Roundwood Park School

An overview of whole-school assessment in KS3

Key Stage 3 Assessment at Roundwood Park School

All secondary schools in England and Wales are required to publish their own 11-16 assessment policies, detailing how progress and attainment across Key Stages 3-4 will be assessed and reported. This guide explains how Roundwood Park School assess and reports on student achievement at Key Stage 3.

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 also aim to ensure that our system achieves the following:

- it is simple and easy to understand – for staff, students and parents/carers
- it is based on high expectations with a level of challenge for all
- it allows students to experience success, by focusing on the progress they make from their starting point

Curriculum

All subjects in KS3 (Year 7-9) have designed their curriculum carefully.

Curriculum maps are available for each subject showing the knowledge outline and intent for each curriculum area. These 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 an intent statement looks like:

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History

Curriculum intent:

- To develop students' sense of identity enabling them to understand how and why the world and society has changed.

- To promote an understanding of the key historical themes of conflict and cooperation, power and democracy and everyday lives; enabling students to identify areas of change and continuity within these themes from the medieval era to modern times.

- To equip students with a broad knowledge of both local, national and worldwide events of historical significance providing them with a developed a world view that will be a foundation not just for their historical study but also for their wider lives.

- To develop students' knowledge and understanding of the historical second order concepts of change and continuity, similarity and difference, causation and significance.

- To equip students with the skills to effectively analyse and evaluate historical sources and historians' interpretations of the past, encouraging them to question why there are different interpretations of history.

- To encourage a spirit of enquiry enabling students to question the lives and experiences not just of those figures who are present in history but also of those who have been hidden.

- To nurture a commitment to lifelong learning and stretch students to their full potential through ASPIRE by promoting the four learning habits of resilience, resourcefulness, reflection and responsibility.

- To increase the range of students' subject specific, technical and academic vocabulary as well as their literacy skills by prioritising and celebrating reading.

An example of a KS3 (Yr7) Curriculum Map:

Roundwood Park School Curriculum Map – English Year 7

RPS English students will have creative and enquiring minds. They will have the ability to communicate respectfully with kindness and empathy, gaining knowledge and taking inspiration from insights into literature and the wider world.

Year group 7	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Unit of Work	Introduction and Creative Thinking	History of the English Language	Novel Study (The Giver)	Unseen Poetry	Introduction to Shakespeare	Argue Your Case
Key knowledge Or Enquiry Question	How can students express themselves accurately and creatively, using a range of different approaches to creative writing?	How does our language constantly develop and adapt? Can students explore differences in styles of writing over time?	Can students track plot, character and theme throughout a novel and how writers create meaning through use of linguistic devices?	Can students develop the confidence to explore the meaning conveyed in an unseen text (poetry)?	Can students develop a deeper understanding of Shakespeare's works, whilst considering genre and context?	Can students develop their own views on a particular topic of interest and convey them in a creative and interesting way?
Concepts	Students revise different styles of writing covered in primary school to bridge the gap from KS2/3 (metaphors, similes, personification, sentence structures). Students will explore a range of different narrative perspectives/styles and adapt them to inspire their own writing. Students will develop reflective and proof-reading skills to develop accuracy in their writing.	Students will be exploring different examples of language over time and how the writers' craft has developed. Students will be developing oracy skills, by expressing their views on the topic and listening and responding to those of others. Students will be developing analysis skills and how to express their opinions on specific techniques and methods used.	Students will be exploring how a novel meets the conventions of a genre (dystopian fiction). They will develop how to explore and analyse texts in detail and convey their ideas through analytical writing. Learning how to write in an academic style. Which is a development from KS2. Students will start to consider how a text can be ambiguous and can be interpreted from more than one perspective.	Students will both explore an unseen poem, learning how to both identify poetic devices and explain how they contribute to a sense of tone/meaning in the poem. Students will develop their ability to articulate their ideas about the writer's craft and share their opinions with their peers. They will develop the skills of adapting their methods of communication depending on audience and purpose.	Students will be developing a wide knowledge of Shakespeare's texts how they fit into different genres. They will have an opportunity to analyse complex texts in depth and become more confident when exploring his style of writing and complex language choices. Students will be writing extended analysis, using their targets from earlier in the year to analyse complicated language choices.	Students will revise and further develop ways of using rhetorical devices/persuasive techniques through exploring examples of different speeches. They will then use these examples to develop their own presentation, learning about non-verbal cues and expressing their thoughts to the rest of the class.
Key Vocabulary	Expository, descriptive, narrative, persuasive, metaphor, simile, adverb, adjective, personification, sensory language, alliteration, point of view, perspective, effect, soliloquy, aside, iambic pentameter, context, utopia, dystopia, narrative voice, rhetorical questions, collective pronouns, statistics, emotive language, tricolon, anecdote.					
ASPIRE habits	Resourceful Learners – Creative thinking.	Resourceful Learners – making links.	Reflective/Resilient Learners	Reflective/Resilient Learners	Resilient Learners	Responsible/Resilient Learners.
Reading opportunities	The Book Thief Markus Zusak	Corum Boy – Jamila Gavin	Messenger, Son, Gathering Blue by Lowis Lowry	Read a range of poetry by one of the writers studied in class.	The Daughter of Time – Josephine Tey	Reading newspaper articles and nonfiction to support learning.

