



A Guide to:

Key Stage 3

**Assessment,
Target-setting
and Reporting at
Barnwell School**



Assessment, Target-setting and Reporting

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Assessment, Target-setting and Reporting

Barnwell School is committed to ensuring that every student fulfils his/her potential. To realise this aim, it is essential that the school operates effective strategies to:

- assess student progress regularly
- report on progress to the students, parents/carers, the SLT and Governing Body
- identify students at risk of underachieving
- implement effective intervention strategies to address the underachievement

Assessment is a continuous process, which is planned and developed as part of the schemes of work in every subject within the school. It is based upon both subjective and objective measures.

Aims

To secure attainment and learning progression to enable high achievement by:

- matching learning and teaching provision to students' individual needs
- embedding the underlying principles of assessment for learning
- setting challenging targets for all students based on prior attainment and base line data
- regularly measuring the performance of students against targets and bench mark data
- regularly monitoring student progress and identifying underachievement to inform prompt intervention
- regularly standardising and evaluating work to secure consistency in assessment
- providing information and data to parents/carers about academic progress regularly
- comparing school performance targets for attainment and the performance of schools locally and nationally
- providing information for stakeholders, governors, Local Authority and relevant parties to inform school self-evaluation

Assessment, Target-Setting and Reporting Cycle

Predicted end of year and end of Key Stage 3, 4 and 5 target grades are set at the beginning of each Key Stage for each student for every subject studied. These are based on prior attainment and baseline data.

Behaviour for Learning (B4L) is monitored regularly and data track progress reports are issued for every student to parents/carers each term. These include the following information for each subject being studied:

- current working grade
- end of year target grade
- end of key stage target in all Key Stages
- behaviour for learning level
 - 1 = Excellent
 - 2 = Good
 - 3 = Satisfactory
 - 4 = Poor
 - 5 = Unacceptable

In addition, information is also included about current attendance.

The purpose of the interim data track progress check is to enable staff, parents and students to:

- review progress
- identify specific targets for improvement
- identify students at risk of underachievement
- put in place timely intervention to address the situation

The information also forms the basis of:

- mentoring discussions between students and Form Tutors or Head of College or Mentors that are on-going throughout the year
- discussions between form tutors, students and parents/carers at parents' evenings

Assessment, Target-Setting and Reporting Timetable

Year 7

Term 1

- Baseline assessment conducted all subjects
- KS2 results, primary data and baseline data used for grouping
- End of year school targets created using KS2, FFT and LASS data
- KS3 targets set using KS2, FFT and LASS data
- September – Information Evening for parents/carers and students also attended by core Curriculum Leaders and Heads of College
- November - Progress data capture – Effort and Attainment
- November – 1st data track report to parents/carers showing target, current progress and attendance
- December – Parents’ Evening

Term 2

- February - Progress data capture – Effort and Attainment
- Targeted intervention where appropriate (e.g. literacy, numeracy 1:1)
- March – 2nd data track report to parents/carers showing target, current progress and attendance

Term 3

- July - Progress data capture – Effort and Attainment
- Targeted intervention where appropriate (e.g. literacy, numeracy 1:1)
- July – 3rd data track report to parents/carers showing target, current progress and attendance

Year 8

Term 1

- End of year school target created using KS2, FFT and LASS data
- November - Progress data capture – Effort and Attainment
- November – 1st data track report to parents/carers showing target, current progress and attendance

Term 2

- February - Progress data capture – Effort and Attainment
- Targeted intervention where appropriate (e.g. literacy, numeracy 1:1, Homework club)
- March – 2nd data track report to parents/carers showing target, current progress and attendance

Term 3

- May – Parents’ Evening
- July - Progress data capture – Effort and Attainment
- Targeted intervention where appropriate (e.g. literacy, numeracy 1:1, Homework club)
- July – 3rd data track report to parents/carers showing target, current progress and attendance

Year 9

Term 1

- End of year school target created using KS2, FFT and LASS data
- November - Progress data capture – Effort and Attainment
- November – 1st data track report to parents/carers showing target, current skills progress and attendance

Term 2

- February - Progress data capture – Effort and Attainment;
- February – Options Information Evening
- Targeted intervention where appropriate (e.g. literacy, numeracy 1:1, Homework club)
- March – 2nd data track report to parents/carers showing target, current skills progress and attendance
- March – Parents' Evening

Term 3

- May - Progress data capture – Effort and Attainment
- Targeted intervention where appropriate (e.g. literacy, numeracy 1:1, Homework club)
- June – 3rd data track report to parents/carers showing target, current progress and attendance
- June – KS3 teacher assessed levels collected through data track 3

If Barnwell School Assessment, Recording and Reporting Systems Work

Students should:

