

## Summary of St Bede's KS3 Assessment Model and Terminology

*"To create and sustain, with God's help, a learning, caring and serving community where all people are valued for who they are and who they may become in the light of Jesus Christ"*

### **How we set Targets:**

We strongly believe that our students are more than just numbers. We appreciate that all students have different strengths and weaknesses and progress at different rates at different times. We therefore try to set aspirational yet realistic minimum targets for all our students and monitor data closely in order to ensure that the targets we set are appropriate.

Students arrive at St Bede's with a KS2 scaled score in both Maths and English. We use this, combined with the information we obtain from the CAT exams and teacher knowledge, to set an aspirational St Bede's target for use in year 7 and 8. We provide our students with a minimum target threshold (MTT) and we assign these targets against the following criteria (see Table A, below):

TABLE A: *Description of thresholds*

<b>Minimum Target Threshold (MTT)</b>	<b>Indication of Expected GCSE Grade</b>
Outstanding	8-9
Good	6-7
Secure	4-5
Developing	1-3

### **Definition of Progress:**

Our subject leaders have mapped the key skills and knowledge requirements from the new GCSEs down through each year in each subject. This therefore provides an indication of the standard of work expected from any student at that particular stage of study in that subject. We measure the progress of our students based on the work they produce in assessments (which are a combination of classwork, homework and tests) against the criteria in the thresholds. The progress is defined below:

TABLE B: *Definition of progress*

<b>Progress</b>	<b>Definition</b>
<b>Exceptional</b>	The student is confidently producing work of a standard above their MTT (or at the top of the Outstanding threshold). If they continue, we expect the student to <b>exceed expectations</b> .
<b>Better than expected</b>	The student is confidently producing work at the upper end of their MTT. If they continue, we expect the student to achieve and <b>possibly exceed expectations</b> .
<b>Expected</b>	The student is confidently producing work in line with their MTT. We expect the student to achieve <b>in line with our expectations</b> .
<b>Towards expected</b>	The student is <b>not yet</b> producing work to the standard described in their MTT so may need a little <b>more practice</b> before we can say they are on track to achieve expectations.

**Summary:**

We believe that all students should make at least expected progress, irrespective of their starting point. We provide our students with a minimum target threshold but encourage all of our students to aim for the best they can possibly be. We are dedicated to providing opportunities for our students to reflect on their work and understand what they could do to improve it even further. We want our students to take risks with their learning. Making mistakes is a good thing as it enables us to learn.

If a student wishes to improve their progress, they should make sure they understand the skills and knowledge in the threshold criteria, try their hardest to meet it, then respond to the feedback provided about what they can do to improve it even further. It is very rare for anyone to achieve perfect work on the first attempt!