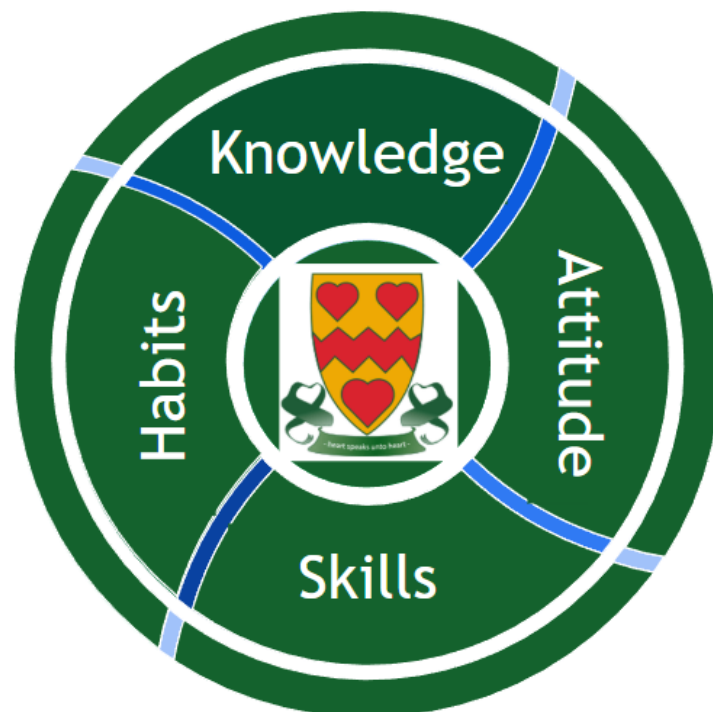


KS3 Assessment and Reporting Framework

Year 7, 8, 9 and Pathways

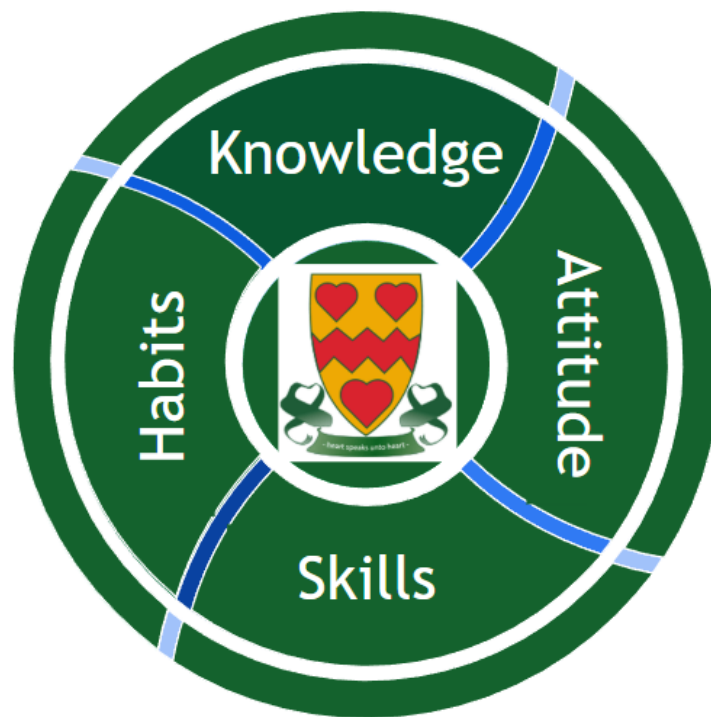
A quick guide for Parents and Carers



Putting KASH at the heart of what we do

Our mission at NCC is to create students who live and demonstrate our Core values. We aspire to motivate and empower students to be reflective and truly self-aware in their learning, by developing a growth mind-set to be fully, self-propelling learners for the future. This is how we believe we can best prepare our students for the challenges of the future and improve our students' life chances.

Attainment targets and levels, which were introduced with the National Curriculum in 1988, no longer apply. We, all other schools, have redesigned our own assessment system which, first and foremost supports teaching and learning, whilst providing meaningful feedback that students can act upon. In line with our NCC Curriculum Vision, KS3 students do not receive a target grade or pre-determined flightpath. The expected Knowledge and subject specific Skills have been identified by departments in accordance with curriculum expectations as outlined in curriculum and assessment maps. Assessing progress in 'Attitude' and 'Habits' provides us with the opportunity to monitor and support student progress towards demonstrating each of them.



