KS3

New assessment and reporting system

Why the need to change?

- In 2015 the National Curriculum levels were removed

- Each school designed their own assessment systems

- We used the 9-1 GCSE grades for all year groups from year 7-11 and monitored progress against a flightpath

- Trying to grade KS3 work against GCSE grades has proved difficult to do accurately

- The KS3 curriculum is not linear which makes the flightpath difficult to track

Reporting attainment at Key Stage 3

▶ Assessments in December and June

▶ Reports home in January and July (Attitude to Learning in April)

▶ Each student will be given an assessment percentage and a band:

Emerging	Developing	Embedding	Mastering

▶ Each student will be awarded Attitude to Learning Grades:

A	B	C	D	E

How will your child know what to revise?

Subject
Science

What is being assessed?

- Solids, liquids and gases
- Heating and cooling curves
- Separating techniques
- Diffusion
- Energy in food
- Power and the cost of electricity
- Energy stores and transfers
- Renewable and non-renewable energy resources
- Heat transfer and insulation

How will they be assessed?

Students will sit a 40-minute written exam which will be marked out of 35 marks. There will be 6 short answer questions and one 4 mark longer answer question. They will require a calculator and a ruler for the exam.

What resources are available to help the students prepare?

- Seneca learning – Course: Science KS3 https://app.senecalearning.com
- BBC Bitesize
  - States of Matter https://www.bbc.com/bitesize/topics/z9r4jxs
  - Separating Mixtures https://www.bbc.com/bitesize/guides/zgvc4wx/revision/1
  - Energy Transfers https://www.bbc.com/bitesize/guides/z99jq6f/revision/1
- Exercise books
- Previous test

Personal Learning Checklists

PLCs used to guide revision and identify areas of weakness to improve

Topic Name	Total Marks	R/A/G	Tick one or two topics to improve
Digestion and Nutrition	16/17		
The Breathing System and Smoking	8/12		
Respiration and Exercise	2/11		✓
Anaerobic Respiration	3/5		
Muscles and Joints	4/9		✓

Emerging	Tick if completed
AO1: You give basic descriptions.	✓
AO2: You identify causes/ consequences/ similarities/differences.	✓
AO3 & 4: You understand the meaning of sources/interpretations. You can select some relevant information.	✓
Developing	
AO1: You use some specific facts (names, places, dates) to describe.	✓
AO2: You organise your ideas to support big POINTS to describe causes/ consequences/ similarities /differences.	✓
AO3 & 4: You begin to explain sources/interpretations using your basic knowledge. You can identify the provenance of the evidence (who it was produced by, where when and why) and how that might affect its point of view.	✓
Embedding	
AO1: You show good knowledge by including lots of specific facts and key words.	✓
AO2: You start to explain causes/ consequences/ similarities/differences using PEEL.	✓
AO2: You begin to show how events/ ideas/ causes/ consequences are linked.	✓
AO2: You reach a decision with valid reasoning on significance	
AO3 & 4: You explain sources/interpretations using your knowledge. You support your ideas using relevant examples from the evidence.	✓
AO3 & 4: You consider the provenance of the sources/interpretations to evaluate how useful or reliable the evidence is.	
Mastering	
AO1: You write in detail using lots of specific facts and key words to demonstrate very good knowledge and understanding.	
AO1: You demonstrate independent enquiry skills by including information from your own studies and reaching independent conclusions.	
AO2: You carefully explain causes/ consequences/ similarities/differences using PEEL. Your work shows the complexity and connections within the topic.	
AO2: You evaluate the importance of factors with rigour to reach a conclusion on significance.	
AO 3 & 4: You combine and compare sources/interpretations to support and substantiate arguments.	
AO 3 & 4: You critically evaluate sources/interpretations based on both the provenance of the evidence and your detailed contextual knowledge.	

What should your child be achieving?

▶ Expectations will be based on previous attainment:

Prior attainment at KS2	Assessment expectations
111-120	To achieved 'Mastering' on most assessments
100-110	To achieve 'Embedding' on most assessments
90-99	To achieve 'Developing' on most assessments
80-89	To achieve 'Emerging' on most assessments

Haygrove School
Y9 Expectations – November 2018

Jane Brown 09J

Percentage Attendance - 100.0%

Subject	Expectation
English	Mastering
Maths	Embedding
Science	Embedding
Art	Embedding
Computing	Embedding
Drama	Embedding
Design and Technology	Embedding
PE	Embedding
French	Embedding
Geography	Embedding
History	Embedding
Music	Embedding
Religious Studies	Embedding
PSHE	Embedding

KS2 Reading Standardised Score	KS2 Grammar Standardised Score	KS2 Maths Standardised Score	KS2 GMR Scaled Score	CATS Verbal	CATS Quantitative	CATS Non-Verbal	CATS Spatial	CATS Mean
110	115	106	110	114	109	104	103	108

GLOSSARY

Assessment Expectations

These are set using guidance from the Department for education based on how your son performed at KS2. In cases where KS2 data is unavailable CATS (Cognitive Ability Tests) are used to help set achievable/aspirational expectations.

CATs (Cognitive Abilities Test)

Year 7 students sit these tests during their first term at Haygrove School. These are tests that assess a student's reasoning (thinking) abilities in several ways. Each student sits 4 tests: Verbal (word understanding); Quantitative (number understanding); Non-Verbal (shape and pattern recognition) and Spatial (shape and space). The results of your child's test are shown at the end of this report for your information.

If the score is within 90-110 then they are average for that skill. If it is lower than 90 then they need extra support in that area, if it is higher than 110 it shows a particular strength.

