

**CHS South**



## Assessments at Key Stage 3

# Assessment at KS3

## New approach for 2023:

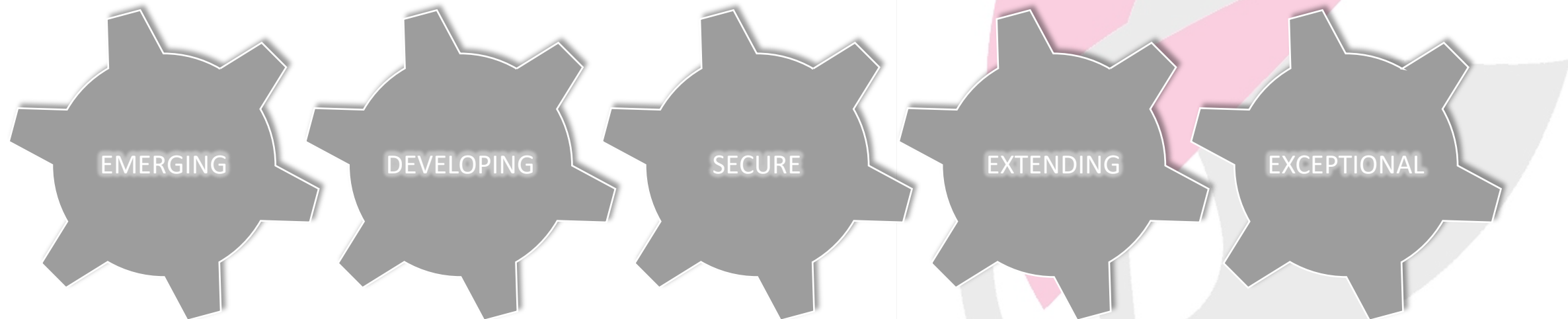
We are going to assess how well students have learned the curriculum

## What exactly is a curriculum?

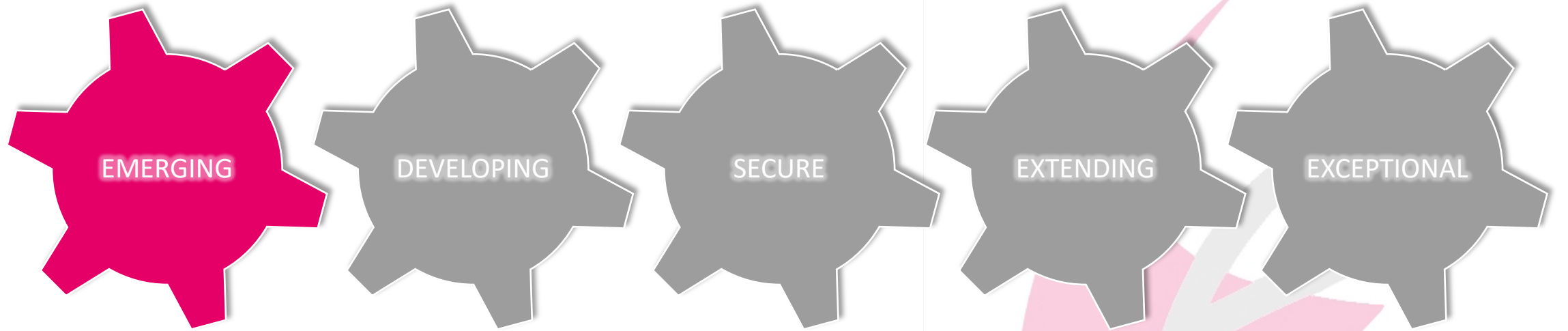
A curriculum is made up of all of the knowledge, skills and experiences that students will learn and be able to do across each of their subjects. At CHS South, this is represented as a 5-year learning journey across each subject. Our aim is for students to become knowledge rich and move from novice to expert in each subject.

