Key Stage 3 Assessment Framework

Our Curriculum values

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 prepare students 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

The Key Stage 3 Curriculum includes the following subjects:

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

Age Related Expectations Frameworks

Within each area of study, there are five stages, ranging from 'Beginning' through to 'Greater Depth'. Clear criteria for each stage is shared with students at the beginning of each topic. At various points during the academic year, students will be assessed in a variety of different ways using this criteria and will be assigned a stage for that topic.

A student's rate of progress often varies over time and may differ between subjects. The standards for each stage get progressively harder from one year to the next during Key Stage 3.

Three times a year, parents will receive a data report home. This will be a snapshot of students' current progress. In the summer term, teachers will look at all available assessments at that point to assign an overall stage of 'best fit'.

Stages

Beginning:

Students at the 'Beginning' stage are new to the key concepts and skills within a specific area of the curriculum. They are starting to encounter foundational knowledge and are developing initial skills, often requiring significant support and guidance. Their understanding is often fragmented or relies heavily on direct instruction. They may be able to recall some basic facts or perform simple tasks with prompting, but struggle to apply their learning independently or make connections between different ideas. Their work may show limited accuracy and consistency.

Working Towards:

Students at the 'Working Towards' stage are developing their understanding of key concepts and skills within the curriculum. They are beginning to grasp more complex ideas and can apply some of their learning with support. They are starting to make connections between different pieces of information but may still struggle with more challenging applications or independent problem-solving. Their work shows increasing accuracy and consistency, but there may still be gaps in their knowledge or inconsistencies in their application of skills.

Expected:

Students at the 'Expected' stage demonstrate a solid and secure understanding of the key concepts and skills outlined in the curriculum for their year group. They can mostly apply their knowledge and skills independently and in a range of contexts. They can make connections between different areas of learning and can solve routine problems effectively. Their work is generally accurate, well-organised, and demonstrates a good grasp of the subject matter. They are meeting the fundamental expectations for their stage of learning within the Key Stage 3 curriculum.

Working Above:

Students at the 'Working Above' stage demonstrate a strong and often insightful understanding of the key concepts and skills within the curriculum. They can apply their knowledge and skills with independence and can often transfer their learning to new and unfamiliar contexts. They can make clear and logical connections between different areas of learning and can generally solve more complex problems effectively. Their work is consistently accurate, well-developed and demonstrates engagement with the subject matter, often showing initiative and a willingness to explore beyond the core requirements.

Greater Depth:

Students at the 'Greater Depth' stage demonstrate a sophisticated and nuanced understanding of the most challenging concepts and skills within the curriculum. They can apply their knowledge and skills with exceptional independence, creativity, and critical thinking in a wide range of complex and unfamiliar contexts. They can make sophisticated connections between different areas of learning, analyse information critically, and solve complex problems with originality and insight. Their work is consistently of a high standard, demonstrating a thorough and deep understanding of the subject matter, often showing evidence of independent inquiry and intellectual curiosity.

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 meet their age related expectations. Those students who are identified as having high prior attainment are expected to work above the criteria for learning in each subject area.