

### **Key Stage 3 Assessment in English (Years 7-9) 'Assessing Pupil Progress'**

The English Department are using 'Assessing Pupil Progress' to ascertain current attainment in different skill areas across Reading, Writing and Speaking and Listening. This is a National Curriculum requirement.

The assessment criteria is broken down into specific assessment foci. Each assessment focus concentrates on a skill which is integral to an aspect of Reading or Writing. For example, one 'Writing' assessment focus looks solely at spelling and another focuses on sentence construction. There is information below about how we will be assessing students in Years 7-9:

- The students will be assessed on a specific skill with a level twice during a half term.
- One task will be smaller and will concentrate on one assessment focus – for example AF5: sentence construction.
- The other task will be bigger and will be the main assessment as a result of the work carried out in class. This will be marked with the focus on two main skills – for example AF7: vocabulary and AF1: imaginative texts.
- Students will be prepared for each assessed piece in class and our schemes of work are structured around the assessment foci selected for that unit.
- When teachers prepare students for an assessed piece of work, students will be told which skill is under scrutiny. This will be part of preparation in class but also evident in the 'success criteria checklist' on their assessment records.
- There is an opportunity for parental comment on the assessment records for the main assessed piece and students will be directed to show parents these assessment records with their completed piece of work.
- Teachers will still highlight 3 spelling errors for focus where appropriate but the marking will be more focussed to indicate areas for improvement in key skill areas.

As a result of using APP, students may have a range of levels awarded across the year. This is because some students excel at spelling or punctuation (Writing AFs) but they are perhaps not as strong at analysis or inference (Reading AFs). The ENGLISH levels which will be published on the tracker for students will be READING (comprehension/analysis/literature based skills), WRITING (punctuation/sentence construction/content/audience and purpose/spelling) and SPEAKING & LISTENING (group discussion/delivering speeches/understanding how language impacts on others) which takes into account the assessment focused levels achieved across the year so far.

The department feel that it is important that this is explained fully to parents as you may see some varied levels awarded for assessments in your child's book. Using APP allows teachers, parents and students to be more aware of which skills within English students need to target for improvement and which skills they are competent with. It allows us to personalise learning for students because each student has different needs. APP means that students should become more aware of which skills they need to improve upon in English.

Use of APP is currently being embedded. The APP assessment foci are below for your information. Students can achieve anywhere between a Level 1 – 8 for each assessment focus and these will be sub-levelled (e.g. 4a).

**READING**

AF2 – understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.	AF3 – deduce, infer or interpret information, events or ideas from texts	AF4 – identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.	AF5 – explain and comment on writer's use of language, including grammatical and literary features at word and sentence level.	AF6 – identify and comment on writer's purposes and viewpoints, and the overall effect of the text on the reader.
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**WRITING**

AF1 – write imaginative, interesting and thoughtful texts.	AF2 – produce texts which are appropriate to task, reader and purpose	AF3 – organise and present whole texts effectively	AF4 – construct paragraphs and use cohesion within and between paragraphs	AF5 – vary sentences for clarity, purpose and effect	AF6 – write with technical accuracy of syntax and punctuation	AF7 – select appropriate and effective vocabulary	AF8 – use correct Spelling
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**SPEAKING AND LISTENING**

<p>AF1</p> <p><i>Talking to others</i></p> <p>Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners and content</p>	<p>AF2</p> <p><i>Talking with others</i></p> <p>Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments and questions</p>	<p>AF3</p> <p><i>Talking within role-play and drama</i></p> <p>Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas and issues</p>	<p>AF4</p> <p><i>Talking about talk</i></p> <p>Understand the range and uses of spoken language, commenting on meaning and impact and draw on this when talking to others</p>
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