

# KS3 Assessment Without Levels



With the introduction of assessment without levels, Maricourt has introduced an assessment system at Key Stage 3 which is based on flight paths and bronze, silver and gold assessments.

## Flight Paths

Pupils in years 7, 8 & 9 have been placed on one of three flight paths for each subject, this is based on prior attainment (KS2 scores). In each subject higher ability pupils are placed on flight path 3 which should prepare them for the higher target grades at KS4, middle ability pupils have been placed on flight path 2 and lower ability pupils on flight path 1.

Fig. 1 (below) shows the expected progression route for each of the three flight paths starting in year 7.

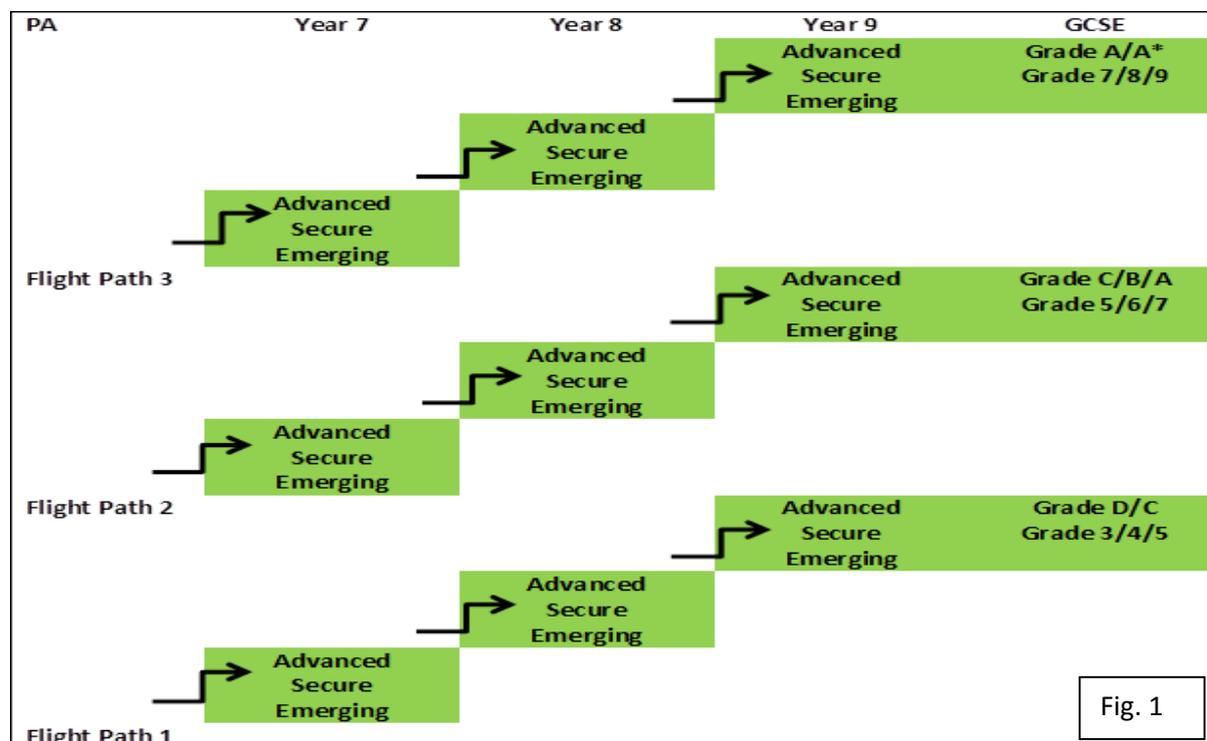


Fig. 1

## Subject Progress Proformas

Each subject has mapped out the skill and knowledge requirements for each flight path within each year group on a progress grid like the one below in figure 2.

Fig. 2

History	<b>FLIGHT PATH 3</b>		
<p>I occasionally show coherent knowledge and good chronological understanding to explain significant events within topics.</p> <p>I produce explanations supported by facts for both and against a statement when carrying out a historical enquiry.</p> <p>I show some links between causes and consequences to reach conclusions</p> <p>I sometimes include a key date and some key historical terms but mostly key terms to support my answers.</p> <p>I support my work with a some sources and own knowledge.</p> <p>I comment on the usefulness or reliability of the sources</p> <p>I produce well written, detailed answers with very good use of SPaG</p>	<p>I often show coherent knowledge and good chronological understanding to explain significant events within topics and across Key Stage 3</p> <p>I begin to evaluate by producing detailed explanations of arguments, both for and against a statement when carrying out a historical enquiry.</p> <p>I give detailed explanations supported by facts to show links between causes and consequences to reach solid conclusions.</p> <p>I include some key dates, key historical terms and sometimes the significance of a key individual to support my work.</p> <p>I support my work with some sources, and own knowledge. I have begun to rigorously analyse sources and sometimes comment on the provenance.</p> <p>I include one of the following - purpose, audience, content, tone and comment on utility and reliability when analysing them</p> <p>I produce well written, detailed answers with very good use of SPaG</p>	<p>I consistently show coherent knowledge and very good chronological understanding to explain significant events within topics and across Key Stage 3</p> <p>I consistently evaluate and make links between significant causes and consequences (e.g. war, individuals, technology) when carrying out a historical enquiry.</p> <p>I give detailed and developed explanations supported by facts, to show understanding of a topic with convincing conclusions.</p> <p>I include a number of key dates, key historical terms and the significance of key individuals to support my work.</p> <p>I support my work with a number of sources and rigorously evaluate them consistently using the provenance. I consistently support my source work with contextual knowledge.</p> <p>I consider some of the following - purpose, audience, access to information, content, tone, when commenting on the utility and reliability of sources</p> <p>I produce succinct, detailed, well balanced, with excellent use of SPaG.</p>	
YEAR 7	YEAR 8	YEAR 9	

Pupils will be assessed against the requirements of the flight path that they are on with a bronze silver or gold judgement. Fig. 3 (below) shows that a **gold** judgement indicates that the pupil has displayed **advanced** understanding/advanced skills; a **silver** judgement indicates a **secure** degree of understanding/secure skills, whereas a bronze judgement within a particular flight path indicates that understanding/skills are only at an **emerging** stage.

Fig. 3

<u>Pupil Assessment</u>	<u>Degree of Competence (skills &amp; understanding)</u>
Gold	Advanced
Silver	Secure
Bronze	Emerging

### **Targets**

Within each flight path pupils have been assigned a target; targets are either Silver or Gold and again are set using prior attainment data within the flight path.

### **Progress**

The flight path system is different from the previous system of national curriculum levels in that there is no expectation that pupils will move rapidly through each stage. It is perfectly feasible that a pupil will be assessed as silver (secure) throughout the course of a school year, or indeed the whole key stage and be progressing well.

There may however be a situation whereby a pupil over the course of a school year has consistently displayed an advanced degree of understanding (gold) of the requirements for his/her particular flight path and may need to be moved up to the next one.

### **Assessment**

Parents/carers can expect to see the flight path that a child is on for a particular subject clearly written in books/folders along with a bronze, silver or gold target in relation to the degree of competence expected from the pupil. When work is assessed parents/carers will see an effort grade along with a bronze, silver or gold judgement and the usual written feedback from the teacher which should explain what the pupil has done well and specific targets for improvement.