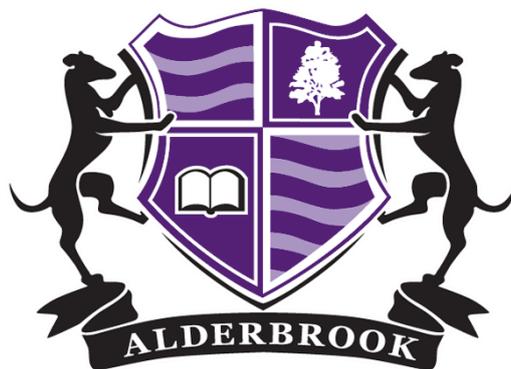


Assessment at Key Stage 3

Alderbrook School 2020

‘If parents want to give their children a gift, the best thing they can do is teach their children to love challenges, be intrigued by mistakes, enjoy effort and keep on learning. That way their children don’t have to be slaves to praise. They will have a lifelong way to build and repair their own confidence’.

Carol Dweck



AMBITION | BRAVERY | KINDNESS

Our assessment system focuses on and celebrates how much progress a student has made from their individual starting point. This involves encouraging students to recognise that progress can be achieved through good effort, behaviour, independent learning habits and high attendance. Evidence shows us that students who take time to respond to any verbal or written feedback, make the best progress of all.

The main purposes behind our assessment system are:

- Helping students to make progress by understanding their strengths and weaknesses.
- Informing students and parents/carers about their progress relative to starting points.
- Not to limit what students think they can achieve by setting 'targets' but encouraging all students to work towards making the best progress possible.
- To be clear about how a student's overall attainment and progress compared to national standards, so that parents/carers and students can make informed decisions about their future.

How do we assess students?

We assess students in two ways:

Formative - on going, ungraded and focused on smaller chunks of learning in class.

Summative – a summarising grade which reflects a culmination of learning across a period of time, including class tests. This grade accounts for how well students can remember and apply their learning from previous topics. This will be shared with you on school reports.

Formative assessment is the most important as it has the biggest impact on learning. This is because it is based on teachers identifying strengths and areas of weakness for their students, helping them to develop and make improvements in their day to day lessons. Examples of this include questioning, observing student work, marking, literacy and subject short tests, quizzes, multiple choice questions.

Placing students onto a threshold starting point

We use assessments and information gathered from Key Stage 2 and our own internal baseline assessment, to place students onto one of the five thresholds below.

Ordinarily the national standards refer to SATS data. This year the standards refer to the triangulation of information to find a best fit 'starting point' for our students.

Due to the absence of SATS data, we are relying on the range of teacher assessed information we have received from primary schools, with externally provided CATS tests (cognitive ability) and finally, our own baseline assessments in lessons.

Exceeding – working well above national standards

Aspiring – working above national standards

Developing – working at national standards

Emerging – working towards national standards

Foundation – working below national standards

Some of our creative and practical subjects will agree a child's baseline threshold based solely on our own baseline assessments, as we recognise these subjects have their own specialist skills. It should be noted however, that GCSE qualifications do contain components that are not assessed at Key Stage 3 where the focus is largely practical experience.

How do we measure progress?

Your child's initial threshold is a starting point. Thereafter, on each school report, we will provide you with an indication of the progress your child is making from this threshold.

The threshold assessment criteria used by teachers in class provides preparation for Key Stage 4 qualifications, but also reflects the breadth of the National Curriculum at Key Stage 3, with an emphasis on students being able to understand and apply their learning. The criteria becomes increasingly challenging as the academic year develops, so 'developing' in year 8 is more difficult than 'developing' in year 7. Your child's progress may fluctuate report to report and this is often because topic skills vary and the type of content can change significantly, even within a subject.

Your child will receive a progress grade as follows

- P4 – they are working well above their starting threshold
- P3 – they are working at the top of their starting threshold, and above.
- P2 – they are working at the lower end of their starting threshold, and below.
- P1 – they are working below their starting threshold.