Curriculum Maps can be found in the relevant Subject Area on the school website.

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.

Basebands

The grading system has been developed to 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)

In Years 7-9, in most subjects, student achievement is assessed in relation to these basebands. The descriptors attached to each baseband – Acquiring, developing, securing, mastering – provide students with a clear indication of how well they are progressing. Put simply, each student's target is to '*master*' the knowledge, concepts and skills delivered in each year of the programme of study.

Yr7	Yr8	Yr9
		Mastering +
	Mastering +	Mastering
Mastering +	Mastering	Securing
Mastering	Securing	Developing
Securing	Developing	Acquiring
Developing	Acquiring	
Acquiring		

As the diagram above illustrates, the basebands are progressive and build year-on-year throughout the programme of study. What constitutes 'securing' In Year 7 for example, would only count as 'developing 'in Year 8 and 'acquiring' in Year 9.

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.

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 provide learners with a clear breakdown of what each descriptor means, detailing precisely what knowledge understanding and skills are required to attain each baseband.

In some cases, students will be set assessments to be completed on the Google Classroom. Student friendly marking criteria will be shared on the Google Classroom.

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 is working beyond mastering and is exceeding expectations

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 CATS test results. 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 /CATS test results. We use a national provider that is used by many schools called 'Fisher 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 system 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 baseband 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.

Reporting to Parents

In some schools, parents are not being informed of the baseband that their student will be on in each subject. We feel that both students and parents would want to know which baseband they were on in each subject so that they know what the <u>minimum</u> 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. Each year we hold end of year exams. Parents will also receive an end of year exam 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	Progress Report 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.

The first report for each year group will be a Core skills report which will focus on how well the student has settled into school.

Core skills grades will be given for:

- Behaviour
- Class effort
- Home learning effort

The following grades will be issued:

- 4 – outstanding
- 3 – Good (expected level)
- 2 – Requires immediate improvement
- 1 – Serious cause for concern

Year 7, 8 and 9 will have the following progress reports this year:

Year 7	Core Skills report (October)
	Progress A report (January)
	Progress B report (April)
	End of Year exam grades (June)
	Parent Teacher Consultation evening (July 3rd 2025)

Year 8	Core Skills report (October)
	Progress A report (January)
	Progress B report (April)
	End of Year exam grades (June)
	Parent Teacher Consultation evening (13th May 2025)

Year 9	Core Skills report (October)
	Progress A report (February)
	GCSE Information / options evening (27th Feb 2025)
	Parent Teacher Consultation evening (6th March 2025)
	Progress B report (May)
	End of Year exam grades (July)