A pupil and parent guide to assessment and reporting at KS3



**Assessment Principals**

At Comberton Village College we believe that assessment should:

* Provide opportunities for pupils to show what they know in a way that is closely mapped to the curriculum covered.
* Have flexibility for subjects so that departments are doing what is right for the pupils in their subject at the right time.
* Allow all pupils to experience success by focusing on the progress that they have made relative to their individual starting point.
* Improve learning and encourage a growth mindset by providing pupils with relevant and focused formative feedback.
* Be clear in what the expectations are upon our pupils, and involve them in their own learning.
* Be recorded in a way that is manageable for staff and supportive of pupils.
* Use a range of techniques that aim to build pupils motivation and self-esteem.
* Be considerate of our staff and pupil’s workload and wellbeing.

Our reports should be:

* Representative of all the aspects that make for good progress.
* Clear and easy to understand in terms of feedback for parents.
* Be aspirational and reflective of the fantastic outcomes that our students achieve.

**Target Range**

By Easter of year 7 we will have assigned pupils with a target range, and this will appear on their report at each stage of key stage 3 to remind you of their data-based target. This target range will cover a range of aspirational GCSE grades for the end of year 11. The target is generated using data from Key Stage 2 tests or internal year 7 baseline assessments combined with the highest statistical predictions of likely GCSE attainment from the Fischer Family Trust (FFT5).

**How reports illustrate the progress that pupils are making**

We assess students on a 1-9 scale, where a 9 represents a deep and full understanding of the whole curriculum that has been studied so far. For subjects which closely align their KS3 curriculum and the KS4 curriculum you could see this as a grade that students are likely to go on and achieve at GCSE. At KS3 though we are looking at how our students have covered the curriculum, a depth of understanding range of 6-8 at KS3 would suggest a deep understanding of the curriculum. For some subjects these grades should not be thought of as GCSE grades as the KS3 and KS4 curriculums are too different, for example in Core PE a grade range of 7-9 suggests an excellent comprehension of how to live a healthy active lifestyle, but it would not suggest that this pupil would go on to achieve a grade 7-9 in GCSE PE. In each report we will give a curriculum depth of understanding grade showing what pupils current progress suggests that they will go on to achieve. You will then be able to compare these two ranges to see if your child is on track, above or below where they might have been.

For example, the pupil below is making expected progress in English, below expected progress in History and outperforming what would be expected of them in Maths. It is important to consider that the aspirational targets we set our students would put them in the top 5% of students nationally for progress, so to even make expected progress is a fantastic achievement.

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| --- | --- | --- |
| Subject | Depth of Understanding | Target Range |
| History | 4 – 6 | 5 – 7 |
| Maths | 5 – 7  | 4 – 6  |
| English | 5 – 7  | 5 – 7  |
| Geography | 3 - 5 | 5 – 7 |

Using an estimated target range instead of a single target grade reminds pupils that outcomes are not fixed or pre-determined. Some pupils will exceed even the top grade of their target range in one or more subjects. We frequently remind pupils of our high expectations and reinforce that there is no limit on what they can achieve.

**Effort Grades**

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| --- | --- | --- | --- | --- |
|  | Attitude  | Contribution | Homework | Organisation |
| Excellent | The pupil is demonstrating an excellent attitude towards this subject | The pupil is willing to get involved in class discussion, contributes excellent independent work, and goes above and beyond what is expected. They are self-motivated, show initiative and are committed to the subject.  | Homework tasks are always completed to a high standard. | The pupil is able to take responsibility for their own learning, always meeting deadlines, arriving equipped and ready to learn.  |
| Good | The pupil is demonstrating a good attitude towards this subject.  | The pupil applies themself well in lessons, completing work as expected. They are committed to the subject and participate fully in most classroom activities such as small group work, independent tasks and whole class discussions.  | Homework tasks are of a good quality and almost always fully completed. | The pupil usually meets deadlines, and they are developing as an independent learner. They bring in all relevant equipment and a charged iPad.  |
| Moderate | The pupils’ attitude in this subject is not disruptive but it also not supporting their own learning.  | The pupil is not always fully engaged in activities either verbally or in independent work. Everything is of a satisfactory quality, but they are happy to take a passive approach to their learning.  | Homework tasks are occasionally not completed to a level that reflects their ability.  | There are occasions when deadlines are missed, or the pupil is missing essential equipment. Their iPad is usually available.  |
| Limited | The pupils’ attitude in this subject is not always conducive to learning, and it can disrupt others.  | The work the pupil produces can be of a satisfactory quality. However, they sometimes do not complete classwork tasks and often produce work that does not reflect their ability. Sometimes they are not fully engaged in class. | Homework tasks are rarely completed to a level that reflects their ability.  | The pupil has limited independence, often relying on guidance to support them in meeting deadlines or coming with the required equipment.  |
| Cause for Concern | The pupils’ attitude in this subject is a cause for concern. They regularly display disruptive behaviour. | Classwork is frequently incomplete, and the pupil is often unwilling to engage in class activities. At times they do not act upon advice given. | Homework is rarely attempted.  | Deadlines for work are rarely met, the pupil does not come with the required equipment, or their iPad is not useable.  |

Where there is a ‘Cause for Concern’, our staff contact parents / carers to discuss the issue. Intervention measures are put in place to support the pupil so that they can improve.