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# Assessment at KS3

## 2021/22

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September 2021

Penwortham Priory Academy



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## Assessment at KS3:

At Penwortham Priory Academy, we're evolving how we assess pupils at Key Stage 3 and how we report that to you. We used to use 'flightpaths' mapped against GCSE levels but have found that it isn't very accurate, doesn't tell you enough about what your child can and can't do and it was potentially distracting from learning and the feedback we actually wanted students to act on.

In developing our new system we were guided by research into assessment in education of such educational theorists and consultants as, Dylan Wiliam, Daisy Christodoulou and Mary Myatt.

In the process of refining our Key Stage 3 curriculum (years 7,8 and 9) we are planning teaching, learning and assessment so that pupils thrive on a system which focuses primarily on **improving the knowledge of our students**, and which builds on the following overarching principles:

- ***Pupils knowing what they are learning, why they need to know this, how it links into the sequence of their learning and how they'll be assessed;***
- ***A move away from giving levels or grades to focusing on giving great feedback;***
- ***A move towards monitoring progress relative to a student's starting point and away from simply charting attainment e.g. Alex is exceeding the standard we expect him to be at this stage in year 8;***
- ***An end of year examination or practical assessment in Years 7, 8 and 9 – to produce summative data, and to tell us how much of the curriculum pupils have retained;***

Feedback, without levels or grades, is exactly the type of quality feedback we want.

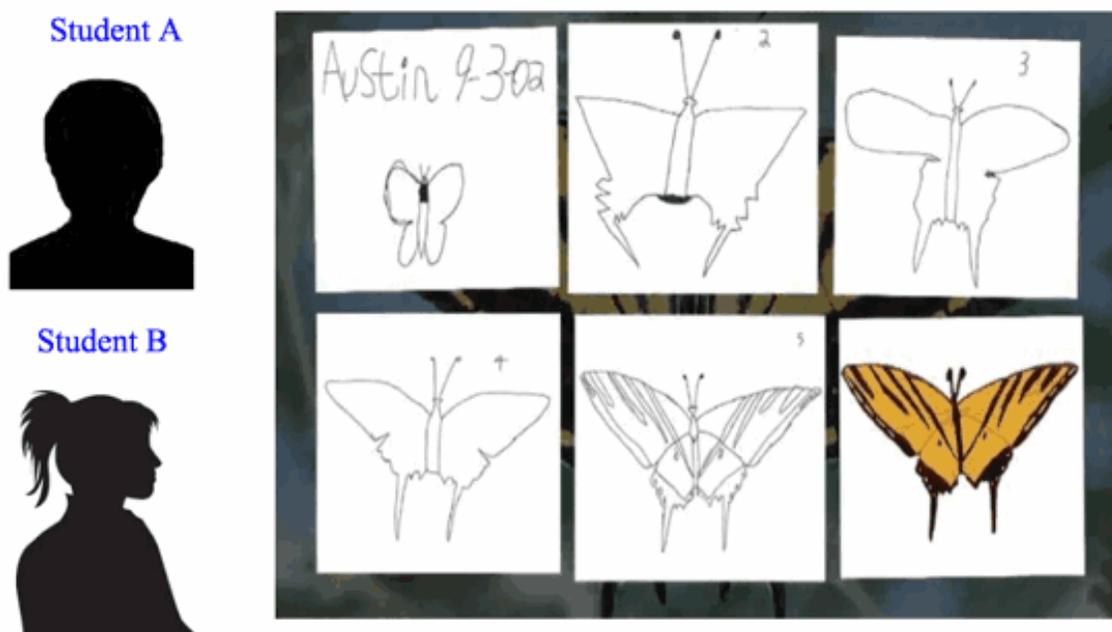
To get this assessment of our pupil's right, we do the following:

- All subject areas have a clear understanding of what their students should know, understand and be able to do by the end of each Key Stage. In concrete terms for every subject, in terms of their major assessment tasks, they define what their final 'butterfly' looks like to ensure they can measure pupil progress – i.e. what is the exemplar model every student is working towards (see explanation later in this text).

- Students' Key Stage 2 data and information from primary schools is shared with staff. This information identifies a student's starting point / prior attainment, but does not anchor them to any one group, or limit the progress they are able to make.
- There are three stages of progress reported via the colours and statements shown:

	<b>Exceeding</b> expected standard
	<b>Meeting</b> expected standard
	<b>Working towards</b> expected standard

Take a look at this image to exemplify our *stages of progress* model using '**Austin's Butterfly**':



Given their prior attainment, we may expect a higher starting point for **Student B** for example, therefore **exceeding expected progress** would likely prove the final butterfly image; whereas **Student A** could have a lower expected starting point, therefore the penultimate image would exemplify **exceeding expected progress** for them.

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- Progress measures are reported to parents at **three data entry points** during the year. These external reports are informed via **a)** each subject's tracking of the degree to which each pupil has assimilated the content of their Personal Learning Checklists (PLCs) and **b)** end of year assessments and exams to test the knowledge, skills and understanding of students against the agreed performance descriptors.
  - Pupils are given time, post assessment, to work on filling knowledge gaps that have been revealed.
  - Ongoing record keeping of pupil progress (PLC's) **and** their end of year examination grades, enables pupils and teachers to make a wise judgement about how each pupil can continue to improve.
  - In addition to reporting on progress in the curriculum, we also report on a pupil's behaviour in class, effort in class and their homework response via the colours and statements shown:

	Outstanding
	Good
	Some concerns
	Serious concerns

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