

For Year 8 Parents and Carers

What will an
Contain? For each
the following:

Academic Report
subject, you will see

Subject	Student Result	Average Student Performance	Required % for top 10%
English	44%	52%	78%

rooms through teacher's
information to personalise

If you would like to know more about your child's curriculum, subject pages and linked overview documents can be found here:

Subjects, Achievement & Progress - Wymondham College

Subject teachers will also report on students' Core Values. They will report for the following categories:

- Passion: Directed Learning
- Passion: Independent Learning (other than Core PE and Games)
- Positivity: Feedback
- Positivity: Academic Challenge

Students' behaviours and values are classified as either:

- Outstanding Behaviours – World Class Student
- Active Behaviours – The Wymondham College Standard
- Passive Behaviours – Requires Improvement
- Reluctant Behaviours – Significant Concern

What will a Tutor Report Contain?

Tutors will also report on our Core Values and Behaviours. In addition, they will produce a written report summarising your child's journey this academic year, considering their participation in the College community and enrichment opportunities, and summarising their academic strengths and areas for improvement.

Tutors will report on the following Core Values:

- Passion: Pastoral
- Positivity: Peers, Staff
- Pride: Attendance, Standards

Students' behaviours and values are classified as either:

- Outstanding Behaviours – World Class Student
- Active Behaviours – The Wymondham College Standard
- Passive Behaviours – Requires Improvement
- Reluctant Behaviours – Significant Concern

Understanding Your Child's Assessment Data on MCAS

Each assessment your child sits will assess a number of different skills, content and/ or topics. MCAS will report these as 'Topics' on your child's Assessment Page. Below is a summary of each subject and the topics or skills assessed at each assessment point. You will also be able to see how many marks this topic or skill was worth in the assessment.

Year 8:

Subject	Assessment Point 1 November 2025 – Reports in January 2026					Assessment Point 2 May 2026 – Reports in June 2026				
Art	Topic 1			Topic 2		Topic 1			Topic 2	
	Design and Research Pop Art Poster			Typography Sweet Wrappers		Printmaking Skills			Printmaking Techniques	
	Layout, choice of artists, creative presentation, painting using wash and colour saturation.			Typography Styles, Name design		Typography, Creating printing plate			Colour mixing/ combinations, layering, lining up design	
	/12			/12		/12			/12	
Students study D&T for ½ a year and F&N for ½ a year										
Design & Technology Food & Nutrition	Topic 1			Topic 2		Topic 3			Topic 4	
	Design/ Investigate/ Analyse Students are tested on their designing, research and analysis skills			Understanding Making Processes Student are tested on their understanding of making processes		Evaluation Skills Students’ ability to critically evaluate their work and the work of others			Technical Knowledge Students are tested on the technical areas of D&T and food science aspects of F&N	
	/100			/100		/100			/100	
	Marks entered for each ‘Topic’ will be an average of all student scores for this skill over all of the units of work undertaken before the assessment point.									
Drama	Create an original urban myth for performance with a focus on creating tension and suspense					Respond to a performance piece on a docu-drama (Missing - Dan Nolan)				
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
	Voice	Use of explorative strategies	Characterisation	Use of Space/ Levels	Written analysis/ evaluation	Voice	Use of explorative strategies	Characterisation	Use of Space/ Levels	Written analysis/ evaluation
	/20	/20	/20	/20	/20	/20	/20	/20	/20	/20
English	Topic 1	Topic 2		Topic 3		Topic 1		Topic 2		Topic 3
	Recall on writer’s techniques	Analysis of an extract from a dystopian novel		Response to an evaluative statement based on an extract		Recall on writer’s techniques		Analysis of extract from a Shakespeare text		Ambiguous writing from a hero/ villain picture prompt
	/4	/16		/20		/4		/16		/20

