

KS3 Year 9 Assessment Parent Handbook 2025-26



ponthigh.org.uk

Ponteland High School

Callerton Lane, Ponteland, Newcastle Upon Tyne, NE20 9EG



December 2025

Dear Parent,

An Introduction to the Year 9 Key Stage 3 (KS3) Assessment Process

The Year 9 curriculum has been carefully designed to stretch and challenge students, ensuring that they are thoroughly prepared for the transition to GCSE studies. Our curriculum is comprehensive, revisiting and expanding upon topics covered in earlier years while also introducing new and engaging content.

To provide students, parents, and teachers with an accurate measure of understanding, we have implemented two assessment windows during Year 9. These assessments offer a crucial snapshot of student learning and are designed to reflect the summative style of assessments students will experience in Years 10 and 11.

The tests will be conducted during scheduled lesson times under teacher supervision. Teachers will mark the tests and record the results centrally. Parents will receive the following information in February and June on a grade card:

- The mark achieved by their child on each test.
- The average mark achieved by all students taking the test.
- A corresponding KS3 grade descriptor.

The results from these tests will provide valuable information on performance across all subjects studied at KS3. The data from the February tests will be useful for making informed decisions about KS4 options and will enable teachers and students to effectively identify and address any knowledge gaps as they progress toward Key Stage 4. The results from the June tests will form part of the data used to allocate students to classes in Year 10.

We trust this handbook will offer useful information regarding the structure and delivery of the tests, as well as an overview of the assessed content. If you have any general questions about the assessments please do not hesitate to contact me. For subject specific questions please contact the relevant Head of Department.

Yours faithfully

Mark Warland
Deputy Headteacher



Structure of the tests

Each subject assessment will comprise of the following 3 sections:

Section 1- Multiple Choice Questions

Section 2: Short written responses

Section 3: Application of skill (Extended written answers or demonstration of the skill)

The test will be 40 marks in total with students being given 45 minutes to complete it. Tests will be conducted in silence under teacher supervision. Students will not be allowed to use any resources other than those provided by the teacher.

Reporting of Results

Students and parents will receive the results from the tests during February (Assessment Window 1) and June (Assessment Window 2). The mark achieved on each test along with the average mark for all students who took the test will be shown. In Maths, students will either sit a core or higher paper, depending on their current set. No tests will be undertaken in RE as students started their GCSE content in this subject at the start of September. For this subject a GCSE 'Working At grade' will be reported instead.

KS3 Grade Descriptors

In addition to the raw score and cohort average mark a KS3 Grade Descriptor will also be shown for each subject. We will use the same language that students are familiar with from Year 7 and 8.

If a student is not yet meeting the expected standards for their age at the time of reporting we would award a grade of **"Working towards the expected standard"**. This will typically be around 10% of the cohort.

If a student is working at the expected standard we would report a grade of **"Working at the expected standard"**. This will typically be around 50% of the cohort.

For those students who are working significantly above the age expected standard at the time of reporting we would award a grade of **"Working at Greater Depth"**. This will typically be around 40% of the cohort.



Key Stage 3 Assessments - Summary of topics covered in February assessments

| Subject | Students will be asked questions to assess their knowledge and understanding in the following areas: |
|--------------------------|--|
| Art | <ul style="list-style-type: none"> • The 'Words of the Week' for unit 1 Name Strip project • Drawing task - How to apply tone correctly |
| Computing | Knowledge and understanding of E-safety and Computation thinking: <ul style="list-style-type: none"> • E-Safety: Passwords, Hacking and Copyright • Computational Thinking: Algorithms, Sequence, Selection |
| Design Technology | <ul style="list-style-type: none"> • Word of the week definitions • Isometric drawing task including drawing, rendering, use of tone and texture. Creativity will also be assessed. • Demonstrating technical knowledge of materials and manufacturing |
| English | <ul style="list-style-type: none"> • Knowledge of key analytical terminology • Ability to read and understand an unseen extract • Ability to be able to write a creative response using an image as stimulus |
| French | <ul style="list-style-type: none"> • Vocabulary on home and household tasks • Vocabulary on daily routine • Vocabulary on family and relationships • Giving a variety of opinions and reasons • Using the past, present and future tenses |
| Food Technology | <ul style="list-style-type: none"> • Nutrition and ingredients • Healthy eating and a balance diet • Understanding of cooking methods • Different food groups • Macro and micronutrients |
| Geography | <ul style="list-style-type: none"> • Weather and Climate • Global Development |



| | |
|---------------------------|---|
| German | <ul style="list-style-type: none"> • Vocabulary on daily routine, sport and hobbies • Vocabulary on food and drink • Giving a variety of opinions and reasons • Using the past and present tenses |
| History | <ul style="list-style-type: none"> • Causes of World War One • Trench life and The Battle of the Somme • The role of General Haig • The Treaty of Versailles |
| Mathematics | <ul style="list-style-type: none"> • Data handling cycle including scatter graphs • Line symmetry and reflection • Straight line graphs • Forming and solving equations • Properties of polygons |
| Music | <ul style="list-style-type: none"> • Knowledge of the main musical elements studied so far in Year 9. • Ability to listen to music and hear details using accurate musical vocabulary to describe the sounds. • Ability to perform music confidently and accurately, demonstrating control, expression, and secure musicianship. |
| Physical Education | <ul style="list-style-type: none"> • Knowledge of the 5 components of a warm up and understanding of up to 5 components of fitness • Leadership and Officiating Task • Skill application in the game Endball. |



| | |
|----------------|--|
| Science | <p>Questions to assess recall of content taught since September of Year 9.</p> <ul style="list-style-type: none"> • Biology: Genetics and plant reactions. • Chemistry: Chemical reactions and making materials • Physics: Motion and Magnetism |
| Spanish | <ul style="list-style-type: none"> • Vocabulary on the topic of Home, local area and weather • Vocabulary on the topic of Hobbies • Giving a variety of opinions and reasons • Using the past, present and future tenses |

A summary of the topics covered in the June assessment will be added during April.