KS3 Assessment Framework

Leigh Academies Trust
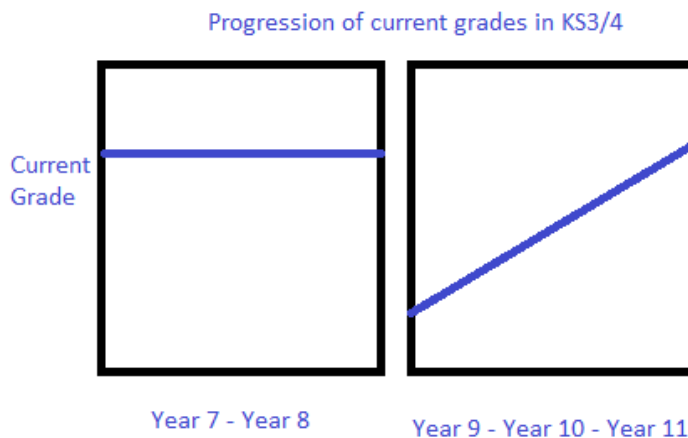### 'Approach to learning without levels'

'LAT Approach to learning without levels'
KS3 Assessment Framework Overview

LAT have designed a KS3 Assessment Framework that has been implemented across five secondary academies. It is a framework created by practitioners from across the Trust. The LAT KS3 Assessment Framework is a criteria based age related assessment, recording and reporting system which is simple, clear and meets the needs of all stakeholders.

The 'LAT Approach to learning without levels' is:
- A 9 to 1 grading system to enable a smooth transition to GCSEs, with grades distributed across 3 Bands: Emerging, Secure and Advanced
- A framework which assesses knowledge, skills and competencies during Year 7 and 8 and enables students to master these within their Expected Grade
- A framework which assesses what a student can do independently and consistently, by drawing on evidence from a range of sources, to provide a picture of strengths and areas for improvement.
- A framework which sets an **Expected Grade** for all students which they are expected to maintain throughout the Key Stage
- A framework where the level of challenge through Grade Descriptors and complexity of work increases each year.
- A framework which enables students to make Good Progress if they maintain their Expected Grade as they are meeting age related expectations

Progression of current grades in KS3/4

Year 7 - Year 8

Year 9 - Year 10 - Year 11

The 'LAT Approach to learning without levels' is not:
- A trajectory or flight path model model where students are expected to make steps of progress each Module/Term
- A framework which encourages teachers to promote students to the next grade or band before they have securely mastered the skills, knowledge and competencies within their Expected Grade.

The Leigh Academy

LAT Approach to learning without levels - KS3 Assessment Framework

The Leigh Academy follows the 'LAT Approach to learning without levels' KS3 Assessment Framework in Years 7 and 8. The framework has been created by LAT to provide academies with a robust assessment system which track students progress and enables measurement of how students are doing against relevant age–related expectations. To date the 'LAT approach to learning without levels' has been implemented in five secondary academies. The LAT KS3 Assessment Framework is a criteria based age related assessment, recording and reporting system which is simple, clear and meets the needs of all stakeholders.

A 9 - 1 grading system across all subjects has been created where grades are grouped into Bands to ensure a smooth transition to the new GCSE grading system:
- Advanced - Grade 7 - 9 (A student in this Band is at an advanced stage for the age expected grade range for that subject)
- Secure: Grade 4 - 6 (A student in this Band is secure in the age expected grade range for that subject)
- Emerging: Grade 1 - 3 (A student in this Band is emerging towards the age expected grade range for that subject)

The 'LAT approach to learning without levels' KS3 Assessment Framework has been created by a team of practitioners from across the Trust and enables the measurement of progress from both starting points and during the academic year

Based on key fundamental principles the 'LAT approach to learning without levels':
- Assesses knowledge, skills and competencies during Year 7 and 8
- Includes both formative and summative assessment as an essential element of effective teaching and learning.
- Accurately, regularly, consistently and reliably assesses attainment and progress.
- Assesses what a student can do independently and consistently, by drawing on evidence from a range of sources, to provide a picture of strengths and areas for improvement.
- Sets high expectations for all students against the end of year and key stage expectations, to celebrate achievement, and to inform students, parents/carers and teachers of the next steps in learning.
- Ensures that moderation takes place both within and between academies.
- Enables an analysis of assessment information to improve the quality of teaching and of learning and enable comparisons between academies.
- Provides parents/carers with assessment outcomes on a regular basis to give reliable and clear information about how their child is performing against age-related expectations.
- Provide parents/carers and students with a simple and clear assessment, recording and reporting system students to identify what they need to do to improve and maintain their Expected Grade.

Data and Grades

When joining a LAT secondary academy in Year 7 students are given an **Entry Grade** which is then set as their **Expected Grade,** this is the grade a student is expected to maintain during KS3. This is calculated using aspirational conversions from KS2 Scaled Scores identified in the table below. Prior to Sept 2016 Entry and Expected Grades were created using a conversion from Average Points Scores from KS2 English (Reading) and Maths.

