



THE DORMSTON SCHOOL

Assessment and Monitoring Policy 2026-2027

Date	Review date	Lead	Nominated Governor or Committee
01/09/2026	01/09/2027	Deputy Headteacher for Curriculum	Resources Committee
			Ratified:
			Date: 01/09/2026
			Website: Yes

KS3 Assessment Policy

Rationale

The purpose of assessment at Key Stage 3 is to provide accurate, meaningful, and comparable information about student attainment and progress. Assessments must be robust, fair, and accessible to all learners, enabling every student to demonstrate what they know, understand, and can do.

Principles of Assessment

All KS3 assessments will:

- Be rigorous and carefully designed to ensure validity and reliability
- Be accessible to the full ability range
- Include a range of question types and levels of challenge
- Allow all students to achieve some success while stretching the most able
- Produce outcomes that form a normal distribution of results

Assessment Design

Each assessment must:

1. Contain a broad range of questions/activities, including:
 - o Low-demand questions to secure access for all students
 - o Mid-range questions to differentiate across the majority
 - o High-demand questions to challenge the most able
2. Be structured so that:
 - o The weakest students can demonstrate foundational knowledge and gain marks
 - o The strongest students are able to access the highest marks through more complex tasks
3. Be common across the cohort:
 - o Adaptations should be made through access arrangements (e.g. readers, extra time, scaffolding), not content
4. Be reviewed and quality assured within departments to ensure:
 - o Appropriate level of challenge
 - o Clarity of wording
 - o Alignment with curriculum content
 - o Tie into future KS4 language/style through consistent use of rubric.

5. Include some re-testing of previous 'misconceptions' to identify if gaps are closing/being closed

Assessment Outcomes and Standardisation

Following each assessment:

- Raw scores will be collected for the full cohort
- Results should form an approximate **normal distribution**
- Departments will standardise where necessary to ensure consistency

Stanine System (Bands 1–9)

Student performance will be converted into **nine bands**, referred to as:

- **Band 1 (lowest)** through to **Band 9 (highest)**

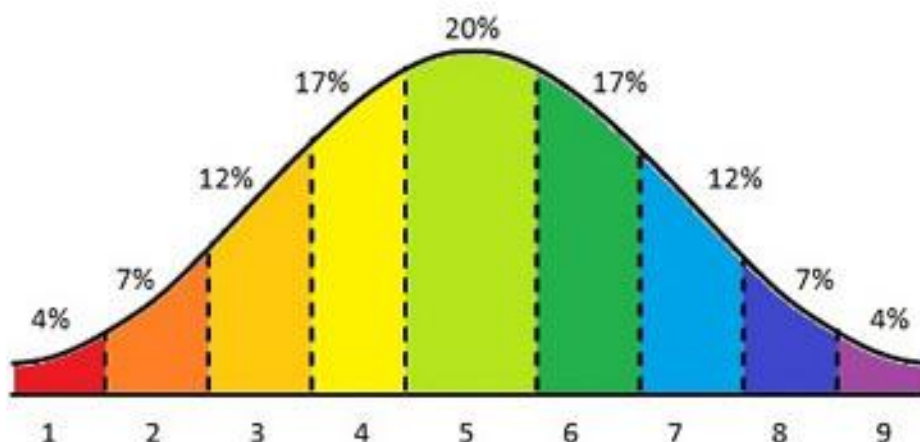
This system:

- Avoids complex statistical terminology
- Provides a clear and consistent way to communicate attainment
- Allows for meaningful comparison across subjects and cohorts

Students will be **ranked within the cohort**, and bands will be allocated accordingly.

Normal Distribution and Stanines

Assessment outcomes are expected to follow a normal distribution and be divided into nine bands (Bands 1–9).



Stanine Structure

- Band 1: Lowest 4%
- Band 2: Next 7%
- Band 3: Next 12%
- Band 4: Next 17%
- Band 5: Middle 20%
- Band 6: Next 17%
- Band 7: Next 12%
- Band 8: Next 7%
- Band 9: Top 4%

Prior Attainment and Value Added

Each student will have a **prior attainment band**, calculated using:

- An average of the KS2 Reading and KS2 Maths score converted into a Band (1–9)

Following each KS3 assessment:

- Students' **current assessment band** will be compared to their **prior attainment band**
- The difference between the two will indicate **value added**

Value Added Interpretation

- **Positive score:** student performing above prior attainment
- **Zero:** student performing in line with prior attainment
- **Negative score:** student performing below prior attainment

This measure will be used to:

- Monitor progress
- Inform intervention
- Support departmental evaluation

Linking Stanines to GCSE Grades

Stanines provide a loose indication of GCSE grades **if** assessments are robust. These are indicative only and not direct predictions. However, where we have really robust assessments (and data) we can use them fairly accurately. For example:

- A student with a KS2 APS of 90 (in stanine/band 2) has a national estimated Att8 (2024) of 22.74 (GCSE Grade 2.274 on average)
- A student with a KS2 APS of 104 (in stanine/band 4) has a national estimated Att8 (2024) of 44.64 (GCSE Grade 4.464 on average)
- A student with a KS2 APS of 108 (in stanine 5/band 5) has a national estimated Att8 (2024) of 54.235 (GCSE Grade 5.4235 on average)

Application Across Subjects

Written Subjects

For most subjects (e.g. English, humanities):

- Assessment can follow existing models (e.g. essays, extended responses, source analysis)
- However, tasks must:
 - Be designed to allow access across the full ability range
 - Include scaffolding where appropriate
 - Provide opportunities for high-level responses

Other Subjects (e.g. Maths, Science, Practical Subjects)

- Assessments should include structured questions/tasks with increasing demand
- A clear progression of difficulty must be evident
- Practical or performance elements should still allow for full-range differentiation

Use of Assessment Data

Assessment data will be used to:

- Identify students requiring support or stretch
- Inform teaching and curriculum planning
- Support reporting to parents
- Evaluate departmental performance

Review and Quality Assurance

- Departments are responsible for the **design and initial moderation** of assessments
- SLT will oversee **consistency and standards across subjects**
- This policy will be reviewed annually to ensure effectiveness