

## Key Stage 3 Assessment and Reporting Guidance

### When are students assessed in KS3 and on what?

#### Formal Summative Assessments at KS3

|   | When               | What   |
|---|--------------------|--|
| 1 | End of Autumn Term | Knowledge and skills from the whole of the Autumn Term   |
| 2 | End of Spring Term | Knowledge and skills from the whole of the Spring Term<br><i>In addition, subjects may choose to include elements of learning and/or skills from the Autumn Term if knowledge retention is an important intent in their curriculum.</i>                    |
| 3 | End of Summer Term | Knowledge and skills from the whole of the Summer Term<br><i>In addition, subjects may choose to include elements of learning and/or skills from the Autumn Term and/or Spring Term if knowledge retention is an important intent in their curriculum.</i> |

- There will be **one formal summative assessment per subject for all students each term.**
- The assessment must be accessible by all – all students will undertake the same assessment.
- The assessment content will be as per the table above. For subjects who choose to assess prior knowledge and skills, their curriculum intent and implementation documents must reflect this (revision and recap activities built into the schemes of learning or homework tasks).
- The paper will become increasingly more difficult. *The initial question(s) will allow for access by all, the knowledge and skills required of the students offer increased challenge as the paper continues.*
- The style of questions mirror those at KS4 both in terms of the content/skills and the language used.
- Assessments will take place in classrooms, but undertaken in formal assessment conditions.
- Access arrangements for any student with an entitlement must be in place for all formal assessments.

### What is entered on Go4Schools and when?

Staff will enter data on Go4Schools at the following times:

| Term     | What  |
|----------|---|
| Autumn 1 | Attitudes to Learning and Work Produced Years 7-9<br>On Track for Y8 and Y9 |
| Autumn 2 | Assessment Mark/ Percentage, Attitudes to Learning, Work Produced Years 7-9 |
| Spring 1 | Attitudes to Learning, Work Produced and On Track Years 7-9                 |
| Spring 2 | Assessment Mark/ Percentage, Attitudes to Learning, Work Produced Years 7-9 |
| Summer 1 | Attitudes to Learning, Work Produced and On Track Years 7-9                 |
| Summer 2 | Assessment Mark/ Percentage, Attitudes to Learning, Work Produced Years 7-9 |

## How will the assessments be marked and how is progress measured?

A **percentage** will be awarded for the assessment completed by students. *2021-22 this is the minimum expectation. Over the course of this academic year, we are reviewing what is captured and reported on Go4Schools. Having moved to markbooks which allow for QLA at KS4, it is likely that we will adopt a similar approach at KS3 in order to be able to accurately identify gaps in knowledge, skills and understanding and attend to these through responsive planning and Quality First Teaching. We will then look at whether this is communicated in summative statements (PLC-style) on new assessment front sheets.*

Based on a student's **Prior Attainment at Key Stage 2<sup>1</sup>**, they will be targetted to **achieve a minimum percentage** in their assessments in all subjects. Students will have a **Prior Attainment Band** for each subject based on Key Stage 2 data, which will be used to measure progress at Key Stage 3 and the setting of GCSE targets. In addition subjects will baseline at the start of Y7 to attend to any anomalies and address subject specific content.

| Progress              |        |
|-----------------------|--------|
| Rapid Progress        | Purple |
| Good Progress         | Green  |
| Not Yet Good Progress | Yellow |
| Concerning Progress   | Red    |

A student's performance in an assessment, when compared to their Prior Assessment Band will see their score colour coded as per the matrix below and the key above.

**Students' Prior Attainment Bands will be displayed for teachers, students and parents/carers to see on Go4Schools.**

- These will be used to inform conversations with teachers regarding the progress a student is making, and their potential.
- We do not expect students to have PABs written into subject books, or onto the front of assessments. The expectation is that all students, who have equal access to the curriculum and who undertake the same assessment, have opportunity to access the full range of marks at any assessment point.
- Aligning with our expectation that challenge within lessons is visible to all learners, and students are encouraged to participate fully, teachers encourage their students to approach every assessment ready to 'be the best' they can be.
- The sharing of targets could be a limiting or demotivating factor to our students particularly our most vulnerable<sup>2</sup>.

<sup>1</sup> Covid-In the absence of reliable KS2 data. CAT data will be used in conjunction with FFT aspire to generate Prior attainment bands.

<sup>2</sup> <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

Students will only see the percentage band and not the bracketed word.

| Prior Attainment | % in assessment    | 0-10 | 11-20 | 21-30 | 31-40  | 41-50  | 51-60  | 61-70  | 71-80  | 81-90  | 91-100 |
|------------------|--------------------|------|-------|-------|--------|--------|--------|--------|--------|--------|--------|
|                  | 71-80 (High)       | Red  | Red   | Red   | Red    | Red    | Yellow | Yellow | Green  | Green  | Purple |
|                  | 61-70 (Secure)     | Red  | Red   | Red   | Red    | Yellow | Yellow | Green  | Green  | Purple | Purple |
|                  | 51-60 (Foundation) | Red  | Red   | Red   | Yellow | Yellow | Green  | Green  | Purple | Purple | Purple |

The validity of the assessments is moderated through a series of triangulation tasks throughout the year. In the first instance, moderation will take place to ensure that the marks awarded are accurate. Following this, the Subject Leader will interrogate the whole set of data. If the assessment has been appropriately pitched and designed (reflects the taught curriculum, is accessible to all, offers the right level of challenge), the distribution of student marks will roughly follow the bell curve.

