

KEY STAGE 3

ASSESSMENT INFORMATION

ART – YEAR 7	KNOWLEDGE	SKILL	UNDERSTANDING
EXCEPTIONAL	Consistent ability to record fluently and skilfully. Consistent ability to demonstrate critical understanding and make perceptive and discriminating judgements.	A consistent ability to apply basic principles (including use of materials, colour, tone etc) to their work.	Consistent ability to bring their work to a conclusion with convincing results. Consistent ability to evaluate their work fluently with good understanding, using correct terminology.
SECURE	Generally consistent ability to record fluently and skilfully. Generally consistent ability to demonstrate critical understanding and make perceptive and discriminating judgements.	A generally consistent ability to apply basic principles (including use of materials, colour, tone etc) to their work.	Generally consistent ability to bring their work to a conclusion with good results. Generally consistent ability to evaluate their work fluently with good understanding, using correct terminology.
DEVELOPING	Some ability to record fluently and skilfully. Some ability to demonstrate critical understanding and make perceptive and discriminating judgements.	Some ability to apply basic principles (including use of materials, colour, tone etc) to their work.	Some ability to bring with work to a conclusion. Some ability to evaluate their work using correct terminology.
FOUNDATION	Minimal ability to record fluently and skilfully. Minimum ability to demonstrate critical understanding and make perceptive and discriminating judgements.	A minimal ability to apply basic principles (including use of materials, colour, tone etc) to their work.	Minimal ability to bring their work to a convincing conclusion. Minimal ability to evaluate their work using correct terminology.

ART – YEAR 8	KNOWLEDGE	SKILL	UNDERSTANDING
EXCEPTIONAL	Consistent ability to record fluently and skilfully. Consistent ability to demonstrate critical understanding and make perceptive and discriminating judgements.	A consistent ability to apply basic principles (including use of materials, colour, tone etc) to their work.	Consistent ability to bring their work to a conclusion with convincing results. Consistent ability to evaluate their work fluently with good understanding, using correct terminology.
SECURE	Generally consistent ability to record fluently and skilfully. Generally consistent ability to demonstrate critical understanding and make perceptive and discriminating judgements.	A generally consistent ability to apply basic principles (including use of materials, colour, tone etc) to their work.	Generally consistent ability to bring their work to a conclusion with good results. Generally consistent ability to evaluate their work fluently with good understanding, using correct terminology.
DEVELOPING	Some ability to record fluently and skilfully. Some ability to demonstrate critical understanding and make perceptive and discriminating judgements.	Some ability to apply basic principles (including use of materials, colour, tone etc) to their work.	Some ability to bring with work to a conclusion. Some ability to evaluate their work using correct terminology.
FOUNDATION	Minimal ability to record fluently and skilfully. Minimum ability to demonstrate critical understanding and make perceptive and discriminating judgements.	A minimal ability to apply basic principles (including use of materials, colour, tone etc) to their work.	Minimal ability to bring their work to a convincing conclusion. Minimal ability to evaluate their work using correct terminology.

DESIGN TECH – YEAR 7	KNOWLEDGE	SKILL	UNDERSTANDING
EXCEPTIONAL	Their work contains a high level of design terminology which is used accurately and appropriately. They are able to recall information and facts, about what they have learnt, with ease	They are able to demonstrate a range of design and manufacture skills with minimal guidance from the teacher, e.g. drawing, analysis of existing products, skilful and precision manufacture of product.	They are able to demonstrate a range of design and manufacture skills with minimal guidance from the teacher, e.g. drawing, analysis of existing products, skilful and precision manufacture of product.
SECURE	Their work contains a good range of design technology which is used accurately and appropriately. They are mostly successful at recalling facts and information they have learnt.	They are able to design and manufacture a completely functioning product to a good standard with some guidance and support from the teacher.	They understand the suitability of most materials and manufacturing processes used in the project. They have a reasonable understanding of health and safety when using the tools and machinery.
DEVELOPING	Design Technology terminology is used on occasions usually when prompted. They are able to recall some facts and information.	They are able to design and manufacture a product which shows some skill with a satisfactory standard of finish.	They have selected and used a range of tools and materials to a good standard. They have a reasonable understanding of health and safety when using the tools and machinery.
FOUNDATION	Design Technology terminology is rarely used. They are able to recall facts and information they have learnt when prompted.	They are able to design and manufacture a product, but shows limited skill with a poor standard of finish.	They have selected and used a range of tools and materials to a satisfactory standard. They have some understanding of health and safety when using the tools and machinery.

