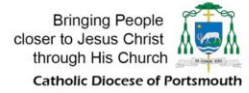




Christ the King College
"The Way, the Truth and the Life"
Christian Secondary School on the Isle of Wight



Key Stage 3 Assessment Framework

Christ the King College Age Related Expectations (ARE) Framework

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Please note

There will be several references to the Education Endowment Foundation (EEF), they provide evidence-based resources designed to improve practice and boost learning.

The Curriculum

Our curriculum is underpinned by our mission statement so that students will:

Be the beating heart of Christian Education.

- be challenged and equipped to live and work in a complex and changing world
- encouraged to respect others values and takes responsibility for themselves and others in school and the wider community

Be inspired to go beyond expectations.

- encounter the living God who is Jesus Christ revealing his transforming love and truth
- adopt sound moral and ethical values and can contribute positively to society
- be able to manage relationships and situations well

Develop and celebrate the talents we have been given.

- aspire to be the best they can be
- achieve their potential in all areas of school life –spiritual, academic, creative, physical and emotional
- grow in self-esteem and resilience and has a sense of social and environmental responsibility

To help our young people develop, we believe it is important for them to explore their talents and enable them to experience success and fulfil their potential. To this end we offer a broad and balanced curriculum with a wide range of subjects where learning is organised so there is a sincere ongoing engagement between faith, learning and culture.

We aim to proclaim with courage the importance of preparing students through our curriculum for life in modern Britain. Students are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The key values of democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs are underpinned by our Christ the King values:

At Christ the King, our values are:

- To hold Christian values
- To be respectful of ourselves and others
- To be inclusive of all in the Isle of Wight community
- To be fair to all
- To challenge each other to greatness
- To act with integrity

The Key Stage 3 Curriculum

In Key Stage 3 (KS3) we offer a broad, balanced and ambitious curriculum that includes all of the National Curriculum subjects. Although the curriculum is carefully sequenced it has been decoupled from Key Stage 4 where progress is measured by achieving a particular grade. The KS3 curriculum is focused on essential skills, knowledge and understanding to help develop a foundation of knowledge that is essential for lifelong learning.

It includes the following subjects:

- Art
- Computing
- Design and Technology
- Drama
- English
- French
- Geography
- History
- Library
- Living Well
- Mathematics
- Music
- Physical Education
- Religious Education
- Science

In KS3 we employ a “mastery learning” approach where the “learning outcomes are kept constant but the time needed for pupils to become proficient or competent at these objectives is varied” (EEF, 2021). Any students who do not achieve mastery are provided with extra support through a range of teaching strategies. The classroom teacher has the autonomy to decide when the class moves onto a new topic, typically when the majority of students have mastered the learning.

Age Related Expectations Framework

The EEF (2021) states “it is crucial to monitor and communicate pupil progress”. The ARE framework has been divided into bands which allow students the ability to easily identify the SKU required for each topic/unit. In some subjects the framework is not discreetly broken down into individual topics/units but students can still easily monitor their progress.

The framework is divided into three bands, as described above the expectation is for mastery learning and all students should follow the “Secure” band. However, we acknowledge there are some students that are capable of working above age related and they will be provided with appropriate challenge in the classroom.

Banding

The ARE framework is split between three bands; Developing, Secure and Exceeding. Each one is a measure of skills, knowledge and understanding that students are expected to maintain throughout KS3. There is clear progression between the bands, allowing students to easily identify what is expected at age related and above.

All students are expected to achieve mastery and follow the SKU listed in “Secure”. If a student in the “Secure” band is assessed as not being on track for acquiring the skills, knowledge and understanding by the end of the academic year, the teacher will intervene to ensure the student is “secure” by providing personalised targets and intervention strategies.

If a student is working in line with age related expectations then we assess them as working in the “Secure” band. If they are “at” or “above” age related they are making progress in their learning.

We believe that “setting the bar” high will motivate our students to aim high and ensure that all students are making excellent progress regardless of their starting points. We work to ensure that all students aim to be secure in their learning by the end of the year.

Assessment

The ARE framework, which assesses the acquisition of skills, knowledge and understanding during Year 7, 8 and 9 enables students to master all of these areas and build a solid foundation of knowledge when moving into Key Stage 4 to support progress towards a level 2 qualification. The framework assesses what a student can do independently and consistently, by drawing on evidence from a range of sources, to provide a picture of strengths and areas for improvement.

The framework is not designed to encourage teachers to promote students to the next band before they have securely acquired the skills, knowledge and understanding within their current band. It avoids labelling and focuses on high quality teaching and learning in the classroom.

The assessment will include both formative and summative as an essential element of effective teaching and learning. It will set high expectations for all students to celebrate achievement, and to inform students, parents/carers and teachers of the next steps in learning.

Progress

The ARE framework has been created to provide a robust assessment system which tracks student progress and enables the measurement of student achievement against relevant age related expectations.

The “Secure” framework in each subject is ambitious and has been developed by specialist teachers, it provides the necessary foundation skills, knowledge and understanding to access the Key Stage 4 curriculum and achieve a strong pass.

Reporting

The ARE framework provides parents/carers with assessment outcomes on a regular basis, to give reliable and clear information about how their child is performing against age related expectations. A report will be sent home three times during the academic year for each student in KS3. This is a reporting system to provide parents/carers and students simple and clear feedback on progress towards mastering the skills, knowledge and understanding. It will report whether the teacher feels a student is on track.

Examples

The examples below demonstrate how the curriculum is carefully sequenced in key stage 3 to build upon prior knowledge.

Computing

Year 7 "Secure"	Year 8 "Secure"	Year 9 "Secure"
I know that 'selection' is using instructions to make a decision.	I can code 'selection' in block based programming e.g. Scratch	I can code 'selection' in text based programming e.g. Python

Geography

Year 7 "Secure"	Year 8 "Secure"	Year 9 "Secure"
Identify three issues that UK coastlines face in the future.	Describe the physical location (including compass direction, continent, countries and climate) of the Middle East.	Describe and explain how tectonic hazards occur (convergent, divergent, conservative).

Mathematics

Year 7 "Secure"	Year 8 "Secure"	Year 9 "Secure"
Use the order of operations correctly in algebraic situations.	Simplify an expression involving terms with combinations of variables (e.g. $3a^2b + 4ab^2 + 2a^2 - a^2b$).	Simplify an algebraic expression by collecting like terms and using the laws of indices.



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Age Related Expectations Booklet