A Parent's Guide to Assessment in Years 7-9

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Teachers assess work in a variety of ways and for different purposes. In school we classify these as either:
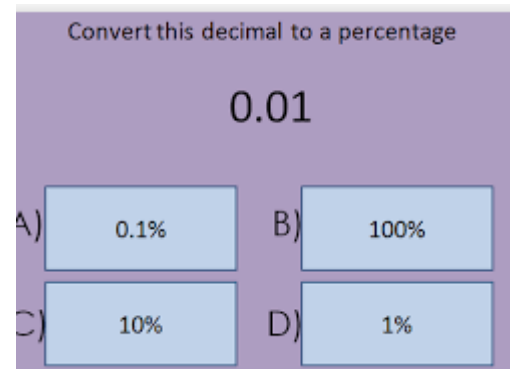
Formative Assessment

- Occurs during the learning process
- Assessment **for** Learning
- Allows teachers to adapt their teaching to meet the needs of the group/ student. Student can reflect and improve their work
- On-going
- Often low stakes
- Identifies areas for improvement
- Helps move the learning forward

Summative Assessment

- Occurs at the end of the learning process
- Assessment **of** Learning
- Provides a final evaluation of knowledge and skills
- More Formal
- May provide students with a grade or mark

Formative Assessment could look like this...

Convert this decimal to a percentage

0.01

A) 0.1%   B) 100%

C) 10%   D) 1%

Teachers will use a variety of techniques such as online quizzes or apps (Kahoot/educake), informal discussions, mini-whiteboards or questioning to check learning and adapt future teaching.

Summative Assessment also has many forms.

When a unit of work is complete understanding could be checked by exams, essays, practical experiments, performances, speaking exams, translations or even menu tasting

Peer Assessment Feedback

Remember this is someone else's work

Kind (but honest)
Focus on good work and be positive.
EXAMPLES
The best paragraph is…because…
The best sentence is…
It was great how you…
There were lots of facts such as…

Helpful (…so that…)
Give helpful examples and ideas how they can improve.
EXAMPLES
Perhaps next time you could…
Make sure you proof read your work
To improve try to use more/less…

Specific (be precise)
Pick out specific words and sentences. Give an exact idea of where and when improvement can occur. Go into depth and explain what you mean.
EXAMPLES
In the…paragraph you could have…
Use evidence to support your idea…

Not all marking is done by teachers.

Students may be asked to assess the work of others.

Write your name at the bottom of your peer's work

Marked by…

Proof read your peers work.

Underline any **spelling** mistakes and mark any **grammar** mistakes using the marking guide.

Highlight any keywords used.

Have they met the success criteria? How?

Do you have any questions for them?

How do you think they can improve their work? Use success criteria and grade descriptors.

Marking Guide
Sp – Spelling mistake.
x3 – Write out correct spelling 3 times.
CL – Change this to a capital letter.
P – Correct this punctuation error.
// - Start a new paragraph here.
Gr – Correct this grammar error.
? – This does not make sense.

Self Assessment

Lesson	Aiming for 4		Aiming for 6		Aiming for 8
P5.1 Alternating current	I can state that the UK mains supply is a high-voltage alternating current supply.	☐ ☐ ☐	I can describe UK mains sup...		
	I can state simple differences between a.c. and d.c. sources.		I can compare period and am...		
	I can describe how the trace on an oscilloscope changes when the frequency or amplitude of the signal is changed.		I can operate to display an ...		
P5.2 Cables and plugs	I can identify the live, neutral, and earth wires in a three-pin plug.	☐ ☐ ☐	I can discuss used in cables physical and e...		
	I can identify the key components of a...		I can describe...		

