



KEY STAGE 3

Assessment and Reporting

SAINT AMBROSE COLLEGE



Background

- 2014 – Government removed the National Curriculum Levels for Primary schools and years 7, 8 and 9.
- Schools have been working to develop new and better ways to assess the progress and attainment of students and communicate this to the pupils and their parents.



What do we want to achieve?

- The system is based on developing the key knowledge and skills that are required for success in the more rigorous KS4 examinations.
- Based on regular formative feedback allowing students to succeed by developing a growth mind set
- Incorporates summative assessment to support ongoing formative feedback.
- Allows the pupil to reflect on their learning and revisit if required.

Grades for GCSE



Ofqual

Grading new GCSEs from 2017

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

GOOD PASS (DFE)
5 and above = top of C and above

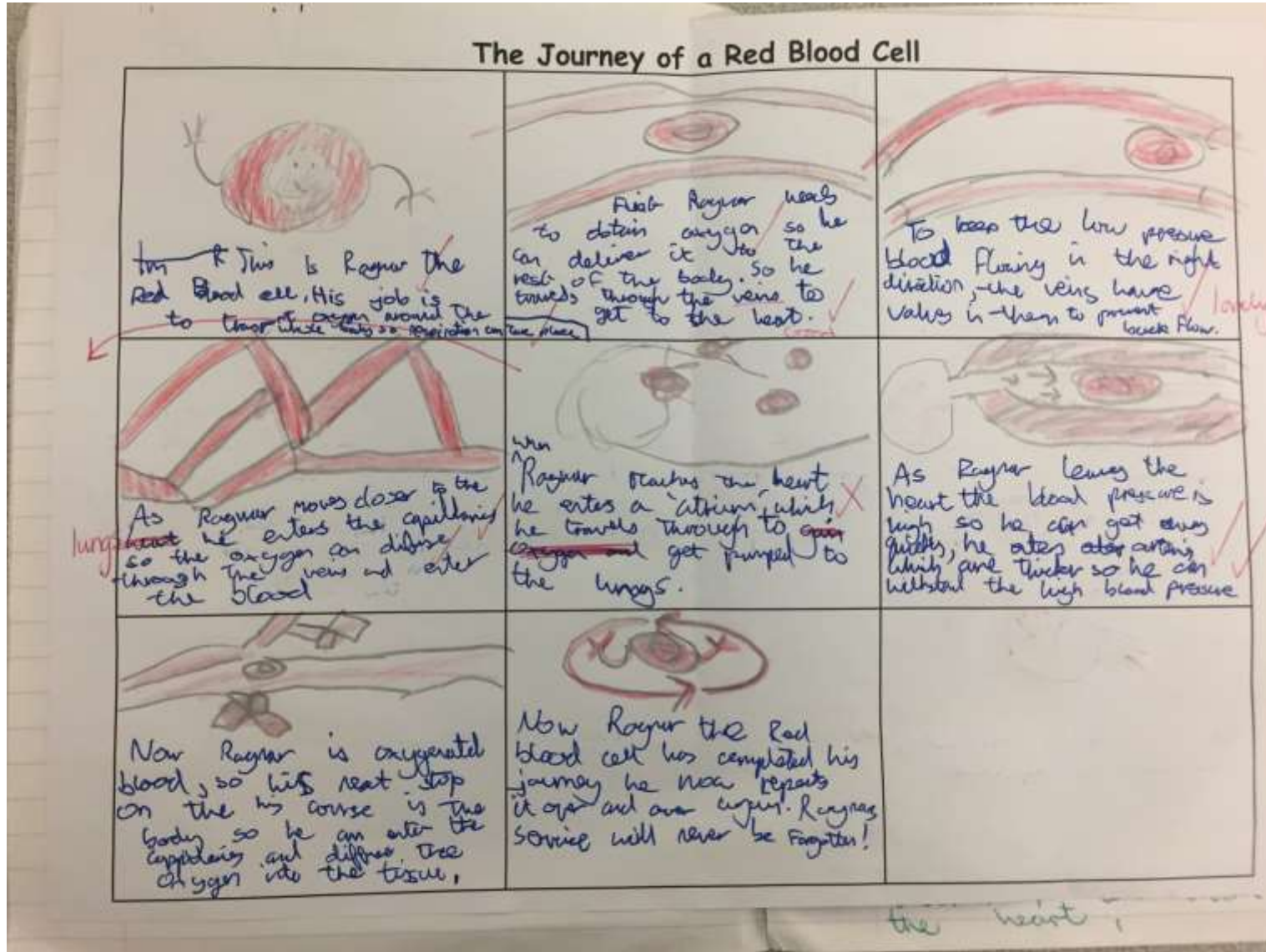
AWARDING
4 and above = bottom of C and above



