



Impington Curriculum Experience

Assessment,
Tracking and
Reporting:
Year 7

An introduction to ICE and the journey to GCSE

What is the ICE programme?

ICE stands for the Impington Curriculum Experience, and this is the programme that students will follow in years 7 and 8. It is underpinned by the IB (International Baccalaureate) Learner Profile, focusing on attributes such as developing knowledge, skills of enquiry, the ability to be reflective, take risks and think independently. As a College we believe passionately that these attributes can help individuals and groups become academically successful, and responsible members of local, national and global communities. We are also confident that these skills will prepare our students successfully for the demands of the new GCSEs.

Each year of the ICE programme is divided into five strands, or themes, which students will study across the whole curriculum. Subject teachers will draw out common links and connections around these strands while exploring the core knowledge and skills that are essential to individual subject areas. Each strand of interaction is based around a single 'Big Question' that is explored in a range of different ways but which provides a connection and coherence to the curriculum as a whole. More information can be found in the Parent Handbook on our website.

What will the new GCSEs be like?

The new GCSE courses have been designed to be more challenging than the current qualifications. In general, the courses will focus on terminal exams; in most subject areas there is a greater focus on recall of knowledge, alongside skills such as analysis and evaluation.

The grading system is also very different, with students graded from 9-1. The table below shows the rough equivalence between the familiar letter grades and new numbers:

Numerical GCSE Grade	Approximate 'old' GCSE Equivalent
9	Above A*
8	A*
7	A
6	B
5	C
4	D
3	E
2	F
1	G

How is IVC preparing my child for the new GCSEs?

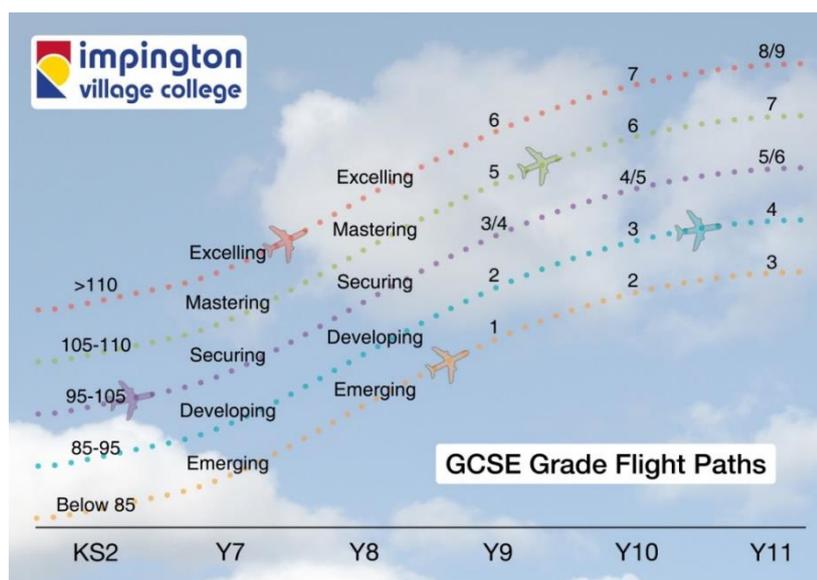
At Impington we have invested significant time in developing our curriculum at both KS3 and KS4 to prepare students for the demands of the new GCSEs. The style of assessment in the ICE programme for each subject has been tailored to the different skills that students need to master to succeed in the reformed GCSEs. We have also introduced the idea of 'terminal' exams for each year group, which will take place in July. We have done this so that we can provide students with the experience of a formal examination that will test all of their knowledge and understanding across the year, in a similar way to the new GCSE courses.

How will I know if my child is making good progress?

As a parent you will receive three progress checks each academic year, after Strands 2, 4 and 6 (the dates for these are on our calendar). These will be available via EduLink and will show how your child is performing in relation to their flight path and also provide some formative feedback on what they have done that is Impressive for that strand, and how they can improve.

What is a flight path?

