

FIVEMILETOWN COLLEGE

“Learning at the heart of the community”



Year 8

CURRICULUM AND ASSESSMENT

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FIVEMILETOWN COLLEGE



ACADEMIC STREAMING

This year sees another strong intake into Year 8 and continues a very positive theme of families who see FMT College as their number 1 destination. Thankfully we are post-covid and see our usual entry process return – open night, induction evening, one-one-meeting with a member of SLT, induction day and online CAT testing. In addition to such, a dedicated part of our school website – www.fivemiletowncollege.org is set up for incoming Year 8's – **'Starting FMT'**. In relation to the academic testing, we use the data to determine class placing. In Year 8 we have one top class and two mixed ability classes. This structure gives all pupils an opportunity based upon objective data to maximise their potential. Subject-specific targets are generated from the CAT test outcomes and irrespective of class placing, all pupils will be stretched and challenged to ensure that they maximise their potential. There will be three tracking points (testing periods) throughout the year when comparison will be made with both their targets and peer performance. This is to ensure that pupil performance matches potential and to confirm the accuracy of class placing. Classes are fluid, meaning that movement is possible throughout years 8-10 e.g. a pupil in a mixed ability class who is out-performing a pupil in the top class, can see a swop. All in all, the decisions made are always pupil-centred and aimed at preparing our pupils for GCSE pathways and subject choices that happen in January of Year 10. Although this seems a long way away, it is only 24 months of school. In closing, I once again vocalise our core values of commitment, excellence and respect. Every pupil must fully commit to their studies inside and outside of school, they should aim to be the very best that they can be and always show respect. Irrespective of class, these are the expectations for all pupils daily. By focusing upon such, all pupils in Fivemiletown College will maximise their potential and personify our school vision.

Yours,

Mr S Clarke



FIVEMILETOWN COLLEGE



CAT – COGNITIVE ABILITY TEST

What is CAT4?

The Cognitive Abilities Test Fourth Edition (CAT4) is a suite of tests which assesses a student's reasoning (thinking) abilities in key areas that support educational development and academic attainment. CAT4 is the fourth edition of the test and comprises the following sections or batteries which assess different aspects of ability:

- Verbal Reasoning Battery – thinking with words
- Quantitative (or Numerical) Reasoning Battery – thinking with numbers
- Non-verbal Reasoning Battery – thinking with shapes
- Spatial Ability Battery – thinking with shape and space

Verbal Reasoning Battery – thinking with words

Verbal Classification

Three words are presented which are similar in some way or ways. From a selection of five possible answers, the student must identify a fourth word with similar properties.

The answer is snow because rain, fog and sunshine are all types of weather and snow is also a type of weather.

rain fog sunshine

winter	snow	weather	dark	right
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Verbal Analogies

A pair of connected words is presented alongside a single word. From a selection of five possible answers, the student must select a word to complete the second pair in the same way.

The answer is window, because a carpet goes on a floor and a curtain hangs at a window.

carpet → floor : curtain →

window	shade	hang	drapes	cloth
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Quantitative (or Numerical) Reasoning Battery – thinking with numbers

Number Analogies

Two pairs of related numbers are presented. From a selection of five possible answers, the student must select a number to complete a third pair.

The answer is 8. Here 1 add 1 makes 2, but that doesn't work for the second pair because 5 add 1 is 6, not 10. Instead, you have to multiply by 2 to get the second part of each pair, so 4 times 2 is 8.

[1 → 2] [5 → 10] [4 → ?]



Number Series

A sequence of numbers created by a transformation rule is presented. From a selection of five possible answers, the student must identify the rule and continue the sequence.

The answer is 15. There are two number patterns in this series. The first, third and fifth numbers go down by 1 at a time – 18, 17 then 16. The numbers in between them go up by two at a time – 5, 7 then 9. This means the next number must be 16 minus 1, giving 15.

18 5 17 7 16 9 →



Non-verbal Reasoning Battery – thinking with shapes

Figure Classification

Three designs are presented which are similar in some way or ways. From a selection of five possible answers, the student must identify a fourth design with similar properties.

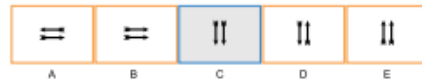
The answer is E because it is the only answer choice that is a striped semi-circle, like the first three figures.



Figure Matrices

Designs are presented in a grid with one empty square and, from a selection of five possible answers, the student must identify the missing design.

The answer is C because in the top pair 'one arrow up' goes to 'two arrows up', so in the second pair 'one arrow down' must go to 'two arrows down'.



Spatial Ability Battery – thinking with shape and space

Figure Analysis

A series of diagrams shows a square being folded repeatedly, and then punched through with holes. From a selection of five possible answers, the student must identify how the paper will appear when unfolded.

The answer is D. The hole is punched through both layers of paper, so as it is unfolded the holes will be a mirror image of each other, with the crease being the mirror line.

