



# Key Stage 3 Assessment at St Benedict's Catholic School

At St Benedict's Catholic School, we use a system of grades at Key Stage 3 which are based on national expectations for that subject for each year group. We use a system of assessment that identifies what is expected of a student at a particular stage of their learning. We have called this Secure and then used a system of attainment bands to identify those who have gone beyond this or are still working towards this secure understanding of the Key Stage 3 curriculum.

The words we have used are shown below with a definition of the word and the abbreviation that is found on the school report.

*Table 1: Letters and words used to describe the grades used at Key Stage 3:*

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

The letter for each grade is preceded by the Year to which the grade applies, For example 7S is the grade for Secure in year 7, 8S is the equivalent grade for a Year 8 pupil. A grade of Secure essentially means that a pupil is meeting the expectations of the demand of study in the year group. A grade of Extended or Mastered implies that the pupil is exceeding the expectations of the year group. Grades of Approaching, Developing and Beginning are below expectation for the year group.

We have defined our words so that a pupil who achieves Mastery has a comprehensive understanding of the work being covered. Our philosophy is to aim high and to encourage as many students as possible to achieve high grades. However, the system also allows pupils who are developing their knowledge to show progress in their learning journey. Any grade awarded should always be interpreted in light of the subject target grade and the subject Effort grade to evaluate the true performance of a pupil.

The following table shows how the progression works as the pupils move throughout the key stage.

Table 2: Progression in skills and knowledge as pupils move through Key Stage3:

Year 7	Year 8	Year 9
		9M Mastered
	8M Mastered	9E Extended
7M Mastered	8E Extended	9S Secure
7E Extended	8S Secure	9A Approaching
7S Secure	8A Approaching	9D Developing
7A Approaching	8D Developing	9B Beginning
7D Developing	8B Beginning	
7B Beginning		

Essentially a student who has attained Mastery will need to ensure this is sustained in order to achieve high outcomes at GCSE. A student who is Secure needs to aim to extend their knowledge in order to make good progress as they move through the school. The system allows for natural progression as the work will get more demanding as students move into Year 8 and 9. That is being Secure on a piece of work or unit will be more demanding in Year 9 than it would be in Year 7.

Please note that there is no intention to link any of the grades to GCSE grades on the 9-1 scale. This is difficult to do and assessment based on GCSE grades is left to Key Stage 4.

Grade descriptors for each word have been developed for each subject to be used at Key Stage 3. These can also be found on the school website.

We have retained the use of subject target grades which give you an idea of where a student should be based on previous performance at the end of Year 6 or Key Stage 2. Where a student is meeting or exceeding the subject target grade then good progress is being made.

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