



# Sandringham School



A student and parent guide to Key Stage 3 assessment, targets and reporting.

## 1. How is assessment at Key Stage 3 organised at Sandringham?

In September 2014, the government announced that National Curriculum Levels were to be abolished and not replaced. Instead, from September 2016, all secondary schools in England and Wales were required to publish their own 11-16 assessment policies, detailing how progress and attainment across Key Stages 3-4 will be assessed and reported. This guide explains how Sandringham School assess and reports student achievement at Key Stage 3.

## 2. Why were National Curriculum Levels been abolished?

Levels were first introduced alongside the National Curriculum in 1988. Since then, they provided schools, students and parents or carers with a universal language around assessment across Key Stages 1-3, as well as a common criteria against which achievement in individual subjects could be benchmarked, tracked and monitored.

Previously, Levels were also used to report the results of Key Stage 1 and 2 statutory assessments (SATS) in Years 2 and 6. Following the abolition of Levels, SATS results are reported in the form of Levels but rather as a scaled score in the range of 80-130. At KS2, the government's expectation is that 85% of all students meet the new 'secondary ready' score of 100. Sandringham uses KS2 SATs scores as one of the inputs into setting appropriate targets for students.

The government's decision to remove Levels from the National Curriculum was motivated by a number of different factors. The main reasons were:

### a) *Accuracy and consistency*

Levels were originally intended to be used as broad end-of-unit, end-of-year descriptors, providing students and parents with a best-fit summary of how well learners had mastered the knowledge and skills associated with individual subjects. In practise however, the increasingly widespread use of Levels to assess individual tasks and assignments, distorted this purpose.

### b) *Clarity and coherence*

The introduction of sub-Levels (e.g. 4a, 4b, 4c), whilst enabling schools to demonstrate progress at shorter, more regular intervals, has further undermined the usefulness of Levels. Government research suggested that many students and parents or carers did not fully understand and could not clearly explain the difference between specific Levels or sub-Levels in relation to different subjects.

### c) *Fixed v. growth mindset*

Where Levels were the main focus of conversations with students and parents or carers, learners understandably often focused more on the Level or sub-Level awarded, than on the specific guidance and feedback provided. Removing Levels therefore has the potential to accelerate learning and student progress by focusing feedback on those aspects of the curriculum where their knowledge and understanding is secure and those areas where there are gaps. Linked to this, evidence also suggests that removing Levels and the label associated with them, emphasises to learners that there is no ceiling on achievement and helps to promote a growth mind-set.

## 3. Assessment principles

Sandringham's assessment framework has the following goals:

- Is simple and easy to understand - for staff, students and parents
- Is based on high expectations and challenge for all

- Is closely linked to the curriculum and focused on developing the knowledge, understanding and skills needed for success at Key Stage 4
- Improves learning and encourages a growth mindset by providing students and parents with high quality next-steps feedback focused on specific objectives
- Tracks pupil progress in relation to an aspirational target across Key Stages 3 and 4
- Allows all students to experience success, by focusing on the progress they make from their starting point
- Differentiates between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling

#### 4. The mastery curriculum and student trackers

Sandringham has a concept of the **mastery curriculum** at Key Stage 3. The core knowledge, concepts and skills that underpin each subject will be assigned to six broad **thresholds**. These thresholds correspond broadly to the old National Curriculum Levels 3-8.

In Years 7-9, in most subjects, student achievement is assessed in relation to four of the six thresholds. The descriptors attached to each threshold – **emerging, developing, securing, mastering** - provide students with a clear indication of how well they are progressing. Very simply, each student's target is to 'master' the knowledge, concepts and skills delivered in each year of the programme of study.

Old NC Level	New Year 7 Thresholds	New Year 8 Thresholds	New Year 9 Thresholds
8			<i>Mastering</i>
7		<i>Mastering</i>	<i>Securing</i>
6	<i>Mastering</i>	<i>Securing</i>	<i>Developing</i>
5	<i>Securing</i>	<i>Developing</i>	<i>Emerging</i>
4	<i>Developing</i>	<i>Emerging</i>	
3	<i>Emerging</i>		

As the diagram above illustrates, the thresholds are progressive and build year-on-year throughout the programme of study. What, for example, constitutes 'securing' in Year 7, would only count as 'developing' in Year 8 and 'emerging' in Year 9? Student-friendly trackers, like the Year 7 History and Music exemplars that follow, provide learners with a clear breakdown of each descriptor, detailing precisely what knowledge, understanding and skills are required to attain each new threshold. For each year group in year 7 to 9, a curriculum map is available that details the knowledge and skills taught for each subject, organised by term. These can be viewed on the school website at: <https://www.sandringham.herts.sch.uk/student-experience/key-stage-three/key-stage-3-curriculum-maps/>



# Year 7 History Tracker: Key concepts and skills

To succeed in History at Sandringham there are a range of key concepts and key skills that you must **master** as your progress through Key Stage 3.