Learning Pathway Achieved	Use of Contextual Knowledge	Structure	Next steps for success
Foundation	General knowledge on Roman Britain but not specific to Boudicca's rebellion	You have a point that addresses the Q but it lacks evidence and explanation	Redraft a paragrap... on the Battle of Watling street.
Core	Some knowledge of Boudicca's rebellion but lacks specific reference **(E.g. People, place, date)**	You have points that address the Q and some relevant knowledge but no explanation	Redraft a paragrap... on the Battle of Watling street including information specifi... to **either** Boudicca' failure **or** Roman success
Proficient	Sound knowledge of Boudicca's rebellion referencing **people, place, date**	You have points that address the Q and specific relevant knowledge and have attempted an explanation	Redraft a paragrap... on the Battle of Watling street starting the explanation with *'This shows that Roman tactics were significant in Boudicca's failure because ...'*

Students can sometimes assess their own work against specific marking criteria.

What could happen next in the classroom...

Dedicated Improvement & Reflection Time

DIRT

It is quite common to then ask students to develop or improve their responses. This is often known in school as DIRT time.

The pink box indicates the section of your work you should consider in making improvements to the work that has been assessed. The size of the

box determines how many improvements you should consider .

These improvements may be:

- To complete or improve the original task set
- To produce a section of the work to a higher standard
- To add further detail in order to improve your final piece
- To complete an extension question to further your understanding
- To tackle a similar task again to make sure you've mastered the skill(s)

Targets and Current Working Level in KS3

▶ The Robert Carre Trust model for Key Stage 3 Assessment is based on the principal of *Learning Paths*, and each student's work is measured in relation to these learning paths.

▶ Based on prior attainment and professional judgement students are assigned a Learning Path in each of their subjects.

The KS2 results are used as a starting point for determining each student's target learning path in the majority of subjects.

Learning Pathways and targets in school are based around FFT targets (See Slide 11).

When this data is missing teachers assess students in comparison to their peers.

Determining a Target Working Level

▶ **Pupils at KSHS achieved an average score of 111in their KS2 SATS last year (National averages are shown below. A score of 100 is an indication of being secondary school ready)**

Average scaled scores in reading, maths and grammar, punctuation and spelling, 2016 to 2023 (England, all schools)

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Reading test	103	104	105	104	x	x	105	105
Maths test	103	104	104	105	x	x	104	104
Grammar, punctuation and spelling test	104	106	106	106	x	x	105	105

FFT Benchmark ❓ ———— 50 **20** 5

MORE CHALLENGE ❯

School targets are set using national benchmarking data provided by a national data provider called FFT (Fisher Family Trust). The school sets targets at FFT 20 which means we aim for students to attain in line with the highest achieving schools. (Those schools in the top 20% nationally for student progress from key stage 2 to key stage 4).

← 49%   27% →

1	2	3	4	5	6	7	8	9
0	0	1	4	16	28	24%	18	9
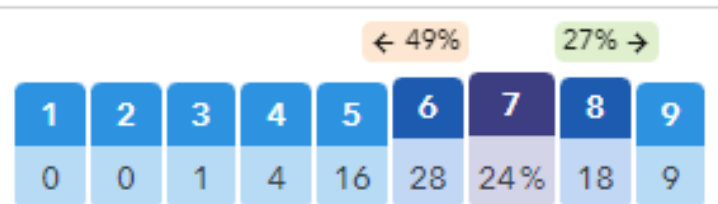
Some departments do not use FFT for establishing a target because Maths and English scores at key Stage 2 don't link easily to these subjects.
Department Baseline Testing is used in:

- **Art**

- **Drama**

- **Music**

- **PE**

Your child's work may be judged to fall into one of four categories or levels:

Foundation	Core	Proficient	Exceptional
This work is currently judged to be the work of a key stage 3 student who is working towards GCSE grades 1-3 in Years 10 & 11	This work is currently judged to be the work of a key stage 3 student who is working towards GCSE grades 4-5 in Years 10 & 11	This work is currently judged to be the work of a key stage 3 student who is working towards GCSE grades 6-7 in Years 10 & 11	This work is currently judged to be the work of a key stage 3 student who is working towards GCSE grades 8-9 in Years 10 & 11

When tracking is sent home you will see a Target Learning Pathway (what they can aim for) and a Current Learning Pathway (what they are actually achieving). The infographic above explains the four learning pathways and how this applies to student work.

Effort Grades

1* – Exceptional Effort

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

1 – Good Effort

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

2 – Satisfactory Effort

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

3. Inconsistent Effort

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

4. 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