

Crawshaw Academy

KS3 Assessment

A parent's guide



How were students assessed at the end of primary school?

At the end of primary school, your child completed their **Key Stage 2 (KS2) SATs**. These tests assessed their learning in:

- **Mathematics**
- **Reading**
- **Grammar, Punctuation and Spelling (GPS)**

The results are reported as **KS2 Scaled Scores**. A score of **100** means your child has met the expected national standard. Scores above 100 indicate performance above the expected standard, while scores below 100 indicate that the expected standard has not yet been met.

Secondary schools use these scaled scores to understand your child's level of attainment on entry to the academy. The scores also help schools set appropriate targets and provide the right level of support and challenge.

For example, a pupil who achieved a **KS2 Scaled Score of 104** would typically be expected to go on to achieve a **Grade 5 or higher at GCSE**, although this is a guide rather than a guarantee. Many factors influence progress during secondary school.

What about assessment at Key Stage 3?

Unlike Key Stage 2, there are no national tests at the end of **Key Stage 3 (Years 7–9)**. This means schools design their own assessment systems to check pupils' progress.

At Key Stage 3, pupils are assessed regularly through:

- Classwork
- Homework
- Teacher assessment
- Internal knowledge tests
- Questioning in class

These assessments help to:

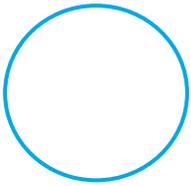
- Monitor progress over time
- Identify strengths and areas for development
- Provide appropriate support or challenge
- Ensure pupils are building the knowledge and skills needed for GCSE study at Key Stage 4

The next national examinations take place at the end of **Key Stage 4**, when pupils complete their **GCSEs or equivalent qualifications**.



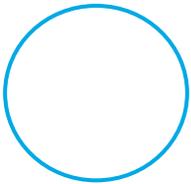
What makes a good formal assessment?

At Crawshaw Academy, we design formal assessments carefully to ensure they give us meaningful information about your child's progress. A good assessment has several important features:



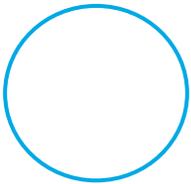
Purposeful

Each assessment has a clear focus and checks the knowledge and skills taught in the curriculum.



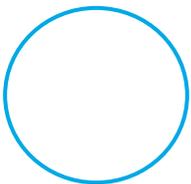
Valid

It measures what it is meant to measure, so the results are meaningful. For example, a history assessment should test historical understanding—not just spelling or memory alone.



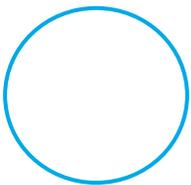
Reliable

Results are consistent and based on clear marking standards. Teachers use clear mark schemes so that outcomes are fair and dependable.



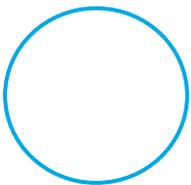
Fair

All pupils have a genuine opportunity to show what they know, with appropriate support where needed.



Regular

Assessments take place throughout the year to identify gaps and provide timely feedback.



Cumulative

They build over time, checking both recent learning and knowledge from earlier topics.

How does formal assessment work at Crawshaw Academy?

At Crawshaw Academy, pupils in **Years 7, 8 and 9** complete assessed work in all subjects throughout the academic year. All pupils take part in **three formal assessment points each year (one per term)**. During these assessment points, teachers evaluate:

- **Your child's knowledge and understanding of the content** studied and their ability to apply this knowledge
- **Extended writing skills** in academic subjects (e.g. English, History, Geography and Religious Studies)
- **Practical and performance skills** in creative and technical subjects (e.g. Art, Design, Computing, Music, PE and Food & Nutrition)

These formal assessments provide a clear picture of progress and help ensure pupils are well prepared for the demands of GCSE courses.

This combination of formal and informal assessment allows us to track progress carefully and provide timely support or challenge where needed.



When are the assessment points?

Each formal assessment point will take place over a **two-week window**. This allows teachers to select the most appropriate lesson to carry out the assessment and ensures pupils have been properly prepared before being assessed. The dates are shown below:

Year 7

- Monday 29th September – Friday 10th October 2025
- Monday 5th January – Friday 16th January 2026
- Monday 27th April – Friday 8th May 2026

Year 8

- Monday 29th September – Friday 10th October 2025
- Monday 5th January – Friday 16th January 2026
- Monday 27th April – Friday 8th May 2026

Year 9

- Monday 3rd November – Friday 14th November 2025
- Monday 2nd February – Friday 13th February 2026
- Monday 1st June – Friday 8th June 2026



What will be reported to parents?

