

Key Stage 3 Assessment and Reporting Guidance

When are students assessed in KS3 and on what?

Students in KS3 will be assessed 3 times per year on the following content:

	When	What
1	End of Autumn Term	Learning from the whole of the Autumn Term
2	End of Spring Term	Learning from the whole of the Spring Term, plus elements of learning and/or skills from the Autumn Term
3	End of Summer Term	Learning from the whole of the Summer Term, plus elements of learning and/or skills from the Autumn Term and Spring Term

There will be **one assessment per subject** for **all students**. It will cover the content as per the table above and will get gradually more difficult throughout the paper. The style of questions mirror those at KS4. Students in **PE** will not take assessments until the final term, but their **Attitudes to Learning and Work Produced** will be reported on.

What is entered on Go4Schools and when?

Staff will enter data on Go4Schools at the following times:

	Deadline	What
1	Thursday 18 th October 15:30	Attitudes to Learning and Work Produced Years 7-9 On Track for Y8 and Y9
2	Friday 14 th December 15:30	Assessment Grade, Attitudes to Learning, Work Produced Years 7-9
3	Friday 8 th February 15:30	Attitudes to Learning, Work Produced and On Track Years 7-9
4	Friday 22 nd March 15:30	Assessment Grade, Attitudes to Learning, Work Produced Years 7-9
5	Friday 17 th May 15:30	Attitudes to Learning, Work Produced and On Track Years 7-9
6	Friday 27 th June 15:30	Assessment Grade, 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.

Based on a student's **Prior Attainment at Key Stage 2**, they will be expected 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.

Progress	
Rapid Progress	
Good Progress	
Not Yet Good Progress	
Concerning Progress	

These expectations in each assessment are outlined in the table below:

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

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:

Student A: Foundation Prior Attainment, achieves the following:
 32% Maths: Not yet good progress
 9% French: Concerning progress
 55% History: Good Progress

Student B: Secure Prior Attainment, achieves the following:
 61% Science: Good progress
 72% Maths: Good progress
 95% German: Excellent progress

How much effort is a student putting into their learning?

Alongside the data for each subject, students will get an Attitudes to Learning score:

Attitudes to Learning	
Exceeding Expectations	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.
Meeting Expectations	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.
Below Expectations	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.
Well Below Expectations	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 students will be given a score for is Work Produced. This is a combination of classwork and homework:

Work Produced	
Exceeding Expectations	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.
Meeting Expectations	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.
Below Expectations	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.
Well Below Expectations	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	
Likely to Exceed Target	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.
Likely to Meet Target	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.
At Risk of Not Meeting Target	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.