

THE PRIORY SCHOOL



A Student and Parent Guide to
Key Stage 3 Assessment and
Reporting

1. How has assessment at Key Stage 3 changed from September 2017?

In September 2014, the government announced that National Curriculum levels were to be abolished and not replaced. Instead all secondary schools in England and Wales were required to publish their own 11-14 assessment policies, detailing how progress and attainment across Key Stages 3 is assessed and reported. This guide explains how The Priory School assesses and reports student achievement from years 7 to 9 as result of the changes.

2. 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 SATs (statutory attainment tests) in Years 2 and 6. Following the abolition of levels, for the first time in summer 2016, SATS results were not reported in the form of levels but rather as a scaled score in the range of 80-120, where the score of 100 is roughly equivalent to the old 4b. Students achieving this score are described as 'secondary ready' or 'meeting age related expectations'.

3. Assessment principles

The Priory School's new assessment framework seeks to capitalise upon the opportunity presented by the removal of levels, to introduce an assessment 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 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

4. The New Assessment Model

From September 2017, the level ladder, which provided the basis for assessment and reporting at KS3, was replaced by the mastery curriculum. Instead of using levels or sub-levels to assess KS3 achievement and inform feedback, the core knowledge, concepts and skills that underpin each subject is assigned to six broad **thresholds**, with each successive threshold assessing more demanding knowledge, concepts and skills. These thresholds have been mapped across the KS3 curriculum for each subject.

In Years 7-9, student achievement is assessed in relation to four of the six thresholds, for each year. The descriptors attached to each threshold – **emerging, developing, securing, mastering** - provide students with a clear indication of how well they are progressing. Table 1 shows the progression of the thresholds, year-on-year, throughout the Key Stage 3 programme of study. What, for example, constitutes ‘securing’ in Year 7, would count as ‘developing’ in Year 8 and ‘emerging’ in Year 9. At the top end, where students are demonstrating knowledge, understanding and skills above and beyond those specified in that year of the programme of study, they are deemed to be making ‘**exceptional progress**’ (EP).

Table 1

Year 7 Descriptors	Year 8 Descriptors	Year 9 Descriptors
		EP
	EP	Mastering
EP	Mastering	Securing
Mastering	Securing	Developing
Securing	Developing	Emerging
Developing	Emerging	
Emerging		

The plans on the next three pages show the core knowledge, concepts and skills, which is assessed, during Years 7, 8 and 9, in modern foreign languages (MFL).

Each year group plan shows the core knowledge, concepts and skills required for the 4 descriptors--emerging, developing, securing and mastering. There is an additional column in the Year 9 plan for those students who are making exceptional progress in MFL during Year 9.

Year 7 MFL

Key Skills: to succeed in languages there are five skills that you must master as you progress through Key Stage 3. Use this sheet as a reference to help you with homework and assessments. It's your guide to becoming a **master linguist!**

	Emerging	Developing	Securing	Mastering
<p>Listening</p> 	Demonstrate understanding of familiar words and phrases, spoken clearly and repeated	Demonstrate understanding of a range of familiar phrases and opinions	Demonstrate understanding of main points and opinions from short passages using familiar vocabulary	Demonstrate understanding of main points/opinions and some details in short passages
<p>Speaking</p> 	Say single words and short phrases with support, imitating correct pronunciation	Ask and answer simple questions, giving basic information and simple opinions, using familiar vocabulary and showing awareness of sound patterns	Take part in a simple dialogue, giving opinions using familiar vocabulary, including some time expressions	Take part in a longer conversation using familiar vocabulary, and begin to speak spontaneously (e.g. by giving an unsolicited opinion)
<p>Reading</p> 	Demonstrate understanding of familiar words and phrases/read familiar words and phrases aloud	Demonstrate understanding of a range of familiar written phrases and opinions	Demonstrate understanding of main points and opinions from short texts using familiar vocabulary. Translate familiar words and short phrases	Demonstrate understanding of main points/opinions, overall message and some details in short passages. Translate simple sentences
<p>Writing</p> 	Write or copy simple words correctly and complete short phrases with aid	Write a few short sentences with support, giving basic information using high-frequency verbs, and write some familiar words from memory. Spelling and accents may not be accurate but the meaning is clear	Write several short sentences with support, to give information and express simple opinions. Translate familiar words and short phrases into the target language, showing general accuracy but there may be major errors with verbs	Write short texts for different purposes using mainly memorised language, express opinions and simple reasons. Translate into the target language containing familiar words and structures, showing general accuracy but there may be errors with verbs
<p>Grammar</p> 	Understand basic grammatical terms, understand the concept of singular/plural, gender, articles, understand and use high-frequency verb forms e.g. it is, I have, I am and numbers up to 30	Understand and use regular adjectives and the concept of adjectival agreement with gender, subject pronouns in the singular form and the present tense of ER verbs (French) or AR verbs (Spanish) in the singular form, and use the simple negative form and simple connectives, intensifiers and qualifiers	Understand the adjectival agreement (gender and number) and position of regular adjectives, possessive adjectives, key question words, the four key irregular verbs <i>to go, to do, to be</i> and <i>to have</i> , the partitive article, prepositions after familiar verbs, frequency expressions, adverbs of place and time, mode of address, simple prepositions of position	Use infinitive forms after another conjugated verb, the present tense of regular verbs (singular and plural) and reflexive verbs (singular)

