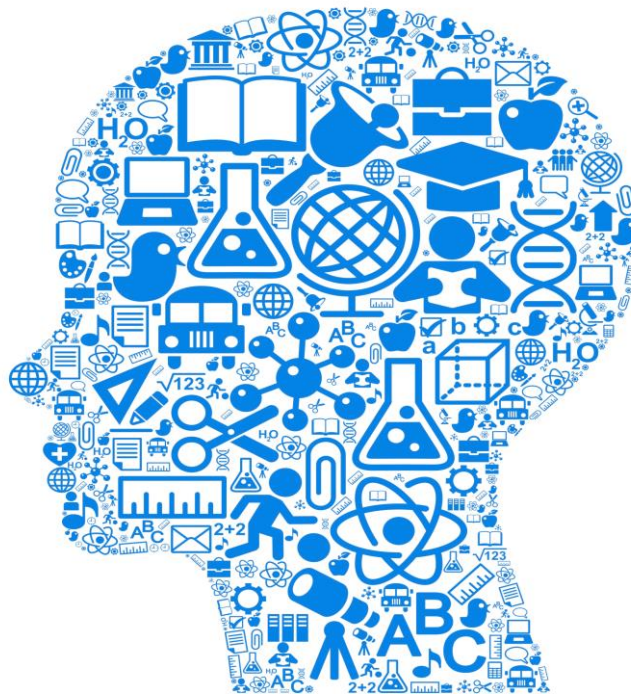




St. Julie's Catholic High School

Knowledge Assessment Framework September 2020



St. Julie's Catholic High School - Assessment Framework

We are committed to providing a broad and balanced curriculum for students such that they can learn widely, gain a greater depth of knowledge, and prepare for the world of work and lifelong learning. We are also committed to ensuring that the curriculum provides statutory opportunities for students and access to the most beneficial qualifications that will allow students to make excellent progress, and also prepare them for further education and employment.

How will targets be set?

1. Year 7 and 8 assessments will be based against a knowledge and skills framework. This will align students' knowledge and progress from KS2 (prior knowledge), current knowledge and skills across KS3 as well as enabling knowledge which ensures breadth, depth and coverage in line with the KS3 National Curriculum.
2. Year 9 to 13 students will continue to receive a GCSE or A Level/Vocational flightpath, based against their 90th percentile aspirational target. This will align student's knowledge and progress from KS3 (prior knowledge), current knowledge and skills across KS4 and 5 as well as enabling knowledge which ensures breadth, depth and coverage in line with the KS4 and KS5 curriculum.

The purpose of the framework ensures each of the core principles of the national curriculum are met across Key Stage 3:

- Informs all involved how well a student is doing and what they need to do to improve
- Provides evidence of progress over time, enabling intervention where appropriate
- Informs parents about the progress that their daughter is making compared to their Key Stage 2 starting points
- Develops skills, concepts, knowledge and understanding
- Is inclusive and appropriate for students with SEN and disabilities.

The educational landscape has changed quite dramatically over the last five years and will continue to do so. At St. Julie's we want to ensure all pupils are fully prepared for these changes. The aim of the national curriculum is for schools to provide a curriculum that:

'provides a wide range of opportunities... subjects and courses (to help) pupils acquire knowledge, understanding and skills in all aspects of their education, including humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.'

'provides pupils with an introduction to the essential knowledge they need to be educated citizens. It introduces pupils to the best that has been thought and said, and helps to engender an appreciation of human creativity and achievement'.

As a starting point, all curriculum areas have a clear understanding of the age-related expectations at KS1 and KS2 to complement the KS3 curriculum and beyond. Using the KS2 Mathematics National Curriculum as an example:

KS2 (Year 5) Mathematics, pupils should be taught to:

- Number and place value – read, write, order and compare numbers
- Know and use the vocabulary of prime numbers
- Compare and order fractions whose denominators are all multiples
- Convert between different units of metric measure
- Identify 3-D shapes, including cubes and other cuboids
- Statistics – solve comparison, sum and difference problems

All subjects in KS3 have reviewed and redesigned their curriculum. The new curriculum has been mapped across each subject, and it is published on the school website www.stjulies.org.uk.

This will support both students and parents by:

- Providing parents with any overview of what is being taught and when
- Encouraging conversations at home about learning
- Enabling parents to make links with topics and the curriculum that their child is studying
- Giving students the opportunity to look ahead and research topics that they may be studying in the future.