DESIGN TECH – YEAR 8	KNOWLEDGE	SKILL	UNDERSTANDING
EXCEPTIONAL	Design Technology terminology is used accurately and consistently. They are able to recall facts about what they have learnt with ease. Their design and manufacture knowledge is beyond their years.	They are consistently able to demonstrate excellent design and manufacture skills independently and without prompting.	They are able to select and use a wide range of suitable materials and tools independently and skilfully. They have excellent understanding of the health and safety when using the tools and machinery.
SECURE	Design Technology terminology is used accurately and consistently. They are able to recall facts about what they have learnt with ease. They have a wide knowledge of design and manufacture.	They are consistently able to demonstrate a range of design and manufacture skills with minimal guidance from the teacher, e.g. drawing, analysis of existing products, skilful and precision manufacture of product.	They are able to select and use a range of suitable materials and tools independently and well. They understand the health and safety when using the tools and machinery.
DEVELOPING	Their work contains a high level of design terminology which is used accurately and appropriately. They are able to recall information and facts, about what they have learnt, with ease.	They are able to demonstrate a range of design and manufacture skills with minimal guidance from the teacher, e.g. drawing, analysis of existing products, skilful and precision manufacture of product.	They understand the suitability of materials and manufacturing processes used in the project. They understand the health and safety when using the tools and machinery.
FOUNDATION	Their work contains a good range of design technology which is used accurately and appropriately. They are mostly successful at recalling facts and information they have learnt.	They are able to design and manufacture a completely functioning product to a good standard with some guidance and support from the teacher.	They understand the suitability of most materials and manufacturing processes used in the project. They have a reasonable understanding of health and safety when using the tools and machinery.

DRAMA – YEAR 7	KNOWLEDGE (creating)	SKILL (performing)	UNDERSTANDING (evaluation/responding)
EXCEPTIONAL	<p>Students can demonstrate a competent and confident application of acting skills and consistent personal management skills in the rehearsal process.</p> <p>Students can define key drama techniques and perform them accurately in the correct context.</p>	<p>Students can perform a role with confidence and consistency, using relevant technical acting skills competently to communicate the creative intentions of the piece to the audience.</p>	<p>Students can write about my <u>strengths and weaknesses</u> in full sentences and explain <u>why and how</u> they are a strength and weakness (first <u>three</u> sentence) and give clear examples.</p>
SECURE	<p>Students can demonstrate competent application of acting skills and personal management skills in the rehearsal.</p> <p>Students can define key drama techniques and perform them accurately.</p>	<p>Students can take part in a performance using relevant technical acting skills competently.</p>	<p>Students can write about my <u>strengths and weaknesses</u> in full sentences and explain <u>why and how</u> they are a strength and weakness (first <u>three</u> sentence).</p>
DEVELOPING	<p>Students can demonstrate limited use of acting and personal management skills in the rehearsal.</p> <p>Students can describe the definitions of the key drama techniques.</p>	<p>Students can take part in a performance using limited technical acting skills.</p>	<p>Students can write about my <u>strengths and weaknesses</u> in full sentences and explain <u>why and how</u> they are a strength and weakness (first <u>two</u> sentence starters).</p>
FOUNDATION	<p>Students can work with my group by listening to their suggestions.</p> <p>Students can identify (list) a good amount of drama techniques.</p>	<p>Students can take part in a performance.</p>	<p>Students can write about my <u>strengths and weaknesses</u> in full sentences. (<u>First</u> sentence starter).</p>

