



1536



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# THE COOPERS' COMPANY AND COBORN SCHOOL

*Love as Brethren*

Headteacher: Ms Sue Hay, BA (Hons), PGDip, NPQH, NPQEL

St Mary's Lane, Upminster, Essex RM14 3HS

| Tel: 01708 250500 | Email: [info@cooperscoborn.org.uk](mailto:info@cooperscoborn.org.uk) | Website: [www.cooperscoborn.org.uk](http://www.cooperscoborn.org.uk) |

Dear Parents and Carers of Year 8,

We hope you and your families are all well. As the new half term gets underway, we would like to take a moment to commend our Year 8 students for their efforts so far this year, as we continue what we are sure will be a very successful second year at Coopers' Coborn.

As we progress further through the academic year, our students will be delving deeper into their subjects, culminating in larger assessments. At Coopers' Coborn, we recognise the individual differences and demands of each subject, so assessments will look different in each subject based on the curriculum planning and mapping of our subject specialist teams. At this stage you may have seen some 'Progress Checks' taking place with percentage scores given. These are often end of topic tests on what students have recently covered. In the coming weeks, they will encounter more comprehensive assessments designed to gauge their understanding and knowledge of larger areas of their curriculums so far covered. After each assessment, feedback will be provided in class, and these sessions will be instrumental in facilitating improvements as part of Year 8's continuous learning journey. Assessments throughout the year will be cumulative in nature and will build upon prior knowledge. Attached below is a brief overview table on how students are being assessed at the beginning of Year 8. Please do bear in mind that some subjects see students quite infrequently in comparison to others, and this may have an impact on the timings of data being added moving forward.

Please do continue to check the Go4Schools platform regularly, as this is where assessment scores and progress checks will be recorded once completed. We are currently reviewing the weightings of how different assessments contribute to a student's 'current grade', which will change throughout the year as new assessments are carried out. Each individual assessment and progress check should be labelled with the topic area it was based upon to give you an idea of strengths and areas for improvement within each subject. In the new year, we will reach out to you with an overview of progress at the conclusion of term one, after more substantial assessments have been completed.

We would like to also emphasise the importance of regular engagement with Google Classroom, where assignments and lesson material are posted by teachers. Students should be in a routine of checking their 'To Do' list daily on this platform. A large portion of home-learning will be to revise key words and knowledge - please support your sons/daughters in doing this. Utilising Google Guardian will enable you to monitor your child's progress and offer



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any necessary assistance. It will help you to support with their time management and organisation skills as they progress to becoming more independent learners throughout Key Stage 3, 4 and beyond. Additionally, we encourage parents to actively engage with their child in revising key topics covered in their studies - this collaborative effort greatly enhances their comprehension and retention of vital concepts.

Should you have any concerns or queries, please do not hesitate to contact your child's Form Tutor or Miss Foster, Head of Year. Your partnership with us in nurturing your child's educational journey is invaluable, and we extend our gratitude for your ongoing support.

Kind regards,

Mr L Bonnett  
Assistant Headteacher i/c KS3

Mr J Edwards  
Deputy Headteacher



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## **Appendix – Year 8 Assessment Overview (Sept-Dec).**

