Assessment guidance

Woldgate School

Of great merit, character and value

Assessment and reporting at Key Stage 4

Marksheets/Group Lists are available on SIMs. Marksheets are used to record progress data on a termly basis and have baseline data information and are colour coded. You will be expected to fill in working towards grades, attitude to learning for both classwork and homework (4-1) using the Attitude to Learning skills grid and any concerns you may have (A = Attendance, B = Behaviour, C = Coursework, H = Homework, O = Organisation). It is expected that all

Assessment and reporting at Key Stage 3

Our assessment principle.

What is certain is how well a child has achieved in a particular test or assessment based on the knowledge that they have been taught.

If a child undertakes an assessment, the outcome of that work – such as the number of questions answered correctly in a mathematics test, whether key artistic techniques have been applied in a painting, whether a range of writing features have been used correctly and accurately in a persuasive speech – is fact. These outcomes can be checked, standardized, and can express the amount of the curriculum a child has learned and understood.

This unadulterated information about what children actually do and can articulate about the subjects they have studied can then be used to explore areas they do not yet understand, to express their progress through the planned curriculum, and to make judgements about whether their understanding of that curriculum is consistent with (or even higher than) the performance of other children with similar starting points in their cohort.

The expression of that learned curriculum – without distortion by applying it to a mark scheme for the next key stage, without predicting forward two to four years, or reducing the full range of that challenging into narrow 'met' or 'not met' statements – is the purest information about a child's quality of education and their understanding. We intend to use that knowledge about the full taught curriculum to establish a child's progress through it – and express whether the conceptual prerequisites of that curriculum have been understood.

Conceptual pre-requisites

Our creation of a an assessment system around the content that children have actually learned is informed by two key points.

1. **That not all children in all classes will learn and understand all of the taught curriculum content.** At GCSE, for example, grades themselves exist to express the reality that some children will become alive to all or most of the content. Indeed, on average the standard pass grade for GCSE subjects tends to fall within the range of 45-55% of the total marks available. This gives an idea of the level of challenge of that terminal assessment.

   A curriculum where this is not the case – and where all objectives are met by all pupils – is a curriculum where the highest ability are not being exposed to

challenging material. When they enter a curriculum determined by the DfE and executed by exam boards, pupils working above the level of a standard pass will be required to know and work with knowledge that is beyond the scope of that which can be understood by the majority of children. They will require a curriculum that is sufficiently ambitious to prepare them for that. Consequently, at GCSE in the grades allocated and with the range of scaled scores at KS2, the extent of the curriculum understood by children will be expressed on across a range.

2. **Some curriculum content is more generative (creates more knowledge and connections) and fundamental (forming the necessary core) to a child's progress than others.**

   Some knowledge forms a particular gateway – a conceptual prerequisite – to the next step of education.
   Examples might include:
   - Key concepts in history. Knowing, for example, that a 'flapper girl' was a member of a subculture of young Western women in the 1920s who wore short skirts, bobbed their hair, listened to jazz, and flaunted their disdain for what was then considered acceptable behaviour gives an insight into attitudes to gender, mass culture, and identity in the 1920's. However, it is itself a very specific example of wider concepts – feminism, popular culture, rebellion – that will be explored again with other examples in other time periods where 'flapper girls' either had not yet been created or where they have become archaic. Equally, pupils will only see a 'flapper girl' as a superficial piece of historical trivia unless they understand those root concepts of feminism, pop culture, and rebellion.
   - Schema in science. The knowledge pool of Science is enormous and still expanding at a rapid rate. Brownian motion, as with the example from History, is an example of knowledge content that explains but is also explained by the wider – and more revisited, reinforced, fundamental – concept of the particle model provides.
   - Conceptual prerequisites in Mathematics. The recent DFE / NCETM non-statutory mathematics curriculum is built around the ready to progress criteria that distinguishes from the National Curriculum for Mathematics the content that that forms the essential understanding for further study. Consequently, concepts around place value are identified as making children ready to progress but an understanding of the Roman numeral system, while important to learn, is not.

Consequently our curriculum starts with conceptual pre-requisites. It is important that all subject planners have a good understanding of this term.

A **concept** is a thought or idea – the word is also the base that gives us the word conceive – in the way life is 'conceived,' it means the generation or start of knowledge. It gives us conception – "the act or faculty of conceiving in the mind, or of forming an idea or notion of anything." It is the opposite of 'deceit' or 'deceive,' it expands into 'perceive' and 'perception.' Knowledge is what is 'known.' Concepts are understood.

