



## St Cuthbert Mayne School

Joint Catholic and Church of England 11-18 Comprehensive School  
Dioceses of Plymouth and Exeter

# Assessment at Key Stage 3



An outline of our approach to  
assessment during Key Stage  
3 from September 2017

## The Background

In 2014, the government removed National Curriculum levels at both primary and secondary schools. For secondary schools, this means that there will no longer be levels awarded for students in Years 7-9, also known as Key Stage 3.

Schools across the country have been working to develop new ways to track a student's progress and how they achieve during their time in Key Stage 3. This is so that students, teachers and parents all know how well they are doing at any stage during these three years.

The aim of this document is to provide guidance of how this will work from September 2016, in light of these national changes.



**Contents**

The Background..... 1

Contents..... 2

Progress..... 3

Subject Criteria..... 5

Flight Paths..... 6



## Progress

Every child arrives to St Cuthbert Mayne School having reached a different level of achievement from primary school. It is important that we take account of their starting point in setting goals and measuring progress. In our system, 'Progress Checks', which occur each half term, take account of how well each student is doing compared to where they started. We aim to ensure that all students make excellent progress regardless of where they start. You can find a video explaining the Progress Checks on our website, under the Student tab and Assessment tab.



## The New Assessment System

The assessment system at Key Stage 4 (Years 10 and 11) has also changed whereby students no longer achieve A\*-G grades for their GCSEs, but instead grades 9-1. We want all students to be prepared for these new GCSEs and skills required for the 9-1 system. Therefore, **we will track students throughout their time at St Cuthbert Mayne School using these GCSE numbered grades across all five years.** The Department for Education (DfE) has set national expectations of how much progress a student should make throughout their 5 years in secondary education on upon their end point from primary school in their SATs tests. We have carefully worked out a progress map or 'flight path' for students to show them where they should be at any one point in their time at St Cuthbert Mayne (this is included at the end of this document). Within the grades, we will also use a 'fine grade' to show how secure the student is within that grade. E.g:

**3+** = Secure grade 3 and could be a 4;

**3** = Likely to achieve grade 3 but will need to work hard to secure this grade;

**3-** = Insecure grade 3 and could fall down to a grade 2.

To give you an idea of how the new GCSE 9-1 grades roughly convert to the old A\*-G grades, please refer to the conversion chart over the page. The DfE refer to a good pass as a grade 5 or above, which is equal to a high 'C' or low 'B' grade.

During Key Stage 3, the range of grades that are expected are estimated to be between 1-5.

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	C
4	C
3	D
2	E
1	F
U	G
U	U

**GOOD PASS (DfE)**  
5 and above = top of C and above

**AWARDING**  
4 and above = bottom of C and above



## Subject Criteria

Each subject at Key Stage 3 will have 9-1 GCSE grade criteria of what students are working on. This informs learning of what a student needs to do to continue to improve. You can find all the criteria for subjects on our website, under the Student Tab and Assessment tab.

## Flight Paths

We want all students to make *excellent progress* during their time at St Cuthbert Mayne School. This progression map shows the starting points of students and where they should be working towards by the end of each term, during the 5 years of secondary school. This 'Flight Path' ensures that students are tracked to make excellent progress which will exceed national expectations, set by the Department for Education. Students will be roughly in line with relevant Flight Path point throughout each year, although there could be some slight variation based on needs and starting points\*. Students who are consistently well below their expected Flight Path are deemed as underachieving and will receive intervention from Subject Teachers, Year Co-Ordinators and Tutors.

KS2 2016	KS2	Year 7			Year 8			Year 9			Year 10			Year 11			Exam/Final Target
Guidance	Current	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Exam/Final Target
											9+	9+	9+	9+	9+	9+	9
											9	9	9	9	9	9	9
											9-	9-	9-	9-	9-	9-	9
								8+	8+	8+	8+	8+	8+	8+	8+	8+	9
								8	8	8	8	8	8	8	8	8+	9
								8-	8-	8-	8-	8-	8-	8-	8	8-	8
					7+	7+	7+	7+	7+	7+	7+	7+	8-	8-	7+	7+	8
					7	7	7	7	7	7	7	7+	7	7	7	7	8
					7-	7-	7-	7-	7-	7	7	7-	7-	7-	7	7	7
		6+	6+	6+	6+	6+	6+	6+	7-	6+	6+	6+	7-	7-	6+	6+	7
		6	6	6	6	6	6+	6+	6	6	6	6+	6	6	6	6	7
		6-	6-	6-	6-	6	6+	6+	6-	6	6	6-	6-	6-	6	6	6
		5+	5+	6-	6-	5+	5+	5+	6-	5+	5+	5+	6-	6-	5+	5+	6
		5	5	5	5	5	5+	5+	5	5	5	5+	5	5	5	5	5
		5-	5-	5-	5-	5	5-	5	5-	5	5	5-	5-	5-	5-	5-	5
130	6+	4+	4+	5-	5-	4+	4+	4+	5-	4+	4+	4+	4+	4+	4+	4+	5
126.5	5a (5.9)	4	4	4	4	4	4+	4+	4	4	4	4	4	4	4	4	4
123.1	5a (5.8)	4-	4-	4-	4-	4	4-	4-	4-	4-	4-	4-	4-	4-	4-	4-	4
119.8	5a (5.7)	3+	3+	4-	4-	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	4
116.6	5b (5.5-5.6)	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
113.5	5b (5.4)	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3
110.5	5c (5-5.3)	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	3
105	4a	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
100	4b	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	
95.5	4c	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	
91.4	3a	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
87.8	3b	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	
84.7	3c	P+	1-														
82.1	2a	P	P	P	P	P+											
80	2b	P-	P-	P	P												
78.4	2c	P-	P-														

\*Starting points are either determined by Key Stage 2 SATS levels (2014 & 2015 only) or KS2 Test Scores (2016 onwards). The grade 'P' means progressing towards grade 1.