<b>Subject</b>	<b>Overview of Assessment in Term 1 (Sept-Dec)</b>
Art	<p>Portraiture</p> <p>-Progress Check: Based on understanding of proportion, drawing skills and experimentation through a range of techniques.</p> <p>-Final Assessment: Final portrait drawing.</p>
Physical Education	<p>KS3 PE varies from other subjects given the wide-ranging number of sports that students undertake throughout the year. This means that there are no 'Assessment Tests' and 'Progress Checks'; instead students receive a percentage based on descriptors for each sport at the end point of each module. An average of all modules undertaken is calculated on Go4Schools to provide students with an overall percentage at any time throughout the year.</p> <p>Year 8 girls will receive a hockey and netball mark, whilst Year 8 boys will receive a rugby and basketball mark at the end point of their first half term.</p>
Maths	<p>-One summative assessment per term.</p> <p>-One Progress Check on a key topic per half-term.</p> <ul style="list-style-type: none"> <li>● Dividing in a given ratio</li> <li>● Multiplying and dividing fractions</li> <li>● Expanding brackets</li> <li>● Order of operations</li> <li>● Alternate and corresponding angles</li> <li>● Area of circles</li> </ul>
History	<p>-Progress Check: Key terms and Monarchy and Parliament</p> <p>-Assessment: Focus on Monarchy and Parliament</p>
Geography	<p>-Progress Check on Population and Development.</p> <p>-Assessment on Asia (with Population, Development and Map Skills + Climate links).</p>
Food and Nutrition	<p>-Progress Check: Meat (classification, nutrition, safety, provenance)</p> <p>-Cumulative Assessment: TBC due to RAAC</p>
Computer Science	<p>-Progress Check on Boolean logic</p> <p>-Assessment on Technology and Boolean logic</p>



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Science	<p>-Progress Check tests: A2 Introduction Unit, B3 Health and Lifestyle, C3 Acids &amp; Alkalis, P4 Energy.</p> <p>-Cumulative Assessment: A2, B3, C3, P4. (Timings may fluctuate due to availability of practical resources).</p>
Drama	<p>-Progress Check every half term - Knowledge based recalling information of key terms and techniques</p> <p>-Cumulative Assessment end of every term - Performance focusing on the skills and styles taught.</p> <ul style="list-style-type: none"> <li>● Pantomime - Devised</li> <li>● Missing Dan Nolan - Scripted</li> <li>● Shrek - Costume</li> <li>● Film/Novel - Adaptation</li> </ul> <p>All performance assessments will build on skills of:</p> <ul style="list-style-type: none"> <li>● Rehearsal</li> <li>● Acting</li> </ul> <p>But each assessment will introduce new techniques which will be added to previously taught under the criteria of:</p> <ul style="list-style-type: none"> <li>● Style</li> </ul>
Music	<p>-Progress Check - Glossary Test Blues - completed by mid-November</p> <p>-Assessment - Performance of Bad Beat Blues by the end of Term.</p>
German	<p>Pupils will have 2 or 3 Progress Checks which are recall tests on key words and sentences.</p> <p>The assessment on 'Media' will comprise:</p> <ul style="list-style-type: none"> <li>-Reading</li> <li>-Speaking</li> <li>-Translation</li> </ul>
French	<p>Pupils will have 2 or 3 Progress Checks which are recall tests on key words and sentences.</p> <p>The assessment on 'Holidays' will comprise:</p> <ul style="list-style-type: none"> <li>-Listening</li> <li>-Writing</li> </ul>
Spanish	<p>Pupils will have 2 or 3 Progress Checks which are recall tests on key words and sentences.</p> <p>The assessment on 'Holidays' will comprise:</p> <ul style="list-style-type: none"> <li>-Listening</li> <li>-Writing</li> </ul>
DT	<p>Mobile Phone Stand project</p> <p>Assessment:</p> <ul style="list-style-type: none"> <li>● Product analysis</li> <li>● Design ideas</li> </ul>



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	<ul style="list-style-type: none"><li>• Modelling</li></ul> Progress checks: <ul style="list-style-type: none"><li>• CAD/CAM</li><li>• Environmental concerns &amp; 6 R's</li></ul>
English	A Christmas Carol -Progress Check - Based on their understanding of A Christmas Carol and on key terminology encountered through our study of the novel. -Final Assessment - A language style assessment with three questions that covers students' ability to understand and infer information, their ability to analyse the writer's use of language, and their ability to understand the writer's use of structure in the novel.
Religious Education	-Progress Check on key terms and beliefs in Islam -Assessment on Muslim beliefs about God and Muhammad