Key Stage 2 – Starting Point

- Key Stage 2 scores give us the baseline entry level for your child: a starting point.
- We are aware that pupils develop at different rates.
- Your son's reports will give a current position reflecting how your child is progressing with regard to the skills and core knowledge they need. A threshold of Developing (Dev), Secure (Sec) or Excellent (Ex) will be awarded. For Year 1 students, a number alongside the threshold will also indicate the following;
 - Ex 1 – firmly within and at the higher end of the threshold
 - Ex 2 – firmly within the threshold
 - Ex 3 – just within this threshold

Examples



Examples



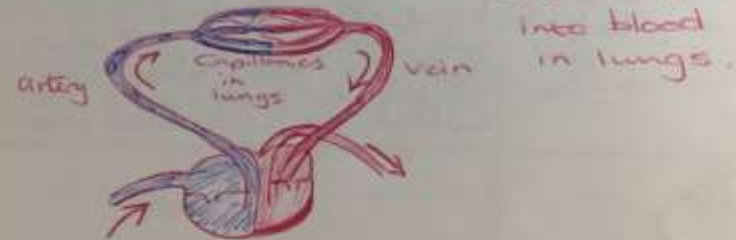
Hints - keywords - name of heart parts and blood vessels

RBC - special features + job (oxygen) link to respiration

Homework

Developing

Some good details Jamie but areas of confusion with your description of oxygen diffusing