You can see on the flight path below, how progress could lead towards GCSE grades, though evidence shows us that students can make enormous bounds in progress if their attendance is good, and if they have consistently high ‘Approach to Learning’ and ‘Behaviour’ grades on their reports. This year we have introduced an ‘independence’ grade to encourage students to develop the confidence and personal organisation skills to be resourceful, organised and work well at home.

	KS2	Y7.1	Y7.2	Y7.3	Y8.1	Y8.2	Y8.3	Y9.1.	Y9.2	Y9.3	Y10.1	Y10.2	Y10.3	Y11.1	Y11.2	Y11.3	KS4					
Starting Point ↓	Alderbrook School Progress Tracker							9	9	9	9	9	9	9	9	9	9	9				
								8	8	8	8	8	8	8	8	8	8	8	8	8	8	
								8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
								7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
								7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
								7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
	Responding to feedback, good effort and behaviour	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6				
		6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6				
		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5				
		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5				
		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4				
		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4			
		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3			
		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3			
		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3			
3		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3				
2		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2				
2		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2				
2		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2				
1		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1				
1		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1				
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1					
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1					
Foundation																						

Please find the criteria below.

The reporting of student behaviour and approach to learning

	L1	L2	L3	L4
Approach to Learning	<p>Often gives up when learning is perceived to be challenging, even where support is offered.</p> <p>Work is often incomplete and there needs to be more willing to improve, including when support is given.</p> <p>Overall commitment to learning needs much improvement.</p>	<p>Can show resilience but needs to avoid giving up when learning is perceived as challenging.</p> <p>Work does not always reflect their true ability.</p> <p>Needs to show greater willingness to improve work.</p> <p>Overall commitment to learning could be better.</p>	<p>Usually resilient in the face of challenges.</p> <p>Usually checks work for detail and responds to feedback and advice.</p> <p>Is self-motivated, listens quite well and demonstrates some curiosity about their learning.</p> <p>Overall, commitment to learning is good.</p>	<p>Enjoys challenges and is resilient.</p> <p>Constantly checks work for detail and willingly responds to feedback and advice.</p> <p>Is self-motivated, listens well and is both curious about their learning</p> <p>Overall, is ambitious and commitment to learning is outstanding.</p>

	B1	B2	B3	B4
Behaviour	<p>Behaviour is impacting negatively on learning.</p> <p>Can be disruptive and look to distract others.</p> <p>Must accept they need to be far more respectful to other students or the teacher.</p> <p>Must develop greater awareness of the impact of their behaviour on others.</p> <p>Must engage more positively to support given.</p>	<p>Behaviour sometimes causes concern.</p> <p>Lapses in concentration mean they can be easily distracted.</p> <p>On occasions, needs to be more consistently respectful towards other students or the teacher.</p> <p>Must recognise the need to take more responsibility for their actions.</p>	<p>Behaviour is good.</p> <p>Responds well to requests.</p> <p>Is kind, polite and courteous.</p> <p>Works well alone and with other students.</p> <p>Is respectful of different beliefs, opinions and attitudes.</p>	<p>Behaviour is exemplary; an excellent role model for the class.</p> <p>Takes full responsibility for supporting teaching and learning.</p> <p>Is very kind, polite and courteous.</p> <p>Works extremely well alone and is supportive of other students.</p> <p>Is respectful of different beliefs, opinions and attitudes.</p>

	11	12	13	14
				
Independent Learning at home and at school	<p>Needs to attempt more work at home.</p> <p>Needs to develop their resourcefulness, including using a range of sources to help them with their work and asking the teacher when they need help.</p> <p>With support must learn to meet deadlines.</p>	<p>Could attempt more work at home.</p> <p>Can develop more resourcefulness, including using a range of sources to help them with their work and asking the teacher when they need help.</p> <p>Should try to meet deadlines more regularly.</p>	<p>Attempts all work set to be completed at home.</p> <p>Is organised, meeting deadlines and usually seeking help when needed.</p> <p>Is usually resourceful, often knowing what to do when finding work more difficult.</p>	<p>Always attempts all work to be completed at home to their best ability.</p> <p>Is highly organised, meeting deadlines and always seeking help when needed.</p> <p>Is highly resourceful, knowing what to do when finding work more difficult.</p> <p>Goes 'above and beyond', seeking out new information and practising skills independently.</p>