

Assessment and reporting



Year 9

“Be the best you can be”



Introduction

This booklet is a guide for parents so they can support their child's learning.

This guide is to accompany your child's report and shows a snapshot of progress to date. We anticipate that parents will help their child work on the areas for development. In this booklet, teachers have included links to websites and other supporting documents to help you to support your child in improving their work and reading more widely around the subject area.

The importance of assessment

Valid and reliable assessment will inform teachers about how well pupils in their class have learnt a particular topic and whether any adaptations will be needed to their planning or curriculum design.

Well-designed assessment should allow pupils to show how well they have learnt the knowledge taught. Pupils need to have learnt curriculum content sufficiently well in order to make progress.

What happens as a result of the assessment?

Assessment data will inform teachers and pupils about strengths in their understanding and gaps in their knowledge. This can be seen in teacher feedback and pupil response in pupil books and assessments. This will allow both teacher and pupil to focus on areas for improvement.



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Assessment principles

Every subject specific curriculum is a planned progression model with knowledge built in depth and complexity lesson by lesson, topic by topic and year by year.

Our assessment principles:

- All summative assessments are knowledge focused and test an accumulation of knowledge learnt throughout the year.

Content taught at the start of Year 9 will be tested at the end of Year 8

Content taught in Year 7 and year 8 will also be tested in Year 9

- All summative assessments are set centrally by the subject leader and are substantial in size and rigour

Each test will last for approximately 50 minutes

- There will be a minimum of two summative assessments per subject per year which will be set at the most appropriate time within the curriculum plan – usually mid-year and the end of year.

Pupils will be given two weeks-notice in advance of each assessment

Pupils will receive a revision list and links to the content being assessed

- Each assessment will use a variety of question types

Examples could include multiple choice, short and extended answers and the creation of a piece of work e.g., musical composition, painting or food dish.



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Key terms

Formative assessments

Formative assessments have low stakes and carry no grade, which in some instances may discourage the pupils from doing the task or fully engaging with it.

An example of a formative assessment might be asking pupils to draw a concept map in class to represent their understanding of a topic or to answer quiz questions or contribute their ideas on a mini-whiteboard.

Summative assessments

The goal of summative assessment is to evaluate pupil learning at the end of a topic by comparing it against some standard or benchmark. Summative assessments often have high stakes and are treated by the pupils as the priority over formative assessments.

End of Year assessments

End of Year Exams are important because they allow for summative assessments which check an accumulation of knowledge over a longer period of time. They:

- Ensure pupils revisit earlier material when studying for upcoming assessments.
- Have been shown to improve pupil performance because pupils remember more through repetition and revisiting. (Lawrence, 2013, Khanna, 2013).
- Take advantage of the testing effect – the demonstration that repeated testing results in better learning than repeated studying.
- Are a form of retrieval practice – a learning approach that emphasizes recalling rather than encoding information.



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Understanding your child's report

The report contains information as follows:

- Attendance and late to registration.
- Reading age indicator
- Reading lesson summary
- Personal Development summary
- Subject information including:
 - Subject
 - Teacher name
 - End of Year Assessment Percentage
 - Cohort Average Percentage which is the mean of all scores in the year group except in maths where class averages are considered.

For maths averages please see the maths section of this booklet for explanation

- Attitude to learning score 1-4
- Effort score 1-4
- Homework score 1-4

More information about the scoring scale 1-4 and the individual subject assessments are contained in this booklet and the accompanying letter.



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ATL Scale

	Attitude to Learning
1	<p>This pupil..</p> <ul style="list-style-type: none"> ·Has an extremely positive attitude to learning. ·Shows exemplary behaviour for learning and respect for others. ·Demonstrates consistently high levels of concentration. ·Demonstrates a real determination to learn.
2	<p>This pupil..</p> <ul style="list-style-type: none"> ·Has a positive attitude to learning. ·Shows good behaviour for learning and respect for others. ·Demonstrates high levels of concentration. ·Demonstrates a determination to learn.
3	<p>This pupil..</p> <ul style="list-style-type: none"> ·Has a poor attitude to learning at times. ·Shows reasonable behaviour for learning and respect for others. ·Does not always have high enough levels of concentration. ·Does not always show determination to learn.
4	<p>This pupil..</p> <ul style="list-style-type: none"> ·Has a poor attitude to learning. ·Rarely shows good enough behaviour for learning and sometimes shows a lack respect for others. ·Does not demonstrate high enough levels of concentration. ·Does not demonstrate determination to learn.

