



HEART OF ENGLAND
Creating Futures

ASSESSMENT AT KEY STAGE 3

Our Approach To Assessment

AIMS OF THIS EVENING

- To explore the limitations of Levels
- To explain our Key Stage 3 Curriculum
- To explain our approach to assessment



WHY HAVE LEVELS GONE?

- Levels began to dominate all form of assessment
- They became something they were never intended to be
- Levels were largely subjective and too often ‘best fit’
- Discussions with parents focused upon a Level and how to move to the next Level at the expense of discussing the skills and knowledge that were needed



OUR OPPORTUNITY

- Chance to re-design our Key Stage 3 curriculum to focus upon the key skills and knowledge needed at Key Stage 3 and beyond
- Ensure that our model focuses upon depth and breadth rather than pace
- Renewed focus upon formative assessment to ensure a student fully grasps the key skills and knowledge needed
- Testing is more than pass or fail, it's a tool to identify what needs to be done to make progress



PREPARATION

- We have been working on designing and creating our model for over a year
- Recent research, publications and advice endorse our approach
- *Final Report of the Commission on Assessment with Without Levels*, September 2015



ASSESSMENT TYPES

- **Formative Assessment** – This type of assessment can be verbal or written and is designed to inform a student as to how they can develop and improve
- **Summative Assessment** – The type of assessment that presents a raw grade or number
- **National Summative Assessments** – GCSEs, A Level etc.



WHAT'S DIFFERENT AT KEY STAGE 3?

- Curriculum areas have identified the key skills and knowledge students need at Key Stage 3 and beyond
- Greater opportunity to identify and develop the essential skills students need in order to make progress (formative assessment)
- More opportunity to develop skills and knowledge through curriculum coverage



End of Year: Summer
Assessment 3

Spring
Assessment 2

Autumn
Assessment 1

The emphasis of our approach is not to test **one** topic or idea in one term in isolation and move onto the next, the aim is to ensure that key knowledge, ideas and skills are embedded and developed throughout the Year and Key Stage.



Year 9

Year 8

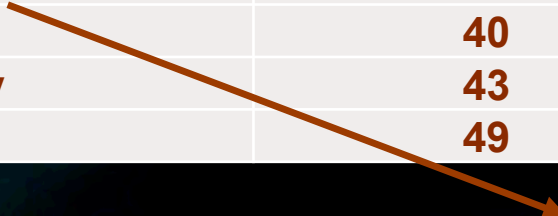
Year 7

Throughout Key Stage 3, students will build upon the key skills and knowledge they need with assessment referring back to prior learning.



WHAT DOES PROGRESS LOOK LIKE?

Subject	Assessment 1 %
English	63
Mathematics	70
Science	68
Art	23
Drama	40
Geography	43
Spanish	49



It wouldn't be expected that a child's % figures are all similar to one another, the % may depend upon the child, their interests, skills and prior learning



WHAT DOES PROGRESS LOOK LIKE?

Subject	Assessment 1	Assessment 2
English	63	61
Mathematics	70	71
Science	68	67
Art	23	20
Drama	40	48
Geography	43	46
Spanish	49	28

Although the Spring Assessment is 2% less than the first assessment, the additional level of challenge and complexity of the assessment means that this student has still made progress

A steep drop like this would identify the student as a cause for concern prompting action from the teacher in terms of study support, discussions with home etc.



WHAT DOES PROGRESS LOOK LIKE?

Subject	Assessment 1 %	Assessment 2 %	Assessment 3 %
English	63	61	63
Mathematics	70	71	71
Science	68	67	71
Art	23	20	21
Drama	40	48	58
Geography	43	46	41
Spanish	49	28	36

Although the % has remained the same for the last two assessments, we can see that this student has made progress owing to the increasing demands of the End of Year assessment



WE BELIEVE WE HAVE...

- A Model that has integrity
- A System that enables your child's teachers to diagnose what **your** child needs to develop in order to make progress
- An approach that is ahead of the curve



Our aim isn't that your child
be average, rather that they
are the best they can be



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