



KS3 Assessment

A Quick Guide for Parents and Carers

Background and Context

Attainment targets and levels, which were introduced with the National Curriculum in 1988, are no more. There were a variety of problems with the use of National Curriculum Levels, and their removal means that schools have been tasked with developing their own way of assessing children's progress. At Oasis Leesbrook, we agreed that levels were not very accurate and that they were potentially distracting from learning and the feedback we actually wanted students to act on. As a new school, we have an opportunity to design an assessment system that first and foremost supports teaching and learning.

Formative Assessment and Feedback

The most important goal of assessment is that it helps students to make progress with their learning. Levels or grades by themselves tell students how they compare to others but they don't tell them anything about what they need to do to improve their work or deepen their understanding. They need feedback based on an assessment of their work, not a letter or number. Formative assessments in each subject are the most important part of our assessment system. We use tests, marking criteria and examples of excellent work to show students the standards that are expected and how to reach them. Feedback to students can guide them through the steps needed to improve.

Key Stage 4 Target Grades

At Oasis Leesbrook we have the very highest aspirations for our students.

Therefore each child is given an aspirational End of Key Stage 4 target that is a grade higher than national expectations. Target grades are given for "Core" Subjects i.e English and Maths, and "Non Core" subjects i.e. all other subjects that are part of our curriculum offer.

Progress

Progress is a measure of how well each student is doing compared to where they started. Every child arrives at Leesbrook having reached a different level of attainment at primary school. It is important that we take account of their starting point in setting learning goals and measuring progress. All students have scope to make excellent progress regardless of where they start and we want all children to believe that their learning has no limits and that they can continually improve and reach ever-higher standards. At Oasis Leesbrook, progress is measured against the **aspirational End of Key Stage 4 target** described above using the following descriptors:

Excellent	Good	Expected	Below
indicates that a student is performing exceptionally well, above their aspirational target	This indicates that student is performing well and above their aspirational target	This indicates that students are on track to meet their aspirational target	This indicates that the student is not yet on track to meet their aspirational target grade

Attainment

Attainment is a measure of how each student has understood the knowledge and skills in a Scheme of Learning (SOL) using the following descriptors:

Deep	Secure	Emerging	Limited	Working towards
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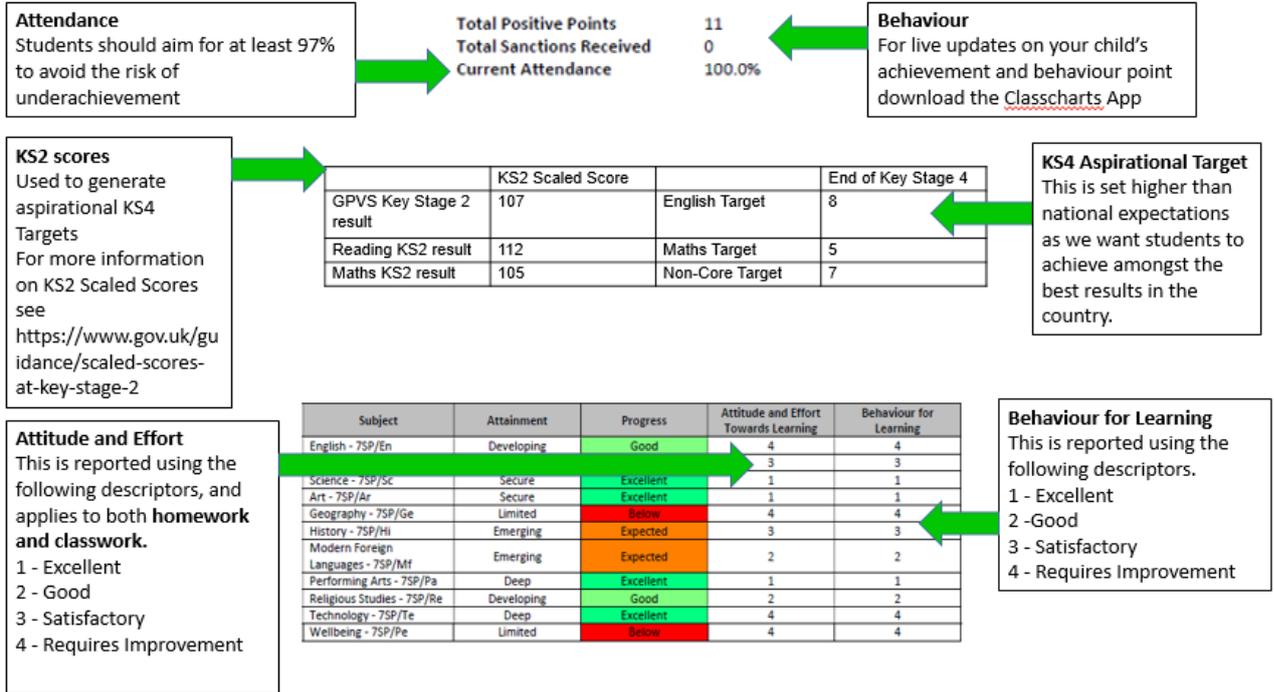
Attainment is measured by testing e.g in Maths and Science, or standardisation e.g. in Art or Technology. Some subjects use a combination of testing and standardisation.

This means a pupil at Leesbrook may achieve a “Deep” judgement in one SOL but may equally achieve an “Emerging” judgement in another in the same subject. This may appear that the student has gone backwards however this is not necessarily the case. What it means is that the pupil is not as secure in the knowledge and skills in the second SOL compared to the first. What is key is how the teacher modifies their approach or revisits the learning that has taken place to ensure that over the students curriculum experience they have the key knowledge and skill needed to be successful.

It is possible that because of the different starting points of students, two students with the same *attainment* can be making different rates of *progress* as shown in the table below.

Key Stage 4 Aspirational Target Grade	Attainment Descriptor Deep	Attainment Descriptor Secure	Attainment Descriptor Developing	Attainment Descriptor Emerging	Attainment Descriptor Limited	Attainment Descriptor Working Towards
1	Excellent	Excellent	Excellent	Good	Expected	Below
2	Excellent	Excellent	Good	Expected	Below	Below
3	Excellent	Excellent	Good	Expected	Below	Below
4	Excellent	Good	Expected	Below	Below	Below
5	Excellent	Good	Expected	Below	Below	Below
6	Good	Expected	Below	Below	Below	Below
7	Good	Expected	Below	Below	Below	Below
8	Expected	Below	Below	Below	Below	Below
9	Expected	Below	Below	Below	Below	Below

The report at a glance



Further Information

Should you wish to discuss your child's attainment and progress in more detail please contact their family leader at school, who will refer you to individual subject teachers if necessary