**CREATIVE – HAPPY – SUCCESSFUL**

# How well have you learned the curriculum?



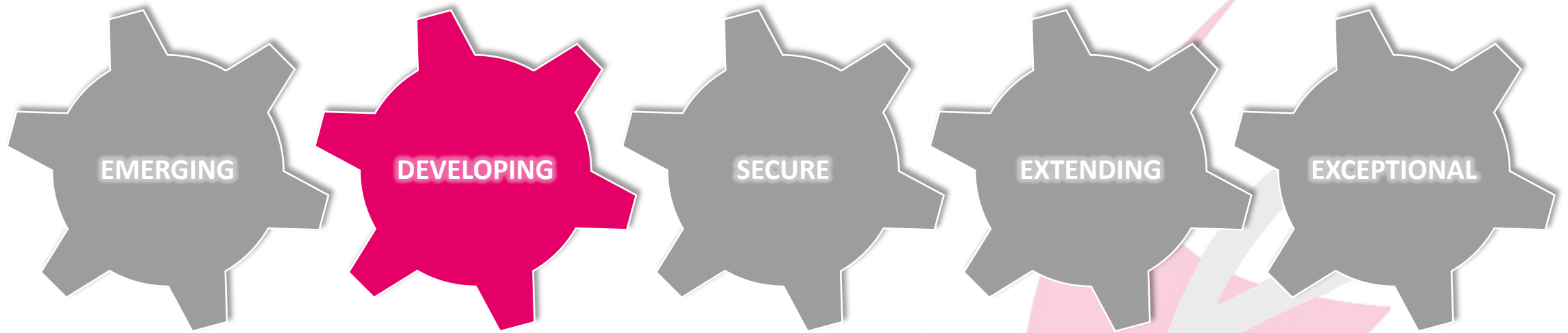
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A student working at this level has **some knowledge** and an **emerging understanding** of key concepts of the Curriculum.

An 'emerging' student will find that learning is a challenge and that the subject content is difficult most of the time. They need to focus on practicing and learning key concepts so that they can move on to the *developing* stage.

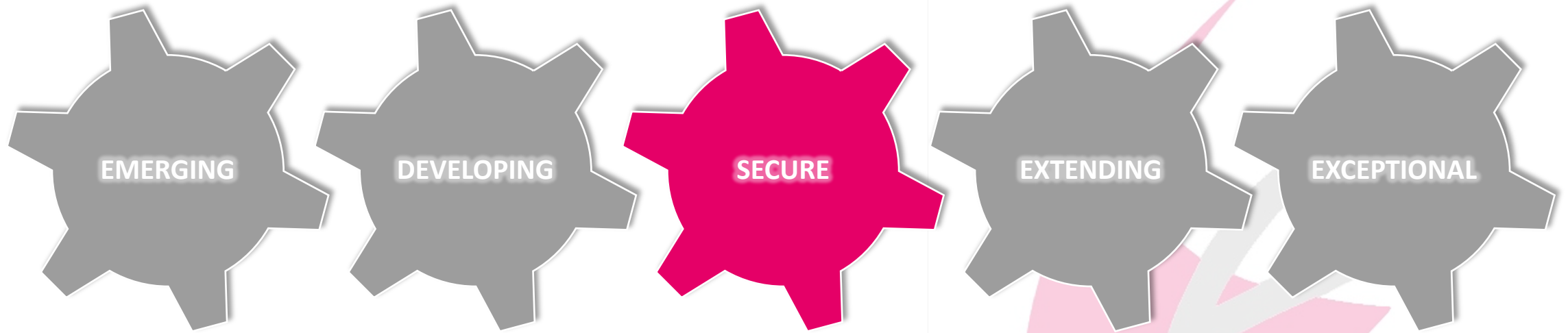
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A student working at this level is **developing their knowledge** as outlined in the Curriculum. They are **developing** the understanding of the key concepts however they are **not yet secure** in these.

A student will find lessons hard sometimes but will be able to grasp many, but probably not all, of the key concepts. They will make mistakes but this is all a part of the learning journey as they try to get their knowledge to be *secure*.

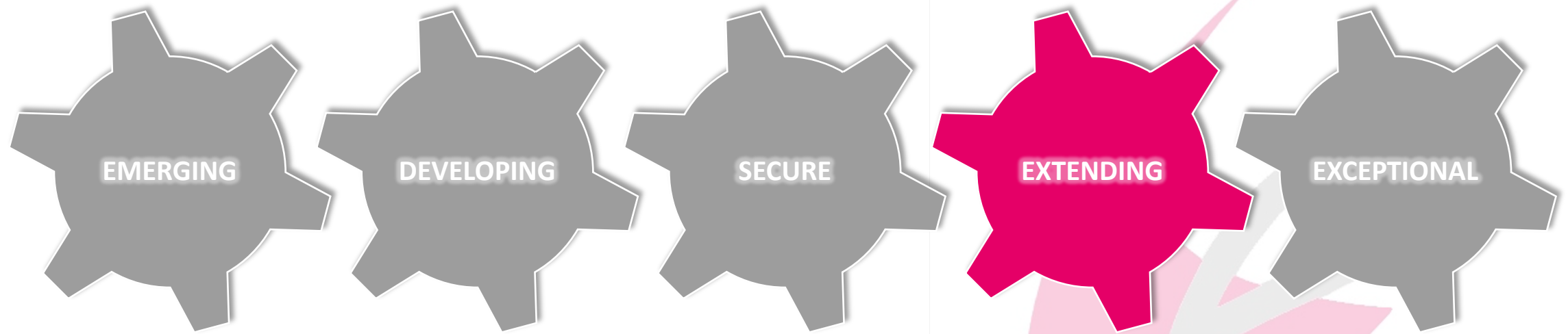
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A student working at this level is **secure in their knowledge**. They have **mastered** key concepts and would get things right the majority of the time.