- know target levels/grades
- know current levels (KS3)
- have the opportunity to discuss level/grades within lessons
- have the opportunity to discuss overall progress with tutor/mentor

Parents should:

- receive progress check sheet with target grades, current progress against expected targets and B4L scores for each subject
- contact subject teachers where progress is perceived to be an issue

Teachers should:

- be aware of target levels/grades
- use most recent assessment data to inform planning
- use data to trigger possible departmental intervention for individuals and/or groups
- provide opportunity for progress discussions with students
- discuss progress and actions of individuals and groups with line manager

Curriculum Leaders should:

- be aware of progress of individual/groups and cohorts
- hold teachers accountable for individual and group progress and intervention actions
- support teachers with intervention
- highlight requirement for SLT/HOC/DOL intervention

SLT Subject Line Managers should:

- be aware of progress of individual/groups and cohort
- hold Curriculum Leaders accountable for responses to departmental/teacher actions
- support department with intervention
- report progress and intervention strategies to SLT at appropriate points
- be held accountable by Head Teacher for departmental progress

Heads of College should:

- identify students whose B4L is poor in a range of subjects and work with faculties and Director of Learning to address issues

Data Manager/Director of Learning should:

- set up data collection systems
- produce clear and concise data for teachers/HOD/HOH and SLT to use
- produce bespoke data for departments/SLT
- analyse data and report to SLT/Governors
- highlight underperformance of individuals/groups/departments/cohorts
- provide performance data on key groups e.g. G&T, SEND, PP etc.
- train staff/governors as appropriate to develop their skills in understanding performance data and the target setting process
- Hold HOF and subject teachers to account for areas of underperformance and ensure appropriate and effective intervention is in place

Key Stage 3 Assessment Changes at Barnwell School

The Old National Curriculum and Levels

Assessment under the previous National Curriculum was based on a system of levels. Expected attainment was set nationally and Key Stage 3 target levels were set based on performance at Primary School. Throughout the Key Stage, teachers assessed student progress and attainment and awarded them criteria driven levels. As students moved into Key Stage 4 they then switched to GCSE Grades A*-G.

What has changed and why?

Although the system worked well in many schools, the levels system was sometimes difficult for parents to understand and there was not always a smooth transition between Year 9 and Year 10. The Government has, under the new National Curriculum, allowed schools the freedom to develop their own assessment formats. The new curriculum has changed what and when schools teach specific topics, therefore the levels system does not necessarily match the new expectations. As a school, we have identified the need to develop a system that allows students, parents and teachers to easily identify success areas within each individual subject from the start of Year 7 to the end of Year 11.

Where are we now?

During 2015/16 we developed and implemented a new assessment system in Key Stage 4. In the last two years we have expanded the system to include Key Stage 3 assessments to ensure there is consistency in all subjects throughout the school.

This new system is linked in many ways to the old National Curriculum levels, but have been amended to track the 5-year journey of a Barnwell student.

Overall Progress

In light of the changes highlighted above and the fact that GCSE grades have been replaced by numerical values 9 – 1, we have decided to measure overall student progress from Year 7 to 11 using the new GCSE scale.

In order to measure progress across a GCSE numerical grade, we have added in sub-levels 'c', 'b' and 'a'. Students will be expected to make at least 2 sub-levels of progress per Key Stage 3 year and at least 3 sub-levels of progress per Key Stage 4 year.

All students will be set a target for each individual subject based on their Key Stage 2 performance and these targets will be reviewed on a yearly basis.

Old National Curriculum Levels	New GCSE Numerical grade	Approximate conversion to Old GCSE Grades
	9A	A*
	9B	
	9C	
	8A	
	8B	A
	8C	
	7A	
	7B	
	7C	B
	6A	
	6B	
	6C	
8a	5A	C
8b	5B	
8c	5C	
7a	4A	
7b	4B	
7c	4C	
6a	3A	D
6b	3B	
6c	3C	
5a	2A	E
5b	2B	
5c	2C	F
4a	1A	
4b	1B	G
4c	1C	
Below 4c	Below GCSE Level B1/B2/B3	U


KS3 Data Track – Help Sheet

The target level that should be met by the end of the academic year

How the student is currently progressing against their expected levels of progress at the time of the data track

Expected target level by the end of KS3 (Year 9)