A concept is a **pre-requisite** if it is so important that it will become the foundation for the next stage of a child's educational journey.

Curriculum time is precious. Children have a finite working memory and varying starting points in terms of their prior achievement. Some may have special educational needs and some may have factors that have led to low attendance. It is all the more important then that for these children the knowledge they encounter is prioritised – with conceptual requisites placed first and revisited more frequently.

That is not to say that the curriculum should be narrowed to only cover the minimum – far from it: the content children are served in the classroom should be wide and far ranging to build the necessary 'hinterland knowledge' to be able to gain a full understanding of topics and their interplay. While the knowledge of the curriculum should be wide and far reaching – allowing children to be challenged and to grow within a subject. A conceptual prerequisite is part of that: they are the 'golden nuggets' that should be understood by all and, where they are not, this is where intervention and action from the teacher should be focused.

Consequently, at Key Stage 3:
Conceptual pre-requisites will be clearly communicated to children, parents, carers, and colleagues prior to a unit of work beginning.

These conceptual prerequisites will form the basis of ongoing formative assessment during a unit and they will be revisited in future assessments to ensure they are not forgotten.

As part of departmental tracking, ongoing progress against conceptual pre-requisites will be tracked on a departmental mark-book. We are entirely conscious of workload for colleagues. Identifying four conceptual pre-requisites on a SIMS marksheet for a class of 30 children, for example, creates immediately 120 cells that require input. Consequently, colleagues will only need to input a W for working toward – where there are some concerns about whether this has been met – or N, where a child does not understand the concept. All others will assumed to have understood the necessary pre-requisite.

At the end of a unit, parents will be advised which of the conceptual pre-requisites identified for teaching have been understood by their child.

Assessing Knowledge at Key Stage 3

Key Stage 3 National Curriculum expectations are not year-specific and so the component knowledge it contains relates only to what children will need to have learnt by the end of Year 9. This means that sequencing the curriculum content so that it is delivered in the most logical sequence is essential – and ensuring that it builds upon prior learning at Key Stage 2. This will involve the distribution of new content from the KS3 curriculum across the three years in addition to careful revisiting of the foundation knowledge at primary.

Curriculum planning and assessment are therefore closely interlinked and so this assessment policy works in tandem with curriculum policy. That policy specifies that:

At all stages of a child's education, the curriculum should be at least as challenging as the National Curriculum. Challenge should not be provided by reaching forward into the expectations of the next key stage unless it provides clear and explicit connection to, exemplification of, and development from the taught content.

Consequently, the bedrock of the secondary curriculum is a strong and challenging primary curriculum. All leaders at Key Stage 3 will have access to a full understanding and exemplification of the knowledge, concepts, and vocabulary from primary school.

With this information:

- *Leaders will take great care to ensure that knowledge delivered at Key Stage 3 does not represent a regression from Key Stage 2. For example, in Key Stage 2 where the term 'patella' is introduced in teaching of the skeletal system, it will not be termed 'knee cap' in secondary teaching. Or, where shading in primary is delineated as stippling, cross-hatching, and so on, secondary teachers will not over-simplify by merging these interchangeably as 'mark making.'*
- *Leaders will plan for careful reinforcement and repetition at Key Stage 3 that is explicitly planned to repeat and revisit concepts and knowledge where they are important pre-requisites or statutory re-coverage. Secondary teachers will be aware of – and anticipate – quality first teaching of this knowledge. For example, no teaching of tectonic hazards at Key Stage 3 should be pitched as 'an introduction to' – this will have been covered when children were in Year 3 or 4. Equally, in areas such as history where a period of history prior to 1066 must be covered again at Key Stage 3, it should be done with the care and respect required to do justice to its coverage at Key Stage 2.*
- *Leaders will ensure that planned knowledge is delivered. Leaders should use pre-teaching assessment to ascertain the baseline children are working from. Secondary teachers will need to carefully revisit, prioritise, and allow transition to secondary knowledge for children who have gaps in their learning. This should be informed by the conceptual pre-requisites for each unit with teachers aiming for rapid catch-up so that time at Key Stage 3 can be spent on the Key Stage 3 curriculum.*
- *Leaders should look forward. Just as the Trust's conceptual pre-requisites at Key Stage 1 speak to and develop into lower Key Stage 2, and onward into Upper Key Stage 2, so Key Stage 3 will look ahead to the demands at GCSE study and develop a clear pathway for the knowledge and schema that will be required later. For example, in design technology at Key Stage 3 teachers should build on concepts of sustainability, selection of materials, and design briefs that is present at Key Stage 2. They should be aware of the vast range of types of materials, timbers, plastics, at Key Stage 4 and bring forward selections of that rich vocabulary into Key Stage 3 to allow that knowledge to be acquired over time.*

