

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: 9	
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 organise my ideas into topic led paragraphs and use most of the layout features of the text type. • I use ideas which are appropriate to the task and audience. • I can adapt the tone of my writing to the audience. 	Transactional Writing	<ul style="list-style-type: none"> • My writing demonstrates that I can confidently apply the required style and layout of all transactional text types. • I am able to select content which is appropriate to the task and intended audience. • I can write in varied and controlled paragraphs.

	<ul style="list-style-type: none"> I can use a range of language techniques. 		<ul style="list-style-type: none"> I can manipulate voice and register to achieve an appropriate tone and formality. I can confidently use a wide range of techniques to achieve a specific effect which impacts the reader's reaction.
Narrative writing	<ul style="list-style-type: none"> I can use an appropriate narrative voice. I can plan and write a narrative which shows my imagination. My characters are suitable and consistent throughout the plot. I can shape my writing to show a sequence of events. The tense of my writing is mostly secure. 	Narrative writing	<ul style="list-style-type: none"> I can use an engaging and appropriate narrative voice I can write imaginatively with flair. My characterisation is sustained, convincing and appropriate to the plot I have created. I can use structural strategies which shape and develop my writing. The tense of my writing is totally secure.
Spelling, punctuation and grammar	<ul style="list-style-type: none"> I can use a variety of sentence types and employ some openers and conjunctions. I can use some range of punctuation accurately. I can use paragraphs to sequence my writing and link ideas. I can choose vocabulary for effect and I am attempting to be ambitious with my selections. My spelling is mostly accurate with few errors. 	Spelling, punctuation and grammar	<ul style="list-style-type: none"> I can vary my sentences structures in order to control the reader's response. I can employ a range of punctuation purposefully to achieve an intended effect. My writing is sequenced effectively demonstrating a control of paragraphs/ organisation. My writing is structured appropriately to engage and control the reader.

			<ul style="list-style-type: none"> • I can strategically employ Tier 2 and Tier 3 vocabulary to create a sophisticated and ambitious style. • The vocabulary which I have selected is suitable for the purpose and audience and selected with precision. • My spelling is consistently correct, including irregular words.
<p>Non-fiction reading skills</p>	<ul style="list-style-type: none"> • I can identify some evidence/ moments in the text which are important to the question. • I can give a personal response to a text. • I can analyse the words used by the writer and discuss the possible effects on the reader. • I can analyse using some subject specific terminology and I am able to identify some language features. • I understand the importance of the history of the text. 	<p>Non-fiction reading skills</p>	<ul style="list-style-type: none"> • I can methodically track the text and retrieve apt quotations. • I offer insightful comments and use inference to make clear, focused points based on a question. • I can identify and explore the effect of linguistic features and word choices within my selected evidence. • I can evaluate the effects of the writer’s choices on the reader and audience. • I can use complex terminology to accurately evaluate the writer’s choices. • I can explore and justify the author’s intentions through the application of social and historical context.

<p>Fiction, poetry and drama analysis</p>	<ul style="list-style-type: none"> • I can identify some evidence/ moments in the text which are important to the question. • I can give a personal response to a text. • I can analyse the words used by the writer and discuss the possible effects on the reader. • I can analyse using some subject specific terminology. • I understand the importance of the history of the text 	<p>Fiction, poetry and drama analysis</p>	<ul style="list-style-type: none"> • I can methodically track the text and retrieve apt quotations. • I can give insightful, sustained and justified personal responses to a text. • I confidently show a good coverage of the text within my analysis. • I can analyse the plot, character, themes and structure of a text. • I can identify and explore linguistic features and the word choices of an author. • I can explore and justify the author's intentions through the application of social and historical context.
--	---	--	--