Year 8 MFL

Key Skills: to succeed in languages there are five skills that you must master as you progress through Key Stage 3. Use this sheet as a reference to help you with homework and assessments. It's your guide to becoming a **master linguist!**

	Emerging	Developing	Securing	Mastering
Listening 	Demonstrate understanding of a range of familiar phrases and opinions	Demonstrate understanding of main points and opinions from short passages using familiar vocabulary	Demonstrate understanding of main points/opinions and some details in short passages	Demonstrate understanding of main points and opinions/justifications and specific details in longer passages, which include another tense
Speaking 	Ask and answer simple questions, giving basic information and simple opinions, using familiar vocabulary and showing awareness of sound patterns	Take part in a simple dialogue, giving opinions using familiar vocabulary, including some time expressions	Take part in a longer conversation using familiar vocabulary, and begin to speak spontaneously (e.g. by giving an unsolicited opinion)	Take part in a longer conversation on a range of topics, describing, informing, expressing opinions and giving reasons, which <i>may</i> include another tense and demonstrate spontaneity by asking some simple, unsolicited questions (e.g. "et toi?")
Reading 	Demonstrate understanding of a range of familiar written phrases and opinions	Demonstrate understanding of main points and opinions from short texts using familiar vocabulary. Translate familiar words and short phrases	Demonstrate understanding of main points/opinions, overall message and some details in short passages. Translate simple sentences	Demonstrate understanding of main points and opinions/justifications and specific details in longer passages, which include another tense, and deduce inferred meaning. Translate simple sentences showing good accuracy
Writing 	Write a few short sentences with support, giving basic information using high-frequency verbs, and write some familiar words from memory. Spelling and accents may not be accurate but the meaning is clear	Write several short sentences with support, to give information and express simple opinions. Translate familiar words and short phrases into the target language, showing general accuracy but there may be major errors with verbs	Write short texts for different purposes using mainly memorised language, express opinions and simple reasons. Translate into the target language containing familiar words and structures, showing general accuracy but there may be errors with verbs	Write short texts, giving and seeking information and opinions, <i>may</i> refer to another tense. Translate into the target language longer sentences, mostly accurately but with some minor errors
Grammar 	Understand and use regular adjectives and the concept of adjectival agreement with gender, subject pronouns in the singular form and the present tense of ER verbs (French) or AR verbs (Spanish) in the singular form, and use the simple negative form and simple connectives, intensifiers and qualifiers	Understand the adjectival agreement (gender and number) and position of regular adjectives, possessive adjectives, key question words, the four key irregular verbs <i>to go, to do, to be</i> and <i>to have</i> , the partitive article, prepositions after familiar verbs, frequency expressions, adverbs of place and time, mode of address, simple prepositions of position	Use infinitive forms after another conjugated verb, the present tense of regular verbs (singular and plural) and reflexive verbs (singular)	Use the past tense of regular ER (French) or AR (Spanish) verbs using <i>avoir</i> (French), the past tense of common irregular verbs, the present tense (in full) of common irregular verbs, the prepositions followed by <i>de</i> (e.g. next to), time expressions to be used with the past, irregular adjectives, comparative adjectives, regular adverbs, indefinite/interrogative pronouns and adjectives, the imperfect tense of common verbs (French) e.g. <i>c'était</i>