Progress in Knowledge, Attitudes, Skills and Habits (KASH) are assessed continuously (in line with department schemes of work and assessment criteria) and reported for each student, in each subject, at three Data Drops in the year. After each reporting session, students will be encouraged to reflect upon their progress and to set personal goals or targets to support further development.

KS3 Starting Points

(A) What are they?

In Years 7, 8 and 9, students are assigned a learning starting point in each subject area based upon their MidYIS baseline assessment outcome, information from Primary Schools and class teacher professional judgement. These are termed 'Emerging', 'Developing', 'Secure or 'Mastery'.

At the top end, where students are demonstrating knowledge, understanding and skills, above and beyond those specified in that year of the programme of study, they are deemed to be 'Mastery'. The vast proportion of students at Newman Catholic College will have an Emerging starting point.

(B) Can my child swap Starting Points?

Newman Catholic College has high expectations and, as such, there is no cap or limit on what students can achieve. All students will have opportunities to work beyond their expected learning journey and challenge themselves in preparation for GCSE and beyond. Their Starting Point purely allows us to measure their progress since Primary School. As a result, there is no need to change or amend Starting Points during the academic year. Starting Points are however reviewed at the end of each academic year.

Y7	Y8	Y9
		Mastery
	Mastery	Secure
Mastery	Secure	Developing
Secure	Developing	Emerging
Developing	Emerging	
Emerging		

As Figure 1 illustrates, the Starting Points are progressive and build year-on-year throughout the programme of study.

What, for example, constitutes 'Secure' in Year 7, would only count as 'Developing' in Year 8 and 'Emerging' in Year 9.

(C) How do they map to average NCC GCSE outcomes

The most likely Year 11 outcome for each of the Starting Points is illustrated in the table below.

This information is to provide a rough guide of the most likely or average GCSE outcomes for students at NCC within each Starting Point. This is not a personalised Target Grade.

Starting Point	NCC Student End of Year 11 outcome 'most likely grade'
Mastery	7-9
Secure	6-7
Developing	4-5
Emerging	<1-3

KASH REPORTING

Over the course of an academic year you will receive two electronic reports and have the opportunity to attend one Parents' Evening. At each of these three points, staff will report back to you on your child's progress in the following areas:

KNOWLEDGE

ATTITUDES

SKILLS

HABITS

It aims to:

- To provide a method for assessing and reporting student progress that is simple and easy to understand - for students and parents
- To be based on high expectations and challenge for all and to provide opportunities for all students to experience success
- Be closely linked to the curriculum and focused on supporting students in developing the knowledge, understanding and skills needed for success at Key Stage 4 (and 5)
- Support teaching and learning and encourages a 'growth mind set' by providing students and parents with high quality next-steps feedback focused on specific objectives

The following pages give more detailed information on each of the above, as well as the grading we will be using to inform your child's educational development.

Reporting Knowledge (compared to curriculum of their Year Group)

The development of subject knowledge will be reported using the grid below. Please be aware that, as a result of different topics and skills being taught each term, the rate of students' progress will fluctuate within subjects over the duration of an academic year.

It is important to note that making '*developing*' progress is a significant achievement in itself and something that students should be proud of.

Mastery	Outstanding knowledge and understanding of current curriculum topics
Secure	Secure knowledge and understanding of current curriculum topics
Developing	Developing knowledge and understanding of current curriculum topics
Emerging	Beginning to develop knowledge and understanding of current curriculum topics

Reporting progress in Attitudes (Replacing ATL/HMWK)

Below are the skills areas that students are expected to develop across the breadth of our curriculum.

Attitudes

- Showing respect at all times
- Maintaining a caring and cheerful relationship with others
- Always putting effort into learning / classwork / homework
- Ready to learn and quick to settle
- Always punctual
- Always catches up on any missed work
- Offers to help others with work

Mastery	Independently displays attitude at all times
Secure	Is becoming more independent in displaying attitudes
Developing	With direction can display the attitudes
Emerging	Is starting to display the attitudes

Reporting on Attitudes is holistic. This means that teaching staff will use their professional judgement, knowledge of your child and their needs, plus any Attitudes rewards and consequences to decide upon a suitable grading. Students' additional needs will be considered when deciding if a student is emerging, developing.

Reporting progress in Skills

Below are the skills areas that students are expected to develop across the breadth of our curriculum.

