Roundwood Park School

An overview of whole-school assessment in KS3

Dear Parent/Carer,

As many of you may be aware, there has been much change in education over the past few years. New GCSEs in English and maths were introduced in September 2015, with many more subjects starting their new courses in 2016/2017. Students this summer were the first to sit these new exams in most subjects.

In year 12 and 13, the old style AS/A2 exams have been phased out, and replaced by a two-year A Level. A number of subjects started their new courses in September 2015, with more following in September 2016 and 2017.

In September 2014, a new KS3 national curriculum was introduced. As part of this new curriculum, the government announced that national curriculum levels would be abolished. Instead, schools are required to publish their own 11-16 assessment policies.

Over the past few years we have been working on a new system of assessing students in KS3. This has been in conjunction with a number of local schools, as well as schools at a national level. When designing our system, we kept the core principles of the new national curriculum at the centre to ensure that it:

- informs all involved how well a student is doing and what they need to do to improve

- provides evidence of progress over time, enabling intervention where appropriate

- informs parents about the progress that their child is making compared to their starting points

- is inclusive and appropriate for students with SEN and disabilities

We have also used this opportunity to review in depth the curriculum content that is delivered in KS3. The aim of the national curriculum is for schools to provide a curriculum that:

- Develops skills, concepts and knowledge

   'The national curriculum provides pupils with an introduction to the essential knowledge they need to be educated citizens. It introduces pupils to the best that has been thought and said, and helps engender an appreciation of human creativity and achievement.'

When deciding on curriculum content, subject teams have taken into account the new KS2 curriculum and also the new GCSE in their subject.

In September 2016, we moved to our new system for all students in KS3 (years 7-9). This booklet has been written for you to explain the new system.

We will be explaining this assessment system to the students and will also offer parents the opportunity to attend a KS3 assessment information evening where it will be explained in more detail.

K.A.Barter.

Mrs K Barter
Deputy Headteacher

Curriculum

All subjects in KS3 (Year 7-9) have reviewed and redesigned their curriculum. **The new curriculum has been mapped across each subject, and is published on the school website.**
(Students/Curriculum/ KS3 assessment)

This should support both students and parents by:
- Providing parents with an overview of what is being taught and when
- Encouraging conversations at home about learning
- Enabling parents to make links between any trips/holidays and the curriculum that their child is studying
- Giving students the opportunity to look ahead and research topics that they may be studying in the future

This is what a typical curriculum map for Year 7 looks like:

Key Stage 3 Subject Knowledge Outline – FRENCH

Students will know how to ….	Students will be able to …
Key topic areas	**Key skills which underpin French language progression:**
Year 7 & Year 8 • Describe oneself • Describe others • Discuss free time activities (likes/dislikes) • Talk about school life • Talk about where you live and where you would like to live • Describe towns and what you can do/not do • Write about where you go at the weekend • Describe reading/TV/film likes and dislikes • Describe past & future holidays • Talk and write about Food & drink • Discuss clothes, fashion & school uniform • Make plans to meet friends in French • Y7 Film study: Une vie de chat • Y8 Film study: Le Petit Nicolas	**Year 7 and Year 8** • Accumulate and apply a stock of words/sentences for use in language learning and classroom communication • Use phonics to pronounce French words accurately • Formulate questions • Formulate negative sentences • Spot patterns to support their use of tenses (present, past, future) • Use a growing range of connectives to improve flow of speech and writing • Develop a bank of time expressions and understand how these can affect word order • Use texts as models for their own work • Self-evaluate and improve the quality of their own work • Identify gist and some detail in continuous spoken passages about the specific topics listed here. • Learn aspects of the everyday culture in French speaking cultures • Understand elements of authentic materials
Year 9 • Talk about healthy lifestyles • Talk about music preferences & music festivals • Describe future plans and ambitions • Express opinions on French and francophone music • Talk about social media & mobile phones • Talk and write about childhood, friendships and family relationships • Discuss the world of work • Talk about holidays • Read and write short stories • Study the French speaking country of Haïti • Y9 Film study: Les Choristes	**Year 9** • Extend their use of connectives to support more complex written and spoken language • Use the conditional tense accurately • Use not so common negative forms • Use and develop their language knowledge through contact to authentic resources • Begin to interpret what they hear from content and tone. • Listen for inferences • Read and report on current and traditional French music and life in a francophone country

The Mastery curriculum

Instead of using levels or sub-levels to assess achievement and inform feedback, the core knowledge, concepts and skills that underpin each subject will be assigned to a baseband. These basebands correspond broadly to the old National Curriculum levels 3-8, but have been updated to reflect recent change both to Key Stage 2 and GCSE.

