests per half term.
Pupils would benefit from working on French websites such as "languagesonline" or "Zut".

GAMES

	R12	R13
Advent 1	Boys: Rugby/Football Girls: Netball/Hockey	Boys: Rugby/Football Girls: Netball/Hockey
Advent 2	Boys Group 1: Swimming/Squash Boys Group 2: Gymnastics Girls: Table Tennis/Badminton	Boys Group 1: Swimming/Squash Boys Group 2: Gymnastics Girls: Table Tennis/Badminton
Lent 1	Boys Group 1: Gymnastics Boys Group 2: Swimming/Squash Girls: Gymnastics	Boys Group 1: Gymnastics Boys Group 2: Swimming/Squash Girls: Gymnastics
Lent 2	Boys Group 1 – Table Tennis Boys Group 2 – Badminton Girls – Swimming/Squash	Boys Group 1 – Table Tennis Boys Group 2 – Badminton Girls – Swimming/Squash
Trinity 1	Pupil voice block: Pupils are split into 3 mixed groups and take part in a variety of different outdoor education activities including: Canoeing/Climbing/Mountain Walking. A separate letter will be issued closer to the date for these activities. Pupils will also have the opportunity to select two games based sports.	
Trinity 2	Pupils are split into 3 mixed groups and take part in a variety of summer sports. They will spend two consecutive weeks on each sport Group 1 – Tennis Group 2 – Athletics Group 3 – Striking and fielding	

Subject specific equipment required: Please see school PE kit requirements. Pupils will need swimwear when swimming

Other Information: We now use a holistic assessment method for all of our pupils. Pupils are made familiar with this at the start of each term. Pupils are assessed on 3 grounds:
- Head (Knowledge, Understanding, Analysis, Feedback, Responsibility and Rules)
- Heart (Communication, Leadership, Respect, Resilience, Effort and Confidence)
- Hands (Physical ability, Fitness levels, Technique, Tactics and Problem solving)

If you would like more information on the assessment model used, please do not hesitate to get in contact/discuss with staff at parents' evening.

GEOGRAPHY

	R12	R13
Advent 1	My Geography	Geography of Sport
Advent 2	Our Restless Earth	Coastal Hazards
Lent 1	Our Threatened Planet	Investigating Weather
Lent 2	Development	Global Cities
Trinity 1	Coastal Change	Climate Change & Renewable Energy
Trinity 2	Coastal Change	Climate Change & Renewable Energy

Other information:

R12 Geography Trip - Caswell Bay, Gower (erosional/depositional landforms and processes - Our Natural Resources).

R13 Geography Trip - Ryer's Down, Gower (Environmental survey to assess whether a wind farm should be built - Coasts).

HISTORY

	R12	R13
Advent 1	Time Team	Why did Henry take the long route to Bosworth?
	Branching Out	Should Henry VII be a Welsh Hero?
Advent 2	Why did William win the Battle of Hastings?	Why do people have different interpretations of Henry?
Lent 1	The Norman Conquest of England and Wales: the impact of the Normans.	A continuation of the Tudors.
	Why was Wales so difficult to conquer?	How useful is this source about Henry?
Lent 2	How and why did castles change? What was Wales like?	Why did Henry Break from Rome?
		Edward, Mary and Elizabeth. Did Henry get it right?
Trinity 1	How useful is Gerald of Wales?	Modern World History:
		> Titanic
	What was the Black Death and why was it such a disaster?	> World War I
Trinity 2		> World War II
		> The Race Issue in the USA

Other information: Pupils will be given a range of independent and directed study tasks to complete. These will range from listening to the news, reading the newspaper, conducting guided research on the internet, writing speeches, display work and making historical items. All pupils will be expected to complete tasks, if there is any difficulty, guidance will be provided in 'History Help' sessions at lunchtime.

