

KEY STAGE 3 ASSESSMENT

A PARENTAL GUIDE TO ASSESSMENT IN KS3

This year we are making some changes to the way we assess and report pupil achievement at key stage 3. While using GCSE grades throughout Years 7 – 11 has worked so far we feel that it does not provide enough information in regards to what a pupil knows in a subject and what they need to do to make progress. We hope our new system will provide greater clarity regarding the progress of your child across key stage 3.

TIMELINE FOR CHANGES

The table below shows how we intend to roll out the new reporting of KS3 data.

September 2022	Year 7	Progress statement
	Year 8	GCSE grade
	Year 9	GCSE grade
September 2023	Year 7	Progress statement
	Year 8	Progress statement
	Year 9	GCSE grade
September 2024	Year 7	Progress statement
	Year 8	Progress statement
	Year 9	Progress statement

HOW DO WE ASSESS PUPILS?

Essentially we assess the learning of pupils in two ways. These are as follows

1: Formative – on-going, ungraded and focused on smaller chunks of the curriculum.

2: Summative – roughly 2-3 times per year. Knowledge included will build cumulatively through the year. For most subjects this takes the form of test.

Formative assessment is, as research tells us, the greatest impact on learning. Teachers can identify pupils' individual strengths and weaknesses and adapt their teaching to help pupils improve. Summative assessment gives a snapshot in time of pupils understanding and again will allow teachers to adapt their lessons to ensure pupils make progress.

Some examples of formative assessment are:

- Quizzes
- Multi-choice questions
- Reading or observing pupil work (either during or after a lesson)
- Live marking (marking pupils' work as they are completing it)
- Breaking a complex task down into several smaller parts and assessing one part at a time.
- Spelling and vocabulary tests
- Filling in blank knowledge organisers

- Written plans
- Questioning

HOW WILL YOU KNOW HOW YOUR CHILD IS DOING?

Pupils will not be assigned target grades in key stage 3 – this is so as to not limit their aspirations and to build a culture of looking towards their next steps to make progress.

Based on pupils starting points acquired from their key stage 2 data each pupil will be assigned an attainment band set out by the DfE. These attainment bands will allow teachers to judge what each pupil should be able to achieve to make progress in a topic, theme or subject. However, it must be stressed, that this is just a **starting point**. Pupils may increase their attainment band where it is clear during their time in key stage 3 that this is necessary.

For each individual pupil, based on their attainment band, teachers will report whether they are ‘approaching,’ ‘meeting,’ or ‘exceeding’ the curriculum related expectations for a topic, theme or subject. Within lessons, pupils will understand what their next steps are to improve going forward and should be expected to verbalise these to their parents and other teachers.

Attainment Band	‘Expected’ GCSE Grade
Orange	2-4 (5)
Pink	4-6 (7)
Purple	6-8 (9)

The ‘expected’ GCSE grades are grades that historically pupils in each band have achieved in Year 11.

Using attainment bands allows us to ensure each pupil is taught in the most effective way to maximise their progress. Pupils will be continuously assessed through key stage 3 to ensure they have gained the required knowledge and skills in order for them to achieve or exceed their expected GCSE outcomes.

Pupils will still receive an effort grade once a term which gives you an indication of their effort in a subject. If pupils are doing what is expected of them in terms of class work and homework they will receive a grade ‘2’, if pupils go above and beyond and complete non-required work they will receive a grade ‘1’.