

## A parental guide to assessment in KS3

This year we continue to make changes to the way we assess and report pupil achievement at key stage 3. We have listened carefully to feedback from teachers, parents and pupils and we hope the new and simplified model will provide greater clarity regarding the progress of your child across key stage 3.

### **What does Curriculum Progress mean?**

We do not assign target grades to students at key stage 3 as we do not want to put any limits on their aspirations, this is a key feature of our rigorous and knowledge-rich KLAS curriculum.

- The target for every student in Key Stage 3 is to learn the curriculum.
- We define progress as knowing more and remembering more of the curriculum.
- Our Curriculum Progress indicators (CPIs) of **Secure**, **Developing** and **Complex** relate to what extent a student has learnt and mastered the curriculum. In our KS3 KLAS Curriculum, we set out what we think pupils ought to learn. If they learn what we have set out in the curriculum, then they have by definition got better at our respective subjects and therefore made progress.
- To better inform you of the progress made by students, all Curriculum Progress indicators have been related to the specifics of what has been covered in the Curriculum this term. An example of this layout is below:

| <b>Geography - Year 9 End of term 3</b> |  |   |                                  |                        |
|---|--|---|----------------------------------|------------------------|
| Expectations                            | Classwork, homework and assessments shows student has knowledge of   |   |                                  |                        |
|   | Hydrosphere and the hydrological cycle   | River landforms, processes and flooding | Russia's geopolitical influences | Russia as a superpower |
| Developing                              | The student has developed their knowledge on most of the expectations above. Assessment shows that the student has recall knowledge of the hydrological cycle and features of the hydrosphere but they have not secured the key concepts in enough detail to be able to recall and apply them in all forms. The student can identify the strengths of Russia as a superpower but is unable to draw conclusions, using data.                        |   |                                  |                        |
| Secure                                  | The student has secure knowledge of all expectations of the Geography curriculum that has been taught so far. Assessments show the student has secured the knowledge of the Geography curriculum by explaining how river landforms are created by river processes. The student can also explain the merits of Russia, using data, to appreciate why the term 'superpower' could be applied. As a result, has progressed in line with expectations. |   |                                  |                        |
| Complex                                 |  |   |                                  |                        |

The student has clear and complex knowledge and fulfils all expectations of the Curriculum so far. Assessment proves this and shows that the student has acquired an ability to recall and apply their understanding to explain how river landforms are created at different stages of a river, using knowledge of fluvial processes. The student can also describe and explain the influence of Russia on a global scale, and compare statistics about Russia with other countries to conclude whether Russia is a superpower.

*Please note from July 2022 all the Curriculum Progress information will be on the website. You can access all this detail via a link on the homepage of the Allerton Grange School website. When accessing the homepage click on the pop-up that will appear, named **KS3 reports July 2022**.*

### **How do we assess students?**

Essentially, we assess the learning of pupils in two ways, which act as two separate layers of assessment. Teachers then use this assessment to inform their curriculum progress judgement. These are as follows:

**Layer 1: Formative** – on-going, ungraded and focused on smaller areas of the curriculum.

**Layer 2: Summative** – roughly 2-3 times per year. Knowledge included will build cumulatively through the year. For most subjects this takes the form of a test.

Formative assessment is what we want teachers at AGS focus on the most. This is because research evidence tells us that this has the greatest impact on learning. It does not involve the grading of work but instead the teacher identifying pupils' strengths and weaknesses followed by responsive teaching to help pupils improve.

### **Attitude to learning (ATL)?**

*The attitude to learning grade definitions are below*

*A - Excellent attitude to learning. Student works hard in lessons, is organised, self-motivated, and completes homework.*

*B - Good attitude to learning. Student generally works well, and usually completes homework, but may need reminding to stay on task.*

*C - Poor attitude to learning. Little effort is made, homework is rarely completed, and the student's behaviour may often be unacceptable.*

*D - Cause for concern, no effort is made, homework is not done, students' behaviour is unacceptable and frequently needs reminding to stay on task*