LATIN

	R12	R13
Advent 1	Roman life in Pompeii Introduction to Latin language	Gladiatorial shows Consolidation of R12 grammar and vocabulary
Advent 2	Nominative and accusative nouns in the 3 declensions	Accusative plural nouns
Lent 1	Who is performing the verb? The forum	The dative case Roman baths
Lent 2	Plural verbs and plural nominative nouns The theatre	More complex verb endings Schools and education
Trinity 1	Perfect and imperfect verb tenses Slaves and freedmen	Increasingly complex translations
Trinity 2	Roman beliefs about life after death	The destruction and excavation of Pompeii

Subject specific equipment required: Cambridge Latin Course Book I - provided for pupils to take home

Other information: Cambridge Latin Course website: https://www.clc.cambridgescp.com/ This has online activities and a digital version of the textbook to supplement learning.

MATHEMATICS

	R12	R13
Advent 1	Factors, Multiples and Primes Fractions Working with Number	Manipulating Expressions Pythagoras's Theorem and Coordinates Rounding and Bounds
Advent 2	Negative Numbers Manipulating Expressions Perimeter and Area	Solving and Rearranging Equations Constructions and Loci Graphs and Charts
Lent 1	Angles Linear Sequences Decimals and four operations	Percentages Linear and Non-linear Sequences Ratio and Proportion
Lent 2	Solving linear equations Percentages Equivalent Fractions, Decimals and Percentages	Experimental Probability Circles, Volumes and Surface Area
Trinity 1	Averages Constructing triangles Probability Length, Mass and Capacity	Powers and Standard Form Similar Shapes Functions and Graphs
Trinity 2	Bearings LNF Week	Transformations LNF Week

Subject specific equipment required: Scientific calculator, a pair of compasses, protractor

Other information: Sparx Maths is an online learning platform used by all pupils in Key Stage 3.

MUSIC

	R12	R13
Advent	• Baroque and Classical Era • **Performing** Mozart 40 on keyboard **with optional** free choice piece • **Composing** Composing a balanced melody • **Appraising/Listening** Dynamics, Rhythm, Compositional Devices, Accompaniment, Texture, Era, Structure, Melody, Instrumentation, Tempo and Harmony within the Baroque and Classical Eras	• Jazz Music • **Performing** Boogie on Down on keyboard **with optional** free choice piece • **Composing** Composing a 12 Bar Blues melody and accompaniment • **Appraising/Listening** Dynamics, Rhythm, Compositional Devices, Accompaniment, Texture, Era, Structure, Melody, Instrumentation, Tempo and Harmony within Big Band and Jazz combo pieces
Lent	• Welsh Rock and Pop • **Performing** a selection of popular music riffs and chord sequences **with optional** free choice piece • **Composing** Composing a riff and chord sequence • **Appraising/Listening** Dynamics, Rhythm, Compositional Devices, Accompaniment, Texture, Era, Structure, Melody, Instrumentation, Tempo and Harmony within Welsh Rock and Pop pieces	• Film Music • **Performing** Keyboard assessment (film themes) **with optional** free choice piece • **Composing** Composing a leitmotif and chord accompaniment to a storyboard • **Appraising/Listening** Dynamics, Rhythm, Compositional Devices, Accompaniment, Texture, Era, Structure, Melody, Instrumentation, Tempo and Harmony within Film Music Compositions

Trinity	- Romantic Era and 20th Century **Performing** Keyboard assessment **with optional** free choice piece **Composing** Composing a fanfare **Appraising/Listening** Dynamics, Rhythm, Compositional Devices, Accompaniment, Texture, Era, Structure, Melody, Instrumentation, Tempo and Harmony within the Romantic Era and 20th Century	- Music and Movement (Baroque Dance Suite, Ballet, Musical Theatre) **Performing** a selection of ballet, Baroque and Musical Theatre pieces **with optional** free choice piece **Composing** Composing a melody with sequence, imitation and syncopation **Appraising/Listening** Dynamics, Rhythm, Compositional Devices, Accompaniment, Texture, Era, Structure, Melody, Instrumentation, Tempo and Harmony within Baroque, Ballet and Musical Theatre Compositions

Subject specific equipment required: Own instruments for whole class ensemble lessons or free choice performance;. Google classroom linked to YouTube pieces for listening revision. Music first login details (Auralia, Musition, and Noteflight).