DRAMA – YEAR 8	KNOWLEDGE (creating)	SKILL (performing)	UNDERSTANDING (evaluations)
EXCEPTIONAL	<p>Students can demonstrate a competent, confident, insightful and imaginative application of acting skills and a high level of personal management skills in the rehearsal process.</p> <p>Students can define key drama techniques and perform them accurately in the correct context and use research to support considered decisions of the creating of the piece.</p>	<p>Students can perform a role with confidence, consistency and ease using relevant technical acting skills and interpretive acting skills competently and fluently, to fully communicate the creative intentions of the piece to the audience.</p>	<p>Students can write about my strengths and weaknesses in full sentences and explain why and how they are a strength and weakness (first three sentence) and give clear examples. Students can set SMART targets to improve skills.</p>
SECURE	<p>Students can demonstrate competent and confident application acting skills and consistent personal management skills in the rehearsal.</p> <p>Students can define key drama techniques and perform them accurately in the correct context.</p>	<p>Students can perform a role with confidence and constancy, using relevant technical acting skills competently to communicate the creative intentions of the piece to the audience.</p>	<p>Students can write about my strengths and weaknesses in full sentences and explain why and how they are a strength and weakness (first three sentence) and give clear examples.</p>
DEVELOPING	<p>Students can demonstrate competent application of acting skills and personal management skills in the rehearsal.</p> <p>Students can define key drama techniques and perform them accurately.</p>	<p>Students can take part in a performance using relevant technical acting skills competently</p>	<p>Students can write about my strengths and weaknesses in full sentences and explain why and how they are a strength and weakness (first three sentence).</p>
FOUNDATION	<p>Students can demonstrate limited use of acting and personal management skills in the rehearsal.</p>	<p>Students can take part in a performance using limited technical acting skills.</p>	<p>Students can write about my strengths and weaknesses in full sentences and explain why they are a strength or weakness. (First two sentence starters).</p>

	Students can describe the definitions of the key drama techniques.		
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ENGLISH – YEAR 7	KNOWLEDGE	SKILL	UNDERSTANDING
EXCEEDING	<p>Sound knowledge of key features of language and basic narrative structures and how they are used to create effective characterization and settings. Sound knowledge of techniques used for different writing forms.</p> <p>Sound knowledge of several key linguistic terms.</p> <p>Sound knowledge of a text's historical context.</p>	<p>Secure ability to recognise and apply language features and basic narrative structures in their own and others' writing.</p>	<p>Writing shows some attempts at creativity with appropriate techniques used to create effect. Spelling, punctuation and grammar is good and used relatively accurately. Analysis shows clear engagement but is not always fully focused. Relevant embedded quotations are analysed with some specific comments about effect made.</p>
SECURE	<p>Some knowledge of techniques used for different writing forms and some awareness of the context of a text. Some knowledge of key terminology.</p>	<p>Consistent ability to recognise and apply language features and basic narrative structures in their own and others' writing.</p>	<p>Writing is sometimes creative with appropriate techniques used but with varying success. Spelling, punctuation and grammar is basic but accurate. Analysis shows clear understanding but is not always fully developed. Relevant embedded quotations are explained with quotes used but not embedded.</p>
DEVELOPING	<p>Basic knowledge of techniques used for different writing forms and basic awareness of the context of a text. Knowledge of basic key terminology.</p>	<p>Often demonstrates ability to recognise and apply language features and basic narrative structures in their own and others' writing.</p>	<p>Writing lacks originality and although appropriate techniques are used they are mechanical. Spelling, punctuation and grammar is basic and errors occur. Explanations of language may show understanding but responses tend to be descriptive. Quotations are used but are not always precise or explained.</p>
FOUNDATION	<p>Limited knowledge of techniques used for different writing forms. Limited awareness of the context of a text and there is little knowledge of basic key terminology which may be mentioned but inaccurately used.</p>	<p>Limited ability to apply or recognise language features and basic narrative structures in own and other's writing.</p>	<p>Writing lacks originality and techniques are only sporadically used. Basic spelling, punctuation and grammar often inaccurate. Explanations of language is descriptive and quotations are rarely used.</p>

