

In **Year 7 and 8** all assessment is formative and takes place continuously. At Nidderdale, **Year 9** forms a transition year towards GCSE study. Students begin to make some choices regarding their curriculum including MFL, Art, Drama, Music & Design. The curriculum content and knowledge taught in Year 9 will continue to meet the requirements of the KS3 National Curriculum whilst also preparing students for the demands of their GCSEs. In Year 9, students will receive a banded numerical GCSE target from 1-9 to give some indication of potential attainment, which is based on the work produced in years 7 and 8 and attainment at KS2. These targets will be refined in consultation with both teachers and students at the end of Year 9.

In KS3, students will engage with various low stakes assessments over each half term including quizzes, multiple choice questions, teacher questioning, knowledge retrieval tasks and peer/self-assessments. These formative assessments enable the teacher to assess students' knowledge and understanding of a topic and adapt teaching where needed.

Throughout KS3, in most subjects student will complete an extended assessment at the end of each half term; in some subjects student will complete an extended assessment at the end of each term. KS3 extended assessments are planned collaboratively by AoLs and are detailed in their long term curriculum planning. In many subjects Year 9 assessments will begin to require students to use and apply subject specific GCSE skills to their work.

Students receive detailed feedback on these key pieces of assessment that identifies what students have done well and what key knowledge has been learnt and applied. Students will also be expected to respond to a target or questions on their work that allows them to address any misconceptions in their original work or deepen their understanding of a topic.

Students will not receive any summative grade or level on their work in KS3.