



**KS3 Report Guidance**  
**A Guide to Subject Assessments**  
**Year 8 Autumn 2023**



## Report General Guidance

### **Changes to KS3 Assessment & Reporting:**

Following parent/carer, student and staff voice we have made reporting changes to ensure that the report gives a more accurate picture of the student's current performance. As such, your young person's report will look different to the style of report that you received in year 7.

Subject teachers will now report the student's percentage score from the most recent assessment and the cohort average will also be reported.

Please note that for those subjects with a heavier emphasis on practical skills alongside theoretical elements (PE, Design Technology, Creative Art subjects) students will be awarded one of five descriptors based upon their skills level in those subjects.

The descriptors are:

Emerging > Developing > Secure > Progressing > Excelling

The subject teams will communicate exactly what the assessment entailed but please be rest assured that a standardised mark scheme/success criteria will be applied to ensure equity.

Each teacher will also comment on the student's Attitude to Learning and Homework. These areas will receive one of the following comments:

E = Excellent

G = Good

N = Needs improving

C = Cause for concern

A written report around your young person's personal development will then be supplied later in the year by each young person's tutor.



### **KS3 Visual Arts**

Assessment in Performing Arts and Music is mostly done through in-class work. The class teacher will observe students' practise across specific sessions and across 4 key areas:

*SC1 - Explore and experiment in a variety of media*

*SC2 - Artistic skill set*

*SC3 - Evaluating your own and others' visual arts work*

*SC4 - Visual Arts specific terminology and Artist Research*

SC1 and SC2 have a slightly heavier weighting than SC3 and SC4 to reflect the practical nature of the work.

Students will be made aware of the assessment criteria and ways to develop their practise in Performing Arts and Music through regular verbal feedback about their work. Students will receive a key descriptor for their work and progress:

An EMERGING Performing Artist / Musician

A DEVELOPING Performing Artist / Musician

A Performing Artist / Musician with SECURE skills

A Performing Artist / Musician PROGRESSING towards excellence

A Performing Artist/ Musician who is EXCELLING in all areas

The report also contains a numerical value which represents the band range for the key descriptor.

### **KS3 Performing Arts and Music**

Assessment in Performing Arts and Music is mostly done through in-class work. The class teacher will observe students' practise across specific sessions and across 4 key areas:

*SC1 - Improvising, Composing, Choreographing and Rehearsing Drama, Dance and Music*

*SC2 - Performing and sharing Drama, Dance and Music work*

*SC3 - Evaluating, appreciating and appraising your own and others' Drama, Dance and Music work*

*SC4 - use of Drama, Dance and Music subject specific vocab and terminology*

SC1 and SC2 have a slightly heavier weighting than SC3 and SC4 to reflect the practical nature of the work.

Students will be made aware of the assessment criteria and ways to develop their practise in Performing Arts and Music through regular verbal feedback about their work. Students will receive a key descriptor for their work and progress:

An EMERGING Performing Artist / Musician

A DEVELOPING Performing Artist / Musician

A Performing Artist / Musician with SECURE skills



### **KS3 Physical Education**

Assessment in Physical Education is mostly done through in-class work. The class teacher will observe students' in their practical PE lessons with a focus on four key strands -

#### ***SC1 - Leadership/Active Healthy Lifestyle and character values***

This strand will focus on the social and emotional side of PE. How involved and engaged the students are and the attitude displayed towards the subject. This will also consider an understanding of how to lead an active and healthy lifestyle and how this is personalised, as well as character values such as resilience and respect.

#### **SC2 - Skill**

This strand will focus on being physically active and competitive, as well as how physically competent the students are in practical skills.

#### ***SC3 - Understanding/decision making/ tactics and strategies***

This strand will focus on the ability of students to make effective decisions and show a deeper understanding of the physical activity. This will as a result build confidence and tactical awareness.

#### ***SC4 - Performance analysis***

This strand will focus on students' understanding of what worked well and how things can be improved in both their and others performances.

### **KS3 Design and Technology**

In Design and Technology, students are currently designing and making a spatula utilising flexi-ply. For this assessment they have been graded based on their work in the following areas: analysing the context, creating a specification for their product and their initial design work.

In Food Technology, students are looking at dietary needs and developing their cooking skills. For this assessment they have been graded on their practical skills when cooking, their knowledge of the eatwell guide/adapting recipes for dietary needs.



### **KS3 English**

The Year 8 English assessment comprised a multiple choice quiz based on the recent reading of *Animal Farm* by George Orwell covering plot, characters, themes and context.

### **KS3 Maths**

All pupils have recently undertaken an assessment based on the white rose mastery scheme of work for mathematics. Topics that were assessed included calculating with negatives, fractions and percentages, geometrical reasoning, solving equations, probability and presenting data in venn diagrams and pie charts. All pupils sat the same assessment so the percentage is based on the whole cohort.

### **KS3 Science**

Students studied the unit 'Enquiry Processes' about the scientific method at the start of term. The unit covered planning investigations, drawing graphs, writing conclusions and how these ideas can be communicated using appropriate scientific language. Students completed a 30 mark test on this topic consisting of multiple choice, short answer and long answer questions. The percentage result is reported here so you are aware of their progress.

### **KS3 Computer Science**

In Computer Science, students have completed a test worth 64%, with questions based on the topic of Python programming. Each student was also assessed on their programming skills for all set tasks; this focused on quality of work, independent work, and ability to extend the code. This is worth 36% of the final mark.

### **KS3 Geography**

The year 8 geography assessment was based upon the topic of rivers which they had studied over the first half term, with the aim of assessing both knowledge retention and understanding of key geographical concepts. The assessment consisted of multiple choice questions, definition matching tasks, closed questions and some extended answers.

### **KS3 History**

The year 8 history assessment was based on their understanding of key history skills and their knowledge of the causes and events of World War One. It consisted of multiple choice questions, definition matching tasks, closed questions and some extended answers.



### **KS3 Modern Foreign Languages (MFL)**

In languages students were assessed on their reading, comprehension and understanding and translation skills on the topic of food and drink from this half term's unit of work.

### **KS3 Religious Studies**

In RS students completed a 30 mark assessment. 10 marks were for matching key terms/ multiple choice. Students also completed 2 written answers to four mark questions based on knowledge and understanding of the work. The final 12 marks were for an extended answer to an evaluation question. Their marks were added up and then converted to a percentage.

### **KS3 Social Studies/ Personal Development**

There are no formal assessments for Social Studies/ Personal Development