A typical curriculum map for Year 7 Maths looks like:

Subjects	Year	Week 1	Week 2	Week 3	Week 4	Week 5
Maths - Towards higher	7	Rainbow Maths	Combining variables	Working with formulae	Setting up and solving	Using brackets
Maths - Towards higher	7		Making and using word	Using variables	Combining variables	Setting up and solving
Maths - Towards	7		Making and using word	Making and using word	Using variables	Using variables
Maths - Towards higher	8	Arithmetic review & use	Working with more	Solving equations and	Simplifying harder	Working with formulae
Maths - Towards higher	8		Solving equations and	BIDMAS	Working with complex	Simplifying expressions
Maths - Towards	8		Combining variables	Setting up and solving	Using brackets	BIDMAS
Maths - Towards higher	9	The equation of a straight line	Linear inequalities	Quadratic sequences	Plotting quadratic and cubic graphs	Solve pairs of equations by substitution
Maths - Towards higher / foundation	9	Working with more complex equations	Solving equations with brackets	Plotting graphs of linear functions	Trial and improvement	Special sequences
Maths - Towards foundation	9	Solving equations and using brackets	Real-life graphs	Real-life graphs	Working with more complex equations	Multiplying and dividing negative numbers

For example, during KS3 Mathematics, pupils should be taught to:

- Develop fluency – consolidate their numerical and mathematical capability from KS2
- Select and use appropriate calculation strategies
- Use algebra to generalise the structure of arithmetic, including to formulate mathematical relationships
- Reason mathematically – extend their understanding of the number system
- Extend and formalise their knowledge of ratio and proportion in working with measures and geometry
- Explore what can and cannot be inferred in statistical and probabilistic settings

The Mastery Curriculum

Each curriculum area will be required to identify the key skills and concepts that students need to develop in order to succeed in that subject, as well as preparing them effectively for study at a higher level in that subject.

A lesson, series of lessons, or an end of unit test may develop or assess one or more of the skills/concepts. The curriculum map will identify the assessment points. Each curriculum area will be required to provide a descriptor for each band (i.e. Mastering, Securing etc...) and will give a holistic overview for each skill or concept. This new grading system should indicate how well a student has done in an assessment and it will show the level that the student has attained compared to the assessment criteria. The banding will include:

Mastering	Working well above KS3 National Curriculum expectations
Securing	Working above KS3 National Curriculum expectations
Developing	Working at KS3 National Curriculum expectations
Working towards	Working towards National Curriculum expectations

Key skills and concepts

Understanding students' prior knowledge will be crucial to the validity, reliability and purposefulness of this new assessment framework. Please see below an example from Science.

KS1 Science – National Curriculum (Science Knowledge Assessment Framework)

Year 1																										
Year 1: Working scientifically						Year 1: Plants			Year 1: Animals including humans					Year 1: Everyday Materials				Year 1: Seasonal change								
1	Ask you questions					1	Tell you the names of some:				1	Tell you the names of some common birds, mammals					1	Tell you the difference between an object and what it is made from.				1	Tell you about what is different about each season.			
2	Use a microscope/magnifying glass					2	Annual plants.				2	Tell you the names of some common eating animals (carnivores), eating animals (herbivores). Animals that eat both plants and meat (omnivores)					2	Tell you the names of some materials.				2	Tell you about the kind of weather we get in each season.			
3	Perform experiments.					3	Evergreen plants.				3	Tell you the differences between some common: Fish, Amphibians, rept					3	Group together materials by their features.				3	Tell you about how the length of the day changes in each season.			
4	Group things together by their features.					4	Year 1: Plants Average RAG				4	Label the human body using the right words.					4	Tell you some about the properties of some everyday materials.				4	Year 1: Everyday Materials Average RAG			
5	Find the answer to questions by looking carefully at things.					5	Collect my results and write them down.				5	Tell you what kinds of animals are kept as pets.					5	Tell you the names of some materials.				5	Tell you about what is different about each season.			
6						6	Year 1: Working scientifically Average RAG																			

KS2 Science – National Curriculum

Year 4			Year 5			Year 6					Average Prior Knowledge					
Year 4: Animals including humans			Year 5: Living things and their habitats			Year 6: Animals including humans					Year 6: Evolution and inheritance		Average Prior Knowledge			
1	Tell you about the different parts of the human digestive system.		1	Describe the differences between the life cycles of mammals, birds, in amphibians		1	Describe the functions of the heart, blood vessels and blood.				1	Tell you about how fossils provide information about living things that lived millions of years ago.			Prior Knowledge Average RAG Rating	
2	Tell you about the different types of teeth I have in my mouth.		2	Describe the reproductive cycle of a plant.		2	Identify and name the main parts of the human circulatory system.				2	Tell you about why the offspring of living things are similar but not identical their parents.			Prior Knowledge Count RAG Rating	
3	Draw a food chain.		3	Describe the reproductive cycle of an animal.		3	Year 6: Living things and their habitats Average RAG				3	Tell you how animals and plants adapt to suit their environment.			0	
3	Year 4: Animals including humans Average RAG									4	Explain how evolution is caused by the ability to adapt to environment.			0		
										4	Year 6: Evolution and inheritance Average RAG			0		
														0		
														0		
														0		
														0		
														0		

