

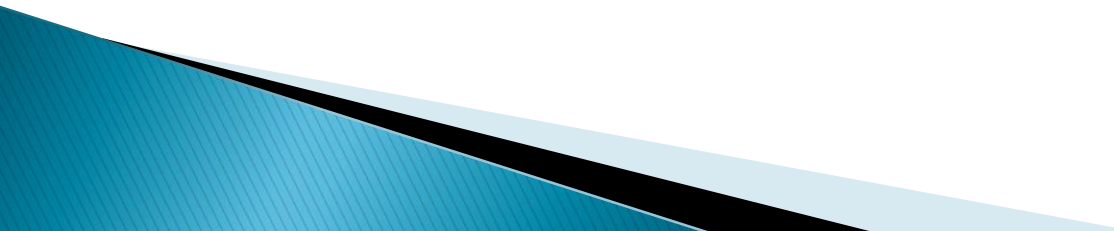
KS3 Assessment

Year 7

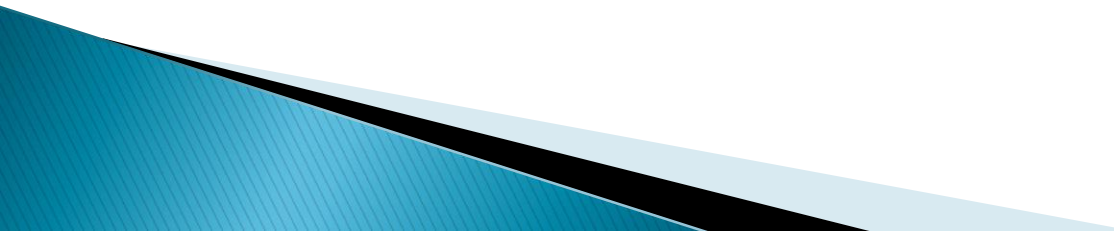
Why the change?

- ▶ The DfE has removed national levels
- ▶ It is now the responsibility of schools to report any areas they wish at KS3

Why we are base lining students

- ▶ We've always carried out CAT tests
 - ▶ Baseline assessments are carried out over the first 2 terms
 - ▶ Baseline assessments are in various forms
 - ▶ Baseline assessment help set the end of year target
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Skills based assessment

- ▶ Skills are specific to each subject
 - ▶ Focus is not around content knowledge
 - ▶ Focus on skills required to gain, use and manipulate content at KS4
 - ▶ The skills are progressively more complex and refined to meet the demands of higher grades
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JoG Grade	Literacy competency	SMSC
1	Capital letters and full stops used; most simple sentences make sense on their own; common words often spelled correctly.	Differences between right and wrong understood; awareness of beliefs, values and opinions of others.
2	Capital letters and full stops used correctly; simple sentences make sense on their own; common words usually spelled correctly.	Consequences of actions considered; interest in beliefs from global communities, values and opinions of others; own opinions formed.
3	Commas and apostrophes mostly used accurately; correct use of connectives to create compound sentences; spelling rules generally applied for more complex words.	Different consequences appreciated; fascination for learning religious and non-religious values, beliefs and opinions of others; own opinions described.
4	Wider range of punctuation marks used accurately ("?!"); correct use of complex sentences; spelling rules consistently applied for more complex words.	Moral and ethical issues linked to religious and non-religious values and beliefs recognised; own opinions explained
5	Full range of punctuation used accurately and to create impact on the reader (: ;); simple, compound and complex sentences used confidently; spelling of irregular words is secure.	Moral and ethical issues linked to religious and non-religious values and beliefs respected; reasoned opinions explained using investigated sources
6	Punctuation and sentence structure used critically to create the appropriate text type (e.g. article, letter, report) and reader response; spelling is highly accurate.	Moral and ethical issues linked to religious and non-religious values and beliefs understood; reflection upon own opinion through knowledgeable reasoning.
7	Punctuation and sentence structure manipulated sensitively to create a highly effective text types and a range of reader responses; spelling is near perfect.	Appreciation of the intangible; respects the unconditional rights of others; uses appropriate knowledge, values, beliefs and opinions to resolve disagreement