PHYSICS

	R12	R13
Advent 1	Forces & Energy	Light & Sound
Advent 2	Forces & Energy	Light & Sound
Lent 1	Electricity & Magnetism	Further Forces
Lent 2	Electricity & Magnetism	Further Forces
Trinity 1	Space	Practical Physics
Trinity 2	Space	Practical Physics

Subject specific equipment required: Calculator, ruler.

RELIGIOUS STUDIES

	R12	R13
Advent 1	**Faith filled and hopeful** Abraham - Father of Faith	**Attentive and Discerning** Creation of the world and the universe
Advent 2	David's downfall The Wisdom of Solomon	The Fall of Man
Lent 1	**Compassionate and loving** An introduction to Buddhism	**Intentional and Prophetic** God's Covenant
Lent 2	(Dukkha) Suffering and unsatisfactoriness	Moses and escape to freedom The Seder Meal
Trinity 1	**Curious and Active** The Saviour Jesus and forgiveness	**Eloquent and Truthful** Jesus, the bread of life The Paschal Mystery
Trinity 2	An introduction to Hinduism	An introduction to Sikhism and Islam

Other information: Textbooks (kept in the classroom) - The Way (R12), The Truth (R13).

SPANISH

	R12	R13
Advent 1	Introducing yourself and describing your personality The alphabet Using adjectives that end in -o / -a Making adjectives agree with nouns Talking about age, birthdays , brothers and sisters The verb _tener (to have)_ Numbers 1-31 Pets and animals Learning about El Día de los Muertos in the Hispanic world	Talking about a past holiday Using the preterite of _ir (to go)_ Saying what you did on holiday Using the preterite of regular _-ar_ verbs Describing the last day on holiday Using the preterite of _-er_ and _-ir_ verbs Saying what your holiday was like Using the preterite of _ser_
Advent 2	Saying what you do in your spare time Using _-ar_ verbs in the present tense The weather Using _cuando (when)_ Saying what sports you do Using _hacer (to do)_ and _jugar (to play)_ Giving opinions Learning about Christmas in the Hispanic world	Saying what you use your phone for Saying what type of music you like Revising the present tense Talking about TV Using the comparative Saying what you did yesterday Using the present and the preterite Understanding a TV guide Learning about young people's lives
Lent 1	Saying what subjects you study Giving opinions about school subjects Describing your school Talking about breaktime Using _-er_ and _-ir_ verbs Understanding details about schools Writing a longer text about school	Saying what food you like Using a wider range of opinions Describing mealtimes Using negatives Ordering a meal Using _usted /ustedes_ Discussing what to buy for a party Using the near future Giving an account of a party Using three tenses together Learning about food in other countries Using direct object pronouns

Lent 2	Describing your family Using possessive adjectives Describing your hair and eye colour Using the verbs _ser (to be)_ and _tener (to have)_ Saying what other people look like Using verbs in the third person Using the verb _estar (to be)_ Reading about the carnival in Cadiz	Arranging to go out Using _me gustaría_ + infinitive Making excuses Using _querer (to want)_ and _poder (to be able to)_ Discussing getting ready to go out Using reflexive verbs Talking about clothes Talking about sporting events Using three tenses Describing a fancy dress outfit Giving a fashion show in Spanish
Trinity 1	Describing where you live Using 'a', 'some' and 'many' in Spanish Telling the time Talking about what you do in your town/village Using the verb _ir (to go)_	Describing a holiday home Making comparisons Describing holiday activities Using the superlative Asking for directions Using the imperative
Trinity 2	Ordering in a café Saying what you are going to do at the weekend Using the near future tense Writing a blog about your town using two tenses together Learning about Hispanic festivals Planning and giving a presentation	Talking about summer camps Using three tenses together Describing a world trip Discussing holiday destinations Using _mejor_ and _peor_ Creating a tourist brochure for your town