A flight path is used to illustrate how students are performing in relation to their end goal and whether they are on track to achieve their target. We have introduced an assessment and tracking system that uses flight paths because we believe it will allow us to track student progress in detail across their time at IVC and quickly identify where students need to be challenged further, or require support to get back on track. Students will remain on their flight path throughout years 7-11, but in year 10 they will be issued with a numerical GCSE target. This will be a final 'Minimum Target Grade' and will be the grade we believe students should be aiming for at the end of year 11. From year 10, progress will be measured by comparing a current forecast grade (the grade we predict students will achieve based on their work/assessments) to their Minimum Target Grade. More information will follow on this once your child enters year 9. As a general illustration, below is an example of the different flight paths a student may be placed on in year 7, with their likely Key Stage 2 scores and an example of how this will translate into GCSE targets. Please note that depending on our cohort of students each year, the flight paths are adjusted and therefore the KS2 scores are an indication only.



For example: if a student is placed on the 'Excelling' pathway for English, they will aim to meet the criteria for 'Excelling' in each piece of work they complete. As they move through the ICE programme, the criteria will become more challenging so that they progress towards achieving an 8/9 at GCSE.

How have students been assigned to flight paths?

Students have been assigned to flight paths using a combination of their Key Stage 2 scores and the information we gather from the Fischer Family Trust. They have been issued with a flight path for each individual subject, although in many subjects the flight path will be the same. We use Key Stage 2 data because the government provides national expectations of achievement at GCSE for students at each Key Stage 2 level as part of the new progress measures that have been introduced. We also take into consideration the judgement of Lead Practitioners and national variations in how students perform across different subjects. As a College we want to be confident that we are challenging our students sufficiently to help them achieve grades that will allow them to succeed in an increasingly competitive market place both in further education and employment.

How does this help us to track student progress?

The flight paths allow us to identify exactly where students are succeeding and where further intervention may be required. In each progress check you will receive an indication of how well your child is doing against their flight path; which flight path they have achieved and whether this is above/on/nearly on/below the flight path we have assigned them to. At an internal level, we also track how students are doing against each of the assessment objectives (knowledge/understanding/skills) in a subject, so that we know exactly which areas they need to focus on and can target any intervention to these specific areas.

What will this look like in individual faculties?

Your child will be issued with their flight paths by each of their subject teachers, and all formal assessments will identify which level a student has reached. Students will become familiar with the criteria they need to meet in order to remain on their flight path and these will be used widely in lessons and often will be displayed in students' books. An example on the next page shows what these criteria look like in French for Strands 2 and 6 in Year 7, to demonstrate how the level of challenge will increase for each flight path as students move through the strands.