Year 9 MFL

Key Skills: to succeed in languages there are five skills that you must master as you progress through Key Stage 3. Use this sheet as a reference to help you with homework and assessments. It's your guide to becoming a **master linguist!**

	Emerging	Developing	Securing	Mastering	EP
Listening 	Demonstrate understanding of main points and opinions from short passages using familiar vocabulary	Demonstrate understanding of main points/opinions and some details in short passages	Demonstrate understanding of main points and opinions/justifications and specific details in longer passages, which include another tense	Demonstrate understanding of a range of details/opinions/justifications in a longer passage, and deduce inferred meaning in a longer passage spoken at a near-normal speed, which includes a variety of tenses	Deduce meaning and demonstrate understanding of overall message and key points in a range of passages which include a range of at least 3 different tenses, justified opinions and some less familiar as well as familiar vocabulary and grammatical structures
Speaking 	Take part in a simple dialogue, giving opinions using familiar vocabulary, including some time expressions	Take part in a longer conversation using familiar vocabulary, and begin to speak spontaneously (e.g. by giving an unsolicited opinion)	Take part in a longer conversation on a range of topics, describing, informing, expressing opinions and giving reasons, which <i>may</i> include another tense and demonstrate spontaneity by asking some simple, unsolicited questions (e.g. "et toi?")	Take part in longer conversations, expressing and justifying opinions, giving details, which <i>may</i> refer to the present, past or future and demonstrate spontaneity by asking unsolicited questions and expanding answers	Begin to initiate and develop conversations and narrate events, use a wide range of common vocabulary and grammatical structures, demonstrate spontaneity asking and answering unexpected questions, developing answers where appropriate
Reading 	Demonstrate understanding of main points and opinions from short texts using familiar vocabulary. Translate familiar words and short phrases	Demonstrate understanding of main points/opinions, overall message and some details in short passages. Translate simple sentences	Demonstrate understanding of main points and opinions/justifications and specific details in longer passages, which include another tense, and deduce inferred meaning. Translate simple sentences showing good accuracy	Demonstrate understanding of a range of details/opinions/justifications in a longer passage, and deduce inferred meaning in a longer passage, which includes a variety of tenses. Translate into English short passages, showing good accuracy	Demonstrate understanding of overall meaning and key points in a range of texts which include at least 3 different tenses, opinions and some less familiar vocabulary and more complex grammatical structures. Translate with increasing accuracy into English
Writing 	Write several short sentences with support, to give information and express simple opinions. Translate familiar words and short phrases into the target language, showing general accuracy but there may be major errors with verbs	Write short texts for different purposes using mainly memorised language, express opinions and simple reasons. Translate into the target language containing familiar words and structures, showing general accuracy but there may be errors with verbs	Write short texts, giving and seeking information and opinions, <i>may</i> refer to another tense. Translate into the target language longer sentences, mostly accurately but with some minor errors	Write short texts in a range of contexts, giving and seeking information and opinions, <i>may</i> refer to a variety of tenses. Translate into the target language longer sentences, mostly accurately but with some errors in more complex verbal structures	Write longer texts for different purposes and in different settings, giving descriptions, narrations and personal opinions with some justification. Translate into the target language longer sentences containing linked ideas and a variety of vocabulary and grammatical structures. Some minor errors and some errors with more complex structures
Grammar 	Understand the adjectival agreement (gender and number) and position of regular adjectives, possessive adjectives, key question words, the four key irregular verbs <i>to go, to do, to be</i> and <i>to have</i> , the partitive article, prepositions after familiar verbs, frequency expressions, adverbs of place and time, mode of address, simple prepositions of position	Use infinitive forms after another conjugated verb, the present tense of regular verbs (singular and plural) and reflexive verbs (singular)	Use the past tense of regular ER (French) or AR (Spanish) verbs using avoir (French), the past tense of common irregular verbs, the present tense (in full) of common irregular verbs, the prepositions followed by <i>de</i> (e.g. next to), time expressions to be used with the past, irregular adjectives, comparative adjectives, regular adverbs, indefinite/interrogative pronouns and adjectives, the imperfect tense of common verbs (French) e.g. <i>c'était</i>	Use the perfect tense with <i>être</i> (French), reflexive verbs (full), use tenses together, the imperative, superlative adjectives, plural possessive adjectives, common adverbial phrases (e.g. <i>cuando hace buen tiempo...</i>), interrogative verb forms, the simple future tense, the conditional tense of <i>vouloir/aimer</i> (French)	the imperfect tense of other common verbs (French), negatives such as <i>ne...rien/jamais/que</i> (French), less common subordinating conjunctions such as <i>comme/lorsque/puisque/debido a/ya que/aunque</i>