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Effort Scale

	Effort
1	<p>This pupil..</p> <ul style="list-style-type: none"> ·Is always well organised and arrives at lessons ready to learn ·Fully engages on all tasks and completes work to the best of their ability ·Works well with peers and makes positive contributions to the lesson ·Always gives their full effort to their work.
2	<p>This pupil..</p> <ul style="list-style-type: none"> ·Is usually organised and usually arrives at lessons ready to learn ·Usually engages on all tasks and often completes work to the best of their ability ·Contributes constructively when working with peers ·Usually gives their full effort to their work.
3	<p>This pupil..</p> <ul style="list-style-type: none"> ·Often fails to prepare and arrives to lessons not ready to learn ·Rarely engages on tasks or completes work to the best of their ability ·Needs encouragement to stay on task when working with peers and can distract others ·Only sometimes gives their full effort to their work.
4	<p>This pupil..</p> <ul style="list-style-type: none"> ·Regularly fails to attend lessons prepared and ready to learn ·Regularly fails to engage on tasks or to complete work ·Rarely works effectively with peers and can frequently distract others ·Regularly fails to give their full effort to their work.

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Homework Scale

	Homework
1	<p>This pupil...</p> <ul style="list-style-type: none"> · Completes all homework tasks fully and to the best of their ability. · Meets all homework deadlines. · Prepares for assessments and exams by revising at home. · Always submits merit worthy work of high quality.
2	<p>This pupil...</p> <ul style="list-style-type: none"> · Completes almost all homework tasks fully and to the best of their ability. · Meets all homework deadlines. · Prepares for assessments and exams by revising at home. · Almost always submits work of good quality.
3	<p>This pupil...</p> <ul style="list-style-type: none"> · Often fails to complete homework tasks fully and sometimes does not complete work to the best of their ability · Does not meet all homework deadlines. · Prepares for some assessments and exams by revising at home, but more effort is required. · Rarely submits work when required and it is sometimes not of the required standard.
4	<p>This pupil...</p> <ul style="list-style-type: none"> · Regularly fails to complete homework tasks fully and does not complete work to the best of their ability · Regularly fails meet homework deadlines. · Does not prepare for assessments and exams and there is very little evidence of revision at home. · Regularly fails to submit of the required standard.

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Progress Scale

	Progress
1	<p>This pupil..</p> <ul style="list-style-type: none"> ·Has made excellent progress and exceeded expectations. ·Shows deep understanding of the knowledge needed and has gone beyond what has been taught in class. ·Has highly improved skills.
2	<p>This pupil..</p> <ul style="list-style-type: none"> ·Has made solid progress and met all expectations. ·Shows secure understanding of the knowledge needed. ·Has improved skills.
3	<p>This pupil..</p> <ul style="list-style-type: none"> ·Has made some progress but has not quite met expectations. ·Has gaps in the knowledge needed. ·Has demonstrated some small improvement in skills.
4	<p>This pupil..</p> <ul style="list-style-type: none"> ·Has not made enough progress and not reached expectations. ·Has significant gaps in the knowledge needed. ·Has not demonstrated any improvement in skills.



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Art

Year 9 Curriculum

[Art Curriculum Learning Journey](#) - click this link to see our learning journey

Formative Assessment

All groups in Art are of a mixed ability setting, where a spread of outcomes and ability are the norm. Within the schemes of work teachers use questioning to establish 'where pupils are at' and how much they have learned/understood. Verbal feedback/intervention (individually and as a group) within lessons are critical to improving pupil artwork as it progresses. In addition, pupils assess their own work as part of their Art practice. Pupils also produce written annotations and evaluations, where they assess and critique their own work

Summative Assessment

Our summative assessments acknowledge the achievement of pupils two or three times a year and come at the end of a learning sequence which will allow a wide range of topics to be acknowledged. This will be assessed by teacher assessment of skills, knowledge and understanding across a broad range of materials and processes, presentation and the communication of understanding and intentions through visual and written content. We will provide pupils with improvement targets which enable them to identify gaps in knowledge and offer clear guidance on how to progress with a focus on knowledge application.