The key implications of this policy for assessment are as follows:

a. For assessment to be effective at secondary, knowledge organisers will be shared with children so that they can see exactly what they will learn. Pedagogy will ensure these are revisited to inform teaching and support retention. They will indicate the conceptual prerequisites for each unit.
b. Assessments will be planned that test all of the key knowledge in the knowledge organizer. This ensures that children are not ill-prepared for assessments as they have access to the content that will be assessed.
c. Assessments will be sensitive to the different domains of knowledge for each subject, as identified in the Intent documents for each subject – itself informed by research. For example, in history the assessment must go beyond the substantive knowledge and test the disciplinary skills of a historian. In practical subjects such as Music, tacit and procedural knowledge should be central to assessment as well as knowledge of key terms. Consequently, the assessments taken will have tasks, questions, and

components in keeping with the subject intent. So for history the assessment should test knowledge – which could be in the form of closed questions – as well as extended writing to allow children to show understanding of sources, causes and consequence, and significance, for example. In Music it is likely to contain a knowledge component but also a practical activity that will asses skill with an instrument as well as compositional ability.

d. The type of assessment used at the end of each unit will be communicated to parents along with the conceptual prerequisites prior to first teaching.

Results of that assessment will be expressed numerically and recorded on a mark sheet. Care must be taken in doing this:

I. For longer written responses, creative works such as art or musical pieces, a mark scheme should be created to discern the level of understanding or application. These should not be GCSE mark schemes and the numerical value assigned should be pragmatic and be a practical expression of the quality of the finished piece. For this reason mark schemes which assign large number values to single responses – for example putting a single essay out of 40 marks, as at some GCSE papers, is impractical. In such cases, the department would be advised to consider the qualities of response they might expect and assign sufficient marks to capture this.

II. Knowledge components should be weighted appropriately. For example, in religious education pupils should have the opportunity to express the personal knowledge they have gained in their studies but this should not skew or eclipse the statutory vocabulary and philosophical, theological, and social science content of the curriculum devised by the SACRE. Elsewhere, where the focus of an art unit is the investigative work rather than the practical outcome, the result for this should be multiplied or scaled – the same way components in exam papers are weighted – to give them the appropriate emphasis.

III. Assessments should be designed to cumulatively establish how well conceptual pre-requisites have been understood but should go beyond so that it tests the totality of knowledge covered in that process.

The numerical mark for the final assessment will generate reporting for colleagues and children, parents and carers. This will be converted into a percentage to show the proportion of the curriculum that children have learnt and expressed in their assessments.

Using Assessment to Report and Evaluate Achievement

As the total knowledge demonstrated by children is expressed as a percentage, it will allow leaders to understand the average pass mark for learners as a whole to judge the quality of coverage by class and by subgroup, for example.

However this must be contextualized carefully. Percentage scores cannot be normalized between subjects to show intended outcomes. For example, expressing that 50%, for example, is the intended percentage risks adding concepts such as a ’pass’ rate that are the domains of GCSE. If a ‘pass’ or ‘base expectation’ exists at Key Stage 3 then it is that all conceptual prerequisites are met.

What is vital, however, is to contextualize the percentage of the curriculum learned with the starting point children have. Consequently, the results of the assessment will be used to determine whether a child's attainment is commensurate with their prior achievement. As there are no nationally standardized and DfE approved measures to identify how children at WONDER schools are achieving at Key Stage 3 – or how much of the curriculum is being learned compared to children with similar starting points nationally, - the performance of individual pupils will be used comparatively against their cohort and against the cohort of other WONDER schools to create collaboration judgments.

For teachers:
The results of assessments will be cross referenced with prior achievement. A 'percentile rank' for the amount of curriculum learned will be analyzed alongside their 'percentile rank' of their scaled score on entry. This will feed the WONDER Kingfisher analysis system – this has its own policy and documentation however, the visual created will show a breakdown of how performance in an assessment relates to their prior learning.

From this it will be possible, for example, to see where:

> **Performance in assessment is commensurate with prior achievement in individuals and subgroups.**
>
> **Performance in an assessment shows children and subgroups are performing at a level that shows progress against their starting points.**
>
> **Where children and subgroups are underachieving against their starting points.**

It is the intention that this information will inform classroom practice and close gaps in achievement early so that children can make best use of Key Stage 3 to make excellent progress as they complete their secondary education. In addition, seeing the percentages of curriculum learned will identify where individual subjects may require refinement in their intended outcomes where, for example, children are finding the curriculum too easy.

