

KS3 Assessment at Beechen Cliff School

This document outlines how pupils are assessed and graded in KS3 (Years 7-9); how target grades are set and how progress is monitored and reported.

Flightpaths

Upon arrival to the school, we use baseline assessment information detailed below to place pupils onto one of the subject "Flightpaths" shown in the table.

Flightpath	Description
Emerging	A baseline assessment suggesting a pupil is working towards or 'emerging' in their knowledge and understanding of the curriculum in this subject for pupils of their age.
Rising	A baseline assessment suggesting a pupil is meeting or 'rising' in their knowledge and understanding of the curriculum in this subject for pupils of their age.
Mastering	A baseline assessment suggesting a pupil is exceeding or 'mastering' in their knowledge and understanding of the curriculum in this subject for pupils of their age.

Baseline assessments

Baseline assessments and flightpaths are based on KS2 SAT data and the CATS assessments all pupils complete when they join the school. In the absence of KS2 data (e.g. SATS have been cancelled or the pupil has come from abroad or from an independent school) the flightpath is based on the CATs assessments. The baseline assessments are also used to determine the expected grade a pupil should go on to achieve in each subject and an indication of possible GCSE outcomes should this grade be maintained throughout their school journey. This process is in line with all other schools in the Midsomer Norton Schools Partnership Trust. Each of the flightpaths is further split into 3 grades showing whether the pupil is working at the top, middle or bottom of the flightpath as shown in the table below.

Flightpath overview

Flightpath	Grade	Description of grade	Possible GCSE outcome
Mastering	M+	Working at the top of the Mastering flightpath	GCSE Grades 7-9
	M	Working at the middle of the Mastering flightpath	
	M-	Working at the bottom of the Mastering flightpath	
Rising	R+	Working at the top of the Rising flightpath	GCSE Grades 4-6
	R	Working at the middle of the Rising flightpath	
	R-	Working at the bottom of the Rising flightpath	
Emerging	E+	Working at the top of the Emerging flightpath	GCSE Grades 1-3
	E	Working at the middle of the Emerging flightpath	
	E-	Working at the bottom of the Emerging flightpath	

KS3 Target grades.

The data used to provide the flightpath and target grade for each subject is shown below:

English	KS2 Reading equivalent score generated from SATs/CATS data, alongside Year 6 teacher feedback and any other relevant data.
Maths	KS2 Maths equivalent score generated from SATs/CATS data, alongside Year 6 teacher feedback and any other relevant data.
All other subjects	The average of the KS2 English reading and Maths equivalent score generated from SATs/CATS data, alongside Year6 teacher feedback and any other relevant data.

For pupils who have completed SATS the school is provided with KS2 scores in Reading and Maths. The CATS tests provide a standardised score that is converted to a retrospective KS2 equivalent score in Reading and Maths. We use the Year 6 teacher feedback and any other relevant data, benchmarked with historic Beechen Cliff data to ensure our pupils have an accurate baseline. It is important to have the CATs scores as an anchor for the flight paths to allow comparison with other year groups particularly if there isn't any national Prior Attainment data for this cohort. Subjects with a performance and skill aspect (PE, Music, Art, Technology) not assessed at KS2 will carry out their own benchmarked baseline assessments during Term 1 to assess GCSE potential and will use this to place pupils onto a flightpath.

Assessments and marking

During Key Stage 3, subjects that have 4 or more lessons per fortnight will carry out 6 summative assessments per year (1 per term). Subjects with 3 or fewer lessons per fortnight will carry out 3 summative assessments per year. These may be based on tests or on literacy tasks, extended writing, extended projects or homework. Prior to these assessments, to ensure that pupils are able to adequately prepare for the assessments, subjects will provide either personalised learning checklists, knowledge organisers or detailed success criteria.

Once the assessments have been completed, teachers will mark them in red pen and provide feedback which will include the following:

- Spelling, punctuation and grammar feedback
- The pupil's target grade
- The grade the pupil achieved
- A "What Went Well" (WWW) comment - Praise for the strengths shown.
- An "Even Better If" (EBI) comment - How the pupil can improve their work.

Following this, pupils will be given an opportunity to go back and improve, correct or further develop their work. This will be completed with a purple pen.

Tracking progress

Once completed, pupils will record the grade they achieved on their target tracking sheet which is to be found at the front of their exercise books (shown below) so pupils and parents can see how they are progressing over time.

My Flightpath to Success

Name: _____ Tutor Group: _____

Subject: _____

My Flightpath is: _____

My Lower School Target is: _____

Mark your X on the vertical line

What represents “good” progress?

Each assessment during Years 7-9 will be graded according to criteria which is adapted to reflect the standard expected at that point in the subject’s curriculum journey. As such, pupils achieving the same grade at each assessment point (for example, an R+ in Year 7, Year 8 and Year 9) will be making good progress. This is because the assessments will be more challenging in later years and based upon new and more demanding content. The table below shows how this progress may look over several years and also gives an indication of possible GCSE outcomes based on current attainment. It is important to note that progress isn’t always linear and it is common to see movement between grades throughout a pupil’s school journey.

Year 7	Year 8	Year 9	Working towards....
			Yr11 GCSE grade 8+
		M+	Yr11 GCSE grade 8
	M+	M	Yr11 GCSE grade 7
M+	M	M-	Yr11 GCSE grade 7
M	M-	R+	Yr11 GCSE grade 5
M-	R+	R	Yr11 GCSE grade 4
R+	R	R-	Yr11 GCSE grade 3
R	R-	E+	Yr11 GCSE grade 2
R-	E+	E	Yr11 GCSE grade 1
E+	E	E-	
E	E-		
E-			

Changing Target Grades

It is important to note that identifying a baseline and a flightpath doesn't fix a pupil into an attainment bracket. Pupils who are making a consistently higher rate of progress (for two consecutive reports) and performing above their flightpath will be moved to the next flightpath. A letter will be sent home to congratulate the pupil and indicate that they have moved to a higher target. We review all pupils' progress at the end of the academic year and issue a updated flightpaths and targets in September which reflects any pupils who have moved up a flightpath.

Reporting

There are three Reports per year. These will comprise two "Progress Reports" and one "Subject Report".

Progress Reports include the following information:

- **Target Grade.**

This is the flightpath grade which the pupil has been set as a target in each subject. It is an achievable but aspirational target designed to motivate pupils to achieve their best. It is not expected that this grade will always be reached, but if it is consistently met or exceeded, it may be increased.

- **Most Recent Assessment Grade.**

This is the grade awarded based upon the most recent set of assessments in each subject.

- **Application Score.**

This is a score from 1-4 describing how well pupils apply themselves in lessons.
1 is Excellent. 2 is Good. 3 is Inconsistent and 4 is Poor.

- **Homework Score.**

This is a score from 1-4 describing the quality of pupils' homework.
1 is Excellent. 2 is Good. 3 is Inconsistent and 4 is Poor.

Subject Reports include all of the above plus:

- **Subject comment:**

A comment from the teacher describing how the pupil has been doing, including strengths as well as how they can improve.

- **Tutor Comment:**

A comment from the Tutor discussing the pupils' wider involvement and participation in school as well as further comments on such points as their organisation, punctuality and character development, to name a few.

- **Head of House comment:**

A comment from the Head of House.