How can my child extend their learning?

www.tate.org.uk

[National Gallery](#)

[Art and Design](#)



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Design and Technology

Year 9 Curriculum

[DT Curriculum KS3](#) - click this link to see our learning journey.

Formative Assessment

Pupils are assessed using a combination of teacher assessment during lessons, through verbal questioning and answers, use of whiteboards, written answers and self-assessment during class activities. Project work is assessed ongoing through the topic.

Summative Assessment

DT is taught on a carousel with Food Technology, Computer Aided Design and Digital Literacy. The final summative assessment consists of two parts - the first part consists of a full written assessment under exam conditions made up of questions of the knowledge of the area of DT studied so far. The second part is based on their overall project, including the research, design, development and overall quality of their product.

How can my child extend their learning?

[Royal Academy of Engineering](#)

[The Design Museum](#)

[Fashion and Textiles Museum](#)

[BBC Design and Technology](#)



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Computing

Year 9 Curriculum

[Computing Curriculum Learning Journey](#) - click this link to see our learning journey

Formative Assessment

pupils are assessed using a combination of baseline tests, teacher-led practical activities, homework and pupil-led personal response activities for each project. Formative assessment also take place in ICT classrooms through the interactions between pupils and teachers in answering questions, working in pairs and through feedback tasks between pupils and teachers.

Summative Assessment

The Computing assessment was out of 55 marks and used multiple choice, short answer and application style questions. Topics on the exam -

- Data Representation - Binary
- Algorithms & Computational Thinking
- Databases
- Creative with Data – Data Science
- Python Programming
- Multimedia– Photo Editing

How can my child extend their learning?

[S3 Computer Science - BBC Bitesize](#)

[Computing lessons for Key Stage 3 pupils - Oak National Academy](#)

Coding Practice - <https://studio.code.org/home>



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Drama

Year 9 Curriculum

[Drama Curriculum KS3](#) - click this link to see our learning journey.

Formative Assessment

Pupils are assessed using a combination of teacher assessment during lessons. Project work is assessed ongoing through the topic.

Summative Assessment

Pupils have been studying Blood Brothers and they have been assessed in class based on their ability to interpret text and script in a meaningful way. They have been using their physical and vocal skills and assessment on their evaluative skills throughout the term.

How can my child extend their learning?

[National Theatre](#)

[BBC Bitesize](#)



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English

Year 9 Curriculum

[English Curriculum KS3](#) - click this link to see our learning journey.

Formative Assessment

pupils are assessed using a combination of low stakes starters and quizzes, in-class questioning and think-pair-share, homework such as Bedrock Learning, and baseline and formative assessment.

Summative Assessment

There were two English end of year assessments: reading and writing. The reading test assessed vocabulary, key literary concepts and understanding the author's craft. The writing test assessed the pupils' ability to write for a specific purpose and audience and marks were also awarded for technical accuracy.

How can my child extend their learning?

[Writing Skills - Creative and narrative writing - BBC Bitesize](#)

[Spelling, punctuation and grammar - KS3 English - BBC Bitesize](#)

[Writing Skills - sentences - BBC Bitesize](#)

[How to make your writing suspenseful - Victoria Smith](#)

[KS3 English Courses - BBC Bitesize](#)



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French

Year 9 Curriculum

[French Curriculum KS3](#) - click this link to see our learning journey.

Formative Assessment

All French classes are mixed ability; therefore, a spread of outcomes is the norm. A variety of formative assessment is used throughout the year, during lessons and as part of homework tasks, to assess the four areas of Listening, Speaking, Reading and Writing. Some examples include; vocabulary testing, self and peer assessment during lessons and live feedback provided by the teacher within lessons.

