

KS3: Assessment without Levels Policy

"Assessment is good servant, but a terrible master... by sticking to a set of principles for the design of an assessment system, schools can ensure that the assessment system supports learning, rather than gets in its way."

Williams, D (2014) Planning assessment without levels

Vision:

Every student will graduate with the best qualifications, purpose, self-confidence, self-belief and a readiness to play a positive role within their local and the global community.

Intent:

Alongside the Feedback and Assessment policy, a rigorous and robust approach to improving formative feedback as a means of challenging misconceptions will be used frequently by all teachers. Through models of exemplar Year 7 and Year 8 standards and responsive teaching, all students will clearly know what they have to do to improve their knowledge and skills acquisition/application. This will result in detailed students' responses to feedback and greater progress and standards of work over time, evidenced in their exercise books. In Year 9 and in preparation for KS4 study, teacher assessed GCSE grades and mark schemes will be introduced to evaluate learning twice in the year.

Implementation:

In the aim of pursuing optimal standards in KS3 across the school, we intend to build on students' prior best performances from KS2 onwards. Alongside the attached infographics – designed to simplify and systemise expectations – all teachers and curriculum leaders are expected to incorporate the assessment and responsive teaching strategies directed:

- Planning and teaching of all classes will be informed by prior data, particularly KS2 data.
- Formative assessment will be incorporated frequently throughout lessons and signposted throughout schemes of learning to support teachers' planning and responsive teaching
- Where available, hard and electronic copies of KS2 work seen or collated from primary partners is used as an ipsative assessment (personal best) benchmark of starting points in numeracy or literacy
- Comparative judgement will be used to assess 'summative' tasks to compare students' work to their prior attainment and exemplar work of students in the same year group to evaluate progress and provide formative feedback
- Students in Year 7 and Year 8 will be informed twice per year on whether they are:
 - Exceeding standards for their prior attainment group
 - Meeting standards for their prior attainment group
 - Working below standards for their prior attainment group
 - Well below standards for their prior attainment group
- In Year 9, teacher assessed GCSE mark schemes and grades will be used to assess students
- In the Year 9 summative assessment model, grade ranges (Grade 1-2, Grade 3-4, Grade 5-6 and Grade 7
- +) would encourage greater validity in assessment grading for a number of reasons: (1) awarding fine grades in Year 9 using actual GCSE grades ignores students' lack of exposure and experience of the full GCSE course; (2) grade ranges allow for holistic assessment of where students are across their skills and knowledge acquisition; (3) finally, these TAG ranges allowed for appropriate baseline judgements in students progression to KS4
- In EBACC subjects, a summative end of Key Stage 3 grade will be shared with students after their end of year exams
- Responsive curriculum planning will occur after end of Key Stage 3 exams in April to address gaps and misconceptions before the end of the academic year.

Impact:

- All students will know what they should do to improve their work, performance, skills and knowledge
- Optimal standards in Year 7 and Year 8 will be identified and modelled to equip students to meet and or exceed national expectations when they are in KS4
- We will effectively build upon students' starting points and use all assessments to inform future teaching.
- Responsive curriculum planning in Year 9 will address misconceptions preventing success in KS4
- KS3 students will feel proud of their progress; a culture of success and excellence will be celebrated



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KS2 prior attainment will be based on primary best work, CATs & SATs



Worked examples/model answers will be used for comparative judgement



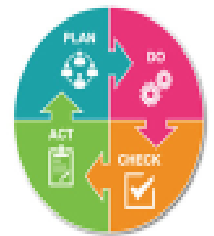
Frequent and signposted formative assessment



Progress reports



Year 9 end of Key Stage exam



Year 9 Responsive Curriculum Planning

Assessment for learning practices

Students work is compared to exemplar work to identify targets and gauge progress

Students receive daily opportunities to address misconceptions

Attitude to learning and progress descriptors are shared as opposed to grades

GCSE grades and mark schemes are used during two data collections

Misconceptions addressed in preparation for KS4 progression

PROFESSIONALISM

INCLUSION

PEDAGOGY

CURRICULUM