Other information:
R12: Viva 1 Textbook, Viva 1 Activity Book, Red A4 Exercise Book.
R13: Viva 2 Textbook, Viva 2 Activity Book, Red A4 Exercise Book.
www.languagesonline.org.uk
https://www.bbc.co.uk/bitesize/subjects/zfckjxs

Subject specific equipment required: A blue / black pen, a ruler, a pencil and a rubber

WELSH

	R12	R13
Advent 1	**'Transition' & 'Leisure'** ● Use questioning words ● Write about myself ● Learn about hobbies ● Express opinions simply ● Use the third person ● Practise reading comprehension, proof-reading and translation tasks	**'Holidays'** ● Learn countries around the world ● Learn and use soft mutations ● Describe the weather around the world ● Write about my holiday ● Use the third person ● Use the perfect and imperfect tenses ● Use the future tense ● Practise reading comprehension, proof-reading and translation tasks
Advent 2	Continued from Advent 1 through to Advent 2	Continued from Advent 1 through to Advent 2
Lent 1	**More 'Leisure'** ● Extended writing about myself ● Express more complex opinions ● Use idioms ● Practise reading comprehension, proof-reading and translation tasks	**'The Weekend'** ● Learn about leisure time on the weekend ● Learn and use new and complex idioms ● Use the future tense and vary the subject of the verb ● Draft and improve written work ● Write about my weekend ● Practise reading comprehension, proof-reading and translation tasks
Lent 2	Continued from Lent 1 through to Lent 2	Continued from Lent 1 through to Lent 2
Trinity 1	**'School Life'** ● Learn school uniform vocabulary + express opinion ● Learn school subjects + express opinion ● Practise reading comprehension, proof-reading and translation tasks	**'Music and Film'** ● Learn music vocabulary + express opinion ● Learn film vocabulary + express opinion ● Practise reading comprehension, proof-reading and translation tasks
Trinity 2	Continued from Trinity 1 through to Trinity 2	Continued from Trinity 1 through to Trinity 2

Other information: R12 residential trip (combined with R12 transition)

www.s4c.co.uk/clic - promote Welsh language television broadcasting

The School Day

8.40	to	8.55	Registration
8.55	to	9.00	Walk time
9.00	to	9.45	**Period 1**
9.45	to	9.50	Walk time
9.50	to	10.35	**Period 2**
10.35	to	10.55	Break
10.55	to	11.00	Walk time
11.00	to	11.45	**Period 3**
11.45	to	11.50	Walk time
11.50	to	12.35	**Period 4**
12.35	to	1.25	Lunch
1.25	to	2.10	**Period 5**
2.10	to	2.15	Walk time
2.15	to	3.00	**Period 6**
3.00	to	3.05	Walk time
3.05	to	3.50	**Period 7**
3.50	to	4.45	**Period 8** - Sixth Form lessons, Choir practice, extra-curricular activities, and homework club.

Timetabling / Lesson Allocation

The Senior School (R12 - R16) follows a two-week timetable. There are 70 lessons across the two weeks, each of 45 minute's duration. The Key Stage 3 curriculum is organised as follows:

Subject	KS3 No. of Lessons
English	10
Mathematics	10
Biology	3
Chemistry	3
Physics	3
Religious Studies	3
Art	3
Computing	2
Design & Technology	3
French	3
Games/PE	6
Geography	3
History	3
Latin	2
Music	3
PSE	2
Spanish	3
Welsh	3
Form Period	2
Total	**70**

- There are usually four teaching groups in R12 - R13.
- Students are loosely set according to ability in English and Mathematics in R12 and R13.
- Setting in all other subjects is by form group. Setting is reviewed regularly, and parents are notified of any set changes.
- Students in R12 and R13 are issued with a Key Stage 3 Handbook in September. Included in this booklet is information regarding the subjects taught in the Key Stage

3 curriculum.