2016 KS2 Scaled Score	Pre 2016 KS2 Points	Pre 2016 KS2 Level	Old GCSE Aspirational Target	New KS3 EG & GCSE Aspirational Target	Bands
	47	7a			Advanced
	46				
	45	7b			
	44				
	43	7c			
	42			9	
119 & 120	41	6a	A*		
117 & 118	40				
115 & 116	39	6b			
114	38				
113	37	6c			
112	36			8	
111	35	5a			
110	34				
109	33	5b			
108	32		A	7	
107	31	5c			
105 & 106	30				
104	29	4a			Secure
102 & 103	28			6	
100 & 101	27	4b	B		
98 & 99	26				
97	25	4c			
96	24			5	
95	23	3a			
93 & 94	22				
91 & 92	21	3b			
89 & 90	20		C	4	
86 - 88	19	3c			
83 - 85	18				
78 - 82	17	2a			
73 - 77	16				
68 - 72	15	2b			Emerging
	14				
	13	2c	D	3	
	12				
	11	1a			
	10				
	9	1b			
	8		E	2	
	7	1c			

In addition to the above additional information has been obtained by The Leigh Academy to identify any learning gaps from the following sources:

- CATs 4 Tests
- Reading Age Tests
- KS2 Question Level Analysis in English and Maths
- Subject Baseline Assessments - to identify gaps and enable focused interventions

Progress in KS3

The Expected Grade a student is set on entry to a LAT secondary academy is the grade they are expected to maintain throughout the key stage. This is not a trajectory model where students are expected to make steps of progress each Module as the level of challenge detailed in the Grade Descriptors becomes more challenging in subsequent years. Students are given time to master knowledge and skills within the Grade Descriptors, thereby removing the pressure on both staff and students to move students on to the next grade or sub-grade.

Students at The Leigh Academy are also set an Aspirational Target Grade of one grade higher than their Expected Grade to encourage students to aim high and make Accelerated Progress.

As the **Expected Grade** a student is set on entry to a LAT academy is aspirational, and would be Expected Progress Plus if the previous bench mark measures were used, in the 'LAT Approach to learning without levels' the following definitions of progress are applied:

Progress	Definition/Criteria
Accelerated Progress (AP)	One grade or more above the Expected Grade
Good Progress (GP)	Maintaining the Expected Grade
Less than Expected Progress (LP)	One grade or more below the Expected Grade

Teaching Group Analysis

Teachers apply the Grade Descriptors in each subject and report progress at the end of each Module via a Current Grade. At the end of Modules 2, 4 and 6 an analysis of In Year Progress is conducted and reported to Learning Areas and individual teachers using the above criteria. The percentage of students maintaining their Expected Grade is reported as Good Progress (GP), achieving above their Expected Grade is reported as Accelerated Progress (AP) and achieving below their Expected Grade is reported as Less than Expected Progress (LP).

Assessment and Moderation

Students are assessed each Module using a range of both formative and summative assessment. Trust assessments created by the LAT Assessment Framework Development Group take place twice a year as per the table below and moderated at cross Trust Moderation events. The LAT assessments form part of the overall Current Grade for the Module.

Leigh Academies Trust has appointed 13 Subject Leaders from across the Trust to lead moderation events, take on board feedback and use this to develop the framework further. Two members of staff from The Leigh Academy are employed as Subject Co-ordinators for Art and Design and Technology.

Feedback from Moderation enables Monitoring, Review and Evaluation to take place and actions to be taken to improve the framework further.

KS3 Assessment, Moderation and Review Timeline 2016 - 17

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Year 7	Baseline (CATs & Trust Subject Baseline Assessment - Optional)	Academy Assessment	Week 3 (by 20/1/17) M3 Trust Assessment	Academy Assessment	Academy Assessment	Week 3 (by 24/6/17) M6 Trust Assessment
Marking & Review Meetings	Week 3 AFDG Meeting (by 23/9/16)	Week 5 Review C&A Drive Group	Week 4 Marking (by 27/1/17)	Week 2 AFDG Review (by 3/3/17)	Week 5 Review C&A Drive Group	Week 4 Marking (by 1/7/17)
Trust Moderation			Week 5 (by 3/2/17) Moderation of M3 Trust Assessment			Week 5 (by 8/7/17) Moderation of M6 Trust Assessment
Year 8	Academy Assessment	Academy Assessment	Week 3 (by 20/1/17) M3 Trust Assessment	Academy Assessment	Academy Assessment	Week 3 (by 24/6/17) M3 Trust Assessment
Marking & Review Meetings	Week 3 AFDG Meeting (by 23/9/16)	Week 5 Review C&A Drive Group	Week 4 Marking (by 27/1/17)	Week 2 Review Meeting (by 3/3/17)	Week 5 Review C&A Drive Group	Week 4 Marking (by 1/7/17)
Trust Moderation			Week 5 (by 3/2/17) Moderation of M3 Trust Assessment			Week 5 (by 8/7/17) Moderation of M6 Trust Assessment