



## Key Stage 3 Progress and Assessments

### Key Stage 3 Curriculum

At The Hastings Academy we have developed a curriculum for Year 7,8 and 9 (key stage 3) which we think will work best for our students. All students in year 7 and 8 study; English, Maths, Science, History, Geography, Languages, Art, Music, Drama, Dance, Design Technology/Food Technology, IT, Personal Development, Religious Education and Physical Education. Students in Year 9 study; English, Maths, Science, History, Geography, Languages, Personal Development, Religious Education and Physical Education and personalise part of their timetable through the creative subjects and then make informed decisions about their options for the start of Year 10.

### Assessment at Key Stage 3 – Progression Grids

Schools have been encouraged to develop assessment systems that best suit their own needs for students in Key Stage 3. The progression grid is based on the idea of progression of Knowledge, skills and concepts within a subject. The assessments are used to gauge a student's current learning and understanding, and help identify the support they need to make the next steps. A series of progress descriptors are used to measure the progress of a student through the three years of KS3. We have designed a system of assessment that identifies what is expected of a student at a particular stage of their learning. We identify secure as meeting the expectations and then identify those who have gone beyond this or are still working towards this secure understanding of the Key Stage 3 curriculum. The words we have used are shown below with a definition of the word and the abbreviation. Specific subject descriptors are available at the end of this page.

| Key Stage 3 Assessment Level Descriptors |                                |  |
|--|--------------------------------|--|
| Reporting                                | Reporting - Description        | Level Descriptor   |
| WA                                       | <u>Well Above Expectations</u> | <b>Mastered</b> a comprehensive understanding of all knowledge, concepts and skills and can apply to changing contexts.  |
| AE                                       | <u>Above Expectations</u>      | Grasped the main knowledge, concepts and skills and can <b>extend</b> to new contexts.                                   |
| M  | <u>Meeting Expectations</u>    | Has a <b>secure</b> understanding of the main knowledge, concepts and skills when applied to familiar contexts.          |
| B  | <u>Below Expectations</u>      | Grasped most of the main knowledge, concepts and skills and is <b>approaching</b> to meeting expectations and be secure. |
|  |                                | Grasped some of the main knowledge, ideas and skills but others need <b>developing</b> .                                 |
| WB                                       | <u>Well Below Expectations</u> | <b>Beginning</b> to explore some of the main knowledge, ideas and skills.  |

As an indication, a student who achieves Mastery is likely to go on to achieve the highest standards at the end of Year 11. A student who is Secure has grasped the main concepts of the curriculum and is likely to achieve a good pass at GCSE which is now defined at a grade 5. The aspirations are to aim high and to encourage students to work hard to achieve Mastery of the curriculum. The following table shows how the progression works as the students move throughout key stage 3.

| Year 7 Reporting | Level Descriptor | Year 8 Reporting | Level Descriptor | Year 9 Reporting | Level Descriptor |
|------------------|------------------|------------------|------------------|------------------|------------------|
|                  |                  |                  |                  | WA               | Mastered         |
|                  |                  | WA               | Mastered         | AE               | Extended         |
| WA               | Mastered         | AE               | Extended         | M                | Secure           |
| AE               | Extended         | M                | Secure           | B                | Approaching      |
| M                | Secure           | B                | Approaching      |                  | Developing       |
| B                | Approaching      |                  | WB               | Developing       | WB               |
|                  | Developing       |                  |                  | Beginning        |                  |
| WB               | Beginning        |                  |                  |                  |                  |

### Reporting Attitude to Learning

Student attitude and quality of work and homework is also assessed, with the table below providing a summary for each grade. As before, should you need them, further details are available on the link below.

| Reported to Parents/Carers | Reported to Parents/Carers | Summary to Reporting Attitude to Learning   |
|----------------------------|----------------------------|---|
| 1                          | Excellent                  | <ul style="list-style-type: none"> <li>Students consistently work at their best and they show highly positive attitudes and commitment that leads to progress.</li> <li>Consistently high levels of behaviour and respect are always demonstrated.</li> </ul> |
| 2                          | Good                       | <ul style="list-style-type: none"> <li>Students works at their best and they show positive attitudes and commitment that supports progress.</li> <li>High levels of behaviour and respect are always demonstrated.</li> </ul>                                 |
| 3                          | Needs Development          | <ul style="list-style-type: none"> <li>Students do not work at their best which results in a lack of progress.</li> <li>Low level Behaviour disrupts learning and respect does not always meet the expectations.</li> </ul>                                   |
| 4                          | Concern                    | <ul style="list-style-type: none"> <li>Students routinely do not work at their best or do not believe they can make progress.</li> <li>Behaviour disrupts learning and respect does not meet the expectations.</li> </ul>                                     |
| NA                         | NA                         | <ul style="list-style-type: none"> <li>Unable to assess students attitude to learning</li> </ul>  |



### The links below provide descriptors for each level for specific Key stage 3 subject

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