ART KS3 ASSESSMENT GRID

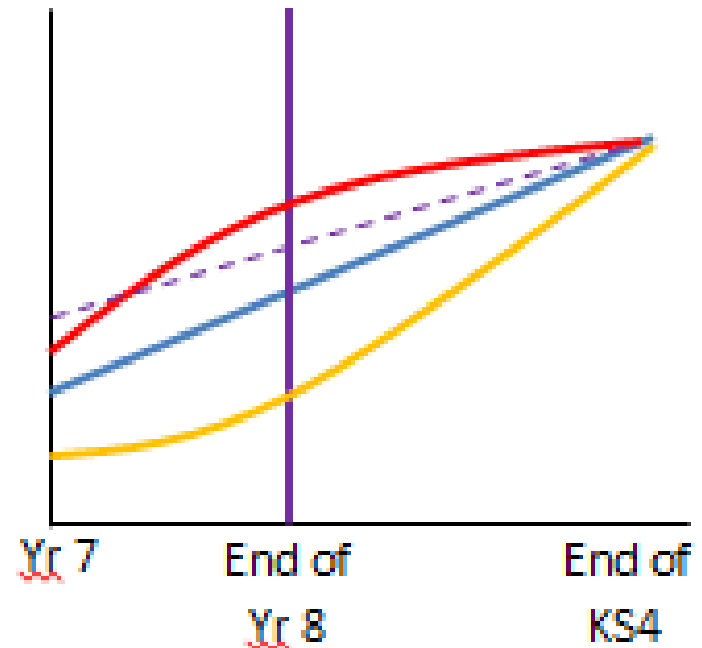
JOG Grade	LEARNING FROM ARTWORKS	EXPLORING MATERIALS	DEVELOPING IDEAS	REVIEWING YOUR WORK
1	Students make artwork in response to artworks they are studying.	Students use different materials and techniques to make artworks with.	Students make artwork that shows emerging ideas.	Students are aware that there are similarities and differences between their own and others work.
2	Students make work that has similarities to artworks they are studying.	Students investigate visual and tactile qualities in materials and processes, and design and make images and artefacts for different purposes.	Pupils explore ideas and make use of visual and other information for their work.	Students notice similarities and differences between their own and others work,
3	Students learn about techniques from by making work based on artworks.	Students investigate visual and tactile qualities in materials and processes, communicate their ideas and meanings, and design and make images and artefacts for different purposes.	Pupils explore ideas and collect visual and other information for their work.	Students comment on similarities and differences between their own and others work, and adapt and improve their work.
4	Students compare and comment on differing ideas, methods and approaches used by artists, craftspeople and designers, relating these to the contexts in which the work was made.	Students investigate and develop a range of practical skills and use the qualities of materials and processes purposefully to suit their intentions when designing and making.	Pupils use a variety of approaches to explore and experiment with ideas, information and resources in order to develop their intentions .	They discuss their own work and that of others and consider how they might adapt and refine their ideas, skills and processes.
5	Students consider and discuss the ideas, methods and approaches that are used by artists, craftspeople and designers, relating these to both context and purpose .	When designing and making, they develop and use their technical knowledge and skills to manipulate the qualities of materials, processes and the formal elements appropriately	Pupils take some creative risks when exploring, experimenting and responding to ideas and selecting information and resources in order to develop their work.	They evaluate their own work and that of others, reflecting on their own view of its purpose and meaning. They are able to adapt and refine their ideas, processes and intentions .
6	Students interpret and explain how ideas and meanings are conveyed by artists, craftspeople and designers, recognising the varied characteristics of different historical, social and cultural context. Students provide a reasoned evaluation of the purpose and meaning of their own work and that of others.	Students apply their technical knowledge and skills to realise their intentions , using the qualities of materials processes and the formal elements effectively .	Pupils accept creative risks, exploring and experimenting with ideas independently and inventively and using a range of appropriate resources imaginatively to develop, design and make work.	They provide a reasoned evaluation of the purpose and meaning of their own work and that of others. They use their critical understanding to develop their own views and practice.
7	Students analyse and comment on their own and others work, appreciating how codes and conventions are used to express ideas in different, genres, styles and traditions. Students explain how and why their understanding of the work of others affects their own ideas, values and practice.	Students demonstrate confident understanding and use of materials, processes and the formal elements, combining these thoughtfully to realise their intentions.	Pupils learn from taking creative risks that help them to form and develop their ideas and to create purposeful , imaginative work with some originality .	They analyse and comment on their own and others work, appreciating how codes and conventions are used to express ideas in different, genres, styles and traditions. They explain how and why their understanding of the work of others affects their own ideas, values and practice.

English KS3 ASSESSMENT GRID (Writing)

