

# KS3 Assessment

2018/19



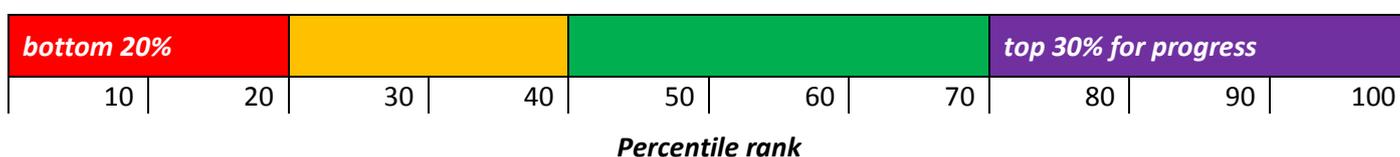
Key Stage 3 National Curriculum Levels were abolished by the Department for Education from September 2014. All schools in England are now expected to develop their own model of assessment and publish it for parents.

1. Two-year KS3 programmes of study across all subjects have been designed.
2. At up to three points in the year, students will take an examination-style assessment which will inform our teaching.
3. In the core subjects of English, mathematics and Science, our assessments will be comparable across Dixons Academies.
4. This approach will prepare students best for the new GCSEs, and allow us to compare student performance across the Dixons Academies.

## 1. How are the PRAGs for progress allocated?

Progress PRAGs are a colour scale that represent relative progress from KS2. **Purple** represents the most progress made relative to other students in the cohort; then **green**; then **amber**; and **red** represents the least progress made.

Each child receives a **progress** colour (PRAG) and percentile rank:

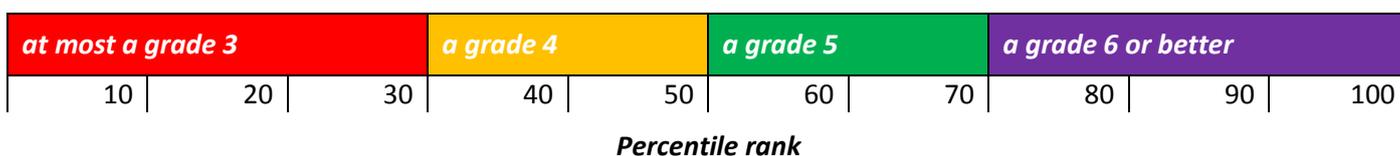


## 2. How are the PRAGs for attainment allocated?

Attainment PRAGs are a colour scale representing the standard achieved. **Purple** represents the standard achieved by the top 30% of students (who are *on track* for grades 6-9 at GCSE); then **green** represents the next 20% of students; then **amber**; and **red** represents the lowest standard.

Each child receives an **attainment** colour indicating performance relative to their year group.

### On track to achieve:



The KS3 colour band percentages are set using historical end of Year 11 GCSE data for the academy. Every reporting system has limitations; however, current research and best thinking suggests that this approach (known as norm-referencing) will provide the most accurate and robust indicator of future performance.

## 3. How do teachers use this information to support progress?

By reporting relative progress and percentile rank, subject leaders are able to determine which students to intervene with post-assessment.

The focus of assessment is to *determine rates of progress and identify gaps in subject knowledge so that gaps are closed*. In Cycle 3, students across the Dixons Academies Trust take the same assessments in core subjects. Also, in Year 8, students take nationally benchmarked tests (GL assessments).

Over time, student outcomes in both the common Cycle 3 assessments and the national tests are used as a reference point to judge the standard of progress of each year group.

#### 4. What does this look like for families?

With this information, a family can see both how their child is performing and improving relative to their peers. On a child's report, it would be summarised in the following table:

<b>Subject</b>	<b>Cycle 1 Progress Percentile Rank</b>	<b>Cycle 1 Attainment</b>	<b>Cycle 1 Assessment Percentage</b>	<b>Cycle 1 Academy Average Assessment Percentage</b>
English	14		48	53.81
Mathematics	8		55	48.42
Science	13		29	31.94

The Cycle 1 Assessment Percentage allows families to compare their child's performance in a given subject against the average Cycle 1 Academy Assessment Percentage.