Insignis Academy Trust
KS3 Assessment Strategy

Collaborate to Succeed...

2023 - 2026

Insignis
Academy Trust

Our Shared Vision and Values:

- Our Trust motto is 'Collaborate to Succeed.'
- IAT believes that all children should receive a fulfilling, aspirational and successful educational experience.
- The intention of IAT is to grow and collaborate with other schools and trusts to create a significant enhancement to the education of students locally.
- We believe that all IAT schools should be remarkable in their own right, enabling students to make the most of themselves and be well prepared academically and personally for their next steps in adult life, whatever path they choose.

At IAT we think carefully about our WHYs, our HOWs and our WHATs

*Our **WHYs** are the core principles and beliefs that guide our work as a Trust*
*Our **HOWs** are the priorities that come from these principles*
*Our **WHATs** are what we do as an organisation to deliver high quality provision and outcomes for our learners.*

This strategy document outlines the WHYs, HOWs and WHATs of our Key Stage 3 Assessment Strategy. The detail of our WHATs forms the basis of the IAT Key Stage 3 Assessment implementation plan which is reviewed annually as we review the impact of our work and emerging priorities.

Currently assessment in Key Stage 3 across the country is fragmented and school centric. This is largely a consequence of two specific government changes to KS3 education. The first was the removal of the KS3 SATs and the second was the removal of KS3 National Curriculum Levels, or life without levels as it was dubbed in education circles.

Since the removal of levels, schools and trusts have experimented with different ways of measuring progress in Key Stage 3. Many schools and trusts adopted a flight path model of assessment and grading, pushing GCSE grades 1-9 down into key stage 3. At the same time, many schools adopted a 3-year key stage 4, reducing key stage 3 teaching to years 7 and 8. This led to a narrowing of the curriculum and teaching that was overly focussed on GCSE assessment objectives.

Since the significant push back from the Department for Education and Ofsted in relation to narrowing of the curriculum and the publication of *Key Stage 3 The Wasted Years*, schools and trusts have again reassessed and redesigned their key stage 3 curriculum, in line with the DfE's curriculum expectations. Assessment has followed suit and as a result, we have a very mixed economy of key stage 3 curriculum and assessment processes across the country.

Many trusts have made the decision to have a fixed, Trust Curriculum to ensure consistency, accuracy and standardisation of learning and outcomes. This approach is popular in trusts of all sizes and educational phases. But it is not the only method open to a trust. At IAT we believe that each school should develop

their own curriculum, to best suit their local context and needs of students. We use our IAT Subject Review process to ensure the curriculum within each school, and in each subject, is fit for purpose, meets the needs of students and that it meets the expectation of the DfE and Ofsted. However, as a trust, we need to be able to discuss student learning, progress and outcomes in KS3 in the same way we discuss them at key stage 4 and key stage 5.

The Why:

Why do we need an IAT Key Stage 3 Assessment Strategy?

Shared principles of Key Stage 3 assessment across IAT ensure:

- a consistent and meaningful approach to assessment ensuring school wide comparisons of **attainment** and **progress** are possible
- to assess whether or not the students are acquiring and applying the knowledge from the curriculum
- consistent language to support the reporting of progress and attainment data across IAT schools
- improved reliability and validity of attainment data at KS3
- the analysis of progress for individual students, classes, year groups and schools
- the development of subject specific frameworks for assessment which recognise the uniqueness of different subjects
- the identification of students that are / are not making progress, where interventions are required and where the curriculum needs further development to meet the needs of students
- the reduction of teacher workload through reduced data entry and time spent developing tracking spreadsheets

In developing the IAT Key Stage 3 Assessment Strategy, which supports the reliable assessment and reporting of student's progress and attainment, we identified a number of core **HOWs:**

The How:

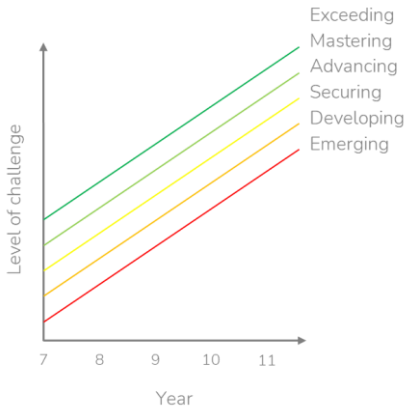
How 1: *By establishing the rationale for assessing both progress and attainment.*

The Key Stage 3 Curriculum is a knowledge rich curriculum. As students progress through Key Stage 3 they should be acquiring new knowledge. Therefore, assessments should be used to assess whether or not the students are acquiring and applying this new knowledge.

IAT will use six bands to describe three areas of Key Stage 3 attainment:

- prior attainment
- expected attainment
- actual attainment

Attainment is measured against age related expectations, so expected grades stay the same each year. For each subject, there will be the same descriptors for each year but with increasing levels of challenge.