Basebands

A new grading system has been developed which will indicate how well a student has done in an assessment, it will show the level that the student has **attained** compared to the assessment criteria.

The terms we will be using are (in brackets is how the terms equate to national standards):

Mastering + (Exceptional performance)

Mastering (Working well above age related expectations)

Securing (Working above age related expectations)

Developing (Working at age related expectations)

Acquiring (Working below age related expectations)

Key skills and concepts

Each subject has identified the key skills and concepts that students will need to develop in order to succeed in that subject, as well as preparing them effectively for study at a higher level in that subject. For most subjects this is four or five skills and concepts. These skills and concepts will be developed through each of the projects/topics that are covered in KS3.

e.g. in French, students will develop skills and concepts over three years in the following areas:

- Listening
- Speaking
- Reading
- Writing
- Vocabulary and Grammar

A lesson, series of lessons, or an end of unit test may develop or assess one or more of the skills/concepts. This can be seen in the curriculum map example on the previous page, where a skill has been attributed to each lesson, and then one or more to an assessment.

Generic descriptors which give a holistic overview have been written for each skill/concept that fit with each grade in the new grading system. You will see in the example below that if a student attains a 'developing' grade in both Year 7 and 8, they have made progress, as the expectations for the developing grade in Year 8 are higher than in Year 7.

PRE – Understanding

YEAR 8

MASTERING +
You show a sophisticated understanding and empathy of topics outside our areas of study and use clear, logical and supported connections

MASTERING
You show a sophisticated understanding and empathy of beliefs, scripture and actions by using clear, logical and supported connections.

SECURE
You show a natural and deep understanding and empathy of philosophical and religious issues by using clear, logical and coherent connections.

DEVELOPING
You show an in depth understanding and empathy by naturally making connections between the world religions in a fluid and sophisticated way.

ACQUIRING
You show clear understanding and empathy by using a detailed Point Explain, Evidence and Link structure.

MASTERING +
You show a sophisticated understanding and empathy of beliefs, scripture and actions by using clear, logical and supported connections.

MASTERING
You show a natural and deep understanding and empathy of philosophical and religious issues by using clear, logical and coherent connections.

SECURE
You show an in depth understanding and empathy by naturally making connections between the world religions in a fluid and sophisticated way.

DEVELOPING
You show clear understanding and empathy by using a detailed Point Explain, Evidence and Link structure.

ACQUIRING
You show a developing understanding by using Point Explain, Evidence and Link structure.

YEAR 7

MASTERING +
You show a natural and deep understanding and empathy of philosophical and religious issues by using clear, logical and coherent connections.

MASTERING
You show an in depth understanding and empathy by naturally making connections between the world religions in a fluid and sophisticated way.

SECURE
You show clear understanding and empathy by using a detailed Point Explain, Evidence and Link structure.

DEVELOPING
You show a developing understanding by using Point Explain, Evidence and Link structure.

ACQUIRING
You show a basic understanding by using a simple Point Explain structure.