- Literacy and Oracy
- Use of Information and Communication Technology
- Spiritual, Social, Moral and Cultural development
- Knowledge of future pathways and careers
- Numeracy and problem solving

*** Departments will also have key skills that are bespoke to their subjects which will be mapped within their Scheme of Work and detailed in the success criteria/learning paths .**

Mastery	Making outstanding progress in developing the range of skills required for this subject
Secure	Making secure progress in developing the range of skills required for this subject
Developing	Making progress in developing the range of skills required for this subject
Emerging	Working towards developing the range of skills required for this subject

Reporting progress in Habits (Replacing ATL/HMWK)

Habits -We expect NCC students to be committed, collaborative and creative .

They can exhibit this by demonstrating the qualities below:

- Showing resilience in learning by being ready, willing and able to lock onto learning-committed to work through difficulties when the going gets tough. Is able to become absorbed in the learning and manage distractions.
- Being a resourceful learner by asking questions of themselves and others. Students creatively make connections between ideas and previous learning, constructing good arguments and can use resources to independently find answers.
- Using a sense of independent judgement together with skill in communication and empathy.
- Willing to be reflective by becoming more strategic in learning. Is able to take a longer term view to evaluate their experiences as a learner to get the most out of themselves.

They can exhibit this by demonstrating the qualities below:

Reporting on Habits is holistic. This means that teaching staff will use their professional judgement, knowledge of your child and their needs, plus any Habits rewards and consequences to decide upon a suitable grading. Students' additional needs will be considered when deciding if a student is emerging, developing.

Mastery	Independently displays the habits
Secure	Is becoming more independent in displaying habits
Developing	With direction can display the habits
Emerging	Is starting to display the habits

ATTITUDES- Prepared for Learning

PUNCTUAL

On time
Meets deadlines

EQUIPPED

Homework
Equipment
Uniform

ENGAGED

Listens
Contributes
Cooperates

RESPECTFUL

Polite
Tolerant
Safe Behaviour

SKILLS- Becoming a better learner

RESOURCEFUL

Curiosity
Research
Enquiry

RESILIENT

Adapts well to
adversity

REFLECTIVE

Self regulates
Retrieves
Sets goals

PROBLEM SOLVING

Critical
Creative thinking

What will my child's school report look like?

This is an example of our KS3 Progress Report which as a parent/carer you will receive three times a year. Students should aim to have green or blue in all subjects. This means that they are making above or expected progress and they should be praised.

Subject	Starting Point	Knowledge	Attitudes	Skills	Habits
Art	Developing	Developing	Secure	Developing	Emerging
Computer Science	Developing	Developing	Secure	Mastery	Secure
Drama	Secure	Secure	Mastery	Secure	Secure
English	Emerging	Developing	Secure	Developing	Secure
Geography	Developing	Developing	Developing	Developing	Developing
Games	Developing	Developing	Developing	Developing	Developing
History	Secure	Secure	Secure	Secure	Developing
Maths	Developing	Developing	Mastery	Developing	Mastery
Music	Developing	Secure	Secure	Developing	Secure
RE	Developing	Developing	Developing	Developing	Developing
Resistant Materials	Emerging	Developing	Developing	Developing	Developing
Science	Emerging	Emerging	Developing	Emerging	Developing
Spanish		Developing	Mastery	Developing	Mastery

Where students are 'Emerging', invention or further support may be required to support student progress. A serious conversation may also be needed to identify any barriers to learning and support with plans to move forward. For further information regarding the terminology used, please go to the relevant page of this booklet or visit the ['KS3 Assessment and Reporting Framework'](#) page on the school website.

Frequently Asked Questions (FAQs)

What can I do to support my child?

We ask that you work with us to support students in developing the expected attitudes and habits that are essential for future success. Development of knowledge and skills will be supported in department areas. Departments have created assessment grids detailing the expected knowledge and skills for a given starting point. These are featured on our school website for you to access and use to support your child at home.

What if my child is consistently 'Emerging' progress?

If a student is assessed as 'Emerging', the teacher will give them detailed feedback on what they need to do, and how to do it, to achieve 'Developing'. Feedback will be linked to assessment grids but may include further intervention or support on a subject or pastoral level.

What if my child is consistently making 'Mastery' progress?

If a teacher assesses a student as 'Mastery' throughout the year, staff will encourage students to stretch and challenge their ability by working inline with the next Starting Point. This level of performance may also lead to an increase in Starting Point in the following academic year.

What will happen in lessons to support my child in making progress?

Our Assessment Framework extensively supports teaching and learning inside and outside of the classroom. Students will be supported in understanding the vocabulary associated with Starting Points and they will be encouraged in lessons to use assessment grids to work with an aspirational mind-set to challenge their ability.

- heart speaks unto heart -