ENGLISH – YEAR 8	KNOWLEDGE	SKILL	UNDERSTANDING
EXCEPTIONAL	Knowledge of a range of complex techniques and narrative structures and knowledge of how they are used to create character, setting and theme. Secure knowledge of word classes and sentence structures. Knowledge of the contexts of studied texts is thorough and shows understanding of the wider world. Wide and secure knowledge of linguistic terminology.	Perceptive and assured ability to recognise and apply a range of language features and narrative structures in their own and others' writing.	Writing shows originality and flair with a wide range of techniques used to create effect. Spelling, punctuation and grammar is ambitious and used accurately. Analysis shows clear engagement and is focused on the writer and language. Relevant and precise embedded quotations are analysed with layered and perceptive comments about effect made.
SECURE	Confident knowledge of a variety of key features of language and narrative structures and how they are used to create character, setting and theme. Secure Knowledge of main word classes and contexts of studied texts is developed and secure.	Confident and assured ability to recognise and apply a range of language features and narrative structures in their own and others' writing.	Writing shows some creativity with appropriate techniques used to create effect. Spelling, punctuation and grammar is good and used accurately. Analysis shows clear engagement and is focused on the writer and language. Relevant and precise embedded quotations are analysed with clear and specific comments about effect made.
DEVELOPING	Sound knowledge of key features of language and basic narrative structures and how they are used to create effective characterization and settings. Sound knowledge of techniques used for different writing forms. Sound knowledge of several key linguistic terms. Sound knowledge of a text's historical context.	Secure and consistent ability to recognise and apply language features and narrative structures in their own and others' writing.	Writing shows some attempts at creativity with appropriate techniques used to create effect. Spelling, punctuation and grammar is good and used relatively accurately. Analysis shows clear engagement but is not always fully focused. Relevant embedded quotations are analysed with some specific comments about effect made.
FOUNDATION	Some knowledge of techniques used for different writing forms and some awareness of the	Consistent ability to recognise and apply language features and basic narrative structures in their own and others' writing.	Writing is sometimes creative with appropriate techniques used but with varying success. Spelling, punctuation and grammar is basic but accurate. Analysis

	context of a text. Some knowledge of key terminology.		shows clear understanding but is not always fully developed. Relevant embedded quotations are explained with quotes used but not embedded.
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FOOD TECH – YEAR 7	KNOWLEDGE	SKILL	UNDERSTANDING
EXCEPTIONAL	Their work contains a high level of Food Technology terminology which is used accurately and appropriately. They are able to recall information and facts about what they have learnt with ease.	They are able to demonstrate a range of cooking and food hygiene skills with minimal guidance from the teacher, e.g. cutting, baking, decorating and presentation of plates.	They understand healthy eating, nutritional values and correct techniques when cooking. They understand the health and safety when using the equipment in the kitchen.
SECURE	Their work contains a good range of Food Technology terminology which is used accurately and appropriately. They are mostly successful at recalling facts and information they have learnt.	They are able to prepare and cook a nutritional meal to a good standard with some guidance and support from the teacher.	They understand healthy eating, nutritional values and correct techniques when cooking most of the time. They understand the health and safety when using the equipment in the kitchen.
DEVELOPING	Food Technology terminology is used on occasions usually when prompted. They are able to recall some facts and information.	They are able to prepare and cook a nutritional meal which shows some skill with a satisfactory standard of finish.	They have some understanding of healthy eating, nutritional values and correct techniques when cooking. They have some understanding of health and safety when using the equipment in the kitchen.
FOUNDATION	Food Technology terminology is rarely used. They are able to recall facts and information they have learnt when prompted.	They are able to prepare and cook a nutritional meal that shows limited skill with regular teacher support.	They have some understanding of healthy eating, nutritional values and correct techniques when cooking. They have some understanding of health and safety when using the equipment in the kitchen.