EBI - correct pathway through circulatory system

8/11/16

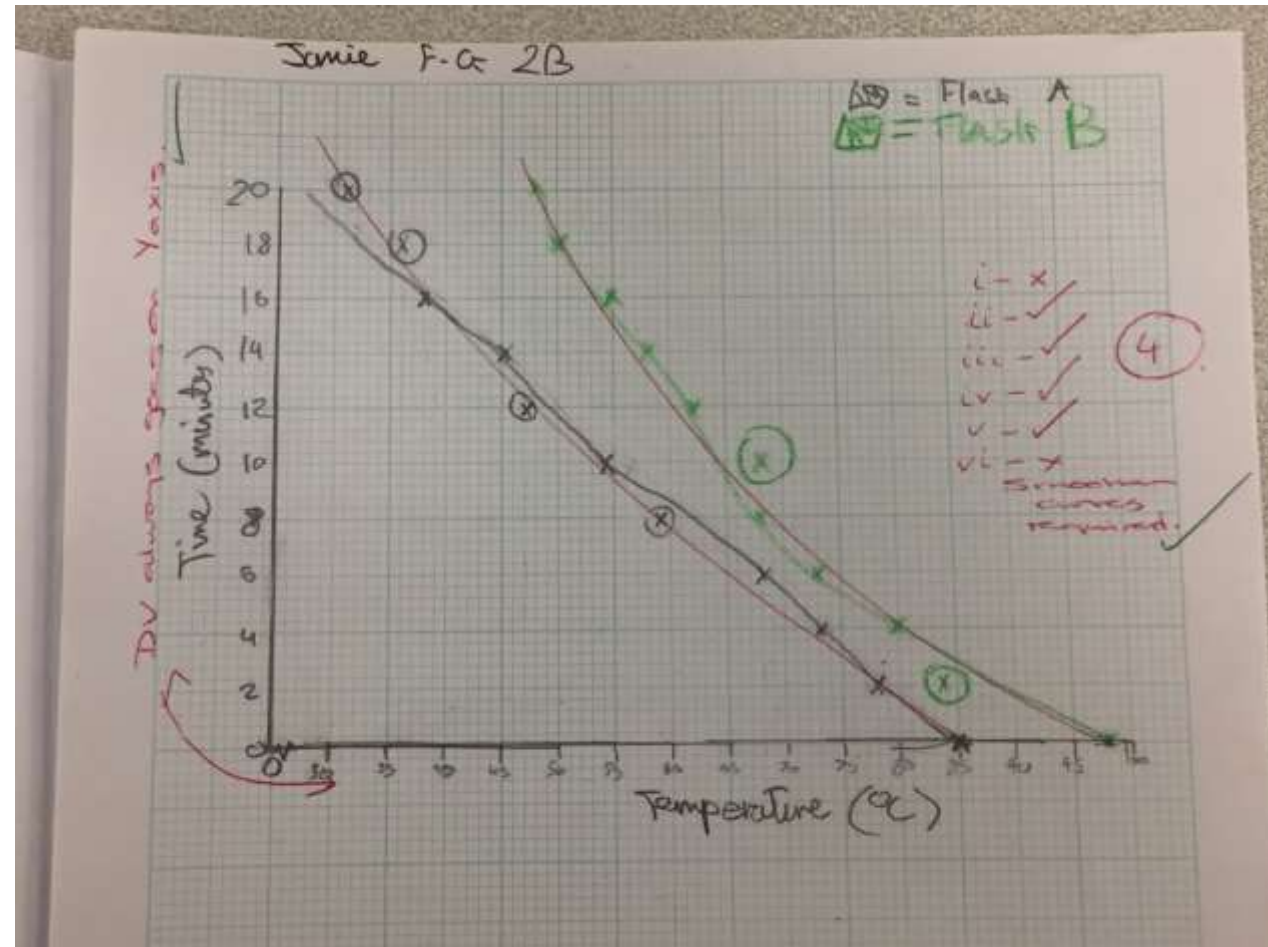
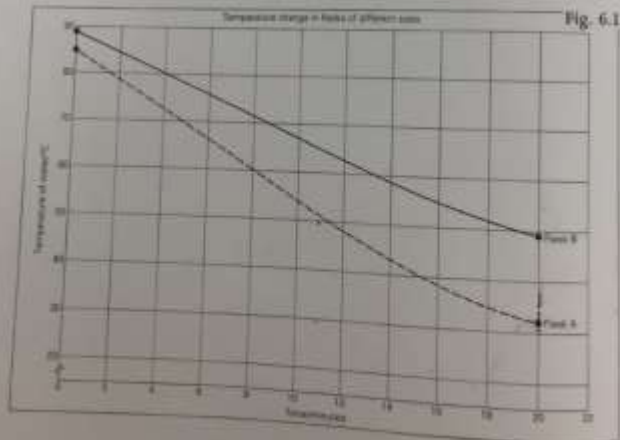
Examples



2b) This part of the question tests your ability to extract information from a graph.

Figure 6.1 shows the graphical results from an investigation used to illustrate the effect of an animal's body size on its rate of heat loss.

In the investigation, two beakers of different sizes were filled with boiling water and their temperature measured every minute over a 20-minute period. A 25 cm³ beaker (labelled A) was used to represent a small animal and a 250 cm³ beaker (labelled B) was used to represent a larger animal. Using the information contained in Fig. 6.1, answer the following questions:



Examples



Q1a) What is the Independent variable in this experiment?
(1 mark) The IV is the size of flask and amount of water in it.

Q1b) What is the Dependent variable in this experiment?
(1 mark) DV is the temperature of both of the waters.