- ▪ At the start of each term the co-curricular programme is published to students and parents.
- ▪ Details of the Key Stage 3 curriculum are published annually in the Parents' Information Handbook.

ALN

Specialist tuition is available for students with Additional Learning Needs (ALN). Students who have ALN may be offered specialist tuition with a qualified teacher.

Students who have ALN can receive additional Literacy and Numeracy support in place of a Modern Foreign Language.

The Senior Leadership Team and the ALNCO will consult with teaching staff to determine a student's need for this intervention and the decision will be based on the overall interest of the student's individual learning journey.

Students study four languages from Welsh, French, Spanish and Latin unless they are in Learning Support classes.

PSE

The personal and social development of students is the responsibility of all staff. Most teaching staff deliver at least one half term's worth of PSE per academic year, in line with their personal skills and experience. All sessions on RSE are delivered by Mrs Jones, Assistant Head, Pastoral to ensure consistency. In the upper years, a programme of visiting speakers forms the bulk of PSE lessons. Students have a timetabled PSE lesson once per week; each term covers one unit of study and each unit has an assessment at the end. The units of study do not change year on year, but are developed upon according to the student's age. The units covered are Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, Changing Me.

Engagement and contribution in PSE lessons are reported on in formal reports sent home to parents. The PSE programme is designed to reflect the School's aims and ethos.

Careers Education and Guidance are also incorporated into the PSE programme.

Assessments

For full details of our Assessment Policy, please see http://www.stjohnscollegecardiff.com/wp-content/uploads/2019/10/Assessment-Policy.pdf

ASPIRE Grades

St John's College strives to provide high quality care for each individual, equipping girls and boys with the aspirations and values that lead to rewarding careers and successful personal relationships. The ASPIRE Grade system provides an overview of pupil progress each term. Pupils are tracked on the entire body of their work throughout the term: classwork, homework, assessment and effort.

ASPIRE recognises:

Achievement

Success

Perseverance

Innovation

Resilience

Excellence

The ASPIRE Grade system will:

- **Support** pupils and provide intervention where necessary
- **Challenge** pupils to achieve their very best
- **Encourage** independent learning and self-reflection
- **Provide** opportunities for parents and pupils to monitor academic progress throughout the year

What are ASPIRE Grades?

Each pupil is given an ASPIRE Grade for each subject that they study. This grade is the minimum the pupil is aspiring to achieve throughout the academic year in each subject they

are studying.

ASPIRE Grades at Key Stage 3 are based upon a numerical system unique to St John's College. The numbers used are 1-5, with 1 being the highest grade possible. On very rare occasions, high achieving pupils may be awarded a grade 0 to demonstrate that they are working above even the highest level.

This has no relation to the numerical grading system now being used by English examination boards at GCSE (grades 9-1).

For pupils in R14-U6 studying GCSEs and A Levels, however, their ASPIRE Grade for each subject is a letter (A*- G). On very rare occasions, high achieving pupils may be awarded a grade A** to demonstrate that they are working above even the highest level.

We aim to set realistic ASPIRE Grades for pupils and expect all pupils to achieve, if not exceed, the ASPIRE Grade set for them in each subject. ASPIRE Grades can be thought of as world records in sport – they are designed to be broken and are not a limit on any pupil's achievement!

How do pupils know their ASPIRE Grades?

All pupils in R13 – U6 are given a paper copy of their ASPIRE Grades at the start of each academic year. Pupils in R12 will receive their ASPIRE Grades at the start of the Lent Term in order for teachers to set grades based on CAT data and in-class assessments. The ASPIRE Grade sheet is stuck into the front of a pupil's homework diary for ease of reference.

How are ASPIRE Grades decided for each pupil?