EXCELLING	If I listen to a short piece of spoken language a couple of times, I can pick out the main points. I can ask and answer simple questions mainly from memory and change them slightly. I can read a short text on a familiar topic (with a vocab list to help) and understand the main points. I can write a few short sentences with help from memory and spell most of it correctly. I can use a dictionary to translate simple nouns from English to French.	I can understand main points and the smaller details from a spoken piece of language INCLUDING present AND future events. I can give a short speech with my own opinions INCLUDING present AND main points and the smaller details in a written piece of language INCLUDING present AND future events. I can write a short paragraph about a topic I know and change around the language to make it personal to me INCLUDING present AND future events. I can use a verb table and dictionary to translate simple sentences from English to French.
MASTERING	I can recognise quite a few spoken phrases if they are repeated for me. I can answer simple questions I have come across before and make myself understood. I can understand sentences that I have seen before and use a vocab list to look up words I don't know. I can write short sentences if I have a model to follow. I can do this from memory and only make a few mistakes.	I can understand main points and some of the smaller details from a spoken piece of language INCLUDING present AND future events. I can give a short speech I have learnt with my own opinions INCLUDING present AND future events. I can understand main points and some of the smaller details in a written piece of language INCLUDING present AND future events. I can write a short paragraph about a topic I know and change around the language I know to make it personal to me INCLUDING present AND future events. I can use a verb table to translate verbs correctly into present and future tenses.
SECURING	I can recognise a few spoken phrases if they are repeated for me. I can answer some simple questions I have heard before and make myself understood. I can understand a few sentences that I have seen before. I can write short sentences if I have a model to follow.	I can understand main points and some of the smaller details from a spoken piece of language. I can give my opinion when answering questions from memory pronounce it well. I can understand the main points and some of the smaller details in a short text and work out some of the words I don't know using a dictionary or vocab list. I can write a paragraph about a topic I know and change around the language to make it personal to me. I can use a dictionary to translate verbs from English to French.
DEVELOPING	With help from my teacher I can recognise words and sentences I have heard before. I can repeat words and I can read out words and sentences that I have seen before. I can copy words and symbols (like accents) correctly. I understand how words are listed in a dictionary.	I can understand main points and some of the smaller details from a spoken piece of language. I can give my opinion when answering questions from memory with a little help and pronounce it quite well. I can understand the main points and some of the smaller details in a short text and work out some of the words I don't know. I can write a short paragraph about a topic I know if I have practised it, I can also change some of the words to make it personal to me. I can use a dictionary to translate single words from English to French.
EMERGING	With help from my teacher I can recognise words I have heard before. I can repeat words and I can read out words that I have seen before. I can copy words and symbols (like accents) correctly. I can pick out a chosen word from a list of vocabulary	I can recognise quite a few spoken phrases if they are repeated for me. I can answer simple questions I have come across before and make myself understood. I can understand sentences that I have seen before and use a vocab list to look up words I don't know. I can write short sentences if I have a model to follow. I can sometimes do this from memory but may make a few mistakes. I understand the different types of word found in the bilingual dictionary eg nouns, adjectives, verbs etc).
	ICE strand 2	ICE strand 6
	Year 7	

When will I be able to meet my child's teachers and tutor?

Once a year there will be an opportunity to meet your child's tutor at an Academic Tutorial, which for year 7 will take place on Tuesday 2 June 2020 between 4 and 6pm. The purpose of the Academic Tutorial is to provide an opportunity for students (with parents/carers) to reflect in detail on their progress, discuss any areas of concern and to set some targets for your child, to help them focus on areas for improvement.

There is also a Parent Consultation Evening once a year, where you will be able to meet your child's subject teachers and to discuss their progress. For year 7 this will take place on Tuesday 7 January 2020 between 4 and 8pm.

What if my child is doing well?

The flight paths are not fixed; they are not intended to be a ceiling on achievement, and if students perform well we will move them up to a higher pathway to ensure that they are sufficiently challenged.

What if my child is struggling?

It is unlikely that we will move a student onto a lower flight path if they are underachieving; instead, support will be put in place to ensure that they are able to reach the estimated pathway. This could be in the form of in-class monitoring and support, a specific intervention run by the faculty or a Home Learning task. If your child is struggling in a number of subjects, this will be monitored by their Deputy Head of House.

What if I am concerned about my child's progress?

If you have any concerns relating to your child's progress at IVC, the first person to contact is your child's tutor. You are also encouraged to make contact with your child's subject teachers if you wish to discuss a concern in a particular subject. Additionally, contact details for the Lead Practitioners in each faculty area, and the Heads of Houses, can be found in our Parent Handbook or on our website.

I hope that this guide provides a useful insight into the changes to the curriculum and the new style of GCSEs, as well as some guidance on our approach to tracking and reporting from this year. If you have any further questions, please do not hesitate to contact Victoria Hearn, Vice Principal using vhearn@ivc.tmet.org.uk or Jenny Walker, Director of Student Progress using jwalker@ivc.tmet.org.uk. Another useful source of information is our Parent Handbook, which contains details of the curriculum in all year groups, as well as further information about the House system, tracking and daily life in the College. This can be found at: <http://www.impington.cambs.sch.uk/parenthandbooks>