

Airedale Academy's KS3 Assessment Overview

At Airedale Academy, assessment is embedded into lessons in a coherent manner. Key Assessment Pieces will follow a sequence of 6-8 lessons, using a mastery-approach to teaching and learning, by which Key Assessment Pieces are used to assess the extent to which students know more and can remember more of the curriculum that has been taught specific to their age and stage of education.

Written Key Assessment Pieces will be completed in 'Silent and Independent' conditions and should assess the extent to which curriculum knowledge and skills have been grasped by students and can be reapplied. However, in some subjects such as Dance, Drama, PE and Music, Key Assessment Pieces may be collaborative and of a more practical nature and may include photographic or video evidence, a record of verbal feedback, a written evaluation and/or a written reflection. The information gleaned by the teacher through diagnostic marking and feedback will be used to close specific gaps in learning and to address misconceptions, leading to improved progress over time.

The information gained from the marking and feedback of Key Assessment Pieces, will be used to assess students' progress (relative to starting point) more holistically in terms of their grasp of the curriculum at key points of the academic year, using the identified 'Expected' and 'Enhanced' knowledge and skills listed below.

Progress will be holistically reported to students and their parents/carers, relative to starting point for that particular point of their KS3 journey, as follows: 'On Track'- making expected progress; 'Working Towards'- making less than expected progress and 'Exceeding'- making enhanced progress appropriate to their age; stage of education **and KS2 Literacy starting point**.

Subject: English		Year Group: 7	
Essential Knowledge and Skills to be embedded by the end of the academic year:		Enhanced Knowledge and Skills to be embedded by the end of the academic year:	
Transactional Writing	<ul style="list-style-type: none"> • I can apply some appropriate features of layout • I can write with a clear opening and ending • I can write to suit some audiences • I can write to suit some purposes • I can use some techniques 	Transactional Writing	<ul style="list-style-type: none"> • I can write confidently across a range of text types and adapt layout • I can write in developed paragraphs with a clear opening and conclusion • I consistently and convincingly adapt my tone to suit audience and purpose

			<ul style="list-style-type: none"> • I can use a variety of techniques creatively •
Narrative writing	<ul style="list-style-type: none"> • I can include appropriate ideas • I can attempt to create some interest • I can make some attempt to use a clear viewpoint in places • I can create some sense of character • I can shape and develop my writing at times 	Narrative writing	<ul style="list-style-type: none"> • I can develop ideas imaginatively in places • I can make some use of thought-provoking techniques • I can use a clear viewpoint and begin to develop changes in tone • I can sustain a believable and relevant character • I can purposefully shape and develop my writing
Spelling, punctuation and grammar	<ul style="list-style-type: none"> • I can use some variety of sentence types in my work • I can use some linking phrases such as 'as', 'if', 'because', etc. • Tense is generally correct • I can use full stops and question marks accurately, speech marks accurately in most places and commas correctly in places e.g. lists • I can begin to use paragraphs to organise my work with simple links e.g. firstly, secondly 	Spelling, punctuation and grammar	<ul style="list-style-type: none"> • I can control a variety of simple, compound and complex sentences for effect • I can use connectives and varied sentence openers to create variety and effect • I can use punctuation consistently throughout my work • I can use paragraphing to create effect and to fit the purpose, such as tension, pace or surprise • I can select vocabulary for effect and to suit the audience and purpose of my work • I can use vocabulary ambitiously, although not always accurately

			<ul style="list-style-type: none"> • My spelling is mostly accurate, with only some errors of extremely ambitious vocabulary
Non-fiction reading skills	<ul style="list-style-type: none"> • I can give a supported response to the question • I can identify some key quotations from the text • I can identify explicit meanings in the text from evidence • I can comment on the reader/audience response to the text • I can begin to use limited subject specific terminology, not always accurately • I can identify interesting words and begin to comment on them 	Non-fiction reading skills	<ul style="list-style-type: none"> • I can give an insightful response to the question • I can reference key quotations from the text in my answer • I can accurately use some linguistic/subject specific techniques in my analysis of the text • I can recognise some effects of the writers' choice on the reader/audience • I can analyse and consider different connotations of word choices •
Fiction, poetry and drama analysis	<ul style="list-style-type: none"> • I can respond to the text using supporting statements • I can identify key quotations from the text • I can identify key moments in the text • I can comment on interesting words • I can pick examples of where a text is from a different context 	Fiction, poetry and drama analysis	<ul style="list-style-type: none"> • I can give a sustained response to the question • I can select relevant and succinct evidence from the text • I can analyse the plot and its meaning • I can identify linguistic techniques • I can discuss content of the story and character