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ASSESSMENT AT KEY STAGE 3 SUMMARY:

There are no longer National Key Stage 3 levels to record attainment and student progress though the Key Stage 3.

Key Stage 3 subjects have been organised into milestones of key knowledge, understanding and skills that students will be expected to develop in preparation for their Key Stage 4 courses. Assessment is based on the progress made across specific areas in different subjects according to different starting points.

We are using a progress tracking system to make sure that your child is supported to achieve the highest possible outcomes by the end of Key Stage 4.

OUR VISION:

The vision of our Key Stage 3 formative assessment model is one that:

- encourages all pupils to aspire to excellence,
- is based on developing pupils' knowledge and skills to support the highest possible success at Key Stage 4,
- is straightforward for students and parents to understand.

HOW DO WE SET TARGETS FOR YOUR CHILD?

Students are not assigned an end of Key Stage 3 target *level* – we focus on their starting point and build from there.

Your child is set end of Key Stage 4 predictions based on their Key Stage 2 performance in English and Mathematics using the Department for Education's guidance. From this information, your child is given a forecast attainment outcome. This is linked to what other children in England with a similar points score on entry to Year 7 should achieve when they finish Year 11.

Depending on your child's average point score upon entry to Key Stage 3, they are assigned 'Starting Points' of 1 – 5. This allows us to monitor the expected progress of your child on their journey through school. Teachers use your child's Starting Point as a planning tool to tailor lessons to the needs of each student.

HOW DO WE MEASURE PROGRESS? A GROWTH MINDSET AND MASTERY APPROACH

Across subjects students will work towards the 'Mastering' of different topics and skills each half term. Students will be given the range of skills that they are working on at the start of each half term on a summative progress assessment sheet. These will also be available on the school website for parents and carers.

Throughout each half term, students will receive formative feedback from the teachers linked to their progress which will support them to move towards the 'Mastering' progress indicators. This sheet will clearly show them what they need to demonstrate to show that they are 'Mastering' skills or topics.

Teachers will provide feedback using the following progress indicators:

- o Mastering
- o Confident
- o Secure
- o Developing

Formative feedback will clearly show where a child is against these indicators and guide them on the next steps needed to work towards 'Mastering' a topic or skill.

Name:

Teacher:

Skills assessed: Write appropriately for the purpose and audience set by:

- Using a range of persuasive devices.
- Being thoughtful and imaginative.
- Organising the whole text effectively.
- Using a range of sentences.

Success criteria:

Progress	Descriptor
Mastering	<ul style="list-style-type: none"> • A broad range of persuasive devices are used effectively. • Well judged, distinctive individual voice sustained. • Material is skilfully controlled and sequenced. • Uses a variety of sentence structures confidently and accurately.
Confident	<ul style="list-style-type: none"> • A range of persuasive devices are used effectively. • Material is clearly controlled and sequenced. • Convincing, individual voice established and mostly sustained throughout. • Uses a variety of sentence types successfully with complex sentences mainly accurate. • Uses a variety of sentence types mainly successfully. • Material is structured with a clear use of paragraphs for effect. • Some use of persuasive devices. • Relevant ideas and material developed with some imaginative detail.
Secure	<ul style="list-style-type: none"> • Some evidence of an attempt to use a range of persuasive devices. • Some attempts to paragraph by clustering related ideas. • Some ideas of ideas and material developed imaginatively. • Some attempt at sentence structures beyond simple sentence.
Developing	<ul style="list-style-type: none"> • One or two persuasive devices used. • Some basic attempt to sequence ideas. • Some attempt to elaborate on basic ideas. • Only simple sentences used.
IE	<ul style="list-style-type: none"> • Nothing to reward

Assessment outcome:

WWW:

EBI/DIT:

PROGRESS CONVERSATIONS WITH STUDENTS: OUR EXPECTATIONS

Across subjects students will be able to talk about their progress against the indicators above. As part of the Growth Mindset approach, students will be encouraged to ask themselves the question – ‘*What progress am I making in?*’ We want students to be able to talk about their current progress, as well as what they need to do in order to move towards the ‘Mastering’ indicators.

HOW DO WE TRACK AND REPORT PROGRESS?

Your child’s progress will be tracked through evidence in their books alongside their summative assessment sheets. Teachers will also record summative assessments at five times during the school year, where they will report whether your child is Developing, Secure, Confident or Mastering the skill or topic linked to the indicators set on the department assessment sheets. Teachers will also record a numerical rating for behaviour, effort and homework according to the following criteria:

1= Excellent

2= Good

3= Satisfactory

4= Poor

Individual children’s academic progress will then be discussed within departments at department meetings, and students who are not making ‘expected’ progress will be identified. Actions will be put in place to support them to move forwards. These actions and their impact will then be reviewed with a member of the school leadership team on a half-termly basis.

An electronic report outlining the progress indicators and your child’s summative assessment decision will be emailed to you after each of the five calendar assessment points. This will allow you to monitor your child’s progress and support needs in different skills and topics across each of their subjects.