7Aa Life Processes			7Ab Organs			7Ac Tissues					
Developing	Securing	Mastering	Developing	Securing	Mastering	Developing		Securing		Mastering	
Developing: State what living means	Securing: Describe the life processes.	Mastering: Identify ways in which an organism show's each life process.	Developing: Correctly use the word: organ	Securing: Describe the functions of major human and plant organs.	Mastering: Identify similarities between the functions of different organ (including common life processes).	Developing: State the use of a microscope.	Developing: Identify the basic parts of a light microscope.	Securing: Calculate total microscope magnification using a formula.	Mastering: Estimate sizes under a microscope.	Developing: Identify and recall named tissues in human and plant organs.	Securing: Describe the functions of different tissues in an organ.
Developing: Identify things as being alive or not.	Securing: Use life processes to justify whether something is an organism.	Mastering: Compare life processes in a range of plants and animals.	Developing: Locate and identify some human and plant organs.	Securing: Describe the functions of a large range of human, animal and organs.	Mastering: Identify similarities between the functions of different organ (including common life processes).	Developing: State the use of a microscope.	Developing: Identify the basic parts of a prepared light microscope slide.	Securing: Describe how to prepare a microscope slide.	Mastering: Estimate sizes under a microscope.	Developing: Correctly use the word: tissue.	Securing: Describe the functions of different tissues in an organ.
Developing: State the meaning of and correctly use the word: organism.	Securing: Describe the life processes.	Mastering: Identify ways in which an organism show's each life process.	Developing: Describe the functions of major human and plant organs.	Securing: Describe the functions of a large range of human, animal and organs.	Mastering: Identify similarities between the functions of different organ (including common life processes).	Developing: State the use of a microscope.	Developing: Identify the basic parts of a prepared light microscope slide.	Securing: Calculate total microscope magnification using a formula.	Mastering: Estimate sizes under a microscope.	Developing: Correctly use the word: tissue.	Securing: Describe the functions of different tissues in an organ.
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Students’ prior knowledge will be built into a Year 7 Knowledge Assessment Framework so that subject teachers can review the skills and knowledge that students have before they start Year 7. Throughout Year 7 and 8 there will be **two data collection points (per year)** to review which band students have achieved. This information will be reported to parents using one of the four banding grades for each curriculum area.

Behind this data will sit a full overview of the KS3 National Curriculum for each subject area so that subject teachers can review and moderate assessments to validate which band the student is working at.

The diagram below represents how each student could move through each band in preparation for the start of Year 9 and aspirational targets to be achieved by the end of Year 11. Each band would link to the student’s starting point from KS2, e.g. 120 on entry – at mastery stage. Students should ideally progress up each band as they move through each year group.

	KAF	KAF	GCSE	GCSE	GCSE
					Grades 8 - 9
				Grades 7 - 9	Grades 6 - 8
			Grades 7 - 9	Grades 6 - 7	Grades 4 - 6
KS2 Starting Point		Mastering	Grades 6 - 7	Grades 3 - 5	Working towards
115+	Mastering	Securing	Grades 3 - 5	Working towards	
100-114	Securing	Developing	Working towards		
90-99	Developing	Working towards			
<85	Working towards				
	Year 7	Year 8	Year 9	Year 10	Year 11

How will progress be judged and tracked within each academic year?

Students will be expected to perform at an assessment grade, which is consistent with their prior attainment band. It is important to note that assessments gradually become more challenging as pupils move from year to year, so pupils can continue to achieve.

Tracking within individual subjects

Teaching staff will enter assessment data for each Data Point which is then imported into our whole-school data tracking system (SISRA Analytics and SIMS). Parents will receive a copy of their daughter's progress report twice (Year 7 and 8) or three times (Years 9-13) during the academic year. Further information regarding the school curriculum, qualifications and a copy of the Assessment Policy can be accessed via our school website www.stjulies.org.uk.

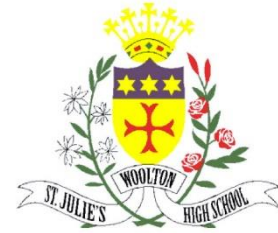
What does each band mean?