If the distribution of student performance does not fall roughly in line with the bell curve, then the following must happen:

- The assessment boundaries are changed to draw student performance in line with the bell curve;
- Future assessments are re-designed to reflect the issues identified through this process – specific questions/ marks are made more accessible if too many students achieved low marks; questions/ marks are made increasingly more challenging if too many students achieved the top percentages.
- The curriculum implementation is reviewed and updated to ensure that the content and skills are delivered in the most effective way to the learners in all classrooms.

### What does this mean in terms of progress for individual students?

The percentage a student achieves in their assessment means different things depending on their Prior Attainment level.

An assessment may be out of 24. If a student achieves 12 marks out of the possible 24, this generates a score of 50%. Depending on what a student's Prior Attainment is, this would equate to different progress, as displayed in the table above.

| Further examples:  |  |
|--|--|
| <b>Student A:</b> Foundation Prior Attainment, achieves the following:<br>32% Maths: Not yet good progress<br>9% French: Concerning progress<br>55% History: Good Progress | <b>Student B:</b> Secure Prior Attainment, achieves the following:<br>61% Science: Good progress<br>72% Maths: Good progress<br>95% German: Excellent progress |

### How much effort is a student putting into their learning?

Students will get an Attitudes to Learning score each half term:

| Attitudes to Learning          |   |
|--------------------------------|---|
| <b>Exceeding Expectations</b>  | This student is a highly motivated learner who regularly take risks and are willing to get things wrong in order to make progress. They make optimum use of cooperative learning opportunities, but also regularly seek opportunities to challenge themselves and move forward independently.               |
| <b>Meeting Expectations</b>    | This student approaches learning in a positive way, participating in the lesson and taking responsibility for their own learning. They are willing to take risks even if this means getting things wrong sometimes. They work well both cooperatively and independently.                                    |
| <b>Below Expectations</b>      | This student is able to actively participate in the lesson, and does so sometimes, but often chooses to not do so unless prompted. This student is not always willing to take risks or work independently and can rely too heavily on support from the teacher.   |
| <b>Well Below Expectations</b> | This student frequently does not approach learning with a willingness to actively participate. This can adversely affect their learning and that of others. They rely heavily on scaffolding and support from teaching staff and struggle to participate effectively in cooperative learning opportunities. |

### What is the quality of a student's classwork and homework like?

The other area which will be reported on each half term is a student's Work Produced. This is a combination of classwork and homework:

| Work Produced                  |  |
|--------------------------------|--|
| <b>Exceeding Expectations</b>  | This student consistently demonstrates pride in the work that they produce and shows that they meet the Learning Objectives set. Work shows that feedback from the teacher has been consistently engaged with and acted upon which helps to ensure at least good progress is made. Work is presented in a way which demonstrates a confident and independent approach to learning. Homework is always completed to a high standard and submitted on time. The excellent quality of this work complements progress made in class. |
| <b>Meeting Expectations</b>    | This student mostly demonstrates pride in the work they produce and shows that they meet the Learning Objectives set. There is evidence that feedback from the teacher has been engaged with and acted upon which helps to ensure good progress is made. Homework is completed to a standard which complements the good progress made in class.  |
| <b>Below Expectations</b>      | This student does not consistently produce work which is of the expected standard. Further effort could be made to ensure that they engage with and act upon feedback, and reflect on their own work in order to make further progress. Homework can lack detail, depth and effort limiting its value in relation to progress.   |
| <b>Well Below Expectations</b> | Work produced in class is below the standard expected. There is limited evidence of the student engaging with feedback from the teacher which is limiting the progress this student makes. Homework is consistently below expectation with deadlines often missed or homework not submitted.   |

### Is the student on track to achieve their target grade in their next assessment?

This is a professional judgement, based on Work Produced, Attitudes to Learning and other work, which has been marked throughout the half term:

| On Track                       |  |
|--------------------------------|--|
| <b>Likely to Exceed Target</b> | This student consistently exceeds the teacher's expectations in their homework and classwork. This student's work demonstrates that they are making excellent progress towards their target assessment grade and the student is therefore likely to exceed their target grade in the next termly assessment.                         |
| <b>Likely to Meet Target</b>   | This student mostly meets the teacher's expectations in their homework and classwork. This student's work demonstrates that they are making good progress towards their target assessment grade and the student is therefore likely to meet their target grade in the next termly assessment.  |
| <b>Unlikely to Meet Target</b> | This student struggles to meet the teacher's expectations in their homework and classwork. This student's work does not demonstrate good progress and the student is therefore unlikely to meet their target grade in the next termly assessment. Further intervention is needed for this student to help them achieve their target. |

### How can families support their child's learning?

Please encourage students to spend time in the evenings looking over their learning from each day at school and re-visits knowledge and skills from previous units of work regularly to ensure that the learning sticks.

Please also maintain contact between teachers and families to provide more guidance if further support with their child's learning at home is required.

## Reporting Timetable

### Assessment

The score the student has achieved in an exam or test.

### Progress

Mid-term teacher judgement as to whether a student is on track to meet their target percentage band

### Attitudes to Learning

A scaled score reported on Go4Schools at the end of each half term

### Work Produced (classwork and homework)

A scaled score reported on Go4Schools at the end of each half term

|            | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------|----------|----------|----------|----------|----------|----------|
| Assessment |          |          |          |          |          |          |
| Progress   |          |          |          |          |          |          |
| AtL        |          |          |          |          |          |          |
| Work       |          |          |          |          |          |          |