Summative Assessment

The French assessment was out of 97 marks. The assessment consisted of four different sections based upon the skills of; Listening, Speaking, Reading and Writing. The Listening section contained multiple choice questions and questions requiring additional information that the pupils had to respond to after hearing the French audio. The Reading section consisted of questions linked to various texts, where the pupils had to demonstrate their comprehension skills in French, as well as complete a translation from French into English. The Writing section consisted of sentences for translation from English into French, as well as an extended piece of writing based on bullet points for guidance. The Speaking test consisted of a selection of random questions that pupils responded to with their class teacher.

How can my child extend their learning?

[BBC Bitesize - KS3 French](#)



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Food Technology

Year 9 Curriculum

[Food Curriculum KS3](#) - click this link to see our learning journey.

Formative Assessment

Pupils are assessed using a combination of teacher assessment during lessons, through verbal questioning and answers, use of whiteboards, written answers and self-assessment during class activities. Project work is assessed ongoing through the topic.

Summative Assessment

Food Technology is taught on a carousel with DT, Computer Aided Design and Digital Literacy. The final summative assessment consists of two parts - the first part consists of a full written assessment under exam conditions made up of questions of the knowledge of the area of Food studied so far. The second part is based on their preparation of the final food dish.

How can my child extend their learning?

[British Nutrition Foundation](#)

[The Eatwell Guide](#)

[BBC Design and Technology](#)



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Geography

Year 9 Curriculum

[Geography Curriculum KS3](#) - click this link to see our learning journey.

Formative Assessment

pupils are assessed using a combination of baseline tests, low stake quizzes, think, pair, share, questioning, teacher led thinking deeper questioning, in class feedback as well as homework.

Summative Assessment

The Geography assessment was out of 48 marks. The assessment tested the four aspects of being a great Geographer; knowledge, understanding, interpretation / evaluation and skills. An example of knowledge would be, What is a drip tip? An example of understanding would be, Explain how plant adaption in the rainforest has allowed them to thrive?

How can my child extend their learning?

[Talks and tours | WWT](#)

[KS3 Geography - BBC Bitesize](#)

[Geography: KS3 National Curriculum \(senecalearning.com\)](#)

[KS3 Geography - 50 Enjoyable Quizzes for Years 7, 8 and 9 \(educationquizzes.com\)](#)

[BBC teach geography - YouTube](#)

[KS3 Geography - Teaching resources \(wordwall.net\)](#)

[Mapzone | Ordnance Survey](#)



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History

Year 9 Curriculum

[History Curriculum KS3](#)- click this link to see our learning journey.

Formative Assessment

pupils are assessed using a combination of baseline tests, low stake quizzes, think, pair, share, questioning, and regular skills-based marking points. Homework is set through Classcharts & focuses on the independent research of an event happening at the same time as our study in lessons (similar to the Meanwhile Elsewhere website activities).

Summative Assessment

The History assessment was out of 50 marks. The assessment tested a range of the substantive curriculum including, the disciplinary knowledge of how to use evidence and make judgements. Specific tasks focused on

How can my child extend their learning?

[History lessons for Key Stage 3 pupils - Oak National Academy \(thenational.academy\)](#)

[KS3 History - BBC Bitesize](#)



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Maths

Year 9 Curriculum

[Maths Curriculum KS3](#) - click this link to see our learning journey.

Formative Assessment

pupils are assessed using a combination of end of unit tests with detailed feedback to improve, low stakes starters and mini whiteboard activities in class.

Summative Assessment

The end of year maths assessment was split into two sections: fluency and core.

Percentages are based on a combination of the two, with individual pupil scores given alongside the class average.

Sets 6 and 7 sat an additional Foundation paper, covering the key skills and competencies expected by the end of Year 9. This is the score given for the end of year assessment, alongside the class average.

