

Assessment at Key Stage 3 - Abbeyfield School

At Abbeyfield we have developed a 'Mastery Curriculum' at key stage 3. We assess students' progress throughout the key stage using a bespoke assessment system that clearly informs us about what our students can do. This curriculum has been mapped in line with government expectations and uses a robust assessment procedure to monitor progress.

The intention with the curriculum is to map students learning from Year 7-9 to ensure students are stretched and challenged and ready to start a package of GCSE courses at the end of year 9. The curriculum has a much stronger focus on developing skills in learners as well as ensuring mastery of key knowledge in all subjects.

To assess students accurately against key skills and knowledge we have introduced the language of:

- Developing
- Secure
- Mastery
- Excel

This language is key to creating a system that supports the assessment of work and conversations between teacher and pupil about a student's competency with relation to the identified key skills and knowledge for a particular unit within a subject.

The intention is not to simply create a tracking system but to facilitate a language that can be used in the classroom with students. This helps to create a challenging environment in which students are clear about their competencies with core knowledge and skills.

This system is underpinned by the use of statements (commonly referred to as '**I can**' language) which subject areas have created. These will support the assessment process whilst also informing students of what being secure with a skill looks like and what you need to be able to do in order to master a skill or key topic. By tracking skills and knowledge, we will be able to give a clear and detailed picture of what students can do & what they understand in each subject area. In order to distinguish between a student at the top end of each criteria we have introduced a "+" sub description. This means that for a student working solidly at a secure level with a couple of mastery criteria achieved they will be assessed as Secure+.

At Abbeyfield we want students to be able to progress through each Year group working towards aspirational target grades which will stand them in good stead for further education and the world of work. The chart below details how a student can progress through each Year and how our assessments in Key Stage 3 match up against GCSE criteria.

Year 7	Year 8	Year 9	KS4 (10 + 11)
9	9	9	9
8	8	8	8
7	7	7	7
6	6	6	6
5	5	5	5
4	4	4	4
3	3	3	3
2	2	2	2
1	1	1	1
Entry Level			

		Excel	Excel
Excel	Excel	Mastery	Mastery
	Mastery	Secure	Secure
	Secure	Developing	Developing
	Developing		

A Mapped Curriculum

In order to assess effectively, subject areas at Abbeyfield School have mapped a new curriculum for Year 7 through to 9. This mapped curriculum ensures that students are being given the opportunities to develop the key skills and acquire the essential knowledge to prepare them to start a GCSE course at the beginning of Year 10 in any of the subject areas they follow in Year 7.

It is these key skills and knowledge that are assessed against the Secure & Mastery Language. Below you will see examples from English and Computing demonstrating the key milestones students need to achieve in order to be working at a certain level of achievement.

The emphasis with the new curriculum has been to raise the importance of a skills based curriculum where students are being prepared to meet key milestones at the end of academic years and KS3 to prepare them for the potential to study the same subject at GCSE.

Subject areas have identified from the various skills and topics that they need to cover, those that they will use to form the basis of the assessments and to which the language of secure/mastery will be applied.

Computing Progress Map: Year 7 – Online Awareness

	Staying Safe	Searching the Web	Respecting Ownership	Evaluating Quality
EXCEL	I can analyse a situation, recognise how or why someone is at risk online and explain what needs to be done about it.	I can synthesis (combine) multiple search results to improve the quality of a search.	I can explain plagiarism and start to avoid it by quoting sources when using online content.	I can use my evaluation to create a fact checked report of my own and quote all my sources allowing my work to be checked.
MASTERY	I can recognise common online scams (phishing, blagging and shouldering) and describe ways to protect against them.	I can carry out more efficient web searches by thoughtfully choosing the keywords or using - to omit results or quotation marks to match phrases exactly.	I can find and use online content that is copyright free or copyrighted and ok for me to use.	I can verify facts in online content using other reliable websites and keep a list of my sources.
SECURE	I can show use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online.	I know the difference between a browser and a search engine and can carry out simple web searches to collect online content using a search engine.	I can explain copyright and copyright infringement , list some things that they apply to and describe some ways of using this content legally.	I can recognise facts and opinions in online content and judge how reliable a website is likely to be.
DEVELOPING	I know the importance of communicating safely and respectfully online, and the need for keeping personal information private.	I can find content on the world wide web using a web browser.	I know that some of the things on the world wide web are owned and not free to use.	I can show an awareness for the quality of the online content collected, e.g. by rejecting what is not relevant or too old.

Writing Assessments YEAR 7	AO5a <i>Varying tone and form dependant on audience and purpose</i>	AO5b <i>Effective organisation in written communication</i>	AO6a <i>Effective vocabulary in written communication</i>	AO6b <i>Effective syntax in written communication</i>	AO6c <i>Effective spelling, punctuation and grammar in written communication</i>
EXCEL	I can communicate clearly and effectively My use of tone, style and register are generally matched to purpose, form and audience	My writing is engaging with a range of connected ideas. I use a range of coherent paragraphs with a range of discourse markers. I usually use effective structural features	My vocabulary is clearly chosen for effect and there is successful use of linguistic devices	I can use a variety of sentence forms, increasingly for specific effect	My sentence structure is mostly secure and mostly accurate I use a range of punctuation, mostly with success with mostly controlled grammatical structures My spelling is generally accurate, including complex and irregular words
MASTERY	My communication is mostly successful I create some sustained attempts to match purpose, form and audience; some control of register	I use an increasing variety of linked and relevant ideas I use paragraphs and some discourse markers There is some use of structural features	I select language to create an effect. I can use linguistic devices in my writing	I can use some different sentence forms, increasingly for effect	My sentence construction is fairly secure and accurate at times I use a range of punctuation. I mostly use standard English appropriately with some controlled grammatical structures I spell some more complex words accurately
SECURE	I can communicate with some success I attempt to match purpose, form and audience; attempts to control register	Some of my ideas are linked to the text and relevant I attempt to write in paragraphs, using some discourse markers	I am beginning to vary my vocabulary with some use of linguistic devices	I attempt a variety of sentence forms	Sentence construction is mostly secure and sometimes accurate Some control of different punctuation Some use of Standard English with some control of agreement Some accurate spelling of more complex words
DEVELOPING	I communicate my ideas simply I have simple awareness of purpose, form and audience	I explain one or two relevant ideas, simply linked I use simple structural features, including sporadic paragraphing	I use simple vocabulary and linguistic features	Simple range of sentence forms	Occasional use of sentence demarcation Some evidence of conscious punctuation Occasional use of Standard English with limited control of agreement Accurate basic spelling