Q1c) State a control variable for this experiment.
(1 mark) A CV is the kind of lid that we have on the beaker. *how is this a control variable? because if the lid was different between the two that it would be unfair.*

Q1d) How could step 1 in the Procedure be improved?
(3 marks) To improve procedure I you could measure the water out & measure quickly. First and then quickly pour it into the beaker with the exact amount. **then you could ask a friend to measure it and then you can double check and - lovely!*

Q1e) How would this improvement affect the data produced by this experiment? (2 marks)
It would affect the data because it will be more fairer and it will reduce random errors and anomalous results. *closer to true value = accurate*

For a fair method of picking 5 fish, could either randomly pick 5 numbers between 0 and 50 or could ask a friend to randomly pick a number between 0 and 50. *idea of random selection using list numbers.* (2)

The fish I have selected are:
6, 21, 42, 37 and 50

The average length of these 5 fish is:
 $2.9\text{cm} + 1.9\text{cm} + 2\text{cm} + 1.7\text{cm} + 2.6\text{cm} = 10.6$
 $10.6 \div 5 = 2.12$

The average length is **2.12 cm**. (3)

Examples



In this assessment I achieved a secure⁺ level.

Working Scientifically:

What are your strengths?
What skills need developing?


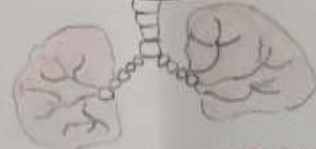



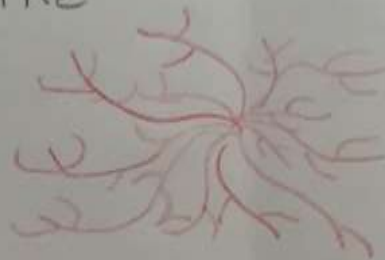
- Identifying variables
- Following written instructions
- Evaluating scientific methods
 - ↳ suggesting improvements
- collecting data in an organised table
- presenting data in an appropriate graph
- Describing patterns in data
- identifying anomalies in data
- analysing graphical data
 - ↳ interpreting a graph
- using data to support conclusions
- calculating a mean average

AFTER going through the test I now understand the little mistakes I made.

Examples



The Journey of a Red Blood Cell

 <p>Stewart the red blood cell</p> <p>In the heart the right ventricle receives me from the atrium then I go up the aorta to get oxygen from the lungs</p>	 <p>What are the vessels in the lungs? capillaries</p> <p>Then when in the lungs I receive oxygen then I travel back to the left atrium</p>	<p>Left Ventricle</p> <p>Once in the left atrium I am pushed through to the ventricle and from there I am told where to deliver my oxygen</p>
 <p>I am going to the hand this time hopefully I will do my job correct</p>	 <p>I have reached the capillaries now all the oxygen in me diffuses into the capillaries and now I am deoxygenated</p>	 <p>Now I have finished my job I will travel through the veins to repeat the circuit</p>
<p>Where will I go next?</p>	 <p>End.</p>	

Examples



Homework

Lovely Luke; great description
of heart structure + circulation
system function.

SECURE understanding.

EBI - link to respiration (what
the O_2 is needed for)

