

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.

		Year 7		Year 8		Year 9	
		Essential	Enhanced	Essential	Enhanced	Essential	Enhanced
DANCE	CREATING	Knowledge and Skills to be embedded by the end of the academic year:					
		I can respond to a stimulus creating a dance that communicates the dance idea. Sometimes this can be literal.					
		I can respond to a stimulus creating a dance that clearly communicates the dance idea with moments of creativity.					
		I can respond to a stimulus creating a dance that clearly communicates in an exciting and original way.					
		I can create and develop motifs using a varied content of action, space and dynamics.					
		I can create and develop motifs using a varied content of action, space and dynamics in a good and interesting way.					
		I can create and develop original motifs using a varied content of action, space and dynamics					
		I can create dance pieces with a beginning end and some group choreographic devices (canon, unison, Q & A, etc.) and formations. Most motifs have considered links.					
		I can create dance pieces with a good, clear structure which uses repetition and some choreographic devices. Motifs are linked smoothly.					
		I can create dance pieces with a good, clear structure which uses repetition and some choreographic devices. Motifs are linked smoothly.					
PERFORMING	I can show some technical ability extending my body and controlling actions.						
	I can perform action, dynamic and spatial content with accuracy to a good level. This may still not be consistent.						
	I can show excellent technical ability and physical (posture, alignment, co-ordination, balance, strength and core).						
	I give a sense of performance throughout with little interpretation of the style and mood of the dance						
	I give a sense of performance throughout with some interpretation of the style and mood of the dance						

	<p>I can provide clear explanations of how professional Drama works communicate an idea, theme, character or style.</p> <p>I can provide clear explanations of how professional Drama works communicate an idea, theme, character or style. I can effectively analyse all components of Characterisation/Dramatic Style/Acting/Performance skills, staging, and technical Theatre and costume and consider the impact of these on the audience.</p>						