How 2: By *establishing the language, tools and framework for Prior Attainment grades based on KS2 APS in line with FFT.*

Prior Attainment will be known as the **IAT KS3 Entry Baseline Band** (IAT KS3 EB Band), and is derived from students' Maths and Reading scores at KS2. This is a single, factual value that cannot change. These will be calculated by Data Managers and recorded on the MIS and in Pupil Progress. Students who received B or N grades rather than a scaled score value at KS2 will be added to the Emerging band. Those who did not sit KS2 exams will not have an EB band.

Analysis has led to the following boundaries being agreed for the EB bands.

Key Stage 2 Average Point Score (Average of MATSCORE and READSCORE from KS2 GIAP download (KS2 PA))	**IAT KS3 Entry Baseline Band (EB)**
0-89.5 (and those with B, N etc)	Emerging
90-102	Developing
102.5-109.5	Securing
110-113	Advancing
113.5-116.5	Mastering
117-120	Exceeding

* Students that are emerging are not accessing the curriculum. They will require interventions to support them to access the curriculum and may require an alternative curriculum at Key Stage 4 (Functional Skills, Entry level etc)

How 3: *By establishing our rationale for the attainment grade language for students in years 7 to 9.*

Expected Attainment will be known as the **IAT KS3 Expected Attainment Band** (IAT KS3 EA Band - this is currently labelled on Pupil Progress tracker as MTG). This is broadly based on the Entry Baseline Band.

However:

- No student will be given an Expected Attainment Band of "Exceeding", particularly in Year 7. All students in the Exceeding EB Band will be added to the Mastering EA Band.
- Students with KS2 PA of 85-89.5 will be given an EA Band of Developing, rather than Emerging. This should leave a very small number of SEN students in the Emerging EA Band.
- Students with no KS2 data will be assigned an EA Band based on their CATS results, in comparison to students with similar CATS results.
- Students whose CATS results differ significantly from other students in their EB Band will need to be reviewed by Raising Standards Leads and, where appropriate, their EA Band can be adjusted.

EA Bands will be recorded on the MIS as the students' "target" grades, and will appear on Pupil Progress in the "MTG" column.

Actual attainment grades **(IAT KS3 Attainment Grade)** will be awarded at each data entry point. Six bands to measure attainment.

IAT KS3 Attainment grade	On Track GCSE Indicator
Exceeding	
Mastering	
Advancing	On track for grade 7+ GCSE
Securing	On track for grade 5+ GCSE
Developing	On track for grade 3+ GCSE
Emerging	

Different types of assessment for different subjects – provides flexibility for different subjects

Test driven	Criteria-driven
Lots of questions and a mark scheme	Levelled descriptors to assess a piece of work, performance or practical work
E.g., Science, Maths	E.g., English, Art and PE

IAT KS3 Attainment grades will be calculated by Pupil Progress from data entered by teachers over a number of assessments. Teachers will choose an appropriate grade for each student in each assessment based on the level descriptor grids that have been developed by Curriculum Development Groups.

How 4: *By establishing our rationale for the progress grade language for students in years 7 to 9*

Progress is measured by comparing a student's **IAT KS3 Attainment grade** with their **IAT KS3 Expected Attainment Band** and will be reported as:

Progress grade	Grade Description	On tracking spreadsheets
More than expected	Attainment is above expected grade	Blue

Expected	Attainment is in line with expected grade	Green
Less than expected	Attainment is below expected grade	Orange
Two or more grades below	Attainment is below	Red

How 5: ***By establishing the process of rolling out the Pupil Progress process across IAT to reduce workload and the duplication of data creation and analysis.***

To make the recording of key stage 3 data easier and to create easy access to question level analysis for teachers and leaders. Pupil Progress will be used for IAT wide assessment data entry.

How 6: ***By establishing IAT wide standardisation and departmental moderation to ensure that attainment grades are awarded robustly across the Trust.***

To ensure that attainment grades are awarded equally across the Trust, Curriculum Development Groups will meet annually to ensure that assessments in individual schools are in line with the agreed standards on the IAT Level Descriptor grids at an **IAT KS3 standardisation meeting.**

Each member of the Curriculum Development Group (Curriculum leader for each school) will then run **IAT KS3 departmental moderation** meetings prior to assessment points, to ensure that the IAT Level Descriptor grids have been applied robustly within schools.

The What:

In relation to this strategy our *What's* are:

- We schedule regular IAT curriculum development groups to develop subject specific levelled descriptors to assess attainment across Key Stage 3
- We have departmental assessment schedules for Key Stage 3, detailing how the curriculum will be assessed over the course of the year.
- We hold cross Trust standardisation and moderation to ensure assessments are generating valid and reliable data

- We use Trust Pupil Progress trackers to record attainment data and measure progress against prior attainment

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