



The Middle Years at Panaga School

Panaga School Middle Years

Panaga School has for many years successfully provided learning opportunities for children up to P8 level through the delivery of Mathematics and English curriculum of England and the International Primary Curriculum. In doing so children have completed the first year of what many schools called the Middle Years, the first three years of secondary education in the curriculum we choose to follow. September 2017 will already see an expansion in the provision in P8 which has provided an opportunity to extend provision to the first two years of Secondary education.

To make sense of these changes the language we use also needs to change and therefore within this document the following terminology will be used:

	Age on entry for most children	Current name	New name
Middle Years	11 years	P8	M1
	12 years	n/a	M2

In the time since the new policy was announced a number of significant actions have already taken place to support the development of this area of school:

- A KS3 (Middle Years) Leader has been appointed to lead the development of the curriculum in line with the latest guidance
- Staff with experience of leading departments in secondary schools in the UK and internationally have been recruited for the core and foundation subjects
- A budget has been established to refurbish the Science and Technology rooms at the school equipping them to fully deliver the Middle Years curriculum
- An assessment structure has been selected that will inform both planning for future learning and pupil progress for both children and parents
- A timetable for the M1 and M2 classes has been developed that ensures adequate timing for the core and foundation curriculum areas, tutorial sessions and time for children to engage in self-directed study

The information provided here is just the foundation for the exciting project we are embarking on and I trust will give you confidence in the rigour and creativity of the Panaga Middle Years School.

Tim Robinson

Principal

Panaga School Middle Years

Introduction

The Middle Years curriculum at Panaga School provides a balanced experience for our students; one which aims to develop the social, emotional, creative and academic aspects of their learning. As well as the rich and wide-ranging curriculum content which our students learn, they also focus on important skills, competencies, attitudes and values required for successful life-long learning and positive global citizenship.

The academic program is firmly grounded on the programs of study of the National Curriculum for England¹ across all subject areas but also takes a thematic approach to provide a relevant context for the children's learning. Children are provided with learning opportunities that develop skills as well as knowledge and engage them in making decisions and taking responsibility for their actions.

Our detailed knowledge of the progress that children have made prior to joining the Middle Years department allows us to seamlessly build on the successes that children have made during their primary school years; challenge begins from the start of M1 with individual academic needs catered for immediately.

This personalised knowledge of your child also supports a pastoral programme that is focused on the needs of the individual and not the group. Children develop the skills necessary to make the right decisions, to take responsibility for their own learning and have a broad understanding and appreciation of the cultures that live together in our international community in Brunei.

¹ The national curriculum in England, Key stages 3 and 4 framework document, December 2014

Staff

Each of the Middle Years classes will have a class tutor who will also lead a curriculum area.

Laura Berzins	Key Stage 3 Leader, English and Humanities (History & Geography), Class Tutor
Simon Young	Maths and Sciences, Class Tutor (Appointed January 2017)
Josie Kidd	Art and Technology, Citizenship, Class Tutor (Appointed January 2017)
Nathan Edwards	Physical Education and Games

The Curriculum

The structure of the national curriculum is set out in the table below

	Key Stage 3
Age	11 - 14
Panaga School Year Groups	M1 and M2
Core subjects	
English	✓
Maths	✓
Science	✓
Foundation subjects	
Art & Design	✓
Citizenship	✓
Computing	✓
Design and Technology	✓
Modern Foreign Language	✓
Geography	✓
History	✓
Music	✓
Physical Education	✓

In addition to the above curriculum, sex and relationship education will be taught as part of the Middle Years curriculum in M2.

The table below shows the hours of weekly coverage for each subject in both M1 and M2.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
English				Drama	Mathematics				Science				Humanities	Technology	Art		PE ²	MFL ³		Citizenship	Music	Computing	Tutorials/ Directed time ⁴				

Language options will include Foreign Language French, Foreign Language Spanish, Bahasa Melayu or Dutch (NTC)

² Physical Education

³ Modern Foreign Languages

⁴ Supervised time on either teacher or self-directed learning

The School Day

The school day for the classes in the Middle Years is as follows:

Monday to Thursday 7.30am to 2.45pm

Friday 7.30am to 12pm

Sample timetables for each class have been created with examples for M1 and M2 to test the demands on staffing and curriculum timings. These are shown below:

