

## 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**.

<b>Subject: English</b>		<b>Year Group: 8</b>	
<b>Essential Knowledge and Skills to be embedded by the end of the academic year:</b>		<b>Enhanced Knowledge and Skills to be embedded by the end of the academic year:</b>	
<b>Transactional Writing</b>	<ul style="list-style-type: none"> <li>• I can write with a clear grasp of layout and structure</li> <li>• I can use mostly topic-led paragraphs</li> <li>• I can adapt my tone to suit purpose and audience</li> <li>• I can use a range of techniques</li> </ul>	<b>Transactional Writing</b>	<ul style="list-style-type: none"> <li>• I can write with a secure understanding of layout across all text types</li> <li>• I can write in varied and controlled paragraphs</li> <li>• I can manipulate voice and register to suit tone</li> </ul>

			<ul style="list-style-type: none"> <li>• I can confidently use a variety of techniques to create specific effects</li> </ul>
<b>Narrative writing</b>	<ul style="list-style-type: none"> <li>○ I can use appropriate ideas</li> <li>○ I can develop ideas in places</li> <li>○ I can mostly use a single viewpoint</li> <li>○ I can create a sustained sense of suitable character</li> <li>○ I can shape and develop my writing</li> </ul>	<b>Narrative writing</b>	<ul style="list-style-type: none"> <li>• I can use a controlled, thought-provoking variety of language techniques</li> <li>• I can write imaginatively and interestingly</li> <li>• I can use a convincing viewpoint and voice throughout</li> <li>• I can create and sustain a detailed and developed sense of character</li> <li>• I can purposefully and imaginatively shape and develop my writing</li> </ul>
<b>Spelling, punctuation and grammar</b>	<ul style="list-style-type: none"> <li>• I can use a variety of sentence types and a wider range of connectives and sentence openers</li> <li>• I can use basic punctuation accurately and my comma use is accurate in most cases</li> <li>• I can use paragraphs clearly and use connectives to link ideas in and between paragraphs</li> <li>• I can choose vocabulary that is reasonably wide for effect in many cases</li> <li>• My spelling is mostly correct with some understandable mistakes</li> </ul>	<b>Spelling, punctuation and grammar</b>	<ul style="list-style-type: none"> <li>• I can use sentences to create effect and control the reader's response</li> <li>• I can increasingly use extended sentences</li> <li>• I can use a range of punctuation to control the reader's response and create effect</li> <li>• Paragraphing is controlled to create effect</li> <li>• I can use vocabulary consistently, imaginatively and effectively that is ambitious and powerful</li> <li>• I can select vocabulary to suit purpose and audience</li> </ul>

			<ul style="list-style-type: none"> <li>• My spelling is consistently correct, including irregular words</li> </ul>
<b>Non-fiction reading skills</b>	<ul style="list-style-type: none"> <li>• I can give an explained response to the question</li> <li>• I can identify explicit meaning and some implicit meaning</li> <li>• I can comment on the effect of a text on the reader</li> <li>• I can begin to use subject specific terminology in my response with some accuracy</li> <li>• I can identify different information-based texts</li> <li>• I can zoom in on key words and comment on them with some accuracy</li> </ul>	<b>Non-fiction reading skills</b>	<ul style="list-style-type: none"> <li>• I can embed quotations confidently from different points of the text</li> <li>• I give a sustained and insightful response to the question</li> <li>• I can identify a range of linguistic/subject-specific techniques in the evidence I select</li> <li>• I can evaluate the effects of writers' choices on the reader/audience</li> <li>• I can use complex terminology accurately to evaluate the choices made by the writer.</li> </ul>
<b>Fiction, poetry and drama analysis</b>	<ul style="list-style-type: none"> <li>• I can give an explained response to a question</li> <li>• I can select relevant audience from the text</li> <li>• I can recall events of a text in chronological order</li> <li>• I can zoom in on key words and comment on their effects</li> <li>• I can show an awareness of context and the effect</li> </ul>	<b>Fiction, poetry and drama analysis</b>	<ul style="list-style-type: none"> <li>• I can give an insightful and sustained response</li> <li>• I can embed evidence confidently from different parts of the text</li> <li>• I can analyse plot and structure across a variety of texts</li> <li>• I can identify linguistic techniques, comment on their effects and give a personal response</li> <li>• I can explore how historical conventions impact texts</li> </ul>