All students should be aiming to for their knowledge to be at least 'secure' as this will mean that they are on target in their Key Stage 3 studies to have a solid foundation of knowledge at the start of their GCSE studies in Year 10. If their knowledge remains secure in Years 10 and Year 11 they will be looking at gaining grade 5s and access to many of the courses they want to study at college. A student who wants to specialise in a certain area should be aiming for their knowledge to be *extending*.

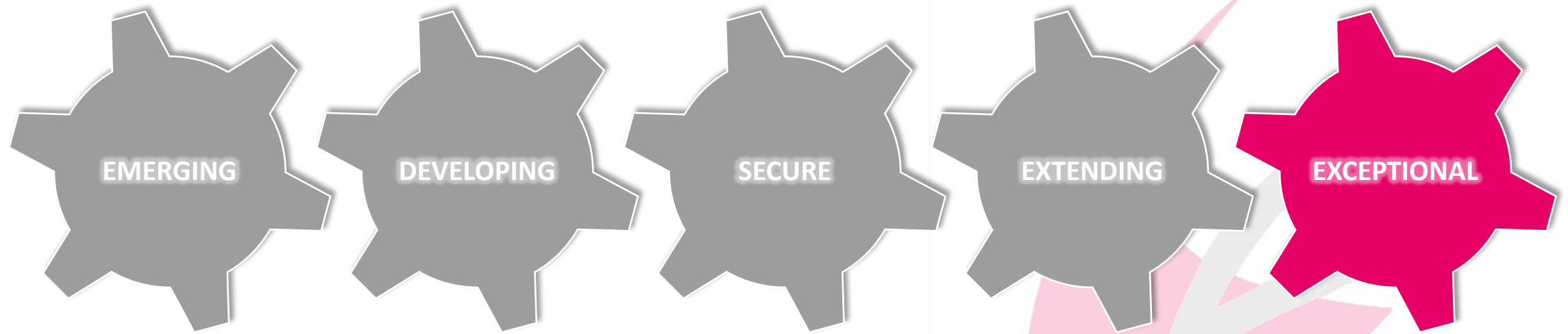
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A student working at this level is very secure in their knowledge. They are demonstrating that they have a **greater depth of understanding** and can apply and manipulate knowledge and key concepts.

Students at this level often find that they are easily able to recall their knowledge and they learn new things relatively easily. They are accurate almost all of the time and are able to **apply their understanding to new contexts in class**. If a student maintains their knowledge at this level they should be looking at studying the subject beyond Year 11 as they are capable of very high grades indeed! If a student's level of knowledge is beyond even this, then the student's knowledge will be **EXCEPTIONAL**.

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A student working at this level is excelling at a level that is exceptional. They display **excellent knowledge, application, and the interplay of the key concepts** that together demonstrate an academic flair for the subject.

Students at this level are incredibly able in a certain discipline and are always quick and accurate. This is a level that will only be reached by 1-2% of our student population and students at this level should be looking at Grade 9s in their Year 11 studies.

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# How do we make our judgements?

Each subject area at Key Stage 3 has its own **specific** assessment criteria which will be shared with students and parents.



A teacher will make their professional judgement from these criteria based on a number of factors:

- Performance on Progress tests in Spring and in the Summer.
- Performance on any unit tests
- Work produced in the lesson in books and/or in any practical activity
- Work produced as Home Learning
- Student's ability to talk about the work

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# What do the reports look like?

