



THE ADEYFIELD ACADEMY

LEARNING WITHOUT LIMITS

KS3 Assessments & Reports





DATA AND ASSESSMENT

ACCELERATE AT ADEYFIELD

Data and Assessment at The Adeyfield Academy

When students move into secondary school, we routinely make use of their Key Stage 2 (KS2) scaled scores to determine their starting point from which to measure their progress. Alongside this, we also include results from the Cognitive Ability Test (CATs), which highlight strengths and areas for development as there is a strong relationship between CATs and KS2 scores. Nationally, there is a very strong correlation between scaled scores at the end of KS2 and how students perform at GCSE. A scaled score between 100 and 120 shows the student has met the expected national standard in the test. The lowest scaled score that can be awarded on a KS2 test is 80. The highest score is 120. These scaled scores, alongside CATs are of importance, as they are a means by which student progress at GCSE will be measured.

Scaled Score	Likely GCSE Grade
110 and above	7, 8, 9
105-109	5, 6, 7
95-104	3, 4, 5
80-94	1, 2, 3

Key Stage 3

Fisher Family Trust (FFT) provides benchmarks for each student of their likely future attainment. It does this by using information from many thousands of students in the past and linking attainment at one age (e.g. GCSE results at 16) with attainment at a previous age (e.g. KS2 test results at 6, CAT scores in Year 7). The FFT provides for each student the percentage chance of getting each grade for a number of GCSE subjects. They also show the benchmark grade. However, benchmarks are not prophecies. Just because many students progressed from a particular KS2 score to a such-and-such a GCSE outcome doesn't mean that every student with their particular circumstances is destined to follow suit.

Accelerate Indicator at the end of KS3	Old GCSE Grade	GCSE Grade	Vocational Qualification
- Exceptional +	A*	9	Level 2 Distinction* (L2S*)
- Mastering +	A*	8	Level 2 Distinction* (L2D*)
	A	7	Level 2 Distinction (L2D)
- Securing +	B	6	Level 2 Merit (L2M)
	B/C	5	Level 2 Merit (L2M)
- Developing +	C	4	Level 2 Pass (L2P)
	D	3	Level 1 Distinction (L1D)
- Emerging +	E	2	Level 1 Merit (L1M)
	F/G	1	Level 1 Pass (L1P)



Key Stage 3 Grading

Students are assessed through an Accelerate Model at The Adeyfield Academy in Key Stage 3 (KS3). The core knowledge, concepts and skills that underpin each subject are assigned to five key thresholds - emerging, developing, securing, mastering and exceptional - which provide students with a clear indication of how well they are progressing. As the diagram below illustrates, the thresholds are progressive and build year-on-year throughout the programme of study. What constitutes 'securing' in Year 7, for example, would count as 'developing' in Year 8 and 'emerging' in Year 9.

Accelerate Model		
Year 7 Accelerate Indicators	Year 8 Accelerate Indicators	Year 9 Accelerate Indicators
		Exceptional +
		Exceptional
		- Exceptional
	Exceptional +	Mastering +
	Exceptional	Mastering
	- Exceptional	- Mastering
Exceptional +	Mastering +	- Securing +
Exceptional	Mastering	- Securing +
- Exceptional	- Mastering	- Securing +
Mastering +	- Securing +	Developing +
Mastering	- Securing +	Developing
- Mastering	- Securing +	- Developing
- Securing +	Developing +	Emerging +
- Securing +	Developing	Emerging
- Securing +	- Developing	- Emerging
Developing +	Emerging +	
Developing	Emerging	
- Developing	- Emerging	
Emerging +		
Emerging		
- Emerging		

Assessment

When planning lessons, teachers consider learning topics, using the National Curriculum for each subject as a benchmark against national standards and by breaking tasks down into different success criteria. Each curriculum area determines their assessment based on what works most effectively for them however, assessments at The Adeyfield Academy incorporate the following:

- designed to incorporate a combination of formative / summative assessment, ranging from low stakes testing to formal examination
- distributed throughout the curriculum, providing regular opportunities to assess
- closely linked to the curriculum content and focused on developing the knowledge, understanding and skills needed for success
- based on a clear set of success criteria (e.g. a mark scheme / criteria grid)
- based on high expectations and appropriate levels of challenge for all
- enable teachers to identify those who require additional support.



Attitude to Learning and Home Learning Score

The numerical values attached to the Attitude to Learning and Home Learning aspects of the report are defined as follows.

Attitude to Learning Score	
This score indicates the overall attitude, commitment and motivation that students demonstrate in their lessons	
1. Exceptional	This student exemplifies our core values, ambition, courage, dignity, respect, and compassion, showing an exceptional commitment to learning. They set high standards, embrace challenges, and actively seek to exceed expectations while treating others with respect and dignity. A 5 Star Student, they are a role model in the school community demonstrating exemplary character.
2. Good	This student embodies the core values of ambition, courage, dignity, respect, and compassion, demonstrating a strong dedication to personal growth. They set clear goals, tackle challenges confidently, and take pride in their work and behaviour. Through respectful and compassionate interactions, they positively contribute to the school community, growing academically and personally.
3. Requires Improvement	This student shows promise in aligning with the school's core values of ambition, courage, dignity, respect, and compassion. They can progress further by setting higher goals, embracing challenges, and demonstrating pride in their work. With increased respect and compassion toward peers, they have the potential to positively impact the learning environment.
4. Inadequate	Currently, this student's approach does not fully reflect our values of ambition, courage, dignity, respect, and compassion. To improve, they would benefit from setting higher goals, tackling challenges with courage, and taking pride in their work and behaviour. By showing greater respect and compassion toward themselves and others, they can contribute more positively to the school community.

Home Learning Score	
This score indicates the quality and frequency of home learning completed	
1. Exceptional	All home learning is completed on time and to an exceptional standard, reflecting our five school values that we expect from our 5 Star Students. They demonstrate dignity by taking pride in the quality and presentation of their work and ambition by striving for excellence in every assignment.
2. Good	All home learning is completed on time and to a good standard, home learning submitted embodies our five school values that we expect from our 5 Star Students.
3. Requires Improvement	A 5-Star Student generally completes home learning on time and to an acceptable standard, though there is room to better align this work with their true abilities. By embracing our school values—particularly ambition to aim higher and dignity in taking pride in their best work—they can unlock their full potential in the subject.
4. Inadequate	Home learning is rarely completed on time and in line with our five school values. Home learning often does not meet the standard expected by a 5 Star Student.



Frequently Asked Questions

How is my child's Current Grade decided for each subject? This refers to the Accelerate Indicator your child is currently working at based on the most recent available assessment data, class work and independent study.

How is my child's Target Grade decided for each subject? At the end of Key Stage 3 (KS3) we utilise KS2 and CATs scores to determine a starting point from which to measure student progress and generate targets using FFT at the beginning of Key Stage 4 (KS4). We do not publish target grades for KS3, as we have found that this can often create a barrier to their learning.

How can I support my child to make further progress? It is always best to talk to your child about specific aspects or topics studied using the detailed subject report as well as looking through their books. The next Year 9 Options evening is **15/01/25** however; please forward any questions onto the Subject Lead for the relevant subject which can be done using Edulink.