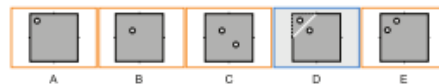


Figure Recognition

Several complex designs are presented along with a single target shape. From a selection of five possible answers, the student must identify the target shape within one of the complex designs.

The answer is E. It isn't A because that shows the target flipped over. It isn't B or C because they have shapes that are the wrong size.



Why use CAT4?

CAT4 is a comprehensive and objective test of students' developed abilities – those that, in part, determine attainment and can be built upon and developed to improve outcomes. For example, verbal reasoning can be developed by supporting students' reading, comprehension and vocabulary. CAT4 provides important information about your group of students because it is an objective measure of ability. Data from other sources such as the Fischer Family Trust, teacher assessment and key indicators such as attendance may be used alongside CAT4 data to ensure that information about students' ability, attainment and any external factors affecting achievement that may impact on progress are part of the decision-making process at many levels.

When considered alongside other data, this information can make a significant contribution to:

- provide indicators of attainment for KS3, GCSE, AS/A level and IB which are a starting point for target setting for the group
- comparing the performance of groups of students to identify needs and target resources more effectively
- identifying students or groups of students who may be at risk of underachievement
- monitoring trends or changes in the ability profile of your school's intake over time
- informing target setting for national tests and examinations
- providing a benchmark against which to assess 'value added' by your school

Summary

We at Fivemiletown College will always aim to provide the very best for each and every one of our pupils. We believe in our 'triangle of trust' – School, Parent and Pupil. Therefore, with the excellent information provided on the CAT4 testing, you now as a parent have an opportunity to prepare your child. As always our focus will be on the children that we have in our care to give them the best possible academic future at Fivemiletown College.



FIVEMILETOWN COLLEGE



PUPIL CURRICULUM JOURNEY

YEAR 8/9/10

18 Subjects (Art, Drama, English, French, Games, Geography, History, HE, IT, Life Skills, Literacy, LLW, Maths, Music, PE, RE, Science, Technology)



Progressive Career focus throughout leading to a Subject Trawl process in January. Important decisions made regarding GCSE subject choices, with advice and guidance central.



YEAR 11/12

Three pathways – **Red** (Academic 9-10 GCSEs), **White** (Academic/Vocational 8-9 GCSEs) and **Black** (Vocational 7-8 GCSEs including equivalents)



Progressive Career focus throughout leading to a Subject Trawl process in February. Important decisions made regarding GCE subject choices, with advice and guidance central.



YEAR 13/14

Curriculum to match the abilities and aspirations of all pupils. Range of A Levels, BTECs and other Vocational Qualifications including collaboration with local schools and SWC. 3-4 A Level qualifications achieved.

ACADEMIC EXCELLENCE

Our GCSE results have been increasing for the past 6 years, culminating in the 2022 cohort setting a new record here in Fivemiletown College. Below includes both the NI non-selective school data and the Free School Meals Band in which our school falls. Our exceptional results show the high standards achieved here in Fivemiletown College, exceeding those in many local schools.

	Candidates Achieving	NI Average (FSM Band1)	2020	2021	2022	2023	NI Average Non-selective	Differential – FMT V Similar Schools	NI Average (FSM Band1)
Whole School	5A* - C	81.3%	98.3%	94.1%	100%	98.4%	79.7%	+18.7%	81.3%
	5A* - C including English and Maths	66.9%	89.8%	79.4%	92%	97%	54.8%	+42.2%	66.9%
Male	5A* - C	74.5%	96.4%	90%	100%	97%	75.5%	+21.5%	75.7%
	5A* - C including English and Maths	57.2%	85.7%	70%	87.1%	94%	48.5%	+45.5%	59.8%
Female	5A* - C	84.9%	100%	100%	100%	100%	83.9%	+16.1%	86.7%
	5A* - C including English and Maths	69.3%	93.5%	92.8%	100%	100%	61.1%	+38.9%	73.7%
FSM	5A* - C	N/A	93.3%	81.8%	100%	100%	74.4%	+25.6%	N/A
	5A* - C including English and Maths	N/A	93.3%	54.5%	88.2%	100%	44.0%	+56.0%	N/A



Most recent results...incredible!

No 1 all-ability school in NI.

Above 111 schools including 16 Grammar.