Refer to this sheet often and use it to **help you** with your home learning and assessments: it is your guide to becoming a **master historian!**

Key skills and concepts	Emerging	Developing	Secure	Mastering
<p><b>Cause and consequence</b></p> <p>Historians explain and analyse the causes and consequences of events.</p>	<p>You can describe historical events through story or narrative.</p> <p>You make accurate statements but do not development them with examples.</p>	<p>You can identify and describe the long-term and short-term causes of events.</p> <p>You make limited use of examples. Your descriptions lack development.</p>	<p>You can identify and explain the long-term and short-term causes of events briefly.</p> <p>You include some basic examples and write in paragraphs.</p>	<p>You can explain a range of different causes (for example short and long term)</p> <p>You include some detailed examples and write in clear PEA paragraphs.</p>
<p><b>Change and continuity</b></p> <p>Historians explain and analyse change and continuity over time.</p>	<p>You can identify examples of change between two different periods.</p> <p>You make accurate statements but do not development them with examples.</p>	<p>You can describe examples of change between two periods or over time.</p> <p>You make limited use of examples. Your descriptions lack development.</p>	<p>You can make simple explanations of change and continuity.</p> <p>You include some basic examples and write in paragraphs.</p>	<p>You can make developed explanations of change and continuity.</p> <p>You include some detailed examples and write in clear PEA paragraphs.</p>
<p><b>Significance</b></p> <p>Historians can make judgements about the relative important of events and individuals.</p>	<p>You can identify important people, events, and developments.</p> <p>You make accurate statements but do not development them with examples.</p>	<p>You can describe the importance of people and their actions, events, and developments.</p> <p>You make limited use of examples. Your descriptions lack development.</p>	<p>You can explain how / why people and their actions, events, and developments are important.</p> <p>You include some basic examples and write in paragraphs.</p>	<p>You can make developed explanations of how significant events, individuals, or developments led to change.</p> <p>You include some examples of significance (e.g. impact or legacy).</p>
<p><b>Using historical evidence</b></p> <p>Historians use evidence to support their views and analyse sources for usefulness and reliability.</p>	<p>You can use evidence to extract information to learn about the past.</p> <p>You mainly summarise the source or select quotations without inference.</p>	<p>You can use evidence to make basic suggestions ('inferences') about the past.</p> <p>You select quotations from the text to support your ideas.</p> <p>You do not yet consider the provenance.</p>	<p>You can use the provenance to make developed inferences and basic judgements concerning usefulness and reliability.</p> <p>You include quotations / extracts and make accurate inferences. You make some limited use of the provenance.</p>	<p>You can analyse the sources using elements of the provenance to judge usefulness and reliability.</p> <p>You include quotations / extracts and make accurate inferences. You make good use of the provenance.</p>

<p><b>Understanding interpretations</b></p> <p>Historians understand that there are different interpretations of the past and explain why people have different views.</p>	<p>You can identify what other people have said about the past.</p> <p>You mainly summarise the source or select quotations without inference.</p>	<p>You can describe the opinion of an author or historian based on reading source material.</p> <p>You select quotations from the text to support your ideas.</p> <p>You do not yet consider the provenance.</p>	<p>You can explain the differences in opinion between two or more different authors based on reading source material.</p> <p>You include quotations / extracts and make accurate inferences. You make some limited use of the provenance.</p>	<p>You can explain the opinion (interpretation) of an author based on reading source material and considering the provenance.</p> <p>You include quotations / extracts and make accurate inferences. You make good use of the provenance.</p>
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## YEAR 7 MUSIC

You use lots of different skills as a musician. Use this to track how these develop during the year.



### World Music

#### APPLYING KNOWLEDGE

My target:



### Music and pictures

#### COMPOSING FOCUS

My target:

#### Mastering

Make improvements by reflecting on the musical style you're working in.

