



# **KS3 Assessment**

# **Salford City Academy**

**A guide for students,  
parents and carers**

**Assessments at KS3**

At Salford City Academy, students will be assessed twice a year through ROA in KS3 and GCSE mocks in KS4. Outside of these two assessment windows, students should be assessed constantly to check their understanding of recently taught content and recall of content from the beginning of the year.

In KS3, Rank Order Assessments will take place in December and again in June. The purpose is to measure student performance and provide a shared meaning between teachers and parents about the progress and attainment of the individual student or specific groups of students and subject or Academy as a whole at national level.

For core subjects such as English, Maths and Science and Ebacc subjects, History, Geography and MFL, the results of students’ assessments are compared with the results of all other United Learning students, allowing us to measure our students’ progress at national level.

**What is Rank Order Assessment?**

After each subject examination, each student will receive a percentage score achieved in their exams. The percentage score will generate the position that student places in that subject in comparison to the rest of the year group. Both the percentage score and subject rank will be reported to parents and carers in student reports.

In Year 7 and Year 8, the overall rank in each subject will be used to create an overall rank position for that student in their year group. Progress in Rank Order Assessment is determined by comparing students’ Key 2 rank on entry to their most recent rank, with little movement indicative of adequate progress, higher rankings indicative of accelerated progress and lower rankings indicate of poor progress. Class sets will then be adjusted according to the place in the overall rank.

<b>GCSE Target</b>	6	<b>Previous Set</b>	7X2	<b>New Set</b>	7X1	<b>KS2 Rank</b>	32	<b>Overall Rank</b>	24
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When the **overall rank** has either stayed the same or improved, students are making good progress.



Subject	Teacher	Exam Score (%)	Year Group Average (%)	Subject Rank	Behaviour for Learning
English	Miss S. Kendall	60.00	56.0	15	Outstanding
Mathematics	Mr S. Hurst	71.00	67.0	2	Outstanding
Science	Mrs S. Milner	62.00	57.0	5	Outstanding
Geography	Mrs K. Eaton	45.00	44.0	32	Good
History	Mrs H. Wilcock	65.00	47.0	20	Outstanding
Spanish	Ms K. Madden	66.00	61.3	14	Outstanding

The **subject rank** tells you how the student has performed compared to the total number of students in the same year group.



### **The purpose of ROA**

To support students' learning by asking them to demonstrate knowledge, skills and understanding they have gained in the course of the year and to provide teachers and learners with feedback on how their students are performing in relation to other pupils, both in the Academy and across United Learning.

### **The benefits**

- ✓ The collection of useful data, which can be shared with all stakeholders including students, parents, teachers, senior leaders and governors.
- ✓ The allowance of meaningful comparison of performance.
- ✓ It encourages a focus on progress rather than attainment scores.
- ✓ It allows teachers and curriculum leaders to identify strengths and areas for development and to inform curriculum planning
- ✓ Data is used to identify when a student may be struggling or may be deemed to be falling behind. Leaders will then take steps to provide additional support for such students.

### **Preparing Students**

It is very important that students place high value on their performance in their assessments. The importance of good preparation needs to be reinforced and support provided to allow students to prepare thoroughly. It is important that students are set up to be successful in terms of understanding of what content to study and how to revise effectively. All students taking Rank Order Assessments receive a support pack at least three weeks before exams. Knowledge Organisers are provided to all students to support revision. Although it should be made clear, they are not 'revision guides' in themselves.

### **Supporting Individuals**

At the Academy, we recognise every student as an individual. Some students may require additional support preparing for assessments or in managing the outcomes of the assessments. Where students may have additional special educational needs, the academy will strive to ensure that these students received a personalised approach.

### **Prior to the Assessments**

- ✓ All students will have an assembly outlining expectations during the exam period. 'Walk' through the exam logistics.
- ✓ Supporting sessions about how to use knowledge organisers and revise effectively for exams.
- ✓ Additional revision sessions in class and after school
- ✓ Dedicated revision rooms after school open from 3<sup>rd</sup> June 2.45 pm – 4.00pm.
- ✓ Additional support for students with special educational needs including 1:1 revision sessions / support with how to use knowledge organisers with the students attached teaching assistant.
- ✓ Personalised exam procedures for identified students.

### **Following Assessments**

- ✓ Additional 'drop in session' with either the Assistant Principal for Achievement KS3 or SENCO to discuss results and set actions to support individuals.
- ✓ Where students have underperformed in exams, personalised actions will be set. This may include placing students in a 'focus' form group or speaking to students and parents about how we can best support each individual.
- ✓ Celebration and rewarding of success.