5. Learning Journeys

In order to provide students, parents and carers with a measurable indicator of how well learners are progressing and what they are currently on track to achieve at the end of Key Stage 4, progress, in each subject area, is reported in relation to their current **'learning journey'**.

At the beginning of Year 7, for each of their subjects, Year 7 students are assigned one of the eight learning journeys outlined in table 2 below. This learning journey is based upon KS2 prior attainment and GCSE estimates. In the practical subjects, baseline assessment is also used to ensure students are matched to a learning journey that accurately reflects their ability in that subject. For this reason, it is likely that students will be assigned to different learning journeys for different subjects.

Year 8 and Y9 students are assigned higher learning journeys as they journey through KS3.

The tables show how the learning journey links the achievement at KS2 to the KS4 target range.

Table 2

Y7	Learning Journey across Key Stage 3	KS4 Target Range	KS4 9-1 Target	KS4 A-G Target
119-120	4.5	7-9	9	A*
113-118	4.0	7-9	8	
110-112	3.5	6-8	7	A
104-109	3.0	5-7	6	B
98-103	2.5	4-6	5	
92-97	2.0	3-5	4	C
89-91	1.5	2-4	3	D
<88	1.0	2-4	2	E
			1	F/G

Table 3

Y8	Learning Journey across Key Stage 3	KS4 Target Range	KS4 9-1 Target	KS4 A-G Target
>6	5.5	7-9	9	A*
5b-5a	5.0	7-9	8	
5c-5b	4.5	6-8	7	A
4a-5c	4.0	5-7	6	B
4c-4b	3.5	4-6	5	
3b-3a	3.0	3-5	4	C
3c-3b	2.5	2-4	3	D
<3c	2.0	2-4	2	E
			1	F/G

Table 4

Y9	Learning Journey across Key Stage 3	KS4 Target Range	KS4 9-1 Target	KS4 A-G Target
119-120	6.5	7-9	9	A*
113-118	6.0	7-9	8	
110-112	5.5	6-8	7	A
104-109	5.0	5-7	6	B
98-103	4.5	4-6	5	
92-97	4.0	3-5	4	C
89-91	3.5	2-4	3	D
<88	3.0	2-4	2	E
			1	F/G

At the end of each learning journey, the **KS4 Target Range** indicates the outcomes which students are on track to achieve if they continue to work hard. Once students formally begin to study GCSEs towards the end of Year 9 or the start of Year 10, this KS4 target range will be replaced with a single **KS4 Target Grade**. Please note that GCSE targets are expressed using the new 9-1 grading system, which will have replaced the old A*-G grades for all subjects, for current Year 7-9 students.

One clear advantage of this approach is greater coherence and continuity across Key Stages 3 and 4. Instead of using levels to report progress at Key Stage 3 and GCSE grades to report progress at Key Stage 4, moving forwards, there will be a common language around assessment across Years 7-11 and greater clarity around expected outcomes at each stage of a student's school career.

Using a KS4 estimated target range instead of a single target grade at KS3 emphasises that outcomes are not fixed or pre-determined. To reinforce the school's high expectations and the idea that there is no cap or limit on what students can achieve, learning journeys will be reviewed at regular intervals throughout the year. Where a student is consistently working at the upper end of their KS4 target range or exceeding it, they will be moved up to the next learning journey.

6. How will student progress in relation to their learning journeys be reported?

Student learning journeys provide a clear, consistent and measurable benchmark against which achievement in different subjects can be assessed and reported. This is because they are related to the knowledge, understanding and skills required by the 6 thresholds, stated in section 4 of this document. Progress checks for Y7 to 9 students inform parents, using the language below, whether or not their child is displaying the knowledge, understanding and skills required by their learning journey and therefore predicts whether they are on track to achieve their GCSE targets in Y11.