Expected GCSE target level at the end of Year 11



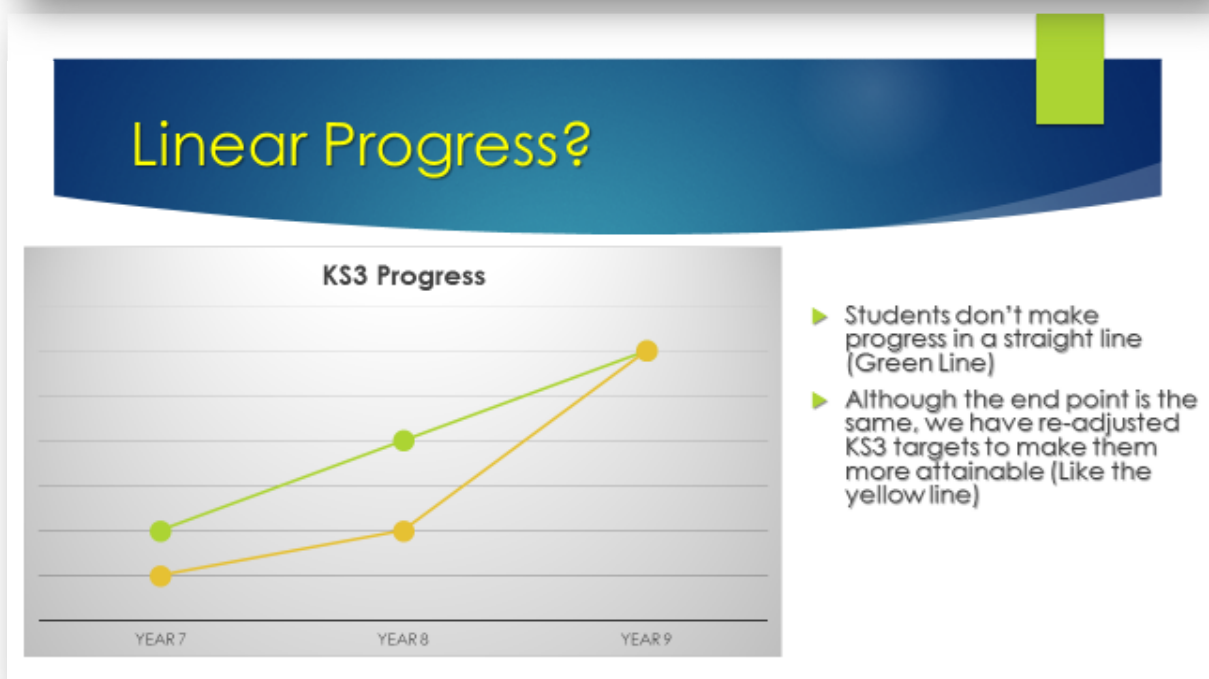
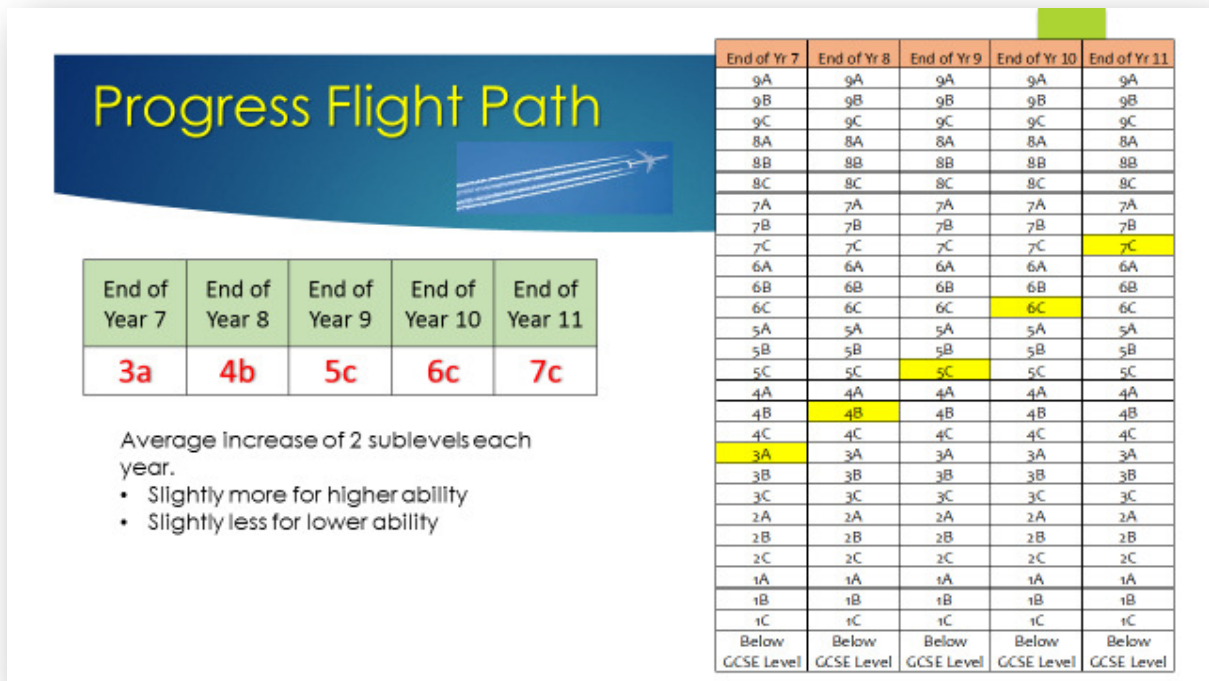
Subject	End of Year Target Grade <i>(GCSE 9-1 Scale)</i>	Progress to Target	End of KS3 Target Grade <i>(GCSE 9-1 Scale)</i>	End of Year 11 Target Grade <i>(GCSE 9-1 Scale)</i>
Art	B1	Above Expected	2B	4
Dance	B1	Just Below	2B	4
Drama	B1	On Expected	2B	4
English	B1	Above Expected	3C	5
French	B1	Above Expected	3C	5
Geography	B1	Above Expected	3C	5
History	B1	Above Expected	3C	5
IT	B1	Feedback will be given following assessment after Christmas.	3C	5
Maths	B1	Just Below	3C	5
Music	B1	Just Below	2B	4
Science	B1	Above Expected	2B	4
Spanish	B1	Above Expected	3C	5
Technology	B1	Above Expected	2B	4
PE Assessment				
Physical Education have created a BTEC style assessment system in line with Level 2 Key Stage 4 BTEC. The grading structure starts at R (Referral) and progresses to P (Pass), M (Merit) and D (Distinction). Although a different system, these grades mirror Key Stage 4 grades and are an indication of what students should be able to achieve if studied in Years 10 and 11.				
PE	P2	Above Expected	M1	

