



**KS3 Report Guidance
A Guide to Subject Assessments
Year 9 Spring 2025**



Report General Guidance

KS3 Assessment & Reporting:

Subject teachers will 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

Grade Boundaries

Emerging 8-15 Points	Developing 16-25 points	Secure 26-39 Points	Progressing 40-47 Points	Excelling 48-50 Points
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Average Skills Scores are calculated for each subject for the students who have been assessed.

Anchor Group students are assessed as a group.



Skills Assessments

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 Design and Technology

In Technology, students have completed 2 modules.

In Design & Technology they designed and made 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 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 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.

SC 4 - 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.



Assessment Based Subjects

Assessments are marked as a percentage.

The cohort average is calculated by subject/Tier for the students who have been assessed.

Anchor group students are assessed as a group

KS3 English

The Year 9 English assessment in the winter term was based on students' reading of the novella, *Heroes*. The assessment tested a range of skills: subject knowledge, analytical reading and imaginative writing.

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 the four operations, using indices and standard form, working with ratio and proportion and algebraic topics. The percentage reported is specific to the tier of entry for the student.

KS3 Science

In Science year 9 students completed four units since September: Enquiry processes 2, B6 Genes Part 2, P6 forces part 2 and C6 Earth part 2. Enquiry processes were assessed in class with a number of skills-based lessons such as designing a practical, the scientific method, analysis of results, including graph drawing, and evaluating data and evidence. B6, P6 and C6 were assessed with a 36-mark end of unit test. The percentage mark reported here is an average of these assessments and a cumulative average of the assessments completed by students in year 8 Science units. This is in order to give you a fairer representation of the progress being made in science as a whole, rather than the attainment achieved since September. This will also reflect their potential for going into GCSE due to the spiral nature of our Science curriculum; all topics studied at KS3 are all revisited and built upon during their Science GCSEs.

KS3 Computer Science

Year 9 have recently been assessed on their Python programming skills, which covered key concepts such as Sequence, Selection and Iteration. This assessment was carried out on Microsoft form, and was conducted in one of our lessons prior to the recent holiday period.



KS3 Geography

Last half term the year 9s were learning about global superpowers, which countries are in power, which countries are coming into power, what it means to have power and what you can do with power if you have it. We study this in year 9 as it gave the young people valuable knowledge about the world around them, why different events are happening e.g. wars. We build upon location knowledge learnt earlier in KS3 along with the understanding of development which is a common theme seen throughout KS3. At the end of topic students were assessed on their understanding through a collection of multiple-choice questions, short answer questions and skills based questions.

KS3 History

The year 9 history assessment was based on their understanding of key history skills and their knowledge of the Holocaust and Cold War. It consisted of multiple-choice questions, definition matching tasks, closed questions and some extended answers, assessing their inference and explanation skills.

KS3 Modern Foreign Languages (MFL)

In languages, students were assessed on their reading comprehension, translation and writing skills on the topic of 'where I live' from this half term's unit of work.

KS3 Religious Studies/Social Studies

In RS students completed a 30-mark assessment. This consisted of questions on the unit about life after death that we have covered throughout the term. The first 18 marks 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.