#### Securing

Make improvements with less help when composing and rehearsing

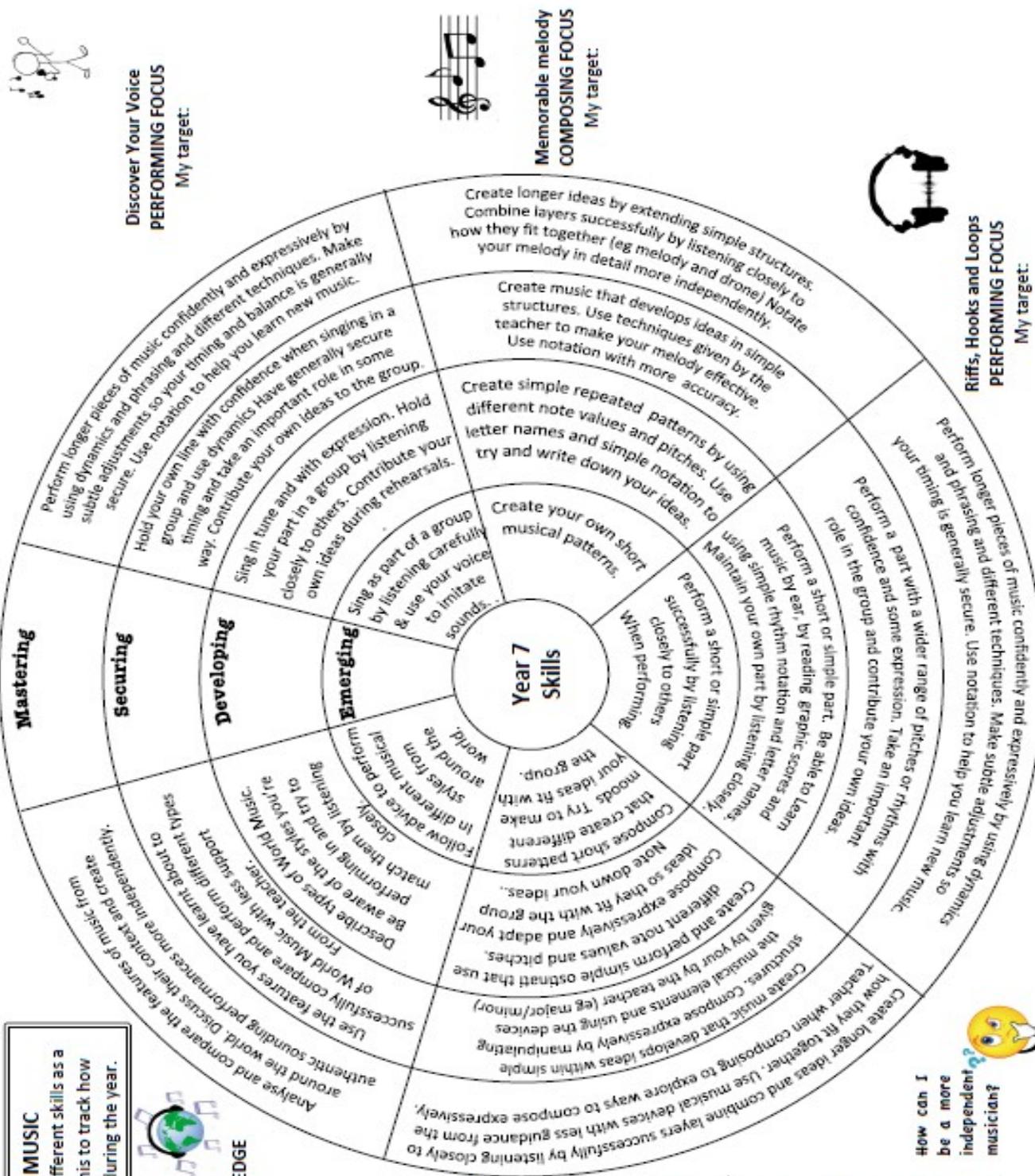
#### Developing

Set your own targets with less help

#### Emerging

Act on teacher feedback.

How can I be a more independent musician?



### Discover Your Voice

#### PERFORMING FOCUS

My target:



### Memorable melody

#### COMPOSING FOCUS

My target:



### Riffs, Hooks and Loops

#### PERFORMING FOCUS

My target:

## 5. Learning Journeys and aspirational targets

In order to provide students, parents and carers with a measurable indicator of how well learners are progressing and what they are currently on track to achieve at the end of Key Stage 4, student achievement in each subject area will be reported in relation to their current 'Learning Journey'. Please note that GCSE targets are expressed using the 9-1 grading system that replaced the old A\*-G grades for all subjects with the reformed GCSEs that were introduced over the past three years.

At the beginning of Year 7, students will be assigned one of the seven Learning Journeys outlined below for each of their subjects, based on KS2 prior attainment and CATs data. In some subjects, baseline assessment is also used to ensure that students are matched to a Learning Journey that accurately reflects their ability in that subject. For this reason, it is possible that students will be assigned to different Learning Journeys for different subjects. Furthermore, for year 7, some subjects that are only taught once a week have had limited contact time with each student when the targets are set in the autumn term, therefore targets may change during the year once the teacher knows your child better and some internal assessment data in that subject is available.

KS2 SATS NC Level	KS2 SATS Scaled Score	Learning Journey across Key Stage 3	KS4 Target Range	KS4 9-1 Target
>6	120		8-9	9
5B-5A	110		7-9	8
5C-5B	105		6-8	7
4B-4A	100		5-7	6
4C-4B	95		4-6	5
3B-3A	90		3-5	4
<3B	80		2-4	3

At the end of each Learning Journey, the **KS4 Target Range** indicates what outcomes students are on track to achieve if they continue to work hard towards their aspirational target. Once students formally begin to study GCSEs towards the end of Year 9 or start of Year 10, this KS4 target range will be replaced with a single aspirational **KS4 Target Grade**.