M1	7.30 – 8.30	8.30 – 9.30	9.50 – 10.50	10.50 – 11.50	12.30 – 12.45	12.45 – 1.45	1.45 – 2.45	
Monday	Maths	English	Humanities	Humanities	Tutorial time with Tutor Tutorial time with Tutor	Science	Science	
Tuesday	English	Maths	Science	Language		Drama	Music	
Wednesday	Tutorial Time	Citizenship	English	Maths		PE	PE	
Thursday	Maths	Directed Study	DE	Language		Art	Art	
Friday	Technology	Technology	English	Directed Study				
M2L	7.30 – 8.30	8.30 – 9.30	9.50 – 10.50	10.50 – 11.50			12.45 – 1.45	1.45 – 2.45
Monday	Technology	Technology	Maths	Language			Drama	Directed Study
Tuesday	Maths	English	Art	Art			Directed Study	Science
Wednesday	Tutor	Maths	Citizenship	English			PE	PE
Thursday	English	DE	Language	Music			Humanities	Humanities
Friday	Maths	English	Science	Science				

Themes

Learning in the Foundation subjects ensures rigorous coverage of the relevant programs of study within a thematic framework that provides a context that incorporates both home and host countries.⁵

History	Geography	Art	Technology	[English]
Development of state (home country) – <i>construction of chronological narrative to describe relationships between state, people and other institutions, e.g. religious groups, abstract terms, critical use of evidence</i>	Describe home country locations in terms of physical geography using variety of techniques including extended writing – compare and contrast different locations	<i>Choose an example of art from home countries which expresses a relationship between different elements of state. Define and then experiment with different materials to express a relationship found in a different country.</i>	Food Technology – <i>explore recipes which are determined by the physical geography of home countries</i>	1984 – explore the role of the individual within an all powerful state
Empire and Colonialism – <i>states placed in global context, connections and contrast over place and time, critical use of evidence and contradictory interpretations</i>	Study into the human geography of Empire and Colonies, communicating learning through a variety of techniques	Explore techniques that result from the interaction between two cultures. Use techniques to express ideas about our own cross cultural experiences	Food Technology – <i>exploration of foods that reflect the contact between two cultures</i>	Short stories – pre and post 1914 Poetry (Shakespeare)
Origin of challenges facing the world today – <i>long term study, continuity and change, cause and consequence</i>	Environmental challenges – <i>where in the world will be most affected by climate change and why?</i>	Sustainable art – <i>study into examples from different countries. Extended piece of analysis of different examples.</i>	Wood work – <i>design, make, evaluate different solutions for environmental problems in different geographical and cultural contexts</i>	Non-fiction Play
Local study – <i>fit Brunei into the global picture throughout history</i>	Fieldwork - <i>opportunity to apply learning to describe the physical and human geography of Brunei</i>	<i>Create a piece of art using locally available materials to highlight one of the environmental challenges facing Brunei. Create a medium for display using wood</i>		Creative writing based on Bruneian history
Home country investigation – <i>independent study</i>	Home country investigation – <i>independent study</i>	<i>Present independent study</i>	Fabric Design – <i>design and make an item of clothing that represents one aspect of the home country investigation.</i>	Home country investigation – <i>independent study with individual learning targets to focus on key areas for development</i>

⁵ Links have already been made between these themes and the English curriculum. Following the recruitment of experienced staff in other core and foundation subject areas, these will be established further utilising their extensive experience.

Assessment

Since 2014, the UK National Curriculum Guidance for KS3 no longer includes assessment criteria to allow schools 'greater flexibility in the way that they plan and assess pupils' learning'.

In the UK the Middle Years (KS3) are the bridge between primary education and GCSEs. The assessment of performance at KS3 should recognise progression from primary learning but also prepare students effectively for GCSE.

At Panaga School it is the assessment materials for GCSE level that are of most relevance to KS3 teachers in terms of establishing level criteria, assessing students' learning, planning for progression and reporting on learning progress to parents.

GCSE papers, across the curriculum, are now assessed at Grade 1 – 9, with 9 being the highest level. A Grade 4 is the equivalent to what was once considered a 'pass' or a 'C' grade. Grade 5 is the equivalent to a 'good C'. Achieving Grade 5 in a subject enables the student to continue studying that subject (or related, more specialized subjects) at A Level; for example, a student who achieves Grade 5 in History would be able to study History at A Level but also, dependent on specific school policies, A Level Economics or Government and Politics.

