

### **KS3 Assessment and Reporting.**

#### **Secure and Mastery of the Key Stage 3 curriculum.**

In order to report on progress in subjects at Key Stage 3 the school uses a system of grades that are based on acquiring the knowledge and skills to be secure in the content that has been taught. Where a pupil is deemed to be secure in a subject, that student has essentially met the requirements of the curriculum for that year group on the work that has been covered so far.

Where a student is judged to be working at a higher or lower standard than Secure a system of relative grades are used which is shown in the table below:

<b>Grades</b>	<b>Grade</b>	<b>Description.</b>
<b>9M,8M,7M</b>	<b>Mastered</b>	Demonstrated a comprehensive understanding of all concepts and skills in a unit of work.
<b>9E,8E,7E</b>	<b>Extended</b>	Grasped the main concepts and skills in a unit of work and can apply to new contexts.
<b>9S,8S,7S</b>	<b>Secure</b>	Has a secure understanding of the main concepts and skills when applied to familiar contexts.
<b>9A,8A,7A</b>	<b>Approaching</b>	Grasped most of the main concepts and skills in a unit of work and is approaching 'secure'.
<b>9D,8D,7D</b>	<b>Developing</b>	Grasped some of the main ideas and skills in a unit of work but others require development.
<b>9B,8B,7B</b>	<b>Beginning</b>	Beginning to grasp some of the main ideas and skills in a unit of work.

Clearly a student that has achieved 'Mastered' has a sound grasp of the material that is being covered. They are likely to be heading towards the higher end of the grade spectrum at GCSE, should they continue with the subject. Students who achieve less than 'Secure' have yet to acquire the knowledge and skills that are expected of the Key Stage 3 curriculum and will be given targets to help them achieve this level.

#### **Formal Assessment.**

Students are assessed formally once every term and for most subjects this formal assessment will cover all the work done up to that point in the year. Some subjects may assess more frequently than this e.g. half termly. For some subjects this will be an in-class test or series of tests. In practical subjects a project or series of projects may be used.

Students are only assessed on work that has been taught up to that point and never on material that has yet to be taught. Assessments may also cover work that has been taught in previous terms to reflect the increasing level of knowledge required as they move through the course. Teachers will also use other evidence of performance such as the standard of homework and other work produced in class. They will use these sources of evidence to produce a current attainment grade that best reflects the standard of work produced. For this reason, the grade reported is frequently referred to as the Current Working Grade of the pupil.

Each student will receive a report at the end of each term which will clearly state the grade that they are working at in each subject. In this way parents will know how their son or daughter is doing in each subject. In the spring and summer term, the report will also state the grades achieved in



previous term so that comparisons can be made with previous performances. However, it should be noted that the most recent grade will always be the best indicator of a student's performance.

A termly report will include the following information:

**Subject Target Grade:** This is the grade that the student should be aiming at for the end of the year. It is an aspirational grade based on prior achievement, usually at Key Stage 2 but may include performance shown at an earlier stage of Key Stage 3. Please be clear that the subject target is **NOT** a forecast grade. Some pupils meet their targets; some pupils exceed them but some do not achieve their target grade.

**Current Working Grade:** The current working grade is the grade that is the teacher's best estimate of the standard that is being achieved by the pupil.

**Attitude to Learning Grade:** A grade of 1 to 3 which indicates whether or not a pupil is meeting the expectations of students at St Benedict's. Grade 1 = Below Expectation, Grade 2 = Meeting Expectation and Grade 3 = Exceeding Expectation. Further detail is provided below.

The **Current Working Grade** should always be interpreted in relation to the **Subject Target Grade** which gives an indication of the grade at which a pupil should be aiming. Good progress is being made when a pupil is close to or on their target grade and excellent progress is made when a pupil exceeds the target grade.

John D'Mello

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### Attitude to Learning grades

These are awarded on a 1 to 3 scale are based on our school values of Compassion, Wisdom and Resilience. The meaning of the Attitude to Learning Grades are as follows:

Grade	Definition
3	<b>Always meets and often exceeds the expected Attitude to Learning at St Benedict's</b>
2	<b>Meets the expected Attitude to Learning at St Benedict's</b>
1	<b>Below the expected Attitude to Learning at St Benedict's</b>

A grade of 2 means that a student is meeting our expectations here at St Benedict's so a good report will have grades that are 2 or above in all subjects. To achieve a grade 2 a pupil needs to do all of the following:

1. Meet the St Benedict's Classroom expectations of Compassion, Wisdom, and Resilience in most lessons—on display in all classrooms: - but for reference they are listed below:

#### **Compassion:**

- Be respectful of others' views and experiences.
- Do not disrupt others' learning.
- Be kind and safe in all your actions.

#### **Wisdom**

- Have your equipment ready for every lesson.
- Be ready to learn.
- Actively listen to others—do not talk or interrupt.

#### **Resilience**

- Be positive and don't quit.
- Seek help when you need it.

2. Complete the vast majority of homework set by the classroom teacher to the best of their ability.

3. Complete most classwork in lessons and maintain an ordered exercise book to the best of their ability.

4. Engage with the lesson and answer questions when asked by the teacher to the best of their ability.