8/11/16

Examples



Q1 - 2/3 D }
G - 5/6 S } overall developing.
Q2 - 4/11 D }
Q3 - 3/7 D }

NAME Luke M. Murray

The effect of body size on heat loss

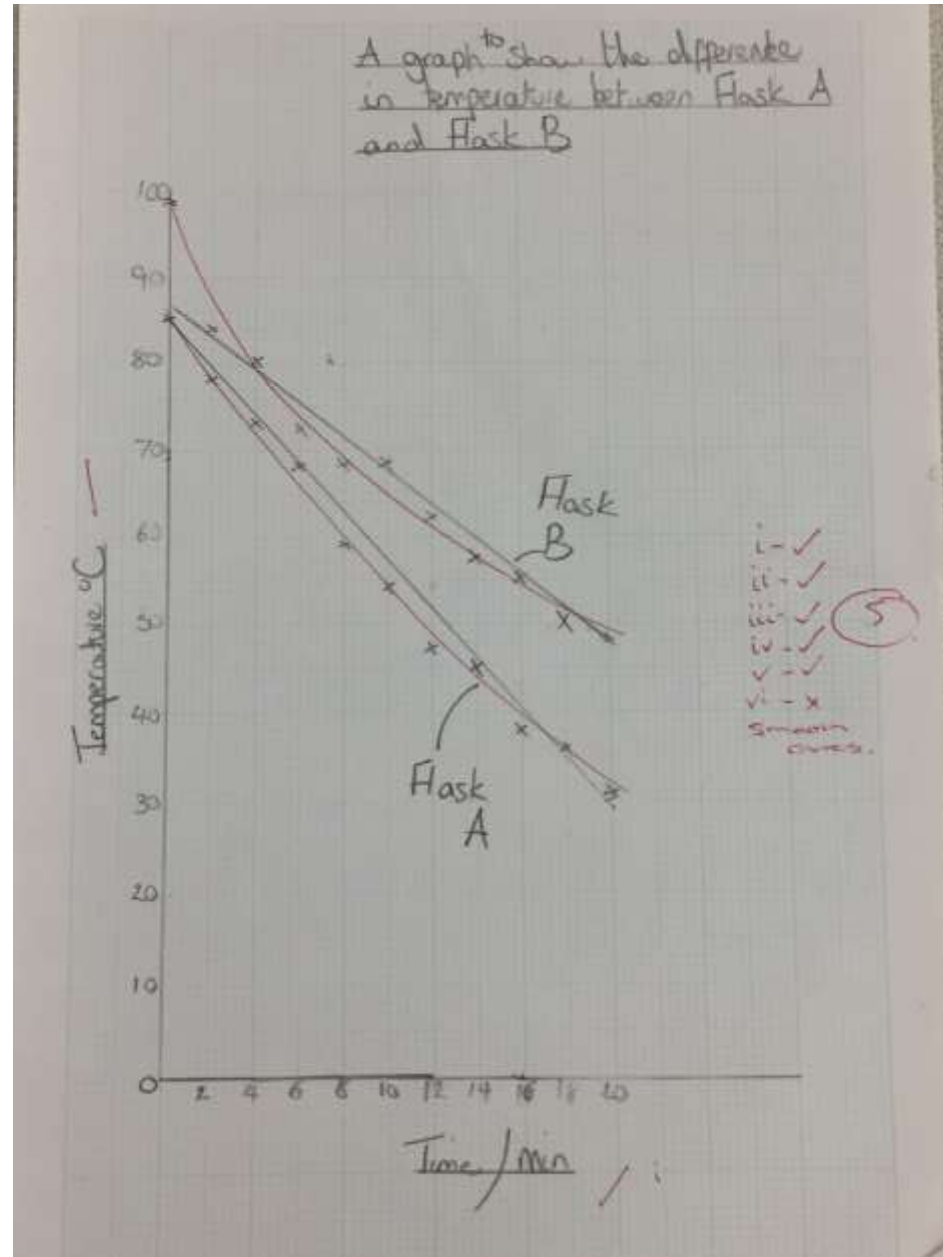
This question is looking at: how you draw graphs; interpret data; analyse methods used; and reach conclusions

The aim of the investigation is to compare the temperature change of two different-sized beakers of hot water. For the purposes of this exercise the beakers represent a small and a large animal.

APPARATUS

- 250 cm³ beaker
- 50 cm³ beaker
- 2 thermometers
- 2 cardboard lids
- stopwatch
- kettle (or supply of boiling water)

Examples



Examples



Q1a) What is the Independent variable in this experiment?

(1 mark) ~~Size~~ compare difference between two different sized beakers ✓

Q1b) What is the Dependent variable in this experiment?

(1 mark) ~~size of the flasks~~ ^{measured result} Temperature of the water ^{↑ what?} ✗

Q1c) State a control variable for this experiment.

(1 mark) ~~same~~ ^{added at same?} temperature of water ✓
- thickness of card
- same environment

Q1d) How could step 1 in the Procedure be improved?

(3 marks) you dont know how long to use a measuring cylinder to measure. put the kettle of for. so word like water after boiling water for 5 minutes pour water into flasks read level carefully get second person to clock.

Q1e) How would this improvement affect the data produced by this experiment? (2 marks)

it could affect the rate the heat increases or decreases more accurate (true vol. of water) reliable. reduce randoms errors and anomalous results

Examples



4/11/16

In this assessment I achieved a developing level.

Working Scientifically:

What are your strengths?

What skills need developing?

