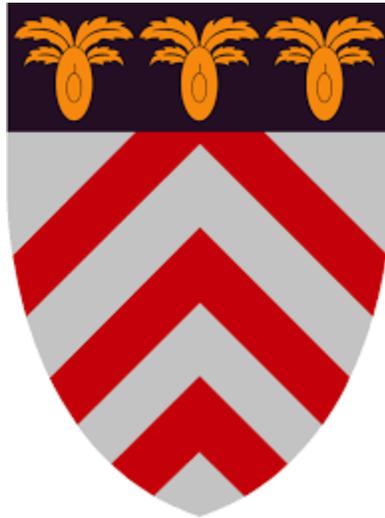


The Highfield School



A student and parent guide to Key Stage Three assessment, targets and reporting

This guide explains how The Highfield School assesses and reports student achievement during Key Stage 3.

Assessment principles

The Highfield School's assessment framework has the following goals:

- Is simple and easy to understand - for staff, students and parents
- Is based on high expectations and challenge for all
- Is closely linked to the curriculum and focused on developing the knowledge, understanding and skills needed for success at Key Stage 4
- Improves learning and encourages a growth mindset by providing students and parents with high quality next-steps feedback focused on specific objectives
- Tracks pupil progress in relation to an aspirational KS4 target
- Allows all students to experience success, by focusing on the progress they make from their starting point
- Differentiates between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling

Knowledge, understanding and skills within each subject

Student-friendly trackers provide learners with a clear breakdown of each descriptor, detailing precisely what knowledge, understanding and skills are required to progress within the subject. These trackers complement the curriculum maps that details the knowledge and skills taught for each subject, organised by term. These can be viewed on the school website on each subject page.

Learning journeys and aspirational targets

In order to provide students, parents and carers with a measurable indicator of how well learners are progressing and what they are currently on track to achieve at the end of Key Stage 4, student achievement in each subject area will be reported in relation to their current 'Learning Journey'.

At the beginning of Year 7, students will be assigned one of the four Learning Journeys outlined below, based on KS2 prior attainment and CATs data, our initial judgements of them.

The KS4 Target Range your child is given indicates what outcomes students are aiming to achieve if they continue to work hard. Students will be given one of the following target ranges for GCSE grades. Parents will be informed of this in the Spring Term of year 7. The ranges are as follows:

- 3-5
- 4-6
- 6-7
- 8-9

Once students formally begin to study GCSEs towards the start of Year 9 for maths and science or start of Year 10, this KS4 target range will be replaced with a single aspirational KS4 Target Grade per subject.

Using a KS4 estimated target range in KS3 instead of a single target grade at KS3 reminds students that outcomes are not fixed or pre-determined. There is no ceiling on achievement. Some students will exceed even the top grade of their target range in one or more subjects. We frequently remind students of our high expectations and the idea that there is no cap or limit on what they can achieve.

How will student progress in relation to their Learning Journeys be reported?

Student target ranges provide a clear, consistent and measurable benchmark against which achievement in different subjects can be assessed and reported. The letters S, O and E will be used to indicate how well students are progressing towards their aspirational target. These codes stand for:

S - Still working towards - Making less than expected progress, not on track to achieve within their GCSE target range in this subject

O - On track - Making expected progress. On track to achieve within their GCSE target range.

E - Exceeding - Making better than expected progress. On track to exceed their GCSE target range in this subject

It is important to note that Highfield's aspirational targets place students in the top 5% of outcomes for students nationally in terms of progress between Key Stages 2 and 4. As such, making 'expected progress' is a significant achievement in itself and something that students should be proud of achieving!

Reporting cycle

The Highfield School reports at regular intervals throughout the academic year and, during key stage three, parents will receive three reports each year as follows:

Autumn Term	Approach to learning (apart from Y9 who get a Attitude to Learning and progress report to inform options decisions)
Spring Term	Attitude to Learning and progress report
Summer Term	Attitude to Learning and progress report

Approach to learning report:

	Attitude	Contribution	Home Learning	Organisation
EXCELLENT 1	You are demonstrating an excellent attitude in this subject	You often produce work above and beyond what is expected. You are self motivated, showing initiative and exceptional commitment to your studies and are always willing to contribute in class	Homework tasks are always completed	You are able to operate independently, developing and following original lines of enquiry. You always meet deadlines set.
GOOD 2	You are demonstrating a good attitude in this subject	You apply yourself as expected and take an active role in your learning, showing an interest in the subject. You show commitment to your studies and are usually fully engaged in classroom activities.	Homework is of a good quality and is almost always fully completed.	You usually meet deadlines set. You are developing as an independent learner.
OF CONCERN 3	You are sometimes a satisfactory attitude towards your studies in this subject	The work you produce can be of satisfactory quality. However you sometimes do not complete classwork tasks and often produce work that does not reflect your ability. Sometimes you are not fully engaged in class and can take a passive role in your learning.	There are occasions when the homework produced is not completed to a level that reflects your ability.	There are occasions when deadlines are missed. Little independent work is taking place, with you often relying on direction.
UNACCEPTABLE 4	You are demonstrating an unacceptable attitude towards your studies in this subject. You sometimes display disruptive behaviour.	Classwork is frequently incomplete and you are often unwilling to engage in class activities. At times you do not act upon advice given.	Homework is rarely attempted	Deadlines for work are rarely met.

Progress report:

In the Spring and Summer terms of years 7, 8 and 9, for each subject, teachers will indicate how well the student is working in relation to their assigned Learning Journey - whether they are making 'expected' (O - on track), 'above expected' (E - exceeding) or 'below expected' (S - still working towards) progress *towards their aspirational target range*.

Subject	GCSE target range in this subject	Year 8 Spring Term Academic Progress
English	6-8	O
Mathematics	5-7	O
Science	5-7	O
Art	4-6	S
Drama	4-6	S
Geography	6-8	O
History	6-8	O
Computer Science	6-8	E

The sample targets above, shows that the student has been placed on a mixture of 6-8 and 5 to 7 Learning Journeys for the right subjects shown above. With the exception of Art and Drama, where they are not yet on track to achieve a grade 4, 5 or 6 at the end of year 11, they are either making 'expected' or 'better than expected' progress towards their aspirational targets. In Computer Science the student is making 'better than expected' progress and is currently on track to exceed their target range.

Feedback and comments

If, after reading this guide, you have any questions about KS3 assessment and reporting at Highfield, please do not hesitate to contact us. Specific subject concerns should be addressed to your child's subject teacher. More general concerns should be directed towards your child's form tutors.