The ASPIRE Grades given to pupils are based on a range of prior attainment data as well as teachers' professional judgement. We have avoided basing ASPIRE Grades solely on a single test and have instead asked teachers to use their extensive knowledge of both the pupils and their subject curricula to come up with each grade. Of course, with any system, there may well be some miscalculations, and we will do our utmost to put these right as soon as they come to our attention.

Can ASPIRE Grades be changed throughout the year?

ASPIRE grades remain the same throughout one academic year so that a pupil's progress can be compared across a set period of time. ASPIRE Grades for each pupil are reviewed at the start of each academic year and may be raised or lowered if appropriate.

Do the ASPIRE Grades follow the National Curriculum?

As a Welsh independent school, St John's College is not obliged to follow the Welsh National Curriculum and has the freedom to implement its own schemes of work to best suit the needs of its learners. As a school, we feel that the numerical grading system (1-5) would fit better with our Key Stage 3 curriculum than using the traditional levels used in the maintained sector.

At GCSE and A Level, the ASPIRE Grades are aligned with the grades awarded by the Welsh Government at GCSE and A Level.

How will the ASPIRE Grades be used?

At the end of each term (Advent, Lent and Trinity), all pupils will be given a review grade for each subject based on their work throughout that term. The pupils will then receive a sheet (which is subsequently posted home) displaying their review grades, which are colour coded, as follows:

- **Blue** = above target
- **Green** = on target
- **Amber** = below target
- **Red** = significantly below target

Following receipt of their review grades, pupils will then spend a lesson with their class teachers discussing their reviews and making targets for improvement across the next term. We hope that the colour coded system will flag up any pupils who may be struggling academically and enable the school to offer support and intervention. We also hope that it will help congratulate those pupils who are consistently working hard and to the best of

their ability, regardless of their ASPIRE Grades. Often, a change in the academic profile of a pupil is the first indication of a pastoral concern and so we hope that the system will also support and inform the excellent pastoral service already provided by the school.

We very much appreciate the support of parents with the ASPIRE system and encourage pupils and parents to discuss targets and reviews at home.

Homework

Homework is set in all subjects according to the published Homework timetable (available annually on the Parent Portal). Students record homework during the lesson in their school diary. As a matter of good practice, whenever practicable, homework tasks are differentiated in order to meet the needs and abilities of students; to offer challenge to stretch individuals, but not be overbearing for those who find the subject more difficult.

In Key Stage 3, subject homework lasting 20 - 30 minutes each are set. It is anticipated that virtually all of this work can be completed during supervised Homework Club after school (4 pm - 6 pm). Students remaining in school for Homework Club are encouraged to have a reading book in case they complete their homework before the end of the session.

Moving to GCSE

At St John's College, pupils start their GCSEs in R14, to allow three years to complete the curriculum.

In the Lent term of R13, all pupils will be invited to take part in R13 Taster Day, where they will have the opportunity to sample 6 of their possible GCSE option subjects. They will also be given advice on career pathways and key skills.
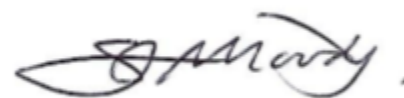
In the following week, all pupils and parents are invited to our R13 Options Evening, held in the school Hall. This is a chance for pupils and parents to talk to the subject teachers about GCSE choices.

Finally, pupils are asked to submit their four chosen option subjects, from which the option blocks will be set. Further information will be provided to pupils and parents in the Lent term of R13.

A Message from **Mr. Moody** - *Headteacher*

My thanks to everyone who has contributed to this very informative KS3 handbook. Reading the handbook will give you an immediate sense of the rich, exciting and diverse curriculum provided by St John's over the R12 and R13 school years. This two year inspirational programme of study provides a solid foundation for progression to your GCSE qualifications. I am sure you will be able to find all you need to know about life in KS3 and I wish you two very happy and successful years.

Mr Moody,
Headteacher