

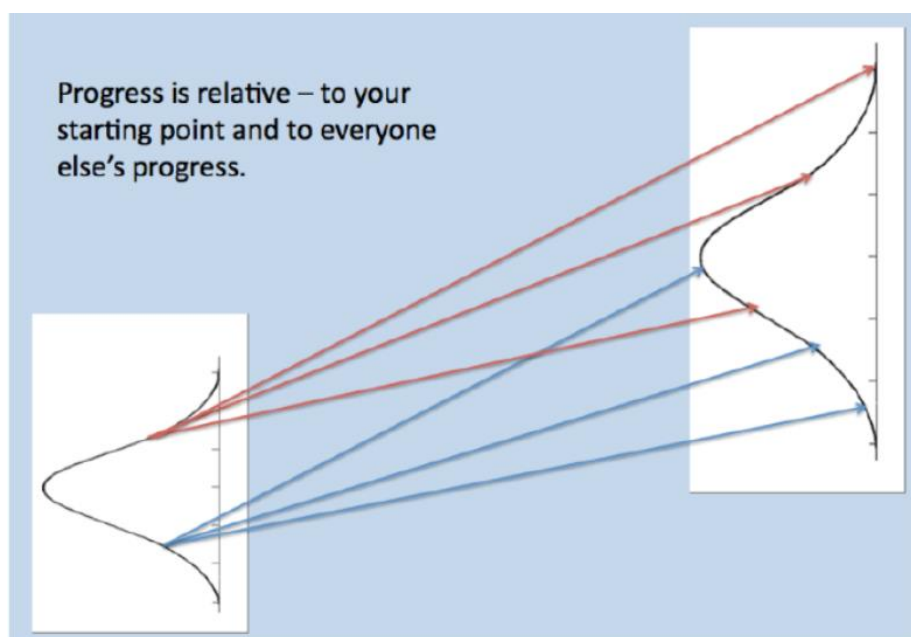
Assessment at KS3



Kenilworth School

An outline of our approach to assessment and reporting in Year 7, 8 and 9

A Guide for Parents



The Background

In 2014, the government removed National Curriculum Levels for Years 7, 8 and 9 (Key Stage 3). Schools across the country have been working to develop new ways to assess progress and attainment at KS3 so that students and parents know how well they are doing and how to improve.

Basic principles:

Formative Assessment and Feedback

The most important goal of assessment is that it helps students to make progress with their learning. Grades by themselves tell students how they compare to their peers but don't tell them anything about what they need to do to improve their work or deepen their understanding. They need feedback based on an assessment of their work.

Formative assessments are the most important part of our assessment system. That means that we use tests, marking criteria and examples of excellent work to show students the standards that are expected and how to reach them.

Progress

Every child arrives at Kenilworth School having reached a different level of attainment in each subject. It is important that we take account of their starting point in setting learning goals and measuring progress. In our system, a simple comparison between attainment scores and targets will demonstrate how well each student is doing compared to where they started. All students have scope to make excellent progress regardless of where they start.

Attainment Scores

All children should believe that their learning has no limits and that they can continually improve and reach ever-higher standards. However, in practice, standards are often defined by comparing certain outcomes to the full range of outcomes of all students. 'How good is my writing?' or 'is 70% a good score?' are all questions best answered by comparison with standards set by the cohort as a whole. So, in addition to telling students how to improve and how much progress they are making, we believe it is important to know how their attainment fits within the school and nationally. A simple way of doing this is with a graded scale.

Instead of inventing a new scale, we believe it is a good idea to use the scale 1 – 9, linked to the new GCSE grades so that it is familiar to everyone involved.

The Process

We have allocated each student at KS3 to a starting profile which is based on his or her KS2 outcomes. Five starting profiles cover our cohort. The profiles do not label students, they will sit in the background of our data system to help set targets and for teachers to award appropriate attainment scores.