How can my child extend their learning

<https://vle.mathswatch.co.uk/vle/>

<https://whiteroseeducation.com/resources/digital-tools>



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Music

Year 9 Curriculum

[Music Curriculum KS3](#) - click this link to see our learning journey

Formative Assessment

All groups in Music are of a mixed ability setting, where a spread of outcomes and ability are the norm. A variety of formative assessments are used throughout the year including teacher, self and peer assessment. Assessment is used in Music to assist pupils in improving their outcomes and in knowing where their individual strengths lie. Work is assessed and monitored throughout the year using a variety of activities: call and response, closed and open questioning, verbal feedback, recall quizzes and performances. Verbal feedback (individual and group) is given regularly to allow pupils to improve their progress.

Summative Assessment

Music is assessed through three short assessments – a practical listening exam which tests retrieval of prior knowledge, a ten-minute multiple-choice quiz and a critical engagement (listening) exam. The pupils also undertake a practical

How can my child extend their learning?

[Music Theory Exercises](#)

[BBC Bitesize Music](#)

[DSO Kids](#)

musicca.com



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Personal Development

Year 9 Curriculum

[PSHE/RSE Curriculum KS3](#) - click this link to see our learning journey

Formative Assessment

In lessons, pupils are taught the statutory requirements of the PSHE/RSE curriculum. These lessons are a significant part of the whole school Personal Development programme.

All PSHE/RSE lessons are taught in mixed ability form classes. These important lessons cover issues and areas of life which young people will be affected by in different ways and at different times. As such, we do not carry out any summative assessment and do not use grades to measure progress. Instead, teachers carry out a baseline assessment before teaching anything new. As pupil learning in the three main topics of 'Living in the Wider World', 'Health and Wellbeing' and 'Relationships' will come from a number of sources, we can only see whether they have made progress in their learning if we have established the knowledge, understanding, attributes, skills, strategies, beliefs and attitudes they had before any new teaching took place. This baseline assessment is re-visited at the end of the lesson or topic. During lessons, a wide variety of strategies are used to assess learning, including; questioning, discussion, role-play, hot-seating, draw and write, freeze-frame and other drama techniques, storyboards/cartoon strip/scenario script writing, responding to a scenario, picture or video clip, self-assessment on continuum scale.

At the end of each half term, pupils complete an online activity which presents them with scenarios relevant to their recent learning which allow them to apply their knowledge in a meaningful context.

How can my child extend their learning?

[BBC TEACH Relationships Education](#)

[BBC CITIZENSHIP](#)

[HOW GOVERNMENT WORKS](#)

<https://www.youngminds.org.uk/>



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Physical Education

Year 9 Curriculum

[PE KS3 Learning Journey](#) - click this link to see our learning journey

Formative Assessment

All groups in PE are of a mixed ability setting, where a spread of outcomes and ability are the norm. Where possible the groups will be divided up using gold, silver and bronze strands. Within the schemes of work teachers use questioning to establish 'where pupils are at' and how much they have learned/understood. The pupils will be assessed constantly in competitive situations for the teachers to build an assessment level formatively. Verbal feedback/intervention (individually and as a group) within lessons are critical to improving pupil physical literacy. In addition, pupils assess their own work as part of their practical performances. Pupils also evaluate, assess and critique their own work so they know the level that they are working at. Pupil knowledge is assessed through a range of competitive practical activities such as drills and small sided / full games and performances. Pupils are assessed in each activity module of which there are six in the year. Pupils are assessed using age related assessment criteria in PE. The pupils are awarded bronze, silver and gold for their achievement across the strands.

Summative Assessment

The summative assessment is the final competitive session of the module. The average of these module assessments linked with the formative assessments are used to produce the mark used at the point of reporting to parents/carers.

Percentage score linked to medal colour.

Platinum= 81-100%, Gold= 61-80%, Silver=41-60%,

Bronze=21-40%, Copper=1-20%

How can my child extend their learning?

[BBC SPORT](#)

[Oak National Academy](#)

[Olympics website](#)

[Wimbledon Tennis](#)

[Netball](#)

[Women and girls football](#)

[The Football Association](#)

[Basketball](#)



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Reading

Year 9 Curriculum

[Reading Curriculum KS3-](#) click this link to see our learning journey

Formative Assessment

In year 9 Reading lessons, students engage in various activities to enhance their skills. They participate in reading exercises that focus on fluency, pronunciation, and comprehension. Through paired reading, choral reading, and individual reading, each student's progress is continuously monitored as we grow our love for Reading. Reading teachers will also hear pupils read in small groups or one-to-one. They also ask questions that check for understanding, and probe pupils to clarify and summarise what they have understood about what they have read.

