

# How is KS3 reporting changing?

Key Stage 3 Mastery Curriculum

Information for Students

# Change for the Better



We think you can all succeed

AND

We do not want to limit your learning

*So we are changing the way that we grade your assessments*

# Why are we changing it?



- It will help you develop the knowledge and skills needed for your GCSEs
- It will support you to have a growth mindset
- It will allow you to track your progress over the 3 years of KS3
- It will allow everyone to celebrate their success, focusing on the progress you make from your starting point



# What will it look like?



**BE THE  
BEST  
VERSION  
OF *you***

There will be 5 Montsaye Pathways

The higher your Montsaye Pathway the deeper your learning is, and the closer to mastering that subject



Everyone's aim, regardless of ability in that subject, is to 'master' the knowledge and skills in that subject

# What will it look like?



Your subject teacher will help you to understand what each pathway looks like in their subject

They will use mastery grids to show you what you have done well, and what you need to do to improve what pathway you are on

		<b>What progress am I making in Geography?</b> How can I get better in Geography and progress to the next level?				
Years 7-9	Acquiring 15%	Developing 35%	Securing 50%	Consolidating 65%	Extending 80%	
<b>Place</b>	I can begin to describe the geographical features of places.	I can describe the geographical features of places.	I can describe and compare the geographical characteristics of places.	I can describe and begin to analyse the geographical characteristics of places.	I can analyse the geographical characteristics of places.	
<b>Space</b>	I can give basic suggestions for some geographical features.	I understand that geographical processes can change the features of places.	I understand how geographical processes can lead to similarities and differences in the environments of different places.	I can describe and begin to explain geographical processes and recognise that these processes interact to produce the distinctive characteristics of places.	I can explain geographical processes and recognise how they interact to produce distinctive geographical features in different places.	
<b>Scale</b>	I recognise simple geographical patterns at a local scale.	I recognise and describe simple geographical patterns at a local and national scale.	I can describe and begin to explain geographical patterns. At a local, national and global scale.	I can identify geographical patterns at a range of scales.	I can identify geographical patterns that result from geographical interactions at a range of scales.	
<b>Interdependence</b>	I recognise that people can change their local area.	I understand that people can both improve and damage the environment.	I understand some ways that human activities cause environments to change.	I appreciate that the environment in a place and the lives of the people who live there are affected by actions and events in other places.	I can recognise that human actions may have unintended environmental consequences and that change sometimes leads to conflict.	
<b>Geographical processes</b>	I can begin to describe physical and human processes.	I can describe physical and human processes and how they can change places and affect people.	I can describe and begin to explain physical and human processes and how they lead to similarities and differences in places and affect lives.	I can describe and explain a range of processes and how they interact and operate at different levels and lead to change in places.	I can describe interactions between physical and human processes and how this can create patterns and change in places.	
<b>Environmental interaction and sustainable development</b>		I recognise how people try to improve and sustain environments.	I can demonstrate an awareness of the idea of sustainable development.	I can describe and compare sustainable approaches to managing environments.	I understand that many factors influence the decisions made about sustainable approaches to developing places and environments.	
<b>Cultural understanding and diversity</b>		I offer reasons for some of my views and judgements about places and environments.	I recognise the range of views people hold about environmental interaction and change.	I recognise how conflicting demands on the environment may arise and appreciate that different values and attitudes.	I understand and describe a range of views about environmental interaction.	
<b>Geographical Skills</b>	I can use skills and sources of evidence to respond to a range of geographical questions and can begin to use appropriate vocabulary.	I can use a range of geographical skills to help me investigate places and environments. I can use primary and secondary sources of evidence and use appropriate vocabulary.	I can select and use appropriate skills and ways of presenting information to help me investigate places and environments. I can select information and sources of evidence, in which I am beginning to identify bias. I can suggest plausible conclusions to investigations using appropriate vocabulary.	I can select a range of skills and sources of evidence and use them effectively. I can identify potential bias in sources and present my work using appropriate methods and vocabulary to reach conclusions that are consistent with the evidence. I can use sequences of investigation.	I can select and accurately use a wide range of skills to evaluate sources of evidence critically and to respond to bias. I can present well-argued conclusions and use accurate vocabulary to reach substantiated conclusions. I can establish my own sequence of investigation.	

