

KS3 Assessment Policy

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SUCCESS FOR ALL

COMMUNITY SCHOOL

ACHIEVE

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KS3 Assessment Policy

Aims of the policy

- To describe the vision of assessment at KS3 at JRCS
- To describe the key features of our assessment policy
- To outline the way the school will monitor and support the quality of assessment
- To ensure a consistency of approach
- To establish our expectation of HODs
- To establish our expectation of teachers

KS3 assessment – introduction and vision

In 1988 the English National Curriculum was launched and, with it, came levels. Under the coalition government of 2010-15 the decision was made to end the use of National Curriculum levels in English secondary schools. The Schools' Minister Nick Gibb MP wrote to all secondary schools:

“What these other nations do, and what effective schools in England do, is focus on the specifics of key areas of the curriculum, and ensure deep, secure knowledge and understanding in these specifics. Levels have been a distracting, over-generalised label, giving misleading signals about the genuine attainment of pupils. They have driven undue pace as Ofsted insisted on ‘progress against levels’. They have resulted in a lack of trust between primary and secondary schools and they have clogged up the education system with undependable data on pupil attainment.”

At JRCS we had already been moving away from a focus on NC levels and towards a system of formative assessment, focusing feedback on knowledge, skills and understanding rather than levels and grades. The decision of the government to remove NC levels therefore fitted in closely with our teaching and learning vision. It also meant we had the foundations of a new assessment system in place to replace NC levels.

The JRCS KS3 assessment process will do the following:

- Give students a clear understanding of the knowledge, skills and understanding that they will be mastering at the start of each module
- Support students, over the course of a carefully constructed series of lessons, to master the appropriate knowledge, skills and understanding for the module
- Provide students with a stimulating and challenging assessment at the end of each module of study to test that understanding
- Give students and parents clear feedback at the end of a module in terms of the knowledge, skills and understanding that students have developed, and the areas in which they need to improve

Outlining the JRCS KS3 assessment process

Each KS3 student has a JRCS life after level statement as a target grade. This is derived from KS2 prior attainment. Each JRCS life after level statement carries a point score for teacher reference and tracking purposes but these figures will not be published to students.

KS2 prior attainment (2015 and earlier)	KS2 prior attainment (2016 and beyond)	JRCS ability band	JRCS life after levels KS3 target	KS4 GCSE numbered target	KS4 Btec target
31 +	120 – 107 approx	Very high	Excelling	7 - 9	D* - D
29 – 30	103 – 106.5 approx	High	Secure	6	M
27 – 28	100.5 – 102.5 approx	Upper middle	Secure	5	P
24 – 26	97 – 100 approx	Lower middle	Developing	4	P
13 - 23	80 – 96.5 approx	Low	Emerging	3 - 2	P

Targets for students starting JRCS before 2016 are derived from an APS of reading and maths national curriculum levels. Targets for students starting JRCS in 2016 or later are derived from an average scaled score of maths and reading tests at KS2.

The KS3 life after levels target for each student will not change over the course of their time at secondary school. A student who enters the school with attainment broadly in line with national average will be expected to attain a **minimum** of 'secure' throughout their time at JRCS. The school makes it clear to all students that their target is **minimum** and once they have achieved it they should push on beyond it. At each assessment the knowledge, skills and understanding required to achieve each ability statement becomes more challenging, therefore making the statements harder to achieve.

Statement	Descriptor	Progress towards GCSE grade (old)	Progress towards GCSE grade (new)
Excelling	Fluent in this unit, working beyond the core content / skills / understanding in this unit	A to A*	7 to 9
Secure	Confident in the majority of the content / skills / understanding in this unit	C to B	5 to 6
Developing	Able to demonstrate some of the content / skills / understanding in this unit	C	4 to 5
Emerging	Securing a foundation of the basic content / skills / understanding in this unit	D to E	2 to 3
Foundation	Developing a foundation of the basic content / skills / understanding in this unit	G	1

Responsibilities for staff

- HODs are responsible for making sure that, for each KS3 unit of study, there is a carefully designed KS3 assessment sheet to go into books.
- HODs are responsible for making sure that the programme of study that leads up to the assessment allows students to learn the key knowledge and skills for that unit
- HODs are responsible for making sure that the final assessment is suitably challenging and gives students the opportunity to show their understanding of the knowledge and skills they have been attempting to master
- Teaching staff are responsible for making sure that the orange milestone sheets are stuck in at the start of every module
- Teaching staff are responsible for making sure students have highlighted their targets at the start of each module and that students have identified the knowledge, skills and understanding they will need to show to achieve their target
- Teaching staff are responsible for marking the final piece of work and then highlighting on the orange milestone sheet what students have done well, what they need to do to improve, the attainment statement achieved and writing in comments on what they need to do to improve in the next assessment
- Teaching staff are responsible for putting this information into the school management information system in line with school reporting deadlines
- HODs are responsible for reviewing the attainment data from each report cycle and, in light of that, making adjustments and improvements to the programmes of study, assessment, and quality of marking and feedback in departments

Support for staff

This section of the policy is designed to support teaching staff with the JRCS KS3 assessment policy. Below is a step by step guide to the process, from the beginning of an assessment period or unit through to completion.

1. At the beginning of each unit stick the corresponding blank KS3 milestone assessment sheet into books.
2. Students highlight their target on the milestone assessment sheet with teacher support and discuss the knowledge, skills and understanding that are required for them to be successful in the assessment.
3. Through participation in lessons and homework, students develop the necessary knowledge, skills and understanding.
4. Students complete and submit the final version of the required assessment for marking.
5. The teacher marks the final assessment and uses the milestone assessment sheet to clearly assign a JRCS life after level statement. The teacher also uses the milestone assessment sheet to clearly identify a target for improvement.
6. The students should transfer their target for improvement to the progress card in their planner.

