



**KS3 Report Guidance**  
**A Guide to Subject Assessments**  
**Year 9 Summer 2024**



## **KS3 Report Guidance**

### **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.

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.



## **Subject Guidance for Report Marks**

### **Skills based assessments**

#### **Grade boundaries**

<b>Emerging</b>	<b>Developing</b>	<b>Secure</b>	<b>Progressing</b>	<b>Excelling</b>
<b>8-15 Points</b>	<b>16-25 points</b>	<b>26-39 Points</b>	<b>40-47 Points</b>	<b>48-50 Points</b>

**Average Skills** are calculated for each subject for the students who have been assessed.

**Anchor** students are assessed as a group.

### **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

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 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 Technology, students have completed 2 modules this year.

In Design & Technology they have applied the “iterative design” process to design and make a fully functioning product.

In Food Technology, students are looking at dietary needs and developing their cooking skills.

For this assessment they have been graded based on their work in the following areas this year:

- 1) Analysing the context, creating a specification for their product, their initial design work and their making skill
- 2) Knowledge of nutrients and proteins in food, Adapting food recipes to cater for people with specific dietary needs, and their practical cooking skills.

### **Assessment Based Subjects**

Assessments are marked as a percentage.

The assessment average is calculated by subject for the students who have been assessed.

Anchor Group students are assessed as a group.

### **KS3 English .**

The Year 9 assessment was based on their ability to write creatively on either a description of a picture or using the picture to create a short narrative.

### **KS3 Maths**

All pupils have recently undertaken an assessment based on our Y9 mastery scheme of work for mathematics. Our Y9 Scheme of Learning lays the foundations for our GCSE courses ensuring mastery in the key topics to ensure a more confident grasp of the GCSE course in Y10 and Y11. Topics that were assessed included working with fractions, decimals and percentages, proportional reasoning, rules of indices, geometrical reasoning and questions involving algebraic reasoning. The percentage reported is based on the paper that the whole cohort sat.

### **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. Following this students studied modules on the fundamental concepts of Science including Waves, Genetics and environmental chemistry This content was examined in January with students completing a 55 mark test on these topics .

Students then began to study transitional units to GCSE in Biology (cells, cell division, digestive system), Chemistry (states of matter, compounds, separation techniques, atoms and atomic structure) and Physics (energy transfer by thermal pathways, renewable and non-renewable energy sources). Students sat a short 20 mark test at the end of each transition module consisting of multiple choice, short answer and long answer questions.

The average percentage result of all tests is reported here so you are aware of their progress.



### **KS3 Geography**

The year 9s have worked incredibly hard this year delving into the more complex aspects of human geography whilst deepening their knowledge in physical geographical concepts. This last assessment quizzed the students' knowledge on a combination of human rights and conflict and the journey's that changed the world. The assessment itself consisted of multiple choice as well as written answers, this allowed all students to access the assessment and promoted success in their assessments. The year 9s have shown that when faced with more academically challenging work they are up to the task and have prevailed. We are incredibly proud of them and all they have accomplished this year in geography.

### **KS3 History**

The year 9 history assessment was based on their understanding of key history skills and their knowledge of the units of work completed on warfare and the Cold War. It consisted of multiple choice questions, definition matching tasks, closed questions and an extended answer on the events of the Cold War.

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

The percentage on this report for languages is an average of all the assessments taken this year. The assessments have either tested their writing skills or reading and translation skills and have been based on each half termly topic.

### **KS3 Religious Studies**

In RS students completed a 30 mark assessment. This consisted of questions on topics covered throughout the year and were based on knowledge and understanding. 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

### **KS3 Targeted Pathway**

The health and wellbeing and leadership pathway focuses on developing life and employability skills through a physical activity context. This looks at how to be healthy physically and mentally, as well as developing leadership and event organisational skills.