PUPIL PLANNER

School Calendar 2023 - 24	A	Thurs	17/08/2023	AS/A2 Results	Thurs	28/09/2023		Thurs	09/11/2023	
	U	Fri	18/08/2023		Fri	29/09/2023		Fri	10/11/2023	
	G	Mon	21/08/2023	BAKER DAY	O	Mon	02/10/2023		Sat	11/11/2023
	U	Tues	22/08/2023	BAKER DAY	C	Tues	03/10/2023		Sun	12/11/2023
	S	Wed	23/08/2023	BAKER DAY	O	Wed	04/10/2023		Mon	13/11/2023
	T	Thurs	24/08/2023	GCSE Results	B	Thurs	05/10/2023		Tues	14/11/2023
		Fri	25/08/2023		R	Fri	06/10/2023		Wed	15/11/2023
		Sat	26/08/2023			Sat	07/10/2023		Thurs	16/11/2023
		Sun	27/08/2023			Sun	08/10/2023		Fri	17/11/2023
		Mon	28/08/2023	Bank Holiday		Mon	09/10/2023		Sat	18/11/2023
		Tues	29/08/2023	BAKER DAY		Tues	10/10/2023		Sun	19/11/2023
		Wed	30/08/2023	TPL DAY 1		Wed	11/10/2023		Mon	20/11/2023
	S	Thurs	31/08/2023	Year 8 Induction Day (8.55am - 12.25pm)		Thurs	12/10/2023		Tues	21/11/2023
	E	Fri	01/09/2023	WHOLE SCHOOL RESUMES		Fri	13/10/2023		Wed	22/11/2023
	P	Sat	02/09/2023			Sat	14/10/2023		Thurs	23/11/2023
	T	Sun	03/09/2023			Sun	15/10/2023		Fri	24/11/2023
	E	Mon	04/09/2023			Mon	16/10/2023		Sat	25/11/2023
	M	Tues	05/09/2023			Tues	17/10/2023		Sun	26/11/2023
	B	Wed	06/09/2023			Wed	18/10/2023		Mon	27/11/2023
	E	Thurs	07/09/2023			Thurs	19/10/2023		Tues	28/11/2023
	R	Fri	08/09/2023			Fri	20/10/2023		Wed	29/11/2023
		Sat	09/09/2023			Sat	21/10/2023		Thurs	30/11/2023
		Sun	10/09/2023			Sun	22/10/2023		Fri	01/12/2023
		Mon	11/09/2023			Mon	23/10/2023		Sat	02/12/2023
		Tues	12/09/2023			Tues	24/10/2023		Sun	03/12/2023
		Wed	13/09/2023			Wed	25/10/2023		Mon	04/12/2023
		Thurs	14/09/2023			Thurs	26/10/2023		Tues	05/12/2023
	Fri	15/09/2023			Fri	27/10/2023	TPL DAY 2/ Year 8 Parent Meeting	Wed	06/12/2023	
	Sat	16/09/2023			Sat	28/10/2023		Thurs	07/12/2023	
	Sun	17/09/2023			Sun	29/10/2023		Fri	08/12/2023	
	Mon	18/09/2023			Mon	30/10/2023	Holiday	Sat	09/12/2023	
	Tues	19/09/2023			Tues	31/10/2023	Holiday	Sun	10/12/2023	
	Wed	20/09/2023		N	Wed	01/11/2023	Holiday	Mon	11/12/2023	
	Thurs	21/09/2023		O	Thurs	02/11/2023	Holiday	Tues	12/12/2023	
	Fri	22/09/2023		V	Fri	03/11/2023	Holiday	Wed	13/12/2023	
	Sat	23/09/2023		M	Sat	04/11/2023		Thurs	14/12/2023	
	Sun	24/09/2023		B	Sun	05/11/2023		Fri	15/12/2023	
	Mon	25/09/2023		E	Mon	06/11/2023		Sat	16/12/2023	
	Tues	26/09/2023		R	Tues	07/11/2023		Sun	17/12/2023	
	Wed	27/09/2023	6th Form Photographs		Wed	08/11/2023		Mon	18/12/2023	

Essential to success at Fivemiletown College is planning. To enable you to do so from a home perspective, the Pupil Planner of your child has the ‘**School Calendar**’ at the front (shown above). This details all key events e.g. Tracking Tests, Parents Meetings, Significant events and Holidays. Other essential information included within the Pupil Planner is a section dedicated to ‘**Tracking**’. This entails 3 tracking points throughout the academic year, where your child will sit an exam in all subjects across the curriculum. The tables below are on the first pink page in each planner. All subjects will be added along with relevant target grades.

MAG = Minimum Achievement Grade (Least we expect the pupil to achieve). AAG = Aspirational Achievement Grade (Target we want the pupil to aspire to). The target that appears on your child’s report matches the MAG and at Year 8 this is set from the CAT test completed prior to entry. After a tracking point, targets are reviewed according to progress and may be altered accordingly.

TRACKING

Key Stage 3 Example (Years 8-10)

Subject	Target Attainment Grade (TAG)		Tr 1	Target Review		Tr 2	Exam Target	Tr 3
	MAG	AAG		MAG	AAG			
English	50	60	60	60	70	69	70	69
Maths	60	70	66	65	75	71	75	72
Geography	55	65	56	55	65	59	60	59
Music	52	62	54	55	65	58	60	58
etc								

English explained – Tr1 performance meets the Aspirational Achievement Grade of the pupil...60. Therefore, it makes sense to raise the target grades from 50 to 60 to 60 to 70. Thereafter, the pupil remains consistent performing around the 70 mark...a full 20% higher than their first MAG of a 50.

We always want our pupils to aspire to be better...hence our core value – ‘Excellence’