JOG Grade	<p>(a) Communicate clearly, effectively and imaginatively. <i>Select and adapt tone, style and register for different forms, purposes and audiences.</i></p>	<p>(b) Communicate clearly, effectively and imaginatively. <i>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</i></p>	<p>(a) Write with technical accuracy, for clarity, purpose and effect. <i>Use a range of vocabulary and sentence structures for clarity, purpose and effect.</i></p>	<p>(b) Write with technical accuracy, for clarity, purpose and effect. <i>Use accurate spelling and punctuation.</i></p>
1	Suitable ideas are communicated simply to the reader; there is sometimes a main purpose to writing.	Texts have a clear beginning and end; texts have occasional features of cohesion (<i>tense, verb agreement, pronouns</i>)	The most familiar, high frequency words are used; most sentences are simple sentences, with some compound sentences.	Some words are spelled correctly some of the time; some punctuation is used occasionally.
2	Ideas are communicated clearly with some clarity for the reader; texts are produced with some awareness of their purpose.	Texts have a basic structure including some accurate use of paragraphs and some cohesion features like clear tense agreement, verb agreement and correct pronouns.	Simple and compound sentences are used accurately with some use of complex sentences; simple vocabulary is used to some effect.	High frequency words are mostly spelled correctly; basic punctuation is used, sometimes accurately (<i>capital letters, full stops, question marks</i>)
3	Ideas are communicated clearly and with detail for the reader; texts are produced with clear awareness of their purpose.	Writing is structured with a clear order and sequence and paragraphs are used appropriately; cohesion features such as connectives are used to signpost and link parts of texts.	Simple, compound and complex sentences are generally used accurately; some challenging vocabulary is used appropriately.	High frequency words are spelled correctly; basic punctuation (<i>full stops, exclamation marks, question marks, capitals and commas</i>) are all used accurately.
4	The reader is interested and engaged through choices of detail and communication; texts are produced which have a sustained awareness of purpose throughout.	Texts have been structured using varied, linked paragraphs; a wider variety of cohesion features appropriately.	Different sentence types and structures are used accurately; a wide-ranging vocabulary is used appropriately.	Most words are spelled correctly and any mistakes are only with unusual spellings; most punctuation is used accurately (<i>including speech marks brackets, ellipsis and apostrophes</i>).
5	Writing communicates effectively, engaging and sustaining the reader's interest; texts are produced which have a confident purpose throughout.	Writing is mainly coherent, fluent and clear; consistent structural devices achieve this.	Sentence types are varied confidently, sometimes for a specific impact; a range of vocabulary is confidently used for different purposes.	Spelling is accurate with occasional errors where more complex vocabulary is used; a range of punctuation is used with only occasional errors.
6	Choices of detail and communication are adapted to suit different purposes and achieve different effects.	Writing is always fluent, clear and coherent and a range of structural devices achieve this.	Sentences are varied for specific effect or specific impact; ambitious vocabulary is deliberately chosen for different purposes.	Spelling, even of complex vocabulary is almost always accurate; the full range of punctuation is with only occasional errors, for precise purposes.
7	Choices of detail and communication surprise and delight the reader and a range of effects and purposes are achieved.	Writing is always fluent, clear and coherent and a wide-range of structural devices guide the reader in imaginative ways through the text.	Sentences are deliberately crafted in a range of ways, for convincing effect. Ambitious, wide-ranging vocabulary choices are made for specific reasons.	All spelling is accurate; the full range of punctuation is used accurately, for deliberate and varied effects and purposes.

Specific flightpaths

- ▶ Progress specific to subjects
- ▶ Progress specific to students starting points (base line assessment) and potential (CAT tests)
- ▶ KS4 targets WILL be in line with DfE expectations



Reporting progress

▶ Fine grading

Based on how secure each skill is for a particular grade

▶ Red–Amber–Green rating

Compared against each students expected progress at the tracking point

▶ Using the grids to support your child's progress

Refer to the grid statements as conversation starters with your child and their teacher

THE JOHN OF GAUNT SCHOOL

Tom Jones H6A01

Attendance	TP1	TP2	TP3	TP4
% present for each reporting period	94.4	98.2	98.6	99.1
% auth absence	4.4	1.8	1.4	0.9
% unauth absence	1.2	0.0	0.0	0.0

Teacher Assessment						
Subject	TP1	TP2	TP3	TP4	End of year target	End of KS3 target
Art	3	3=	3+	4-	4-	5
Computing	4	4-	4=	4+	4+	6
Drama	3	3=	3+	4-	4-	5
English	4	4-	4=	4+	4+	6
DT Food	3	3=	3+	4-	4-	5
Games	3	3=	3+	4-	4-	5
Geography	3	3=	3+	4-	4-	5
History	3	3=	3+	4-	4-	5
Maths	3	3=	3+	4-	4-	5
Music	3	3+	3+	3=	4-	5
RE.	2	2+	3-	3=	4-	5
R.M.	2	2+	3=	3+	4-	5
Science	2	2=	2+	3=	4-	5
Spanish	2	2=	2+	3=	4-	5

Attitude to learning				
Subject	TP1	TP2	TP3	TP4
Art	3.2	3.2	3.2	3.2
Computing	3.7	3.7	3.7	3.7
Drama	2.8	2.8	2.8	2.8
English	3.1	3.1	3.1	3.1
DT Food	3.0	3.0	3.0	3.0
Games	2.1	2.7	3.1	3.5
Geography	3.6	3.6	3.6	3.6
History	3.5	3.5	3.5	3.5
Maths	3.7	3.7	3.7	3.7
Music	3.0	3.0	3.0	3.0
RE.	3.1	3.1	3.1	3.1
R.M.	3.1	3.1	3.1	3.1
Science	3.6	3.6	3.6	3.6
Spanish	3.0	3.0	3.0	3.0

Attitude to Learning Score	
Poor	1
Concern	2
Good (minimum expectation)	3
Excellent	4

Open floor

- ▶ If you have appointments to attend you are welcome to go them
- ▶ If you have any questions please to remain and I will clarify any points