Achievement descriptors – Year 7/8

	listening	Speaking	Reading	Writing
ACQUIRING	Demonstrate understanding of a range of familiar phrases and opinions, spoken clearly.	Speaks in the first person using simple sentences. Expresses straight-forward opinions. Errors in pronunciation and/or grammar can hinder clarity of communication. All pre-learnt or predictable language used.	Demonstrate understanding of a range of familiar written phrases and opinions. Match sound to print by reading aloud words and phrases.	Writes in the first person using simple sentences. Expresses straight-forward opinions. Errors can hinder clarity of communication.
DEVELOPING	Demonstrate understanding of main points and opinions from short passages using familiar vocabulary, short phrases and common verbs in the present tense, spoken clearly. Transcribe familiar words.	Speaks in the first person. Gives opinions which are sometimes justified. Generally accurate in basic language (acquiring criteria). Errors in pronunciation and/or grammar sometimes hinder clarity of communication. Mostly pre-learnt or predictable language used.	Demonstrate understanding of main points and opinions in short texts using familiar language. Translate familiar words and short phrases into English.	Writes in the first person. Gives opinions which are sometimes justified. Generally accurate in basic language (acquiring criteria)
SECURING	Demonstrate understanding of main points, opinions and some details in short passages which include reference to either the present or the future. Transcribe short phrases. Use of perfect tense towards middle/end of Y8.	Speaks mainly in first person. Some accurate use of different verb forms. Often gives and justifies simple opinions (c'est + adjective). Pronunciation and grammar are generally more accurate than inaccurate. There may be examples of spontaneity (e.g. asking questions, coping with unpredictable questions)	Demonstrate understanding of main points, opinions, overall message and some detail in short written texts, referring to the present and future. Understand short texts written for target-language learners (e.g. menus, short adverts, songs, simple poems). Translate simple sentences containing familiar vocabulary and grammar into English.	Writes mainly in first person. Some accurate use of different verb forms. Often gives and justifies simple opinions (c'est + adjective). Generally, more accurate than inaccurate.
MASTERING	Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to **either** the present **and** the past, or the present **and** the future, spoken clearly. Transcribe short sentences. Use of 3 tenses towards middle/end of Y8	Accurate use of key verb forms (tense, other people etc) Gives opinion and justifies using a variety of structures (e.g more than c'est + adjective). Highly accurate grammar and pronunciation with only isolated errors. There are examples of spontaneity (e.g. asking questions, coping with unpredictable questions)	Demonstrate understanding of longer texts which include opinions and refer to the past or future as well as the present. Use processes to work out meaning in short authentic texts (e.g. adapted adverts, poems and songs). Translate longer sentences into English, showing awareness of familiar grammar, especially tenses.	Accurate use of a key verb forms (tense, other people etc) Gives opinion and justifies using a variety of structures (e.g more than c'est + adjective). Highly accurate with isolated errors.

Assessment

In all lessons, students are continually assessed informally by teachers. This could be through observation, conversation, questioning etc. All these help the teacher to form a judgement on what the student knows and what they need to do to improve.

In most subjects, students work through a module or a topic, which may last for a set period of time e.g. a week, half term, full term. At the end of these modules or topics students will take some form of summative assessment (E.g. test/written assessment), which will give a clear picture of what the student has learned and understood in the project they have just completed.

Student friendly trackers, like the Year 8 French exemplar that follows, provide learners with a clear breakdown of what each descriptor means, detailing precisely what knowledge, understanding and skills are required to attain each baseband.

French Assessment Feedback – Year 7 Topic 1   Name: _____

Listening	/36

WWW:
EBI:

Translation

Translation Fr ➔ E	Translation E ➔ Fr	Translation total
/9	/15	/24

Translation markscheme

Translation Fr ➔ E	/9	Translation E ➔ Fr	/3 (per sentence)
0	No rewardable language	0	No rewardable language
1-3	Some key words communicated	1	Some key words communicated
4-6	Meaning mostly communicated – errors may hinder clarity.	2	Meaning mostly communicated – errors may hinder clarity.
7-9	Meaning fully communicated – errors do not hinder clarity.	3	Meaning fully communicated – errors do not hinder clarity.

Writing

BULLET POINTS➔	1. names and ages	2. family info	3. info about pets	4. info about school bag
ACQUIRING Difficult to understand / no credible language. Very limited use of structures and vocabulary taught. **(1 mark)**				
DEVELOPING Quite a few errors though main point communicated. Some parts ambiguous. Some variety of structures and vocabulary. **(2 marks)**				
SECURING Main point communicated clearly and extra detail added. Good variety of structures and vocabulary. **(3 marks)**				
MASTERING Main point well communicated with high degree of accuracy. Wide variety of structures and vocabulary. **(4 marks)**				
			TOTAL	**/16**
Accuracy/creativity				**/8**

Grade boundaries

	Listening /36	Translation /24	Writing /24	OVERALL
Mastering	32	18	18	78-100%
Securing	25	13-17	13-17	60-79%
Developing	18	8-12	8-12	40-59%
Acquiring	10	0-7	0-7	0-39%

Total mark: /80
Baseband:

Some skills will be graded using a score achieved in a test.

