



### **KS3 Assessment and Reporting.**

#### **Secure and Mastery of the Key Stage 3 curriculum.**

In order to report on progress in subjects at Key Stage 3 the school uses a system of grades that are based on acquiring the knowledge and skills to be secure in the content that has been taught. Where a pupil is deemed to be secure in a subject, that student has essentially met the requirements of the curriculum for that year group on the work that has been covered so far.

Where a student is judged to be working at a higher or lower standard than Secure a system of relative grades are used which is shown in the table below:

<b>Grades</b>	<b>Grade</b>	<b>Description.</b>
<b>9M,8M,7M</b>	<b>Mastered</b>	Demonstrated a comprehensive understanding of all concepts and skills in a unit of work.
<b>9E,8E,7E</b>	<b>Extended</b>	Grasped the main concepts and skills in a unit of work and can apply to new contexts.
<b>9S,8S,7S</b>	<b>Secure</b>	Has a secure understanding of the main concepts and skills when applied to familiar contexts.
<b>9A,8A,7A</b>	<b>Approaching</b>	Grasped most of the main concepts and skills in a unit of work and is approaching 'secure'.
<b>9D,8D,7D</b>	<b>Developing</b>	Grasped some of the main ideas and skills in a unit of work but others require development.
<b>9B,8B,7B</b>	<b>Beginning</b>	Beginning to grasp some of the main ideas and skills in a unit of work.

Clearly a student that has achieved 'Mastered' has a sound grasp of the material that is being covered. They are likely to be heading towards the higher end of the grade spectrum at GCSE, should they continue with the subject. Students who achieve less than 'Secure' have yet to acquire the knowledge and skills that are expected of the Key Stage 3 curriculum and will be given targets to help them achieve this level.

#### **Termly Assessment.**

Students are assessed each term and for most subjects this will be at least one assessment which covers work covered on the course which has been studied up to that point. For some subjects this will be an in class test or series of tests. In practical subjects a project or series of projects may be used.

Students are only assessed on work that has been taught up to that point and never on material that has yet to be taught. Assessments may also cover work that has been taught in previous terms to reflect the increasing level of knowledge required as they move through the course. Teachers will also use other evidence of performance such as the standard of homework and other work produced in class. They will use these sources of evidence to produce a current attainment grade that best reflects the standard of work produced. For this reason, the grade reported is frequently referred to as the Current Working Grade of the pupil.

Each student will receive a report towards the end of each term which will clearly state the grade that they are working at in each subject. In this way parents will know how their son or daughter is doing in each subject. In the spring and summer term, the report will also state the grades achieved



in previous terms so that comparisons can be made with previous performances. However, it should be noted that the most recent grade will always be the best indicator of a student's performance.

A termly report will include the following information:

**Subject Target Grade:** This is the grade that the student should be aiming at for the end of the year. It is an aspirational grade based on prior achievement, usually at Key Stage 2 but may include performance shown at an earlier stage of Key Stage 3. Please be clear that the subject target is **NOT** a forecast grade. Some pupils meet their targets; some pupils exceed them but some do not achieve their target grade.

**Current Working Grade:** The current working grade is the grade that is the teacher's best estimate of the standard that is being achieved by the pupil.

**Effort Grade:** A grade of 1 to 5 which gives a best fit description of the student based on our core values of Compassion, Wisdom and Resilience. The descriptors for each grade can be found at the end of this document.

The **Current Working Grade** should always be interpreted in relation to the **Subject Target Grade** which gives an indication of the grade at which a pupil should be aiming. Good progress is being made when a pupil is close to or on their target grade and excellent progress is made when a pupil exceeds the target grade.

For example, by the summer term in Year 9 a student's grades in History and Science might look like:

Subject	Subject Target Grade	Current Working Grade Autumn	Current Working Grade Spring	Current Working Grade Summer	Effort Grade
History	9E	9S	9S	9E	4
Science	9S	9A	9A	9S	4

In the above example grades are either static or getting better. The grades are also close to or equal to the **Subject Target Grade**. This shows that good progress is being made. Remember that even static grades will show progress as assessments later in the year will be covering more material than previous assessments. However it would also be possible for grades to drop if a student is not keeping up with the demands of the curriculum. The **Effort Grade** will give further information in cases where the **Current Working Grade** is significantly below the **Subject Target Grade**.

Teachers will make it clear to pupils when they have any formal internal assessments, which will take place during normal lessons. Parents are asked to encourage students to revise for them so that they are gradually building up their knowledge and will therefore be better prepared for the higher demand of courses that will come in future years.