Geography	Topic 1		Topic 2		Topic 3		Topic 4		
	Knowledge		Understanding		Application		Skills		
	Showing what you know- using relevant evidence such as named places, facts, figures and geographical terminology.		Using connectives to write developed explanations, e.g. because, leads to, therefore (BLT), this means that, due to		Using knowledge and understanding to interpret evidence or form an argument.		Showing what you can do – how accurately you use or complete maps, graphs and data.		
	25%		25%		25%		25%		
History	Topic 1		Topic 2		Topic 3		Topic 4		
	Knowledge Recall – Based on Prep		Chronological Understanding		Supporting historical claims using evidence		Extended Writing		
	/15		/10		/10		/15		
ICT	Cyber Security				Control Systems		Digital Artwork		
	Topic 1	Performance in Mini Tests To score 4 a student would average 80%+ in all mini tests.			/4	Topic 1	Topic 2	Topic 3	Topic 4
						Project	Assessment	Project	Assessment
	Topic 2	Cyber Explorers Progress Score			/4				
	Topic 3	Cyber Security Test							
	App Development								
	Topic 4	Progress Score			/4				
	Topic 5	Test				/19			
Maths	Topic 1		Topic 2				Topic 1		Topic 2
	Paper 1 Non-Calculator Place value, 2D&3D shapes, fractions, front & side elevations, angle problems, indices & laws of indices, negative numbers, surface area and volume.		Paper 2 Calculator Money problems, number problems, fractions, number lines, forming expressions, substitution, sequences, solving equations, venn diagrams, two-way tables, ratio, proportionality			Paper 1 Non-Calculator Fractions, decimals, percentages, BIDMAS, Area of 2D shapes, substituting into a formula, solving equations, ratio, approximation, HCF and LCM.		Paper 2 Calculator Factors, multiples, primes, cubes, number problems, angle problems, surface area, proportionality, two-way tables, area and circumference of circles, using the functions on a calculator.	
	/60		/61			/60		/61	
MFL (French or Spanish)	Topic 1		Topic 2			Topic 1		Topic 2	
	Reading Skills		Writing Skills			Listening Skills		Speaking Skills	
	/40		/20			/40		/20	

Music	Topic 1	Topic 2	Topic 3	Topic 4	Topic 1	Topic 2	Topic 3	Topic 4
	Performing	Composing	Performing	Composing	Performing	Composing	Performing	Composing
	Do As I Tell You performance		Vocal Rhythmic Rounds		Space Rondo performance and recording		Film Music – Leitmotif performance and recording.	
	/10	/10	/10	/10	/10	/10	/10	/10
RE	Topic 1	Topic 2	Topic 3	Topic 1	Topic 2	Topic 3		
	Historicity – how to prove the existence of Jesus	The birth and baptism of Jesus	Analysis and evaluation of miracles and teaching	Key terms and concepts in Islam from Arabic	Core practices, the 5 pillars of Islam	Analysis and evaluation of key beliefs		
	/10	/20	/10	/10	/20	/10		
Science	Topic 1	Digestive System		/7	Topic 1	Food chains	/4	
	Topic 2	Breathing System		/6	Topic 2	Parts of a flower	/6	
	Topic 3	Types of Rock		/3	Topic 3	Pyramids of number	/7	
	Topic 4	Rock Cycle		/5	Topic 4	Metals and the periodic table	/5	
	Topic 5	Climate Change		/5	Topic 5	Acids and metals	/5	
	Topic 6	Friction		/4	Topic 6	Reactions of iron and sulphur	/6	
	Topic 7	Balanced & Unbalanced Forces		/5	Topic 7	Series and parallel circuits	/6	
	Topic 8	Springs		/5	Topic 8	Bulbs and switches	/7	
					Topic 9	Current in a parallel circuit	/5	

Reporting on PE performance in Key Stage 3:

	Performance Indicators	Social Traits	Cognitive Traits
Thriving (1)	<ul style="list-style-type: none"> - High-level technique and control - Strong tactical awareness - Consistent influence on performance 	<ul style="list-style-type: none"> - Works well in team - Can lead small groups - Shares ideas confidently 	<ul style="list-style-type: none"> - Strong understanding of strategies - Applies coaching points - Reflective in feedback
Securing (2)	<ul style="list-style-type: none"> - Performs core skills with control - Applies tactics - Reliable contribution across different sports 	<ul style="list-style-type: none"> - Communicates well - Accepts roles - Willingly supports team goals 	<ul style="list-style-type: none"> - Understands key rules - Beginning to evaluate choices - Responds to feedback
Developing (3)	<ul style="list-style-type: none"> - Inconsistent application - Developing tactical understanding - Effort evident 	<ul style="list-style-type: none"> - Participates with support - Developing cooperation - May lack confidence in groups 	<ul style="list-style-type: none"> - Basic understanding - Beginning to think ahead - Can follow instructions