Table 5

Exceptional	Predicted to be making exceptional progress towards their GCSE target range, at the end of the year.
Above Expected	Predicted to be making more than expected progress towards their GCSE target range at the end of the year.
Meeting Expected	Predicted to be making expected progress towards their GCSE target range at the end of the year.
Below Expected	Predicted not to be making expected progress towards their GCSE target range at the end of the year.

Parents will receive a progress check 3 times a year. The example of a progress check, on the next page, shows how the target range for each subject will be presented and a statement to state whether the student is **predicted** to be:

- **below expected** progress towards their GCSE target range, **as for Art in the first term, in the example;**
- **meeting expected** progress towards their GCSE target range, **as for maths, science, drama, art, geography, ICT, music, P&E, PE, Spanish and technology, in the second term of the example on the next page;**
- **above expected** progress towards their target range, **as in English in the example;**
- **making exceptional** progress towards their target range, **as in history during the second term, in the example.**

The second progress check will also include specific improvement targets for each subject. The second report will be issued just before the parents' consultation evening, so parents can discuss these improvement targets with teachers.

7. Feedback to Students

Students have yellow tracker sheets at the front of their books, similar to the example for history, at the end of this booklet. These trackers show the results of assessments and their progress check predictions.

After each assessment, students are given a yellow 'assessment feedback sheet' which will show the result of the assessment, in terms of 'emerging', 'developing', 'secure' and 'mastering'. This sheet also highlights the knowledge, understanding and skills the student needs to work on, to improve. These assessment sheets will be in their books together with their assessments.



The Priory School
Year 7 Progress Review

Name _____

Subject	KS4 GCSE Target Range	December					March					July				
		Effort	Behaviour	Homework	Organisation	Progress Summary	Effort	Behaviour	Homework	Organisation	Progress Summary	Effort	Behaviour	Homework	Organisation	Progress Summary
English	5-7	1	1	1	1	Above Expected	1	1	1	1	Above Expected					
Mathematics	7-9	1	1	2	2	Meeting Expected	1	2	2	2	Meeting Expected					
Science	6-8	2	2	2	2	Meeting Expected	3	2	2	2	Meeting Expected					
Art	5-7	3	2	3	2	Below Expected	2	2	2	2	Meeting Expected					
Drama	6-8	1	1	2	1	Meeting Expected	1	1	2	1	Meeting Expected					
Geography	6-8	2	1	2	2	Meeting Expected	2	2	2	2	Meeting Expected					
History	6-8	1	1	1	1	Above Expected	1	1	1	1	Exceptional					
ICT	6-8	1	1	1	1	Meeting Expected	1	1	1	1	Meeting Expected					
Music	6-8	1	1	2	1	Meeting Expected	1	1	2	1	Meeting Expected					
P&E	6-8	1	1	3	2	Meeting Expected	1	1	2	1	Meeting Expected					
PE	7-9	2	2		1	Meeting Expected	1	1		1	Meeting Expected					
Spanish	5-7	2	2	2	2	Meeting Expected	2	2	2	2	Meeting Expected					
Technology	6-8	1	1	1	1	Meeting Expected	1	1	2	1	Meeting Expected					

% Attendance	97.40
Number of Lates	5
Achievement Points	47
Behaviour Points	15



KS3 History Y7 Assessment Tracker

Name _____

Form 7

Assessment Point 1 Prediction		Assessment Point 2 Prediction		Assessment Point 3 Prediction	
Not Yet	Meeting Expectations	Not Yet	Meeting Expectations	Not Yet	Meeting Expectations
Above Expectations	Exceptional	Above Expectations	Exceptional	Above Expectations	Exceptional

Summative Assessment

Assessment	ASSESSMENT OUTCOME			
Body in the Ditch	Emerging	Developing	Secure	Mastering
Battle of Hastings	Emerging	Developing	Secure	Mastering
The Black Death	Emerging	Developing	Secure	Mastering
Thomas Becket	Emerging	Developing	Secure	Mastering
Islam Test	Emerging	Developing	Secure	Mastering

CORE TARGETS FOR GOOD HISTORY WORK

- Accurate use of detail, focus on using names, dates and well developed evidence.
- Aim to read around the topic to find out independent ideas.
- Concentrate on clear handwriting using correct spellings and grammar.
- Work should be written in well-developed PEEL paragraphs.

Never accept OK...read and act on teacher feedback to grow your skills and improve on your next piece of work. Always try your best.