

## Year 7 Key Stage 3 Assessment Information 2018/19

### Key Dates

Meeting with form tutor:  
Autumn Learning Review:  
Spring Learning Review:  
Parents' Evening:  
(J Side)  
(N Side)  
Summer Learning Review:

### Year 7

4<sup>th</sup> October 2018  
November 2018  
March 2019  
  
25<sup>th</sup> April 2019  
2<sup>nd</sup> May 2019  
June 2019

Year 7 Learning Reviews  
provide the following  
information:

#### Autumn

Attendance summary  
HERO scores for each  
subject

#### Spring

Attendance summary  
HERO scores for each  
subject.

#### Summer

Attendance summary  
HERO scores for each

Progress measure (either in  
line, above or below  
expected progress)  
subject

External target: the GCSE  
grade in the subject that a  
pupil should achieve.

Form Tutor Comment

## How will my child be assessed?

Children in Year 7 will be formally assessed through a combination of end-of-term, end-of-unit or end-of-year tests. These take place during lesson time. In addition, informal assessment through the marking of classwork and homework, vocabulary tests or quizzes will also take place. The exact nature and timing of these informal assessments is determined by departments and teachers.

Parents can also access their child/children's performance information via the online system using their secure log-in and password at any time.

## Attendance summary

The attendance summary will display the child's total attendance rate, authorised and unauthorised absences.

## Progress measure

We have introduced a skills-based approach to assessment in KS3 that ensures that the competencies required for success at GCSE are taught and measured from Year 7 onwards. We use the data obtained from Primary Schools at a pupil's entry into Year 7 and professional judgement to calculate where they should have progressed to by the end of Year 8.

Assessments throughout the year will determine the progress made by a pupil, and which allows us to determine whether they are meeting, exceeding or falling below their expected progress for that point in the year.

The level of expected progress will be greater for a student with a higher 'starting point'. This allows us to tailor what we expect from each pupil in accordance with their past achievement. In turn, teachers can then offer an appropriate amount of stretch, challenge and support to students who need it. The expected level of progress will be determined separately for English and Maths, with a combined progress expectation for all other subjects.

External Target: this is the GCSE grade in the subject that a pupil should achieve. It is set externally and represents expected progress considering the pupil's starting point in the school and national data set at the 80<sup>th</sup> percentile. Many pupils will exceed their targets provided they work hard and act on the professional advice that they are given.

## HERO Scores

We believe that effective learning is no accident. Our attitude and approach affect the extent of our learning, and so we have tried to summarise the important factors that influence it. Learning has been broken down into four areas:

- ⊗ Home Learning
- ⊗ Enquiry
- ⊗ Reflection
- ⊗ Organisation

The following prompts or descriptors are used to help pupils and students assess their current approach and consider how they might improve it.

Learning behaviour can be:

- ⊗ **Dynamic** – which will lead to above expected progress over time;
- ⊗ **Positive** – which will lead to expected progress over time;
- ⊗ **Passive** – which will lead to underachievement over time; or
- ⊗ **Disengaged** – which will lead to significant underachievement over time.

All Learning Reviews will contain HERO scores for each subject, alongside an average score. This should be used to identify strengths and areas for improvement, alongside tracking how your child's attitude to learning is developing over time.

In reports these are scored 1 to 4, where 1 represents a dynamic approach to learning, 2 a positive approach, 3 a passive approach and 4 indicates that the pupil is disengaged.

## **Assessment without Levels at Key Stage 3**

### **How has assessment at Key Stage 3 changed?**

In September 2014, the government announced that National Curriculum Levels were to be abolished and not replaced. Instead, from September 2016, all secondary schools in England and Wales are required to publish their own 11-16 assessment policies, detailing how progress and attainment across Key Stages 3-4 will be assessed and reported. This guide explains how John Henry Newman School plans to assess and report student achievement from across Years 7-11, with a particular focus on the changes at Key Stage 3.

We are in the process of refining our approach at Key Stage 3, with the aim of giving greater clarity to parents, so the information below may change over the course of the year.

### **Why have National Curriculum Levels been abolished?**

Levels were first introduced alongside the National Curriculum in 1988. For almost 30 years, they have provided schools, students and parents or carers with a universal language around assessment across Key Stages 1-3, as well as a common criteria against which achievement in individual subjects could be benchmarked, tracked and monitored.

Until 2016, Levels were also used to report the results of Key Stage 1 and 2 statutory assessments (SATS) in Years 2 and 6. Following the abolition of Levels, SATS results are not be reported in the form of Levels but rather as a scaled score in the range of 80-130. At KS2, the government's expectation is that 85% of all students meet the new 'secondary ready' score of 100.

The government's decision to remove Levels from the National Curriculum was motivated by a number of different factors. The main reasons were:

#### *Accuracy and consistency*

Levels were originally intended to be used as broad end-of-unit, end-of-year descriptors, providing students and parents with a best-fit summary of how well learners had mastered the knowledge and skills associated with individual subjects. In practise however, the increasingly widespread use of Levels to assess individual tasks and assignments, distorted this purpose.

#### *Clarity and coherence*

he introduction of sub-Levels (e.g. 4a, 4b, 4c), whilst enabling schools to demonstrate progress at shorter, more regular intervals, has further undermined the usefulness of Levels. Government research suggested that many students and parents or carers did not fully understand and could not clearly explain the difference between specific Levels or sub-Levels in relation to different subjects.

#### *Fixed v. growth mindset*

Where Levels were the main focus of conversations with students and parents or carers, learners understandably often focused more on the Level or sub-Level awarded, than on the specific guidance and feedback provided. Removing Levels therefore has the potential to accelerate learning and student progress by focusing feedback on those aspects of the curriculum where their knowledge and understanding is secure and those areas where there are gaps.

Linked to this, evidence also suggests that removing Levels and the label associated with them, emphasises to learners that there is no ceiling on achievement and helps to promote a positive growth mind-set.

## **Assessment principles**

John Henry Newman's assessment framework seeks to address these concerns and capitalise on the opportunity presented by the removal of Levels, to introduce an assessment system that:

- ⊗ Is simple and easy to understand - for staff, students and parents
- ⊗ Is based on high expectations and challenge for all
- ⊗ Is closely linked to the curriculum and focused on developing the knowledge, understanding and skills needed for success at Key Stage 4
- ⊗ Improves learning and encourages a growth mindset by providing students and parents with high quality next-steps feedback focused on specific objectives
- ⊗ Tracks pupil progress in relation to an aspirational target across Key Stages 3 and 4
- ⊗ Allows all students to experience success, by focusing on the progress they are make from their starting point
- ⊗ Differentiates between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling

## **Tracking Progress**

We now use a system of 'steps of progress' to measure performance at Key Stage 3: the core knowledge, concepts and skills that underpin each subject are assigned to broad **steps**.

We have developed a model similar to many schools, where each subject has split what they teach into skill areas. These skills are linked to the skills that pupils will need when they come to sit their GCSEs. Information on each subject area '**steps of progress**' can be found in the curriculum area of our website.

Please do be aware though that the steps of progress cannot not be accurately compared between subjects (but we are doing some work to ensure greater consistency here). What is important is how much progress your child is making rather than the number they achieve for certain skills in assessments.

We hope that this system will enable us to celebrate all pupils' achievement as we will be focusing on progress, not attainment.