Reporting for parents and carers.

Parents will receive, prior to unites being delivered, a summary of the conceptual prerequisites for each unit and the type of final assessment used. At the end of each assessment - three times a year and either via parents'; evening or report, - they will receive information that explains:

- Whether each conceptual prerequisite has been understood by their child.
- The results of the assessment as a percentage, contextualized with the average percentage for the cohort and / or the average percentage for someone with a similar scaled score at Key Stage 2.
- A graphic representation – or flight plan – that shows the impact and significance of their for their long term curriculum journey.

Results of assessments must be contextualized with reference to the wider cohort. Average percentages are unlikely to be comparable across subjects (just as GCSE grade boundaries fluctuate year-on-year, they also fluctuate between subjects) and as teachers build experience in delivering the WONDER curriculum, average marks will increase (otherwise called the saw-toothed trend) and so just as all external assessments are standardized by year, WONDER will undertake a similar process termly.

Moderation and Standardisation

As the performance of an individual child is informed by the assessment of other children in the cohort, it makes moderation of teacher judgement even more vital. Moderation is a key activity not only to ensure consistency is applied when marking work but also to explore the implementation of the curriculum. Moderation is based on a comparative judgement model.

With comparative judgment, teachers are presented with pairs of pupils' work and asked to determine which one demonstrates a higher level of achievement or quality based the predefined criteria or standards. By making these comparisons, assessors can rank the work in terms of their relative strengths and weaknesses.

This method of assessment helps to reduce subjectivity in marking, as it directly compares pupils' work rather than relying on individual interpretations of scoring scales or criteria. By using collective judgment, comparative judgment promotes fairness and reliability in the assessment process. In addition, by comparing multiple pieces of work, assessors can calibrate their judgments and ensure consistency in marking across different assessors. This process helps to align the interpretation of standards and criteria, minimising discrepancies and enhancing the reliability of the final marks or grades assigned to pupils.

In addition, to further check assessment and learning, external and nationally standardised tests will be set for children in Key Stage 3 with tests at the end of each year for English and Mathematics and at the end of each Key Stage for Science.

Consequently, in summary, it is the aim to develop and implement challenging assessments at Key Stage 3 and to report the results of these directly to parents with information to help them understand the significance and consequences of those scores. This information will help them to understand what aspects of learning their child needs to revisit, what the performance means relative to performance of other children within the cohort, and what it means for their child's progress toward their targets. Equally, for colleagues, it will help them to identify underperformance early and address these in class with focused work on the pre-requisite skills that will help them to improve.

Parents' Evenings

All Parents' Evenings will take place online, from 4pm to 7pm. Colleagues are welcome to conduct Parents' Evenings from home, or from school, as they prefer. Please do ask if you have any technical queries.

Year 7: Monday 24th June 2024
Year 8: Monday 13th May 2024
Year 9: Monday 11th March 2024
Year 10: Monday 22nd April 2024
Year 11: Monday 19th February 2024
Year 12: Wednesday 8th May 2024
Year 13: Monday 27th November 2023

Assessment Calendar 2023/2024

Date	Year	Description
04/09/2023	Year 11	Year 11 Summer Mock Data Entry Deadline
23/10/2023	Year 11	Progress Data Deadline
23/10/2023	Year 13	Progress Data Deadline
20/11/2023	Year 10	Progress Data Deadline
20/11/2023	Year 12	Progress Data Deadline
08/01/2024	Year 7	Autumn Assessment Data Deadline
08/01/2024	Year 8	Autumn Assessment Data Deadline
08/01/2024	Year 9	Autumn Assessment Data Deadline
15/01/2024	Year 11	Progress Data Deadline
15/01/2024	Year 13	Progress Data Deadline
26/02/2024	Year 10	Progress Data Deadline
26/02/2024	Year 12	Progress Data Deadline
11/03/2024	Year 11	Progress Data Deadline
11/03/2024	Year 13	Progress Data Deadline
15/04/2024	Year 7	Spring Assessment Data Deadline
15/04/2024	Year 8	Spring Assessment Data Deadline

15/04/2024	Year 9	Spring Assessment Data Deadline
22/04/2024	Year 11	Internal NEA Deadline: Marks to Pupils
01/07/2024	Year 7	Summer Assessment Data Deadline
01/07/2024	Year 8	Summer Assessment Data Deadline
01/07/2024	Year 9	Summer Assessment Data Deadline