INDIVIDUALS ENGAGING IN SOCIETY

Citizenship Foundation

Citizenship Challenge
Key Stage 3 Assessment Guidance

Introduction

This guidance is designed to support teachers using the *Citizenship Challenge* materials in assessing work against the national standards. It offers advice on how to carry out assessment, different ways of gathering evidence and how a PRU or other alternative settings might go about integrating level assessments in their teaching of citizenship at key stage 3.

The approach to assessment

The national curriculum's approach to assessment is best laid out in its assessment key principles:

1. The learner is at the heart of assessment
2. Assessment needs to provide a view of the whole learner
3. Assessment is integral to teaching and learning
4. Assessment includes reliable judgements about how learners are doing related, where appropriate, to national standards[1]

Key to this approach is that assessment is not about looking at one or two pieces of work, but should look at the whole student.

Assessment provides information about what a student knows, understands and can do and considers this in relation to the national standards for the subject. Effective assessment involves a regular dialogue between teachers and students about their progress, what they do well and what they need to do to improve.

The expectation is that most students should be at level 3-4 by the end of year 6 and at levels 5-6 by the end of year 9.

The current requirements for key stage 3 assessment are:

- All students should be assessed and their performance judged against the 8 level scale for citizenship, at the end of key stage 3
- The judgement should be reported to parents as part of the schools annual reporting for the subject.

For most students, this assessment normally takes place towards the end of Year 9, or at the point at which students complete the key stage.

[1] See http://curriculum.qcda.gov.uk/key-stages-3-and-4/assessment/Assessment-key-principles/index.aspx for more details

Information used by teachers to make the judgement, should include a range of evidence that supports their view about a student's performance. The evidence may be based on their work in a range of contexts and might include, for example:

- Notes made by the teacher or another adult, such as observations of their contribution to group or class discussion;
- Written responses to questions, tasks or homework;
- Self or peer assessment;
- Audio tapes or films;
- Witness statements from other adults who have seen students complete work, for example community partners in an active citizenship project.

For ease of assessment, PRUs may want to have a standard format for recording some of this information.

Rather than assessing individual pieces of work completed by students against the national curriculum levels, teachers should look at a range of evidence. Exemplification of the standards, which will give teachers an idea of what pieces of work at levels 3-8 will look like are available from the national curriculum website.[2]

Applying assessment principles

There are many ways that PRUs may choose to apply assessment. The case studies below outlines some different methods used, which you can adapt to suit your own setting.

Internal annual moderation

In one PRU, the staff that teach citizenship carry out an annual moderation at the start of each summer term.

Each teacher who delivers citizenship identifies two students who are working below the standard (at levels 1-4), two who are at the standard (levels 5-6) and two who are above the standard (levels 7-Exceptional Performance). They adapt the sample size depending on the ability of the students.

At the moderation meeting, staff look at the body of work produced by the students and agree what level they are working at. They can then use this benchmark of moderated work to determine levels for all of the students that they teach.

Assessment on a needs basis

One PRU assigns a level to a student's work on a needs basis as part of the process of reintegrating them into mainstream, using a selection of the work they have produced during their time there. This allows them to provide the student's new school about the level at which they are working.

Collaboration with other PRUs

Several PRUs in one area who only had one or two teachers delivering citizenship decided to collaborate and moderate work together. They meet once a term to moderate work and to share best practice.

[2] http://curriculum.qcda.gov.uk/key-stages-3-and-4/assessment/exemplification/index.aspx

Useful Links

National Curriculum levels for Citizenship
http://curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/key-stage-3/citizenship/Level-descriptions/index.aspx

Exemplification of the standards
http://curriculum.qcda.gov.uk/key-stages-3-and-4/assessment/exemplification/index.aspx

Pre-levels guidance
http://www.qcda.gov.uk/resources/assets/P_scales_PSHEE.pdf
Please note that this guidance incorporates both citizenship and PSHE so may require adapting where the subjects are taught separately.