# What are the Montsaye Pathways?



Pathway	Description
Extending	<ul style="list-style-type: none"> <li>• Really good knowledge of key concepts accurately recalled</li> <li>• Make judgements that are supported</li> <li>• Transferable skills</li> </ul>
Consolidating	<ul style="list-style-type: none"> <li>• Good knowledge mostly recalled with confidence</li> <li>• Specific subject skills</li> <li>• Can make links and connections</li> </ul>
Securing	<ul style="list-style-type: none"> <li>• Knowledge is confidently recalled</li> <li>• Analysis of key subject concepts</li> <li>• Can draw conclusions</li> </ul>
Developing	<ul style="list-style-type: none"> <li>• Can recall knowledge with some detail</li> <li>• Skills are beginning to develop</li> </ul>
Acquiring	<ul style="list-style-type: none"> <li>• Can recall some knowledge but not in detail</li> <li>• Subject skills are just starting to develop</li> </ul>

# How do we work out where you should be?



Every student in KS3 will have a pathway they are expected to reach each year

This means we will know how well you are doing

We decide these pathways by:

- Using data provided by your primary school
- Our own baseline assessments when you join

“  
**NO LIMITS**  
”

**There are no limits – always aim to do better than your target pathway!**

# What does the KS3 journey look like?

The table below shows how the pathways link between each year group

You should always aim to do the best you can do

Year 7	Year 8	Year 9
		Extending
	Extending	Consolidating
Extending	Consolidating	Securing
Consolidating	Securing	Developing
Securing	Developing	Acquiring
Developing	Acquiring	
Acquiring		



# What will Go4Schools look like?

Go4Schools will change slightly. It will now show:

- ‘Current’: This is the pathway you are currently on in your subject.
- ‘Mastery KS3’: This shows if you are working at, below, or above their expected pathway. *These are still colour coded like before.*
- ‘Excellence’ / ‘Resilience’ / ‘Aspiration’: You will still get your ERA learner scores. 1 being a excellent ERA learner, 4 being your are not showing signs of an ERA learner.

## ERA

- 1 Extensive evidence that the ERA value is fully developed
- 2 Frequent evidence that the ERA value is well developed
- 3 Some evidence that ERA value value is developing
- 4 Little evidence that the ERA value is well developed

Subject	Current	Mastery KS3	Excellence	Resilience	Aspiration
Art	Developing	Working at	3	3	2
Computer Science	Acquiring	Working at	3	3	3
Design	Consolidating	Working well above	2	3	3
Drama	Consolidating	Working well above	2	2	1
English	Developing	Working above	3	3	3
Ethics and Philosophy	Developing	Working above	1	1	1
French	Acquiring	Working at	3	3	1
Geography	U	Working below	3	3	2
Maths	U	Working below	3	3	3
Music	n/a	n/a	n/a	n/a	n/a
P. E.	Securing	Working at	1	2	1
Science	U	Working below	2	2	3

## Target Indicators

Working well below
  Working below
  Working at
  Working above
  Working well above

## Report Key

Current	The level your child is currently working at on the Key Stage 3 pathways
Excellence	Behaviour for learning is of the highest standard. Engagement in learning is of the highest standard. Quality of work is of the highest standard. Contribution in class is of the highest standard.
Resilience	Shows determination in lesson. Rises to learning challenges. Acts on feedback to make good progress over time. Uses initiative to find solutions.
Aspiration	Sets ambitious goals. Challenge themselves to be the best they can be. Is aware of the skills they are developing. Explores learning and enrichment opportunities beyond the lesson.

## Session Attendance Information

Percentage attendance:	100.00%
Attendance:	108
Authorised absences:	0
Unauthorised absences:	0
Possible sessions:	108



## Behaviour Information

Positive points:	79
Negative points:	-24