KS3 Assessment Policy

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<u>KS3 Assessment Policy</u>

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- To ensure a consistency of approach
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- 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 to 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

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 s **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 are 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

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 assigns 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.

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: