

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 and stage of education.

| | Knowledge and Understanding | Change and Continuity | Cause and Consequence | Sources and Interpretations | Essential | Enhanced |
|-----------------------|---|--|---|---|------------------|-----------------|
| Identification | Can select specific, relevant knowledge. Uses some key dates and tier two vocabulary. | Can identify some changes across a specific time period. | Can sometimes pick out a cause or consequence. | Can select key parts of sources and interpretations and identify difference or similarities. | Year 7 | |
| Description | Can make opinion-based points using specific and relevant knowledge. Uses key dates and some tier three vocabulary. | Describes changes across a specific time period and can select the most important ones. | Can record some causes and/or consequences simply. | Can produce an overview of sources and interpretations, describing the content. Can consider the 'truth' of the evidence using some links to own knowledge. | Year 7 | |
| Reasoning | Can use relevant knowledge to support points, making links to the question. Uses tier three | Gives reasons for changes across a specific time period, selecting the most important or | Can give some short-term reasons why an event occurred or the consequences of an event. | Can infer the messages of the sources and interpretations. Starts to test the | Year 8 | Year 7 |

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| | vocabulary with increasing frequency. Is confident using dates to highlight specific events. | significant changes. Focus on short-term. | | 'truth' by using own knowledge. | | |
| Explanation | Can make confident points and uses a range of detailed knowledge effectively to support them. Uses tier three vocabulary frequently and can use a variety of key dates when making points. | Identifies the difference between long and short-term changes across a time period, explaining the most important and/or significant. | Can categorise cause and/ or consequences to differentiate between long and short-term. | Can explain the purpose/motive of sources by using content and/or provenance and contextual knowledge. Can consider the field of study in interpretations and identify emphasis. | Year 9 | Year 8 |
| Comparison | Can make confident arguments using accurate and detailed knowledge. Uses tier three vocabulary widely and confidently. Key dates are used selectively to support points. | Compares changes and explains most important and/or significant with specific links to the long-term impacts on one or more group, society, issue or event. | Can compare long-term causes and consequences to create an explanation of significance. | Can cross-reference or combine sources and interpretations to support their own points. Can test reliability and/ or usefulness of sources. Can explain difference in interpretations using content. | | Year 9 |

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| Judgement | Can make well considered arguments and judgements based on accurate and detailed own knowledge that is selectively applied. Key dates and terminology are selected for maximum impact. | Judges importance or significance from the outset and uses knowledge to analyse the long-term changes across a time period in reference to social, economic, religious or political factors. Can consider different perspectives as part of the judgement. | Judges significance of causes and consequences by considering social, economic, religious or political factors. Can consider different perspectives as part of the judgement. | Tests reliability/utility of sources using content and/or provenance and contextual knowledge. Can explain difference in interpretations using content, field of study and/or emphasis. | | KS4 |
| Evaluation | Uses sources and interpretations to make fully explained arguments and judgements, based on accurate and detailed own knowledge that is selectively applied. Key dates and terminology are selected for maximum impact. | Uses sources and interpretations to support judgements made within the critical evaluation of the long-term changes. | Uses sources and interpretations to support judgements made within the critical evaluation of the long-term causes and consequences. | Uses evidence critically to support judgements made using own knowledge. Can analyse a source fully using content, provenance and context in relation to the judgement. Can use interpretations to consider different historic arguments and cross-reference with sources to | | KS4 |

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| | | | | provide solid support for arguments made in the main body of work. | | |
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