Using a KS4 estimated target range instead of a single target grade at KS3 emphasises that outcomes are not fixed or pre-determined. To reinforce the school's high expectations and the idea that there is no cap or limit on what students can achieve, Learning Journeys will be reviewed at regular intervals throughout the year. Where a student is consistently working at the upper end of their Learning Journey KS4 target range or exceeding it, they will be moved up to the next Learning Journey.

## 6. How will student progress in relation to their Learning Journeys be reported?

Student learning journeys provide a clear, consistent and measurable benchmark against which achievement in different subjects can be assessed and reported. In place of a Level or sub-Level on student reports, stars will instead be used to indicate how well students are progressing towards their aspirational target.

**	Making expected progress. On track to achieve aspirational target
***	Making better than expected progress. On track to achieve or exceed aspirational target.
****	Making exceptional progress, On track to achieve or exceed aspirational target.
*	Making less than expected progress. Not currently on track to achieve aspirational target.

It is important to note that Sandringham's aspirational targets place students in the top 5% of outcomes for students nationally in terms of progress across Key Stages 2-4. As such, ***making 'expected progress' is a significant achievement in itself*** and something that students should be proud of achieving! Sandringham's results at GCSE have been in the top 5% nationally for many years, so these target has been proven to be achievable in the recent past.

Subject	KS4 Est	KS3 PG
Art	7-9	*
Computer Science	6-8	***
Design Technology	6-8	**
Drama	7-9	*
English	7-9	***
Geography	7-9	**
German	7-9	**
History	7-9	**
Mathematics	6-8	***
Music	7-9	**
Phil, Religion & Ethics	7-9	**
Physical Education	7-9	**
Science	6-8	***

The sample targets above, shows that the student has been placed on a mixture of 6-8 and 7 to 9 Learning Journeys for all of their 13 subjects. With the exception of Art and Drama, where they are working towards the bottom end of the target range, they are either making 'expected' or 'better than expected' progress towards their aspirational targets. In English, Mathematics, Computer Science and Science the student is making 'better than expected' progress and working towards the top end of the target range. If they can sustain this high level of achievement, they may be moved up a Learning Journey in these subjects.

## 7. Reporting cycle

Sandringham reports at regular intervals throughout the academic year and, each year, parents will receive three reports. These are accessed via our online portal, Bromcom. For students, this is called the Student VLE and each student will have received instructions on how to access this. For parents, the portal is called My Child At School and you will have received information on how to access this upon joining the school. If there are any queries around accessing either system, please contact [data@sandringham.herts.sch.uk](mailto:data@sandringham.herts.sch.uk)

For each subject, teachers will indicate how well the student is working in relation to their assigned Learning Journey - whether they making 'expected', 'above expected' or 'below expected' progress towards their aspirational target grade. In the summer term report, teachers will add a specific comment, indicating what students must focus on in order to further develop their mastery of different aspects of the subject. Other reports will focus upon data

only, but there are opportunities to discuss concerns in person on Learning Review Day and Parent Teacher Consultation evening.

The first report for each year group will be issued mid-November ahead of the Learning Review Day, which is held at the end of November. At the Learning Review Day, parents or carers meet with a member of staff, usually the form tutor, to discuss the academic progress of their son/daughter. The next report is issued in the spring term and is issued ahead of the Parent Teacher Consultation evening. The final report is issued in the summer term. Please note that exact dates will vary year on year, particularly due to the placement of Easter in the calendar. The School Calendar available on the website will be updated with exact dates in advance of each academic year.

Year 7	Autumn term report issued prior to Learning Review Day
	Learning Review Day – Thursday of the last week of November
	Spring term report issued late March
	PTC – April
	Summer term report issued July

Year 8	Autumn term report issued prior to Learning Review Day
	Learning Review Day – Thursday of the last week of November
	Spring term report issued late March
	PTC – April
	Summer term report issued July

Year 9	Autumn term report issued prior to Learning Review Day on 17 <sup>th</sup> November 2016
	Learning Review Day – Thursday of the last week of November
	Spring term report issued February
	PTC – March
	Summer term report issued July

## 8. Feedback and comments

If, after reading this guide, you have any questions about KS3 assessment and reporting at Sandringham, please do not hesitate to contact the school. Specific subject concerns should be addressed via your child's form tutor or escalated to the Director of Learning for that subject. Questions about assessment and reporting can be directed to Athena Pitsillis, Assistant Headteacher, or Fergal Moane, Deputy Headteacher (Academic.)