



Carshalton High School for Girls

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CARSHALTON HIGH SCHOOL FOR GIRLS

Assessment & Reporting in Key Stage 3



#teamchsg

Assessing Students in Key Stage 3

At Carshalton High School for Girls teachers use assessment to understand a student's strengths and identify any gaps in learning. Assessment measures a student's progress systematically across the curriculum and provides teachers with evidence of growth of learning. Teachers use regular formative assessment (while learning is happening in lessons) and summative assessment (after learning has happened i.e. in tests and exams), from which they draw conclusions about each student's learning in order to inform and adapt future lessons.

We place great emphasis on responsive teaching which is guided by regular, systemic formative assessment. The greatest impact comes from a teacher's intervention in 'real time' before misconceptions form and gaps in learning are widened. Formative assessments give useful insights into learning, adding to the richness of the information that teachers hold about our students. Teachers use many different forms of formative assessment, including:

- Regular, low stakes testing including 'Do Now' tasks at the start of each lesson.
- Initial fact-finding assessments at the start of each new topic.
- Checks for understanding in every lesson (questioning, mini whiteboards, silent work)
- Key assessment tasks within each unit with appropriate feedback
- Homework Quizzes

At the end of each term students complete cumulative, summative assessments. These assessments check for retention and application of a broader knowledge and skills base throughout courses, sampling all knowledge that has been taught to date, not just the most recent unit of work. Students are provided with an examination booklet each term to support their preparation. The booklet outlines the exam content for each subject and gives specific revision strategies to help students be successful.

We use these summative assessments to shape future learning and to identify specific misconceptions and gaps in knowledge with an individual student or across classes and year groups. We also use these assessments to adapt our curriculum and inform future planning.

Do you do subject baseline assessments?

Our students come from a wide variety of different primary schools and arrive with a range of subject strengths, depending on the school they have arrived from. To undertake a baseline assessment and test everyone at the beginning of the year would be pointless as it would only reflect a narrow current level of understanding in each subject and more particularly would only test knowledge at that time.

Instead, we complete a fact-finding assessment at the beginning of every unit. This allows us to assess what students already know at that point and helps us to adapt our planning for the remainder of the unit. A one-off test at the beginning of the year does not take the 'forgetting curve' into consideration, and, as it can be narrow, does not reflect the potential of each student.

In addition, all students complete the New Group Reading Test (NGRT) when they arrive at Carshalton High School for Girls. This tests their reading ability and this information is shared with our teachers. Students are re-tested in Year 9 to evaluate their reading progress over time.

When will we receive our reports?

Parents/carers can expect to receive student reports in December, April and July. Assessment results can be discussed at Parents Consultation events. Parents Consultations are timed to follow a

summative assessment so students, parents/carers are more informed and can ask key questions about how to improve.

How many summative assessments are there?

There are three summative assessments each academic year for Year 7, 8 & 9. They take place in December, March and June/July.

How do you mark these summative assessments?

In Years 7,8 & 9 the grading criteria for assessments are derived from curriculum 'Big Ideas' for Key Stage 3, which are the key end-point learning objectives students should meet by the end of Year 9. To ensure that assessment data is accurate, teachers moderate end of term assessments across year groups in department teams.

Why are summative assessments cumulative?

We believe the value of repeated study can often be underestimated and that nothing has been truly learnt until there is a change in long-term memory. By retesting content from the curriculum in previous years we are eliminating the impact of the 'forgetting curve' and challenging our students to remember information more rigorously.

Do you give out grades for each summative assessment?

No, not until Year 11. Final examination grades are age-appropriate grades and they reflect the entirety of the full specification and course. When students have not been taught the full course, these grades are generally meaningless. For example, a Grade 9 in Year 8 is not the same as a Grade 9 in the final examination. Instead, we want our students to focus on the gaps in their learning rather than being transfixed by the grade.

Do you give out Target Grades?

Not in Key Stage 3. We will provide students with Target Grades in the Summer term of Year 10 and 12 so they can be used to support 6th Form and university applications. Target Grades are based on the assessment evidence we hold for each student; therefore, it is important that students prepare well for every assessment to give a true reflection of their capabilities.

Do students sit full examination papers?

Students do not sit full examination papers until Year 11 & Year 13. In Key Stage 3 the length of the summative assessments is 40mins. Students with a recognised special educational need who require additional time receive this time.

What do you report to parents/carers?

Results are reported as percentages to parents after each summative assessment, along with a year group average to give some context to the result and a progress grade for English, Maths and Science. Teachers also report on effort in each subject. (The attached criteria outline the judgements; excellent, good, inconsistent and poor.) Student attendance and rewards data is also reported.

How is progress in English, Maths and Science measured?

Each term, progress is measured by comparing students' individual performance ranking in their latest examination against their Key Stage 2 SATs results, which are taken as a starting point. Therefore, it is possible for a student to have an above average examination score but not be making expected progress. For example, this would happen if a student is ranked well above average in Key Stage 2 SATs but is ranked only slightly above average in their recent examination.

Termly progress measurements are calculated by ranking the cohort into ten broad groups of attainment. This rank is then compared, with cushion of one group included on either side, to the Key Stage 2 SATs band.

Judgement	Descriptor
Above	Progress currently exceeds expectation relative to individual starting point.
Expected	Progress is currently in line with expectation relative to individual starting point.
Below	Progress is currently lower than expected compared to expectation relative to individual starting point.
Well Below	Progress is currently substantially lower than expected compared to expectation relative to individual starting point.

Effort Level

Excellent Effort

- *means being committed to getting the most out of all learning opportunities available. It is what all students should aim for.*

- Actively participates in the lesson at all times, is fully engaged and attempts all relevant learning objectives
- Actively seeks and responds to feedback on how to improve the quality of their work
- Shows great resilience and perseveres with all tasks, even when they are particularly challenging
- Manages their time and work efficiently and is highly self-disciplined
- Uses their initiative and independence in a range of situations and doesn't always have to be told what to do
- Completes all homework on time, frequently producing work of exceptional and exemplary quality

Good Effort

- *means being a responsible and hardworking student, who tries their best all the time.*

- Shows a good interest in their learning, is attentive and focussed and attempts all relevant learning objectives
- Responds well to feedback and targets and completes work to the expected standard
- Shows resilience and is willing to persevere when things are difficult
- Takes responsibility for their work and is well organised
- Willingly does all that is asked of them and sometimes more
- Completes homework on time to a good standard

Inconsistent Effort

- *means that a student is probably doing some of what they are supposed to do, but is failing to push themselves or make the most of the opportunities available.*

- Needs to improve focus and behaviour in lessons
- May participate in some lessons but needs to do this more often
- Shows some resilience but might give up when things get difficult
- Needs to improve organisation and show more pride in their work
- Makes some effort to respond to teacher feedback but could do more
- Homework is either not always completed to a good standard, not completed on time or rushed and is not reflective of the student is capable of

Poor Effort

- *means that a student is not doing enough of what they are supposed to do and needs to spend more time on their learning.*

- Makes little effort to be involved in lessons
- Fails to act on feedback provided and as a result may not make much progress
- Is not interested in being challenged and will give up without really trying
- Spends an inadequate amount of time on tasks and takes little pride in their work
- Takes little or no responsibility for their own learning or behaviour
- Rarely completes homework on time or to the standard of which the student is capable of

Further support

Please contact your child's Head of Year if you have any concerns or questions.