KS3 Spring Report 2023			
CHS South			
Year group	Form		
Head of Year	Form tutor		
Attendance*	Lates	Unauthorised Absences	Authorised Absences
98.9%	0	0	2
Negative Incidents	Positive Incidents	Detentions	Behaviour Points
0	9	0	0
Achievement Points	195		
			Report date



Course	Progress Statement	Classroom Effort	Home Learning Effort	Progress Test Raw Score	Raw Score Comment
Art: Art KS3 Progress Statement	Developing	1	2		No Raw Score collection in Art.
Computer Science: Computing KS3 Progress Statement	Secure	2	2	12	Year Group Average: 17
Cooking & Nutrition: Cooking & Nutrition KS3 Progress Statement	Emerging	2	2	18	Year Group Average: 18
Dance: Dance KS3 Progress Statement	Secure	2	2	18	Year Group Average: 17
Drama: Drama KS3 Progress Statement	Extending	1	1	15	Year Group Average: 10
English: English KS3 Progress Statement	Secure	1	1		
French: French KS3 Progress Statement	Secure	1	1	42	
Geography: Geography KS3 Progress Statement	Developing	1	2	30	
History: History KS3 Progress Statement	Exceptional	1	2	32	
Maths: Maths KS3 Progress Statement	Extending	1	1	59	Year Group Average: 40
Music: Music KS3 Progress Statement	Secure	1	1	19	Year Group Average: 21
PE: PE KS3 Progress Statement	Developing	1	1	3	
RE: RE KS3 Progress Statement	Developing	1	1	27	
Science: Science KS3 Progress Statement	Extending	1	1	41	Year Group Average: 24

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POOR EFFORT: 4	EFFORT REQUIRES IMPROVEMENT: 3	GOOD EFFORT: 2	EXCELLENT EFFORT: 1
I am often late; it takes me time to settle and I usually borrow a pen	I mostly get to lessons on time and then start to settle, I always have a pen	I arrive to lessons promptly, ready to learn, equipped	I arrive promptly, ready to learn, fully equipped for EVERY lesson
It takes me time to settle, I need to be reminded of the expectations during the lesson	I sit up straight, am attentive and respectful for most of the lesson but often need a reminder to stay on task	I focus throughout my lessons and can demonstrate most of the CHS South qualities	I display every CHS South quality from the moment I enter any classroom. I sit up straight, track the teacher, ask/answer questions and show respect
My book needs to be more organised. I need to number pages, fill in contents and improve layout	I take pride in my book, but I need to ensure that all my work is dated, titles underlined, and contents page filled in	I take pride in my book. My pages are numbered, the work is dated, my contents page is up to date	My book is exceptional. Everything is laid out clearly, logically and done to the best of my ability making efficient use of space
My work is mostly complete, but I need to ensure I catch up on incomplete work or missed work	My work is up to date and I have a full set of notes for all lessons	My work has a full set of notes and I often add extra points to support my learning	My work is regularly complemented with additional notes and clearly demonstrates powerful learning
New vocabulary is clearly written and highlighted in my book. I have copied down the teacher examples	New vocabulary is clearly written and highlighted in my book. I have copied down examples and added my own	New vocabulary is clearly written in my book and defined. I attempt to incorporate it into my tasks	New vocabulary and words I do not fully understand are written and defined in my book/glossary and I can evidence their use
I can sometimes work collaboratively with others, but I do not contribute much to the group	I can work collaboratively and sometimes contribute my ideas	I can work collaboratively, contributing to discussions/group tasks	I can work collaboratively, listening and contributing to discussions/group tasks taking different roles depending on the task
I only complete my next learning steps with teacher prompts and support	I complete my next learning steps when prompted	I complete my next learning steps to show how well I have understood the task	I routinely complete my next learning steps to show how well I understand the task and link it to extending my learning
I read the feedback and think about what is written	I read the feedback and sometimes use it to improve my work	I act on feedback thinking carefully about the comments and then improve my work	I respond to feedback to extend my learning and improve my progress; I use this learning in subsequent tasks
I have to use other revision materials as the work in my book is not clear or complete	Sometimes, I need to use other revision resources as some sections in my book are not detailed enough	My book is a good revision tool, the content is detailed, clear and easy to understand	My book is a bespoke revision guide, I use it to self-test and as an accurate reference tool
I do not always hand my home learning tasks in on time	I hand all my home learning tasks in on time	I hand all my home learning tasks in on time and sometimes review my learning in my exercise book	I hand all my home learning tasks in on time, the quality is testimony to the spent time on it. I always review my learning in my exercise book, often extending beyond tasks set
My home learning completion rate needs improving	I complete all my home learning tasks but sometimes rush them	I complete all my home learning tasks to the best of my ability	I complete all my home learning tasks to a high standard using a range of resources
I have not yet developed many CHS South traits and this is hindering my progress	I have not yet developed many CHS South traits and this is hindering my progress	I have embedded the CHS South traits into my approach and am on track to being successful	I am a fully functioning CHS South student, my progress and success have no limits

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