



KS3 Assessment at St Dunstan's School

This document outlines how students are assessed and graded in KS3 (Years 7-9), how target grades are set and how progress is monitored and reported.

Flight Paths

Upon arrival at the school, we use baseline assessment information to place students into one of the subjects "Flight Paths" shown in the table.

Flightpath	Description
Emerging	Baseline assessments suggest the student is 'working towards' age related expectations.
Rising	Baseline assessments suggest the student is 'meeting' age related expectations, or should be aiming to meet them.
Mastering	Baseline assessments suggest the student is 'exceeding' age related expectations, or should be aiming to exceed them.

Baseline assessments

Baseline assessments and flight paths are based upon KS2 SAT data and the CATS assessments all pupils complete when they join the school. In the absence of KS2 data (e.g. SATS have been canceled or the pupil has come from abroad or from an independent school, the flightpath is based on the CATs assessments.

The baseline assessments are also used to determine the expected grade a pupil should go on to achieve in each subject and an indication of possible GCSE outcomes should this grade be maintained throughout their school journey. This process is in line with all other schools in the Midsomer Norton Schools Partnership Trust. Each of the flight paths is further split into three grades showing whether the pupil is working at the top, middle or bottom of the flightpath as shown in the table below.

Flightpath overview

Flightpath	Grade	Description of grade	Possible GCSE outcome
Mastering	M+-	Working at the top of the Mastering flightpath	GCSE Grades 7-9
	M	Working at the middle of the Mastering flightpath	
	M-	Working at the bottom of the Mastering flightpath	

Rising	R+	Working at the top of the Rising flightpath	GCSE Grades 4-6
	R	Working at the middle of the Rising flightpath	
	R-	Working at the bottom of the Rising flightpath	
Emerging	E+	Working at the top of the Emerging flightpath	GCSE Grades 1-3
	E	Working at the middle of the Emerging flightpath	
	E-	Working at the bottom of the Emerging flightpath	

KS3 Target grades.

The data used to provide the flightpath and target grade for each subject is shown below:

English	KS2 Reading equivalent score generated from SATs/CATS data, alongside Year 6 teacher feedback and any other relevant data.
Maths	KS2 Maths equivalent score generated from SATs/CATS data, alongside Year 6 teacher feedback and any other relevant data.
Humanities	Subjects such as French; Geography; History and Philosophy and Belief, use the average of the KS2 English reading and Maths equivalent score generated from SATs/CATS data, alongside Year 6 teacher feedback and any other relevant data.
Creative Subjects	Subjects such as; Art; Drama; Music; Sport and Technology, use their own bespoke baseline assessments to create aspiration targets for our students.

For pupils who have completed SATS, the school is provided with KS2 scores in Reading and Maths. The CATS tests provide a standardised score that is converted to a retrospective KS2 equivalent score in Reading and Maths. We use the Year 6 teacher feedback and any other relevant data, benchmarked with historic St Dunstan's data to ensure our students have an accurate baseline. It is important to have the CATS scores as an anchor for the flight paths to allow comparison with other year groups particularly if there is not any National Prior Attainment data for this cohort.

Assessments and marking

During Key Stage 3, subjects that have four or more lessons per fortnight will carry out six summative assessments per year (1 per term). Subjects with three or fewer lessons per fortnight will carry out at least three summative assessments per year. Prior to these assessments, subjects will provide students with one of the following items: a personalised



learning checklist, a knowledge organiser, or detailed success criteria, to ensure students have the chance to prepare thoroughly for each assessment.

Once the assessments have been completed, teachers will mark them in red pen and provide students with feedback which will include the following:

- The student's target grade
- The grade the student achieved
- A "What Went Well" (WWW) comment - Praise for the strengths shown
- An "Even Better If" (EBI) comment - How the pupil can improve their work

Following this, pupils will be given an opportunity to go back and improve, correct or further develop their work. This will be completed with a purple pen.

Tracking progress

Once completed, pupils will record the grade they achieved on their target-tracking sticker, which is to be found at the front of their exercise books (shown below) so pupils and parents can see how they are progressing over time.

What represents "good" progress?

Each assessment during Years 7-9 will be graded according to criteria, which is adapted to reflect the standard expected at that point in the subject's curriculum journey. As such, pupils achieving the same grade at each assessment point (for example, an R+ in Year 7, Year 8 and Year 9) will be making good progress. This is because the assessments will be more challenging in later years and based upon new and more demanding content. The table below

shows how this progress may look over several years and gives an indication of possible GCSE outcomes based on current attainment. It is important to note that progress is not always linear and it is common to see movement between grades throughout a pupil's school journey.

Year 7	Year 8	Year 9	Working towards....
			Yr11 GCSE grade 9
		M+	Yr11 GCSE grade 8
	M+	M	Yr11 GCSE grade 7
M+	M	M-	Yr11 GCSE grade 6
M	M-	R+	Yr11 GCSE grade 5
M-	R+	R	Yr11 GCSE grade 4
R+	R	R-	Yr11 GCSE grade 3
R	R-	E+	Yr11 GCSE grade 2
R-	E+	E	Yr11 GCSE grade 1
E+	E	E-	
E	E-		
E-			

Changing Target Grades

It is important to note that identifying a baseline and a flightpath does not fix a student into an attainment bracket. Students who are making a consistently higher rate of progress (for two consecutive reports) and performing above their flightpath will be moved to the next flightpath. A letter will be sent home to congratulate the students and indicate that they have moved to a higher target. We review all students' progress at the end of the academic year and issue updated flight paths and targets in September, which reflect any change.

Reporting

There are three reports per year. These will comprise of, one Progress Report, one Parents' Evening meeting and one Full School Report.

Progress Reports include the following information:

- **Target Grade.**

This is the flightpath grade, which the pupil has been set as a target in each subject. It is an achievable but aspirational target designed to motivate students to achieve their best. It is not expected that this grade will always be reached, but if it is consistently met or exceeded, it may be increased.

- **Most Recent Assessment Grade.**



This is the grade awarded based upon the most recent set of assessments in each subject.

- **Application Score.**

This is a score from 1-4 describing how well pupils apply themselves in lessons.
1 is Outstanding; 2 is Good; 3 is Requires Improvement and 4 is Inadequate.

- **Homework Score.**

This is a score from 1-4 describing the quality of students' homework.
1 is Outstanding; 2 is Good; 3 is Requires Improvement and 4 is Inadequate.

Full School Reports include all of the above plus:

- **Tutor Comment:**

A comment from the Tutor discussing the pupils' wider involvement and participation in school as well as further comments on such points as their organisation, punctuality and character development.