Summative Assessment

Pupils undertake a GL-Assessment Guided Reading Test at the end of year. This provides a reading age and indicates if your child is reading above, below or at age related expectations. This means that their reading age is compared to their actual chronological reading age. Students will also complete a Reading assessment every half term that will monitor their progress of vocabulary, reading skills and comprehension.

How can my child extend their learning?

It is important to encourage your child to read alone, read aloud and hear you reading to them. Encourage them to explore various genres and topics they're interested in. Fiction, non-fiction, fantasy, mystery—diversifying their reading broadens their knowledge base.

<https://www.lovereadings4kids.co.uk/>



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Religious Education

Year 9 Curriculum

[Religious Education Curriculum KS3](#) - click this link to see our learning journey.

Formative Assessment

Pupils are assessed using a combination of end of unit tests with detailed feedback to improve, low stakes starters and mini whiteboard activities in class.

Summative Assessment

The Religious Education assessment was a combination of multiple-choice and long answer questions that checks for knowledge retention, understanding and evaluation. The total is out of 40 marks.

How can my child extend their learning?

[Animate Youth](#)

[Bible Gateway](#)

[KS3 Religious Studies - BBC Bitesize](#)

[YOUCAT](#)



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Science

Year 9 Curriculum

[Science Curriculum KS3](#) - click this link to see our learning journey.

Formative Assessment

Pupils are assessed using a combination of teacher assessment during lessons, through verbal questioning and answers, use of whiteboards, written answers and self-assessment during class activities.

Summative Assessment

Pupils have been taught and assessed on Biology, Chemistry and Physics. There are three separate assessments of equal weighting. Assessments in Science are completed in exam conditions and consist of short answer questions, labelling diagrams, multiple choice questions, long answer questions and drawing and labelling apparatus and models.

How can my child extend their learning?

[BBC Bitesize](#)

[Science Museum](#)

[National Geographic](#)

[Science and Industry Museum](#)

[Tassomai](#)

[SENECA](#)



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Spanish

Year 9 Curriculum

[Spanish Curriculum KS3](#) - click this link to see our learning journey.

Formative Assessment

All Spanish classes are mixed ability; therefore, a spread of outcomes is the norm. A variety of formative assessment is used throughout the year, during lessons and as part of homework tasks, to assess the four areas of Listening, Speaking, Reading and Writing. Some examples include; vocabulary testing, self and peer assessment during lessons and live feedback provided by the teacher within lessons.

Summative Assessment

The Spanish assessment was out of 80 marks. The assessment consisted of four different sections based upon the skills of Listening, Reading, Speaking and Writing. The Listening section contained multiple choice questions and questions requiring additional information that the pupils had to respond to after hearing the Spanish audio. The Reading section consisted of questions linked to various texts, where the pupils had to demonstrate their comprehension skills in Spanish, as well as complete a translation from Spanish into English. The Writing section consisted of sentences for translation from English to Spanish, as well as an extended piece of writing based on bullet points for guidance. The Speaking test consisted of a selection of random questions that pupils responded to with their class teacher.

How can my child extend their learning?

[BBC Bitesize - KS3 Spanish](#)



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Pupils are asked to complete two Bedrock ‘lessons’ as homework in English each week.

Bedrock makes it possible to ensure regular reading of culturally enriching texts, while also improving reading fluency and comprehension. Vocabulary and grammar are learned while reading rich, interesting texts. The texts are a mix of fiction and non-fiction from a wide range of topics and they are read aloud so that pupils can hear expert reading.

Parents should create their own account through the ‘Guardian signup’ tab using the access code provided by school.

app.bedrocklearning.org.

Please contact Mrs. Leonowicz if you would like support downloading and using the Bedrock app on this email:

j.leonowicz@holyfamilyhighschool.co.uk



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