



## Information for Parents and Carers of Year 7 and 8 students

### Age Related Expectations (A.R.E) approach to assessment

Kingstone High School's Key Stage 3 (KS3) Assessment Framework is based upon **knowledge, skills and understanding**. This reflects the Department for Education's approach to "assessment without levels". The framework is directly linked to our curriculum maps and schemes of work, which outline what we teach and crucially why we teach what we do. Our curriculum provides an appropriate level of challenge and complexity of work each year, and through our A.R.E framework, we measure how well our students are accessing these challenges. Our intention, through the delivery of a carefully sequenced curriculum, is to ensure students acquire the knowledge they need to continue with their learning at Key Stage 4 and beyond.

Amanda Spielman (HM Chief Inspector of Education) states:

"Progress should be measured by how much a child has learned of the curriculum, rather than when or whether they are hitting a particular target".

Our A.R.E framework is formed from a set of subject specific descriptors which are a measure of knowledge, skills and understanding. Students are expected to maintain pace with these descriptors throughout KS3.

The descriptors for all KS3 students are founded upon an estimated GCSE grade which is generated from prior attainment at KS2 (when available) and Cognitive Ability Testing CAT4 scores:

- Students with high prior attainment are expected to reach the descriptors of "**Mastering**"
- Students with middle prior attainment are expected to reach or better the descriptors of "**Securing**"
- Students with lower prior attainment will be expected to aspire to secure the majority of the KS3 curriculum, but where they do not, they will work within the descriptors of "**Developing**". In some instances, an "**Emerging**" descriptor will be used for some students.

The expectations of students should not go down. For example, if a student in the "Secure" descriptor is assessed as not being on track for acquiring the knowledge, skills and understanding by the end of Year 7, the teacher will intervene to ensure the student is secure by the end of the academic year by providing personalised targets and intervention strategies.

However, if a student in the "Secure" band, is consistently acquiring all the knowledge, skills and understanding **they may be moved** to the "Mastering" descriptor in the following year. Once the student has moved to a higher descriptor, they are expected to retain this standard for the rest of KS3.

If a student is working **in line with age related expectations** then we assess them as working in the “**Secure**” band.

If they are working **above age related expectations**, then they are working in the “**Mastering**” category.

We believe that “setting the bar” high will motivate our students to aim high and ensure that all students are making excellent progress regardless of their starting points. We work to ensure that all students aim to be secure in their learning by the end of the year. Those students who are identified as having high prior attainment are expected to exceed the criteria for learning in each subject area.

## Progress

The A.R.E framework has been created to provide a robust assessment system which tracks student progress and enables measurement of student achievement against relevant age related expectations.

If a student is judged to be firmly within the “Secure” criteria for a subject throughout Years 7 and 8, they are looked on as having the necessary knowledge, skills and understanding to potentially achieve a Grade 5 or above at GCSE. This is because they have learned and remembered the necessary foundation knowledge, skills and understands to access the Key Stage 4 curriculum and achieve a strong pass. Similarly if a student exceeds the “Secure” criteria they are regarded as having the necessary knowledge, skills and understanding to potentially achieve a Grade 7 or above at GCSE.

The A.R.E framework provides parents/carers with assessment reporting on a regular basis and to give reliable and clear information about how well their child is accessing our curriculum.

An interim report will be sent home three times during the academic year for each student in Years 7 and 8. This is to provide parents/carers and students simple and clear feedback on progress towards mastering the knowledge, skills and understanding within the defined subject descriptors. It will report whether the teacher feels a student is on track for their overall A.R.E descriptor.

## Age Related Expectations exemplar grid

KS2 Score	AGE RELATED EXPECTATION ASSESSMENT		GCSE GRADE ASSESSMENT		
	7	8	9	10	11
115 +	M	M	6	8	8+
111 – 115	S	M	5	7	7
107 - 110	S	S	4	6	6
101-106	S	S	3	5	5
98 - 100	D	S	3	4	4
80-98	D	D	2	3	3
No data or <80	E	D	1	2	3