Providing parents and a child's next school with assessments based on these criteria would give a clear indication of further study choices when children are called on to take options, which could be as early as Year 9 (the year following M2).

Mathematics Descriptor for GCSE 'C' Grade

To achieve grade 5, candidates will be able to:

- Perform routine single and multi-step procedures effectively by recalling, applying and interpreting notation, terminology, facts, definitions and formulae
- Interpret and communicate information effectively
- Make deductions, inferences and draw conclusions
- Construct chains of reasoning, including arguments
- Generate strategies to solve mathematical and non-mathematical problems by translating them into mathematical processes, realizing connections between different parts of mathematics
- Interpret results in the context of the given problem
- Evaluate methods and results

Teachers will monitor the progress your child is making using a selection of formative and summative assessments⁶ and this information will be used to identify individual/group learning needs that require support. The school will also use the International School Assessments that have been selected by Shell Education Services as a way of measuring the progress our pupils are making against other International Schools across the world.

⁶ This will include end of year examinations, ongoing teacher assessment and child-led assessment for learning.

Physical Education (PE)

The Middle Years physical education program is led by two teachers who have extensive experience as both teachers and departmental leaders in UK and International Secondary Schools. Classes in the Middle Years will be grouped together on Wednesday afternoons to create a PE program that covers the demands of the national curriculum whilst maximizing some of the unique sporting facilities available within the Panaga Camp.

Middle Years (KS3) curriculum. Pupils should be taught to:	Panaga School Middle Years provision
<i>use a range of tactics and strategies to overcome opponents in direct competition through team and individual games (for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis)</i>	<i>Combined classes take part in PE and games lessons utilising facilities at the school and Panaga Club (for example, specialist coaching in tennis, swimming, martial arts and golf)</i>
<i>Perform dances using advanced dance techniques within a range of dance styles and forms</i>	<i>Dance lessons taught as part of the PE curriculum and through contribution to performing arts activities in both drama and co-curricular activities</i>
<i>Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group</i>	<i>Residential visits planned within the schools framework for HSE</i>
<i>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</i>	<i>IT is used to track performances both within lessons and across both of the Middle Years classes by staff and children</i>
<i>Take part in competitive sports and activities outside school through community links or sports clubs</i>	<i>Develop these links beyond current netball, football and cross country events at both team and individual level</i>

Pastoral Care in the Middle Years

Each child in the Middle Years classes will benefit from both the care of a form tutor and the support of a teaching team who are fully aware of children's individual social and academic needs. Children will meet with their form tutor on a daily basis after lunch for a 15 minute tutorial session with an hour long session that will be used as a time for students to plan and lead collective activities (assemblies) focused on their learning and personal goal development. Tutorial time will be a time when staff meet with individual pupils to discuss their progress and negotiate improvement targets, individualising the steps pupils need to make which can be followed up in all curriculum areas.

Directed and tutorial time will also involve children in using their initiative and entrepreneurial skills to raise funds for their own graduation and community projects they support

By the Middle Years there is an expectation that children have a sound understanding of the aspirations of the personal goals that create a positive learning environment in the Primary School. Children will therefore be challenged to develop three new areas of personal growth, making connections to all aspects of their Middle Years careers:

Responsibility
Independence
Initiative
Reflection

Co-curricular and Community Opportunities

A key part of the children's personal development will be through activities that may not be directly related to the core or foundation curriculum but which challenge the children to make connections between these personal goals and their academic knowledge and skills. Children will take part in overseas residential visits that provide opportunities to take responsibility for their own learning and develop a sense of independence. Currently the M1 class visits Singapore, taking part in science, drama, artistic and physical activities with working professionals. It is anticipated that the focus in M2 will be on broadening their sense of collective responsibility as global citizens, taking initiative to support a community in another South East Asian location.

Links already exist between the current Middle Years classes and local schools and organisations, for example Bruneian Model Secondary Schools and Radio Television Brunei. The Middle Years classes will also continue to support BSP in the area of effectively communicating HSE messages, contributing to audio-visual presentations, safety moments and the annual Safety Day activities.

Children will have a weekly after school activities (ASA) program that is specific to the Middle Years. These activities will be designed to engage the children in areas beyond their formal academic curriculum drawing on staff skills across the school.