KS2 Prior Attainment	Haygrove Assessment Expectations
111-120	To achieve 'Mastering'
100-110	To achieve 'Embedding'
90-99	To achieve 'Developing'
80-89	To achieve 'Emerging'

Haygrove School
Y9 Expectations – November 2018

Jane Brown 09J

Percentage Attendance - 100.0%

Subject	Expectation
English	Mastering
Maths	Embedding
Science	Embedding
Art	Embedding
Computing	Embedding
Drama	Embedding
Design and Technology	Embedding
PE	Embedding
French	Embedding
Geography	Embedding
History	Embedding
Music	Embedding
Religious Studies	Embedding
PSHE	Embedding

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Haygrove School
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Jane Brown 09J

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Science	Embedding
Art	Embedding
Computing	Embedding
Drama	Embedding
Design and Technology	Embedding
PE	Embedding
French	Embedding
Geography	Embedding
History	Embedding
Music	Embedding
Religious Studies	Embedding
PSHE	Embedding

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Haygrove School
Y9 Autumn Term Report – January 2019

Joe Bloggs 09J
Percentage Attendance - 100.0%

Subject	Autumn Term Assessments %	Autumn Term Outcome	Autumn Term ATL	Assessment Expectation
Art		Developing	B	Developing
English		Embedding	A	Embedding
Maths		Embedding	A	Developing
Science		Emerging	D	Developing
History		Developing	B	Developing
Geography		Developing	B	Developing
RE		Developing	B	Developing
Music		Embedding	A	Developing
Drama		Developing	C	Developing

GLOSSARY

Assessment Expectations

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In cases where KS2 data is unavailable CATS (Cogitative Ability Tests) are used to help set achievable/aspirational Targets.

Assessment Outcome

The Assessment Outcome is based on the percentage that your son achieved in their recent assessment period.
The Assessment Outcome needs to be compared to the Assessment Expectation to see if the student is making progress in line with previous achievements.

KS2 Prior Attainment	Haygrove Assessment Expectations
111-120	To achieve 'Mastering'
100-110	To achieve 'Embedding'
90-99	To achieve 'Developing'
80-89	To achieve 'Emerging'

Attitude to Learning - ATL

A	Very High standard
B	Good
C	Acceptable
D	Not acceptable
E	Major concerns

Haygrove School
Y9 Autumn Term Report – January 2019

Joe Bloggs 09J
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Subject	Autumn Term Assessments %	Autumn Term Outcome	Autumn Term ATL	Assessment Expectation
Art		Developing	B	Developing
English		Embedding	A	Embedding
Maths		Embedding	A	Developing
Science		Emerging	D	Developing
History		Developing	B	Developing
Geography		Developing	B	Developing
RE		Developing	B	Developing
Music		Embedding	A	Developing
Drama		Developing	C	Developing

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Haygrove School
Y9 Autumn Term Report – January 2019

Joe Bloggs 09J
Percentage Attendance - 100.0%

Subject	Autumn Term Assessments %	Autumn Term Outcome	Autumn Term ATL	Assessment Expectation
Art	45	Developing	B	Developing
English	65	Embedding	A	Embedding
Maths	63	Embedding	A	Developing
Science	25	Emerging	D	Developing
History	40	Developing	B	Developing
Geography	54	Developing	B	Developing
RE	48	Developing	B	Developing
Music	70	Embedding	A	Developing
Drama	50	Developing	C	Developing

Outcome needs to match Expectation

Haygrove School
Y9 Autumn Term Report – January 2019

Joe Bloggs 09J
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Art		Developing	B	Developing
English		Embedding	A	Embedding
Maths		Embedding	A	Developing
Science		Emerging	D	Developing
History		Developing	B	Developing
Geography		Developing	B	Developing
RE		Developing	B	Developing
Music		Embedding	A	Developing
Drama		Developing	C	Developing

This student is achieving our expectations in Art

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Haygrove School
Y9 Autumn Term Report – January 2019

Joe Bloggs 09J
Percentage Attendance - 100.0%

Subject	Autumn Term Assessments %	Autumn Term Outcome	Autumn Term ATL	Assessment Expectation
Art		Developing	B	Developing
English		Embedding	A	Embedding
Maths		Embedding	A	Developing
Science		Emerging	D	Developing
History		Developing	B	Developing
Geography		Developing	B	Developing
RE		Developing	B	Developing
Music		Embedding	A	Developing
Drama		Developing	C	Developing

This student is achieving **above** our expectations in Maths

Haygrove School
Y9 Autumn Term Report – January 2019

Joe Bloggs 09J
Percentage Attendance - 100.0%

Subject	Autumn Term Assessments %	Autumn Term Outcome	Autumn Term ATL	Assessment Expectation
Art		Developing	B	Developing
English		Embedding	A	Embedding
Maths		Embedding	A	Developing
Science		Emerging	D	Developing
History		Developing	B	Developing
Geography		Developing	B	Developing
RE		Developing	B	Developing
Music		Embedding	A	Developing
Drama		Developing	C	Developing

This student is achieving **below** our expectations in Science

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Attitude to Learning - ATL

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Assessments

▶ In every assessment we would like your child to achieve the expectation set

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111-120	To achieve 'Mastering'
100-110	To achieve 'Embedding'
90-99	To achieve 'Developing'
80-89	To achieve 'Emerging'

▶ We will be monitoring attitude to learning grades, especially any D/E grades

Attitude to Learning – ATL	
A	Very High standard
B	Good
C	Acceptable
D	Not acceptable
E	Major concerns