When a teacher gives a grade for an assessment, they will use the following terms:

Mastering +   the student has working beyond mastering

Mastering 1   the student has attained a level in the top half of the mastering criteria

Mastering 2   the student has attained a level in the bottom half of the mastering criteria

Securing 1   the student has attained a level in the top half of the securing criteria

Securing 2   the student has attained a level in the bottom half of the securing criteria

Developing 1   the student has attained a level in the top half of the developing criteria

Developing 2   the student has attained a level in the bottom half of the developing criteria

Acquiring 1   the student has attained a level in the top half of the acquiring criteria

Acquiring 2   the student has attained a level in the bottom half of the acquiring criteria

Target setting

Currently, students are given KS3 targets based on their MIDYIS tests. These are cognitive ability tests that are taken by all students on entry to the school. They give a statistical likelihood of outcomes in each subject at the end of KS3. We then adjust accordingly to give students a target for the end of year 7, 8 and 9.

All KS3 students will have a target set that is linked to their estimated outcome at GCSE. This is determined nationally by using their prior attainment, currently KS2 SATS scores. We use a national provider that is used by many schools called 'Fischer Family Trust' (FFT), and we set aspirational targets that compare our students to the top 5% of students nationally. This is the system we already use in KS4 (Years 10 and 11).

By using the GCSE estimate for a student, we can work backwards to identify where they need to be at the end of year 7, 8 and 9 in order to achieve the aspirational GCSE target. We know that progress cannot always be mapped in a straight line, as students will develop at varying rates. However, this systems allows us to identify those students who are working at, above, or below where they are capable of and offer support and challenge when appropriate.

The table below maps out the expected rate of progress, and includes the old National Curriculum levels and GCSE grades, both the new and old grading system.

From the table above it is clear that if a student on entry into Year 7 is a NC level 4, they will be expected to achieve a minimum of B-C grades in their GCSEs (or 5-4 in the new GCSE grading system). They will be on the 'developing' path. In all of their assessments throughout KS3 they will be expected to attain a **minimum** of a 'developing' grade.

The 'pathway' set for a student in each subject may be different, as the estimated outcomes at GCSE for a student is not always the same in each subject. e.g. A student may have a baseband of 'securing' in maths, but could be 'developing' in English.

Old NC level on entry	Y7	Y8	Y9	GCSE	OLD GCSE	NEW GCSE
					A*	9
				MASTERING +	A*-A	9-8
			MASTERING +	MASTERING	A-B	7-6
		MASTERING +	MASTERING	SECURING	B-C	5-4
5a+	MASTERING +	MASTERING	SECURING	DEVELOPING	D-G	3-1
5	MASTERING	SECURING	DEVELOPING	ACQUIRING		
4	SECURING	DEVELOPING	ACQUIRING			
3>	DEVELOPING	ACQUIRING				
	ACQUIRING					

Reporting to parents

In some schools, parents are not being informed of the pathway that their student will be on in each subject. We feel that both students and parents would want to know which pathway they were on in each subject so that they know what the underlined minimum expectations are. It is really important to stress that these are minimum expectations based on prior attainment. We know that not every student is going to achieve 9/8 grades. What is more important is that students achieve the grades that their prior attainment suggests they are capable of achieving.

Parents will be informed of their child's current attainment during the year, as well as at consultation evening. They will also receive an end of year final grade. (*Year 7-9 have two progress reports)*

The following wording will be used:
The current progress rating (= + -) is the most important part of the report as it tells you how your son/daughter is doing compared to what they are capable of achieving.

- (+) If a student is currently working higher than their base band the student would be '***making better than expected progress. On track to achieve or exceed their baseband'***
- (=) If a student is working in line with their base band the student would be ***'making expected progress. On track to achieve their baseband.'***
- (-) If a student is working towards their base band the student would be ***'working towards their expected level of progress.'***

E.g. Student A

Subject	Base band	Interim A	Progress
Maths	Securing	=	Making expected progress. On track to achieve their baseband.
English	Securing	=	Making expected progress. On track to achieve their baseband
French	Developing	+	Making better than expected progress. On track to achieve or exceed their baseband.
Music	Developing	-	Working towards their expected level of progress

The 'Progress rating' informs parents how their child is doing compared to what they are capable of achieving. Students who, throughout a year, consistently perform above expectations may be moved up a band for the following year. Students who are working below the expected standard will not be moved down. If it is clear that a base band for a student is totally incorrect, then we will review which band they are on.