- identifying variables
- following written instructions
- evaluating scientific methods
 - ↳ suggesting improvement
- collecting data in an organised table
- presenting data in an appropriate graph
- describing patterns in data
- identifying anomalies in data
- analysing graphical data
 - ↳ interpreting a graph
- using data to support conclusions
- calculating a mean average

Since going through the test I have been able to work out how to select things completely randomly. *Great luck*

Example of Aims in ICT

	Lesson Outline	Activities	Keywords	Software/Hardware/Resources
Lesson <u>1</u>	<p>“Social Networking”</p> <p>Lesson Objectives:</p> <p>LO1 – Pupils will identify safe choices and behaviours exhibited on a social networking profile</p> <p>LO2 - Pupils identify potentially unsafe features and behaviours exhibited on a social networking profile</p> <p>LO3 - Pupils will discuss strategies to manage their own reputation online</p>	<p>Starter Think about the different social media websites available and be ready to discuss what you can do on them.</p> <p>Main In pairs/groups highlight the safe and unsafe features of the Friendbook profile. Feedback findings to the rest of the class Classroom discussion about staying safe on Social Media website – use the SMS_Questions document as a prompt</p> <p>Plenary In groups - Create a mind map that identifies the different ways you can stay safe online. Be ready to present ideas to rest of the class.</p>	<p>social networking, profiles, Facebook, Twitter, private and public, advertising, location based services, personal information</p>	

LEVELS AND PROGRESS

Excellent	Secure	Developing
<ul style="list-style-type: none"> Implemented some of the precautions which can be taken to stay safe online Fully understands how to deal with cyberbullying Can select appropriate tools to manipulate an image for a particular purpose and target audience Learners will be able to explain ways they can protect themselves online and report abuse Learners will be able to reflect on their learning and states ways they could improve in the future Learners can identify and evaluate the risks of using the Internet Identify personal information which should not be shared online and explain the risks associated with sharing it Lead and facilitate the group discussions in the carousel activity Can use a wide range of editing tools in Photoshop 	<ul style="list-style-type: none"> Have an thorough understanding of the precautions which can be taken to stay safe online Be able to explain what cyberbullying is and its impact Can select suitable tools to manipulate an image to a good effect Learners will be able to explain ways they can protect themselves online Learners will be able to reflect on their learning Learners can discuss the risks of using the Internet Identify personal information which should not be shared online and explain the risks associated with sharing it Can use a range of editing tools in Photoshop 	<ul style="list-style-type: none"> Know some of the precautions which can be taken to stay safe online Understands the term cyberbullying Can select tools to manipulate an image – these tools may not be the most suitable required Learners will be able to state some ways they can protect themselves online Learners can identify good and bad parts of their learning Learners can identify the risks of using the Internet Identify personal information which should not be shared online Can use a number of tools in Photoshop

Reports – an example



Subject	Skills & Knowledge Acquisition	Effort	Intervention
Art	Excellent	Outstanding	
Computing	Secure	Good	
DT	Developing	Good	
English	Secure	Good	
French	Developing	Good	
Maths	Developing	Req Improvement	

Reports – an example



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Student Name

Autumn One Report 2016

Tutor:

Tutor Group:

Year:

Subject	Skills & Knowledge Acquisition	Audit Eff.
Art	Developing	Good
Computing	Developing	Good
Design & Technology	Developing	Outstanding
English	Developing	Good
French	Developing	Good
History	Developing	Good
Mathematics	Secure	Good
Religious Education	Developing	Good
Science	Secure	Good
Religious Education	Secure	Outstanding

Intervention Comments

Art

Computing

Design & Technology

English

French

History

Mathematics

Religious Education

Science



Tracking and Monitoring

- Teachers will use the formative assessments to monitor the progress of pupils.
- Summative assessments have been identified and included in the schemes of work within each subject and will be given across the year group to ensure consistency.
- Regular monitoring of assessment data will take place and the effectiveness of intervention determined.
- Work schemes for the half term will be placed on the website so that parents are aware of the core knowledge and skills that are to be delivered.
- If a pupil receives a lower category than he would like in his units of work, parents will be able to support him by encouraging him to review the schemes of work. He can review also his knowledge and practice those all important skills.