Physical Education grades work on a different scale as we offer BTEC Sports Studies in KS4 and 5 so we assess in the same way as the BTECs. Referral is our entry level grade then the student can progress up the scale to a Pass, then a Merit, and then up to the top grade which is a Distinction. Each grade is split into sub-levels of 3, 2, and 1, where 1 is the highest. There is the same expectation that students will make 2 sub-levels of progress each academic year. At the end of Year 9, their current working grade should be a good guide of what they could be capable of if they chose to take BTEC sport as an option.

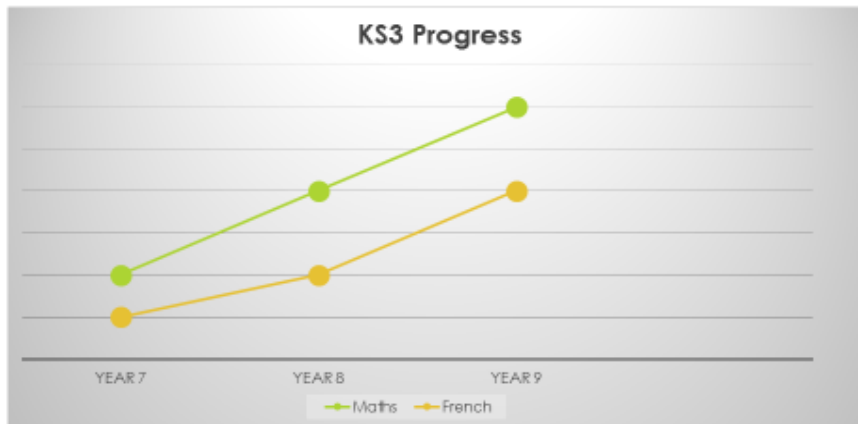
Progress Flight Paths

- Student targets are set from KS2 SATS results and provide a flight path of expected progress to be made throughout their time at Barnwell.
- To help show progress through each full level we use sub-levels. (c, b and a)
- In general terms, each student should make 2 sub-levels of progress each year through years 7, 8 and 9 and then 3 sub levels (or one full level) per year in years 10 and 11.

Below is a fictitious example that highlights the expected progress expectations from Year 7 to Year 11;



Subject variation?



► They all progress at different rates in different subjects

Students will all progress at different rates in different subjects and therefore progress is not always linear, but having clear flight paths allow staff to analyse progress against expected targets and provide further challenge or targeted intervention where necessary so each student can progress to the Upper School with the underlying skills and knowledge required for their key stage 4 exam subjects.

If you require any further assistance in regards to our assessment and reporting procedures, please contact me and I will be happy to discuss.

Martyn Patching
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Glossary of Terms:

FFT	Fisher Family Trust - Is an organisation providing educational data, analyses and research to schools, local authorities and government
PP	Pupil Premium
DOL	Director of Learning
SLT	Senior Leadership Team
HOC	Head of College
B4L	Behaviour for learning
G&T	Gifted and talented
FSM	Free school meals
SEND	Special educational needs and disabilities
ARR	Assessment, recording and reporting