Subject	Assessment	Criteria	Deployment of knowledge and communication
A-level, University, Vocational	As below and...	<ul style="list-style-type: none"> As below and... I set out my argument in the opening paragraph of my work and maintain it throughout I can identify the role of each factor and evaluate its precise role in bringing change about I integrate the work of historians into my work and I evaluate their interpretations (Distinctions) 	<ul style="list-style-type: none"> As below and... I write with style and flair and in the style of a historian, integrating explanation, evidence and evidence. I vary my paragraph structures Evidence is deployed and expertly integrated into my work throughout
	Excelling (V)	<ul style="list-style-type: none"> I consistently produce paragraphs which include a range of evidence, are focused on the question and contain developed explanation I can confidently explain the role of different factors and how they relate to each other in bringing change about I can produce sophisticated and historically valid conclusions which take into consideration the interrelationships between factors 	<ul style="list-style-type: none"> My answer is succinct and written with precision, it is well structured and demonstrates thorough understanding of the issues under debate A good range of material (evidence) relevant to the enquiry has been selected and is integrated to support a considered overall judgement My argument is sustained and evaluated, reaches fully substantiated conclusions. There is evidence of independent thought
	Secure (V)	<ul style="list-style-type: none"> I generally produce paragraphs which include a range of evidence, are focused on the question and contain developed explanation I can confidently explain the role of different factors I can produce conclusions that evaluate several factors and make reasoned judgements about which are more important 	<ul style="list-style-type: none"> My answer is clear, well-structured and focused on the question. There is a clear understanding of the key issues A range of material (evidence) relevant to the enquiry has been selected and is generally integrated to support an overall judgement My argument is clear and logical with some evaluation, reaching a supported conclusion
	Developing (V)	<ul style="list-style-type: none"> I generally produce paragraphs which include multiple pieces of evidence, are focused on the question and, at times, contain developed explanation I explain the roles of different factors I can produce conclusions that identify several factors and explain which are more important 	<ul style="list-style-type: none"> My answer is mostly clear, generally well-structured and focused on the question most of the time. The key issues are largely understood Relevant material (evidence) is chosen and used to support points and form an overall judgement My argument is evident, and a conclusion reached
	Emerging (V)	<ul style="list-style-type: none"> I generally produce paragraphs which contain some evidence, make a link to the question and contain some explanation I show I understand the roles of different factors I can produce conclusions that identify the most important factor and use evidence to explain why 	<ul style="list-style-type: none"> My answer is mostly clear, generally well-structured and focused on the question most of the time. The key issues are largely understood Relevant material (evidence) is chosen and used to support points and form an overall judgement My argument is evident, and a conclusion reached
Foundation (V)	<ul style="list-style-type: none"> I sometimes produce paragraphs which contain some evidence, make a link to the question and contain some explanation, but this is not consistent in my work I can produce conclusions that identify the most important factor and identify why 	<ul style="list-style-type: none"> My answer is clear in places, I write in paragraphs most of the time and my answer is focused on the question Sometimes, I show some understanding of key issues I use evidence sometimes to support my judgements I reach a conclusion at the end of my work but it is not necessarily supported by my paragraphs 	

My target: Foundation Emerging **Developing** Secure Excelling

I achieved: Foundation Emerging Developing Secure **Excelling**

Knowledge, skills and understanding focus for next time (a literacy and numeracy focus can also be added, if appropriate):
 Use specific historical language to evaluate the role of factors
 e.g. "driving factor" "enabling factor" "catalyst"
 I'm using some more complex terms from the literacy book e.g. "antithesis" or "artifactuals"

Here is an example of a completed milestone assessment sheet

You will notice the teacher has highlighted the points the student has done well

The student has circled their minimum expected target and the teacher has circled the statement achieved by the student

The teacher has given the student specific targets for improvement

Reports home to parents will use the five statements so parents can track the academic progress of their students. For students, the data collected after each report sort will be presented on their progress card in this way:

Name	Form	Assessment	Target	Statement	Behaviour	Homework	To make progress in this subject I need to
English	Secure	Developing	Evidence of a Growth Mindset	Good	Good		
Maths	Developing	Developing	Evidence of a Growth Mindset	Good	Good		
Science	Secure	Developing	Evidence of a Growth Mindset	Good	Good		
Art	Developing	Developing	Evidence of a Growth Mindset	Good			
Music	Secure	Developing	Evidence of a Growth Mindset	Excellent			
IT	Developing	Developing	Evidence of a Growth Mindset	Excellent			
Design Technology	Secure	Developing	Evidence of a Growth Mindset	Good			
PE	Emerging	Developing	Elements of Growth and Fixed Mindset	Satisfactory	Satisfactory		
PSH	Secure	Developing	Elements of Growth and Fixed Mindset	Good	Satisfactory		
Geography	Secure	Developing	Has developed a Growth Mindset	Excellent	Satisfactory		
History	Excelling	Developing	Evidence of a Growth Mindset	Good	Good		use specific historical language to evaluate the role of factors, e.g. driving or enabling
Information Technology	Secure	Developing	Evidence of a Growth Mindset	Excellent	Good		
RE	Developing	Developing	Evidence of a Growth Mindset				
PE/PSH	Secure	Developing	Evidence of a Growth Mindset	Good			
Physical Education	Emerging	Developing	Elements of Growth and Fixed Mindset	Good			
Business Studies	Secure	Developing	Elements of Growth and Fixed Mindset	Excellent	Good		

At or exceeding my minimum expected statement
 One statement below my minimum expected
 Two or more statements below my minimum expected

Rank: 95.00
 If rank: 32
 If position in the year: 32

Previous rank: Silver
 Previous position in the year: 31