Although there are no national grades or levels at Key Stage 3, it is important that parents are kept fully informed about the progress their child is making in Years 7, 8 and 9.

Parents will receive a **report three times a year**, following each assessment cycle. This report will include:

- A **Knowledge Test percentage score**, alongside the class and year group averages for comparison
- A **Quality of Writing** grade (where appropriate)
- A **Practical Skills** grade (in relevant subjects)
- An **Attitude to Learning** grade for both classwork and homework

These reports are designed to give a clear picture of your child's academic progress, effort and engagement across all subjects.

An example of part of a report card is included below:

Subject	Quality of Writing Grade	Knowledge Test %	Class Average %	Year Average %	Attitudes	
					Class Learning	Home Learning
Core Subjects						
MATHEMATICS		87%	41%	63%	4	3
ENGLISH	Excelling	59%	79%	81%	2	3
SCIENCE		97%	36%	51%	2	3
Humanities and Languages Subjects						
GEOGRAPHY		87%	84%	58%	1	3
HISTORY	Secure	58%	13%	53%	4	1
RELIGIOUS STUDIES	Emerging	6%	75%	62%	1	4
SPANISH		1%	13%	41%	5	2

Knowledge test results are reported as percentages. A higher percentage indicates a stronger understanding of the material that has been taught.

These results help teachers identify what your child is doing well and highlight any areas where further support or additional challenge may be needed.

The report also includes the class average and year group average, which provide helpful points of comparison. This allows you to see how your child's performance compares with others in their class and across the wider year group.



What do the grades for Quality of Writing and Practical Skills mean?

<p>Emerging</p>	<ul style="list-style-type: none"> • Writing is starting to show a basic understanding of the taught content but uses simple words and sentences, and ideas are not yet clearly linked in paragraphs. • Beginning to develop basic practical skills but often requires guidance and support to perform tasks with accuracy.
<p>Developing</p>	<ul style="list-style-type: none"> • Writing shows growing confidence with subject words and sentence structure, though ideas are sometimes unclear or not fully connected. • Demonstrates growing competence and can perform key skills with some control, though consistency is still improving.
<p>Secure</p>	<ul style="list-style-type: none"> • Writing is clear and well-organised, using subject vocabulary accurately, varied sentences, and paragraphs that link ideas effectively. • Shows clear competence, applying practical skills with accuracy, control, and increasing confidence.
<p>Excelling</p>	<ul style="list-style-type: none"> • Writing is detailed, using precise vocabulary, a wide range of sentence types, and well-connected paragraphs to develop ideas in depth. • Demonstrates a high level of skill, creativity, and control, performing with fluency and independence across a range of tasks.

What are the attitude to class and home learning grades?

5	<ul style="list-style-type: none">• Consistently produces work of an exceptionally high standard and thoughtfully reviews it to deepen and extend their understanding.• Shows excellent focus in lessons and asks insightful questions to strengthen their learning.• Engages proactively with home learning, producing work of a very high quality.
4	<ul style="list-style-type: none">• Produces work to a good standard, demonstrating clear effort and understanding.• Good focus in lessons and shows a positive desire to continue improving.• Regularly completes home learning to a good standard.
3	<ul style="list-style-type: none">• Completes work to a satisfactory standard and continues developing their understanding.• Behaves well in lessons and is working on building greater resilience when completing independent tasks.• Completes most home learning by the deadline.
2	<ul style="list-style-type: none">• Would benefit from adding more depth or ensuring work is fully completed.• Is developing greater focus in lessons and making more positive behaviour choices.• Engagement with home learning is improving and would benefit from greater consistency.
1	<ul style="list-style-type: none">• Is beginning to demonstrate greater effort and engagement in lessons so that the quality of work improves.• Is working towards following instructions consistently and making more positive behaviour choices.• Would benefit from showing greater consistency and commitment to home learning.



What feedback will my child receive?

Following each assessment, your child will be informed of their result and may receive a positive comment as well as a clear area for development.

Teachers will then plan a dedicated feedback lesson. During this lesson, they may:

- Reteach content where misunderstandings or misconceptions have been identified
- Provide further explanation or practice where needed
- Give pupils the opportunity to respond to feedback and improve their work (often using green pen)

This process ensures that assessment supports learning and helps pupils make meaningful progress.



