

A Parent's Guide to Assessment at KS3

September 2019



Assessment

- ▶ Pupils have ongoing assessments as part of planned schemes of work in each subject.
- ▶ Additionally there is an annual assessment week for years 7 and 8 in the summer term; more formal examination weeks for Years 9 and 10 as they start to prepare for GCSE style testing; and mocks examination periods before the final GCSE examinations in Year 11.
- ▶ Assessments/ Examinations / tests help the teachers and the students find out what they can and cannot do.
- ▶ After an assessment the teacher will give your child ways to develop their understanding and skills further.



Assessment

- ▶ The government has made significant changes to the content of the National Curriculum at Key Stage 2 (Primary School) and Key Stage 3 (Years 7-9)
- ▶ It has also made significant changes to the GCSE (and A level) syllabuses recently. All grades will now be 9-1.
- ▶ Your daughter is likely to have got a score of around 112 as a result of her KS2 SATS (the national average was 105 this year. A score of 100 is an indication of being secondary school ready)



Assessment

- ▶ The Robert Carre Trust model for Key Stage 3 Assessment is based on the principal of *learning Paths*, and each student's progress is measured against their particular path.
- ▶ Based on prior attainment and professional judgement (or in the case of Year 8 and Year 9 students their target levels from last year) students are assigned a Learning Path in each of their subjects.



Why is the system changing?

- ▶ Each year at Parents' Evening we ask for parental opinion on a number of key issues.
- ▶ We also take note of the frequency and type of concerns raised after each tracking period.
- ▶ Student feedback or responses in class regarding the transition from Key Stage 3 to their GCSE studies



The Learning Paths are as follows:

Exceptional
Proficient
Core
Foundation



Learning Pathways and Possible GCSE Outcomes

Possible GCSE Outcomes with Expected/ Good Progress

Learning Path	Previous KS3 System	GCSE - New	GCSE - Old
Exceptional	7.9-7.7	9-8	A*
Proficient	7.6-7.5	7-6	A-B
Core	7.4-7.1	5-4	B-C
Foundation	7.0	3-1	D-G



Progress against the Learning Pathways

Each subject area has mapped out the expectations in terms of the quality and attainment of work within each Learning Path for Years 7 to 9. At each tracking point students will be assessed against their assigned Learning Path in terms of the progress they are making. The progress grades and their meanings are as follows:

- ▶ **Excellent** - Working above the assigned learning path or at the top end of the Exceptional Pathway.
- ▶ **Good** - Working at the upper range of their assigned learning path
- ▶ **Expected** - Working at the lower to mid-range of the assigned learning path
- ▶ **Below** - working below the assigned learning path



Effort Grades

1 - Exceptional Effort

Exceptional Effort means being committed to getting the most out of all learning opportunities available.

2 - Good Effort

Good Effort means being a responsible and hard-working student, who tries their best all the time.

3 - Satisfactory Effort

Satisfactory Effort means a student can work well but sometimes not to their full potential

4. Inconsistent Effort

Inconsistent Effort means that a student is probably failing to push herself or make the most of the opportunities available.

5. Poor Effort

Poor Effort means that a student needs additional support to become a more responsible learner



Concern Codes

- ▶ If a subject teacher has a particular concern regarding the work or attitude of a student in a particular area, the following concern codes may be reported:

H

Homework

O

Equipment/Organisation

A

Attendance/ Punctuality

B

Behaviour

P

Participation and Engagement

