



Key Stage 3 Assessment at St Benedict's Catholic School

As you may be aware the system of Levels that used to underpin assessment at Key Stage 3 has been removed and schools have been encouraged to develop systems that best suit their own needs.

At St Benedict's Catholic School we have been looking at a number of systems in order to select the one which we think will work best for our students, inform them of where they are in their learning and help them make progress as they move through the school. We have therefore designed a system of assessment that identifies what is expected of a student at a particular stage of their learning. We have called this Secure and then used a system of attainment bands to identify those who have gone beyond this or are still working towards this secure understanding of the Key Stage 3 curriculum.

The words we have used are shown below with a definition of the word and the abbreviation that is found on the report.

Table 1: Letters and words used to describes the grades used at Key Stage 3:

M	Mastered	Demonstrated a comprehensive understanding of all concepts and skills in a unit of work.
E	Extended	Grasped the main concepts and skills in a unit of work and can apply to new contexts.
S	Secure	Has a secure understanding of the main concepts and skills when applied to familiar contexts.
A	Approaching	Grasped most of the main concepts and skills in a unit of work and is approaching 'secure'.
D	Developing	Grasped some of the main ideas and skills in a unit of work but others require development.
B	Beginning	Beginning to grasp some of the main ideas and skills in a unit of work.

We have defined our words so that a pupil who achieves Mastery is likely to go to achieve the highest standards at the end of Year 11. A student who is Secure has grasped the main concepts of the curriculum and is likely to achieve a good pass at GCSE which is now defined at a grade 5. The philosophy is to aim high and to encourage students to work hard to achieve Mastery of the curriculum.

The following table shows how the progression works as the pupils move throughout the key stage.

Table 2: Progression in skills and knowledge as pupils move through Key Stage3:

GCSE Grade	Year 7	Year 8	Year 9
6			Mastered
5		Mastered	Extended
4	Mastered	Extended	Secure
3	Extended	Secure	Approaching
2	Secure	Approaching	Developing
1	Approaching	Developing	Beginning
Entry Level	Developing	Beginning	
Working Towards	Beginning		

Essentially a student who has attained Mastery will need to ensure this is sustained in order to achieve high outcomes at GCSE. A student who is Secure needs to aim to extend their knowledge in order to make good progress as they move through the school. The system allows for natural progression as the work will get more demanding as students move into Year 8 and 9. That is being Secure on a piece of work or unit will be more demanding in Year 9 than it would be in Year 7.

Do note that we have tried to tie the words used in each Year to a grade on the new GCSE 1-9 scale. This is difficult to do so should be treated as approximate only but gives you a rough guide to where the student is on this new scale.

Grade descriptors for each word have been developed for each subject to be used at Key Stage 3. These can be found on the school VLE and the school website.

We have retained the use of subject target grades which give you an idea of where a student should be based on previous performance at the end of Year 6 or Key Stage 2. Where a student is meeting or exceeding the subject target grade then good progress is being made.

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