

KS3 Assessment Booklet

**Assessment without Levels
and the new GCSE's**



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Dear Parent/Carer

There is much change going on in education, including a new National Curriculum, new tougher GCSEs and also new style A levels. Most of this is happening over the next few years and your daughter will experience all these changes.

The new National Curriculum has a greater focus on knowledge development, along with the opportunity to study the 'big ideas' of a subject in greater depth. Another key change is the removal of assessment levels, something which students and parents have become familiar with. Overall I am very happy with these developments because it provides opportunities to provide a more appropriate Key Stage 3 curriculum which builds the important foundations for Key Stage 4. **We should no longer see KS3 and KS4 as separate courses, but rather as a continuum.**

The new National Curriculum also gives us the chance to develop better assessments which highlight specific strengths and areas for development within those 'big ideas', rather than a vague overall level which can often be meaningless. What we hope to achieve is a KS3 curriculum and assessment model which:

1. Is focused on developing the key concepts, knowledge and skills needed for success in KS4
2. Is based on high expectations and challenge for all
3. Adopts a mastery approach to teaching and learning, and uses proven effective teaching methods.
4. Uses regular assessment and feedback which gives all students the chance to develop a secure understanding of the key ideas.
5. Incorporates high quality end of topic assessments which help students develop the skills needed to tackle GCSE examination questions.
6. Data from assessments reliably identifies what students have/have not understood and informs future teaching and learning, including intervention needs.

These are ambitious targets, but we are committed to do all we can to prepare our students for the challenges that lie ahead.

Apa Nikhat

KS4 English Teacher / Teaching & Learning Lead

How will Targets be set?

The prior attainment of students and baseline testing will be used to band each learner into the following categories:

As in all target setting methods, prior attainment determines the expected outcomes, so a Higher learner would be expected to achieve a higher grade at GCSE level than a Foundation learner. However, we would expect them to make a similar amount of progress from their starting points.

Once a student is placed in a band it is very unlikely that they will be placed in a lower one as they move through each academic year. However, we are very keen that students will take on the challenge of moving up a band through hard work, dedication and successful assessment scores.

<u>Band</u>	<u>Typical prior attainment</u>
<u>Advanced Learner</u>	<u>5a 6c</u>
<u>Higher Learner</u>	<u>5c 5b 5a</u>
<u>Intermediate Learner</u>	<u>4b 4a 5c</u>
<u>Foundation Learner</u>	<u>3b 3a 4c</u>
<u>Entry Level Learner</u>	<u>3c 3b</u>

Assessment at Key Stage 3

There will be a combination of Assessment for Learning (AfL) tasks and Summative Assessments.

Assessment for Learning (AfL) Assessment is an integral part of the learning process and as such, AfL will be present in lessons as an on-going and continuous process. Some AfL assessments will be extended tasks. These can be thought of as “Checking Progress” activities. Following an assessment of this type there will be detailed marking and feedback, and the student will be expected to reflect and act upon that feedback during a process called Dedicated Improvement Time (DIT). This provides opportunities for students to develop further their knowledge, skills and understanding before the summative assessment.

Summative Assessments

Summative assessments take place at the end of a unit of work and are usually a substantial piece of work.

Summative assessments:

- Provide a summary judgement about what has been learned by each student at a specific point in time
- Show what students can achieve without support
- Inform any subsequent intervention activities

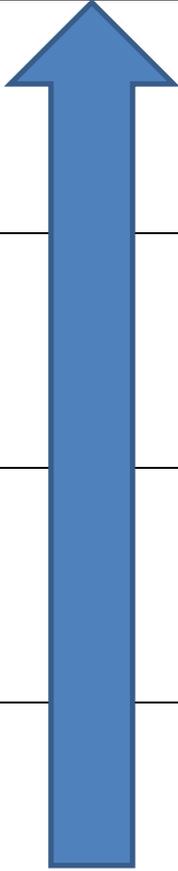
Summative assessments will take a variety of forms, depending on the nature of each subject.

For example, in Maths and Science they are most likely to be tests. In History and English extended writing will be prominent. While in Art, assessments will be based around design and make processes. In PE, teachers will often rate the performance of students against set criteria.

Towards the end of the academic year there will also be an examination in most subjects.

How will Summative Assessments be graded?

A new grading system is being introduced which indicates how well the students have understood that particular unit of work, based on their performance in the final assessment. This fits in with our aim to develop a secure understanding of the key ideas needed for successful performance in KS4. The scale is:

SURPASSING		Demonstrated a comprehensive understanding of all concepts and skills in a unit of work.
SECURING		Has a secure understanding of the main concepts and skills when applied to familiar contexts.
STRIVING		Grasped most of the main concepts and skills in a unit of work, and is approaching 'Secure'.
STARTING		Beginning to grasp some of the main ideas and skills in a unit of work.

Whatever the nature of the assessment, the outcomes will generate a grade on this scale or be converted to a grade on this scale. Tests are a good example of an assessment where conversion will be necessary. **The goal will be to get as many students as possible to reach the secure threshold and beyond.**

Tracking within individual subjects

Teaching staff will enter assessment data into subject spreadsheets and the data will then be imported into our data tracking system.

So subject data will appear similar to the example below.

Targets & Assessments	Pupil XYZ	Year 11	
		End of Autumn Term Target: Secure Grade 5	
Subject: English	Teacher: Apa Nikhat	Grade	Progress
Assignment 1 11/09/2017	Macbeth: hero to villain.	Starting	Below target
Assignment 2 20/09/2017	Mabcbeth: diary entry	Striving	On target
Assignment 3 28/09/2017			

Student Data Dashboard

This dashboard summarises a student's performance across the full range of subjects:

Subject	Prior attainment band	Target Assessment Grade	Current Assessment Grade	Current attainment band	Progress	Projected GCSE grade range in Year 11
English	Intermediate	Secure	Secure	Intermediate	On target	4 to 6
Maths						
Science						

Changes to Report Format
(the new reports will look like this)

<u>Subject (teacher)</u>	<u>End of Year Target</u>	<u>End of Autumn Term Result</u>	<u>Comment from Subject Teacher</u>
<u>English</u> <u>Apa Shaheen</u>			
<u>Maths</u> <u>Apap Romana</u>			
<u>Science</u> <u>Apa Reshma</u>			
<u>ICT</u> <u>Apa Reshma</u>			
<u>History</u> <u>Apa Khadija</u>			
<u>Art</u> <u>Apa Kulsoom</u>			
<u>RE</u> <u>Apa Sadia</u>			

Inside of report

Headteacher's Comment:

Attendance

Attendance is recorded in ½ days
Actual Attendance : 99.1%
Unauthorised Absence: 2

Assessment level explanation

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The goal will be to get as many students as possible to reach the secure threshold and beyond.

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Year 7 Report

Name of Student

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Back page of report

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