



KS3 ASSESSMENT AT ST MARY'S

A PARENT GUIDE

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Progress and **Behaviour** are assessed using the same 1-5 system.

Progress

Explains how well your child has engaged with the curriculum. How well they know, can show, and can articulate their learning for our expectations of them.

Level	PROGRESS
5	They are making significant, sustained and commendable progress
4	They are making good, noticeable progress
3	They are making progress
2	They are making little progress
1	They have made negligible progress

Behaviour

Explains how well your child's behaviour meets our expectations for learning. It can reflect engagement, effort and organisation in class. We look for 4Ps: **Polite, punctual, prepared and productive**.

Level	BEHAVIOUR
5	They have an outstanding attitude to learning. They are always ready to learn .
4	They have an excellent attitude to learning. They are consistently ready to learn .
3	They have a good attitude to learning. They are ready to learn .
2	They have an inconsistent attitude to learning. They are sometimes ready to learn .
1	They have an unacceptable attitude to learning. They are frequently not ready to learn .



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When assessing student progress and behaviour, teachers look at four strands:



THREE strands are progress	ONE strand is behaviour
<p><u>Knowledge</u></p> <p>What the student <u>knows</u> about the subject:</p> <p>Things like terminology, facts, formulas, understanding, concepts, information and more</p>	<p><u>Behaviour</u></p> <p>How <u>ready to learn</u> the student is:</p> <p>Attitude, effort, engagement, organisation, participation, reflection and more in lessons: <u>Polite, prepared, punctual, productive.</u></p>
<p><u>Skills</u></p> <p>What the student <u>can do</u> in the subject:</p> <p>Things like calculating, drawing, plotting, analysing, evaluating, creating or performing and more</p>	<p><u>Communication</u></p> <p>How well the student can <u>articulate</u> their knowledge and skills:</p> <p>Things like written and spoken articulation – explaining, clarifying, reasoning and more</p>

Assessments across the Curriculum



A wide range of summative and formative assessment takes place at St Mary's and could include: quizzes, topic tests, essays, projects, exams, questioning, homework and many more.



Internally, students are given detailed feedback about their work and a percentage reflecting the marks available and their relative performance. Teachers monitor these assessments closely and consider three strands of progress before awarding a 1-5 based on expectation.



KS4 ASSESSMENT AT ST MARY'S

A PARENT GUIDE

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Progress is assessed using GCSE criteria

Behaviour is assessed using the same system as KS3.

Progress

Explains how your child has performed in GCSE assessments. Exam board materials are used to determine a grade:

Behaviour

Explains how well your child's behaviour meets our expectations for learning. It can reflect engagement, effort and organisation in class. We look for 4Ps: **Polite, punctual, prepared and productive.**

GCSE Grade	PROGRESS	
9 8 7	+	A strong performance in this grade – at the top of the boundary
6 5 4	=	A solid performance in this grade - in the middle of the boundary
3 2 1 U	-	A performance at the bottom of the boundary – just achieving this grade

Level	BEHAVIOUR
5	They have an outstanding attitude to learning. they are always ready to learn.
4	They have an excellent attitude to learning. They are consistently ready to learn.
3	They have a good attitude to learning. They are ready to learn.
2	They have an inconsistent attitude to learning. They are sometimes ready to learn.
1	They have an unacceptable attitude to learning. They are frequently not ready to learn.

STAFF ASSESS PROGRESS AND BEHAVIOUR CONSIDERING...

Progress	Level	Behaviour	
<p><u>Significant progress</u></p> <p><i>Relative to their capability this student has made significant, sustained and commendable progress for their stage and on this curriculum.</i></p>	<p>Significantly above expectation</p>	<p>5</p> <p><u>Always ready to learn</u></p>	<p><u>Outstanding attitude to learning:</u> <i>Always completes work to the highest standard, is very organised, committed and seeks to improve their own work through continuous reflection, is courteous and follows school policy. Impacts positively on the learning of others.</i></p>
<p><u>Good progress</u></p> <p><i>Relative to their capability this student has made good, noticeable and admirable progress for their stage and on this curriculum.</i></p>	<p>Above expectation</p>	<p>4</p> <p><u>Consistently ready to learn</u></p>	<p><u>Excellent attitude to learning:</u> <i>Completes work to a high standard, is organised, committed and seeks to improve their own work through continuous reflection, is courteous and follows school codes setting an example.</i></p>
<p><u>Some progress</u></p> <p><i>Relative to their capability this student has made clear progress in line with expectations for their stage and on this curriculum.</i></p>	<p>In line with expectation</p>	<p>3</p> <p><u>Ready to learn</u></p>	<p><u>Good attitude to learning</u> <i>Always tries their best, reflects and tries to improve their work. Completes all their class and homework and shows desire to progress. Is organised, prepared and committed. Follows school codes.</i></p>
<p><u>Little progress</u></p> <p><i>Relative to their capability this student has made little progress in line with expectations for their stage and on this curriculum.</i></p>	<p>Below expectation</p>	<p>2</p> <p><u>Sometimes ready to learn</u></p>	<p><u>Inconsistent attitude to learning:</u> <i>Sometimes gives their best effort, sometimes shows desire to progress. May fail to complete all classwork or homework. May be passive or unmotivated. May be unprepared. May impact negatively on the learning of others.</i></p>
<p><u>Very limited progress</u></p> <p><i>Relative to their capability this student has made negligible progress in line with expectations for their stage and on this curriculum.</i></p>	<p>Significantly below expectation</p>	<p>1</p> <p><u>Frequently not ready to learn</u></p>	<p><u>Unacceptable attitude to learning:</u> <i>Often fails to take responsibility for their own progress, often fails to complete work. Is often disorganised or unprepared. May often impact negatively on the learning</i></p>