### Effort Reporting.

The Effort grade is a grade from 0 to 5 that reflects the amount of effort that is put into each subject. These grades, based on the classroom expectations of learners at St Benedict's, are all centred on the essential characteristics of Wisdom, Resilience and Compassion. In respect to attitudes in the



classroom this translates into being ready to learn, trying hard when challenged, and being kind and considerate to others and ourselves. The grades are shown in a table at the end of this document.

Teachers will select the grade based on a **best fit** approach. The overall description of each grade is shown in the table at the end of this letter – but here as an example is grade 5:

*Effort is **exemplary** and a positive reinforcement to others. **Always** respectful, polite and kind in dealings with peers and adults. **Always** shows resilience when challenged. **Always** ready to learn – punctual and with the correct equipment. Homework **always** done to the best of ability.*

The descriptors have been worded to illustrate the type of learner that we wish to develop at St Benedict's. Not all students will be a Grade 5 but we do believe that all pupils could become this type of pupil by working hard, showing resilience when challenged, and being kind and compassionate to those around them. They in no way relate to academic achievement or 'being clever' but relate to our core values that we can all strive for.

The 0 to 5 grade descriptors are an attempt to enable us to report to parents and students roughly where on the scale they are in this journey to become an ideal learner. A best fit approach is used when applying them to individual students.

In many ways these characteristics are far more important than academic attainment and these grades should always be read in conjunction with the progress information given in the report.

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### Effort Score Descriptors – Years 7 to 11

Classroom expectations of learners at St Benedict's are all centred on the essential characteristics of Wisdom, Resilience and Compassion. In respect to attitudes in the classroom this translates into being ready to learn, trying hard when challenged, and being kind and considerate to others and ourselves.

The 0 to 5 grade descriptors are an attempt to enable us to report to parents and students roughly where on the scale they are in this journey to become an ideal learner. A best fit approach is used when applying them to individual students.

Grade	Description
5	Effort is <b>exemplary</b> and a positive reinforcement to others. <b>Always</b> respectful, polite and kind in dealings with peers and adults. <b>Always</b> shows resilience when challenged. <b>Always</b> ready to learn – punctual and with the correct equipment. Homework <b>always</b> done to the best of ability.
4	Effort is <b>consistently</b> very good and rarely needs reminding of appropriate classroom behaviour. <b>Consistently</b> respectful, polite and kind. On <b>most</b> occasions shows resilience when challenged. <b>Consistently</b> ready to learn – punctual and with the correct equipment. On <b>most</b> occasions homework is done to the best of ability.
3	Effort is <b>mostly</b> good but <b>sometimes</b> needs reminding of appropriate classroom behaviour, but <b>always</b> responds to positive reinforcement. <b>Mostly</b> respectful, polite and kind. Is <b>mostly</b> resilient when challenged but <b>sometimes</b> needs encouragement to keep on going. <b>Mostly</b> ready to learn – punctual and with the correct equipment. Homework <b>mostly</b> meets expectations of the teacher.
2	Effort is <b>sometimes</b> good but does need reminding of appropriate classroom behaviour, but this is <b>mostly</b> responded to positively. <b>Sometimes</b> respectful, polite and kind but needs to be reminded about this. Can <b>sometimes</b> show resilience when challenged but <b>often</b> needs encouragement to keep on going. Can be ready to learn but is <b>sometimes</b> late or without the correct equipment. Homework has been completed on <b>occasions</b> but has also <b>sometimes</b> been handed in late or to a standard which does not reflect true ability. An <b>occasional</b> homework point has had to be issued.
1	Effort can be good but needs <b>frequent</b> reinforcement of expectations, and this <b>not always</b> responded to positively, resulting in a number of behaviour points being issued, but has <b>rarely</b> been removed from a lesson. Can be respectful, polite and kind but needs to be reminded about this <b>often</b> . Can show resilience when challenged but <b>mostly</b> needs encouragement to keep on going. Can be ready to learn but is <b>often</b> late or without the correct equipment. Homework has been completed but has also <b>often</b> not been handed in, or <b>often</b> handed in late, or to a standard which does not reflect true ability. This has resulted in <b>a few</b> homework points being issued.
0	Effort can meet expectations but unfortunately there have been serious lapses resulting in, for example, a number of behaviour points and <b>some</b> removals from lessons. Struggles to show respect and kindness to others on a <b>regular</b> basis. <b>Nearly always</b> needs encouragement to keep on going when work is challenging. Can be ready to learn but is <b>nearly always</b> late or without the correct equipment. Homework is <b>nearly always</b> left undone, handed in late, or to a standard which does not reflect true ability. This has resulted in <b>a number</b> of homework points being issued.