Band	Knowledge, understanding and thinking skills	Key actions
Mastering – working well above KS3 NC expectations	Evaluation – to justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria. Synthesis – to change or create something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.	Deconstructing Integrating Structuring Constructing Designing Inventing Producing Planning
Securing – working above KS NC expectations	Analysis – to examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations. Application – to use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.	Attributing Organising Outlining Carrying out Implementing Using
Developing – working at KS3 NC expectations	Comprehension – to show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.	Classifying Comparing Explaining Interpreting
Working towards – working towards KS3 NC expectations	Knowledge – recall/regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.	Describing Finding Identifying Listing Naming Retrieving

St. Julie's Pupil Performance Profile Data Point 02

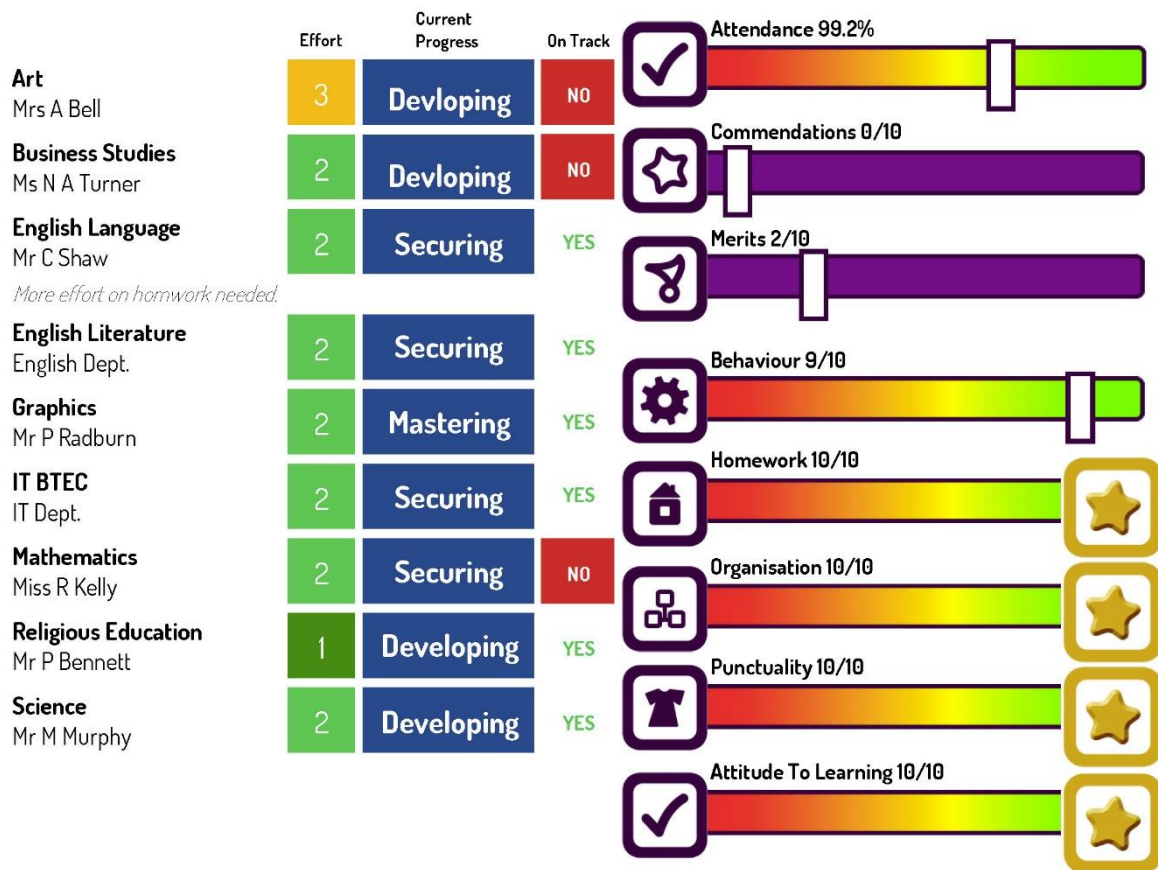
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Mr and Mrs Mellia

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Adheres to uniform policy: YES

Key Stage 2 to 4 Information

102	KS2 English	5	KS4 Target
104	KS2 Mathematics	D	Vocational Subjects

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Mastering Working well above age-related KS3 NC expectations
Securing Working above age-related KS3 NC expectations
Developing Working at age-related KS3 NC expectations
Working towards Working towards age-related KS3 NC expectations