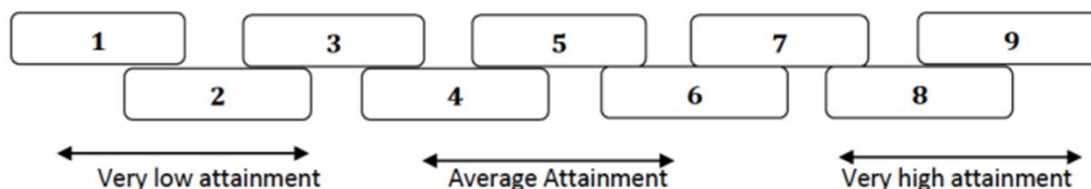
Allocation to a Starting Profile (SP) is determined by the KS2 outcomes and will generate a yearly Target **Attainment Score** (table 1). For Maths and English, "Profiles" will be based on just KS2 Maths and KS2 English levels/scores respectively. Starting Profiles will be based on the average of Maths and English for most other subjects with Music, PE and Art using baseline data that will be determined by teachers in the first half term. Where no KS2 data is available baseline test data will be used. Each year data will be reviewed so that students can move up to a higher profile if their progress suggests they need greater challenge.

Starting Profile	Average KS2 Entry		Attainment Scores			
	Level	Approximate Numerical score (2016)	Exceeding Target Exceptional progress E	Securely on target Good Progress G	Approaching Target Some Progress A	Below Target Poor Progress P
SP5	5a,6	115+	9	8	7	6
SP4	5c,5b	110 - 114	8	7	6	5
SP3	4a	107 - 109	7	6	5	4
SP2	4b,4c	104 - 106	6	5	4	3
SP1	3, <3	<103	5	4	3	2

Table 1

It is expected that the G grade is the default grade for students completing the work to a good standard routinely. E indicates pushing to the top edge of the grade range and will be reserved for genuine excellence; E means Exceptional. A meaning 'Approaching Target' suggests that progress is being made, but that they are currently working below target. This sets high standards that may be challenging for some students; we think it is a good way to keep students focused on aiming high.

Although we are using discrete numbers 1 – 9, each number is indicative of a wide attainment range. Teachers use their judgements based on different assessments to estimate a best fit **Attainment Score**. As we get to know how the new GCSE grades work in practice, we will get better at making these estimates more accurately.



Crucially, the numbers do not form a ladder, students making steady progress at the same rate will retain the same grade throughout every year. There is no limit on anyone's progress or attainment; students who continually improve beyond the average rate of progress will see their scores rise.

Assignments

In order to help students, parents and teachers keep on track of the learning each department has developed a set of assignments and pupil tracking sheets. These should be available as a booklet or stuck in students' books and folders and will give a clear indication of the work being learned and what to do to improve.

Reporting

Parents will receive regular reports during the year. We have arranged our reporting schedule so that our key assessments, parents evenings and formal written reports are spread across the year (see table 2).

	Year 7	Year 8	Year 9
September	Y7 Introductory Evening		
December	Parents Evening	Parents Evening	Full Report
January	Interim Report	Interim Report	Parents Evening
April	Interim Report	Full Report	Interim Report
June	Full Report		
July	End of year Attainment and Progress Report	End of year Attainment and Progress Report	End of year Attainment and Progress Report

Table 2

Interim reports will include **Attainment Targets** for each subject, **Progress Indicator (E,G,A,P)** and **Effort descriptors**. The starting profiles will not be included in the report but a target based on **Table 1** will be included along with the Current Attainment Indicator so it will be clear to see how much progress your son or daughter is making in each subject.

A full written report will include all of these grades in addition to comments from the teacher.

The effort descriptors give you an indication of your child's approach to their studies. There are four possible descriptors.

Excellent: Always tries hard and perseveres when they experience difficulties, seeks to achieve excellence in all they do, participate fully in lessons, is well organised and produces homework to a very high standard; often goes beyond the minimum expected.

Good: Consistently works hard and produces work that meets the expected standards; participates well in class, is well organised and has a good homework record with very few omissions.

Some Concerns: Inconsistent in terms of the quality of work produced, concentration in class, completion of homework and general organisation.

Poor: Regularly arrives to lessons without completed homework or the required equipment; does not concentrate well in lessons and often produces work below the standards they are capable of reaching.

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