

HIAS MOODLE+ RESOURCE

Progression in Assessment at KS3

The English Team

23 April 2018

Final Version

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Overview

In this document

Assessment at KS3 should not be based on GCSE-style essays produced under examination conditions. This document contains a range of suggestions of alternative forms of pupils' work that allow effective assessment, ensuring that assessment evidence is produced in contexts that build upon skills and experiences from KS2 and that teacher assessment informs and enhances teaching.

Please note that this resource is also available through Moodle open resources – it is uploaded here for ease of use.

Points to consider when using this resource

Consider the range of assessment opportunities and formats planned into your KS3 curriculum, including opportunities to assess pupils' understanding through creative responses to texts.

The purpose of assessment, especially at KS3, is inform planning and teaching to address pupils' needs and challenge them to meet their potential.

Plan ways to build pupils' familiarity and confidence with more formal, analytical assessment outcomes (essays, extended written answers to exam-style questions) over time, bearing in mind that pupils have not been taught essay-writing skills at primary school and that, initially, what pupils are learning when writing essays is how to write in a formal and critical style: their understanding of texts can and should be assessed in other ways.

This resource can be used alongside the KS3 Assessment and Curriculum Model resource, which details age-related expectations for each year group at KS3.

Reading: what might evidence consist if we are to make fair assessments that progress from KS2? What type of assessment evidence will most effectively inform your teaching?



Writing: what might evidence consist if we are to make fair assessments that progress from KS2? What type of assessment evidence will most effectively inform your teaching?

Year 7

Outcomes from class contexts rather than test questions and test conditions (as used for teacher assessment at KS2)

Pupils talking and collaborating to generate ideas, plan, draft ideas, edit work, proof-read etc (as used for teacher assessment at KS2).

Writing Journal activities, evidencing of the process of writing:

- Mind maps/sketches
- Notes
- Planning
- Drafts
- Extracts of writing (apprentice)
- Final written compositions (including creatively presented texts exploring font, images, layout etc)
- Spelling activities/ spelling journals/ vocabulary work
- Evidence of editing (as used for teacher assessment at KS2).

Reading of own compositions and outcomes of discussion

Apprentice writing (applying skills learnt to short tasks)

Some quick, creative responses to assess fluency (inspired by a big question, short film clip, bag of words etc)

Homework

Year 8

All evidence from Year 7 column can continue to be used in Year 8, but the focus is likely to shift slightly to also include:

More quick response writing, assessing fluency and security in key skills

Year 9

All evidence from Year 7 & 8 columns can continue to be used in Year 9, but the focus is likely to shift to include more:

Some GCSE style questions (not initially using exam conditions)

- The purpose of school assessment (rather than statutory assessment) is to assess understanding in order to inform teaching and improve learning. Its purpose – certainly at KS3 – is not to see how pupils would achieve at GCSE as this is unlikely to help you in knowing what needs to be taught.
- The processes of learning need to be assessed for us to effectively breakdown barriers to learning.
- Even at KS4, practice GCSE questions alone are not sufficient in assessing students' needs as the process itself is not necessarily evident.

HIAS English Team

The HIAS English team offer a wide range of high-quality services to support schools in improving outcomes for learners, including courses, bespoke consultancy and in-house training.

For further details referring to English, please contact either of the team leads:

Emma Tarrant : emma.tarrant@hants.gov.uk

Victoria Flynn: victoria.flynn@hants.gov.uk

For further details on the full range of services available please contact us using the following details:

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