FOOD TECH – YEAR 8	KNOWLEDGE	SKILL	UNDERSTANDING
EXCEPTIONAL	Food Technology terminology is used accurately and consistently. They are able to recall facts about what they have learnt with ease. Their knowledge on food and healthy eating is beyond their years.	They are constantly able to demonstrate a range of cooking and food hygiene skills with minimal guidance from the teacher, e.g. cutting, baking, decorating and presentation of plates. Students show confidence in using the equipment and extend their knowledge beyond the recipe.	They understand healthy eating, nutritional values, correct techniques and what makes a balanced meal when cooking. They understand the health and safety when using the equipment in the kitchen. They understand how they can make improvements to a basic recipe.
SECURE	Food Technology terminology is used accurately and consistently. They are able to recall facts about what they have learnt with ease. They have a wide knowledge of food and healthy eating.	They are constantly able to demonstrate a range of cooking and food hygiene skills with minimal guidance from the teacher, e.g. cutting, baking, decorating and presentation of plates.	They understand healthy eating, nutritional values, correct techniques and what makes a balanced meal when cooking. They understand the health and safety when using the equipment in the kitchen.
DEVELOPING	Their work contains a high level of Food Technology terminology which is used accurately and appropriately. They are able to recall information and facts about what they have learnt with ease.	They are able to demonstrate a range of cooking and food hygiene skills with minimal guidance from the teacher, e.g. cutting, baking, decorating and presentation of plates.	They understand healthy eating, nutritional values and correct techniques when cooking. They understand the health and safety when using the equipment in the kitchen.
FOUNDATION	Their work contains a good range of Food Technology terminology which is used accurately and appropriately. They are mostly successful at recalling facts and information they have learnt.	They are able to prepare and cook a nutritional meal to a good standard with some guidance and support from the teacher.	They understand healthy eating, nutritional values and correct techniques when cooking most of the time. They understand health and safety when using the equipment in the kitchen.

GEOGRAPHY – YEAR 7	KNOWLEDGE AND UNDERSTANDING	USE OF SOURCES WRITING SKILLS
EXCEPTIONAL	<ul style="list-style-type: none"> ➤ Explains changes, causes and consequences and develops explanations using specific detail ➤ Descriptions of features, places and processes are detailed and reasoned explanations are included. ➤ A range of appropriate geographical vocabulary is used. ➤ A sound factual knowledge is demonstrated 	<ul style="list-style-type: none"> ➤ Can use and select from a range of source materials to answer geographical questions and ask questions of their own. ➤ Can use a wide range of geographical skills without prompting from the teacher. ➤ Writing is well structured and detailed. Spelling, grammar and punctuation is usually accurate
SECURE	<ul style="list-style-type: none"> ➤ Descriptions of features, places and processes include more detail and greater explanations are offered. ➤ Responses show a good understanding and two sides of an argument are being made clear. ➤ A range of appropriate geographical vocabulary is used. ➤ Adequate factual knowledge is demonstrated 	<ul style="list-style-type: none"> ➤ Can use and select from a range of source materials to answer geographical questions ➤ Can use a wide range of geographical skills but may still require guidance from the teacher. ➤ Writes consistently in paragraphs, spelling and grammar is sound throughout work
DEVELOPING	<ul style="list-style-type: none"> ➤ Beginning to describe places, features and processes but not in detail. ➤ Perhaps one, simple explanation given. ➤ Beginning to use appropriate geographical vocabulary. ➤ Beginning to introduce wider factual knowledge into responses. 	<ul style="list-style-type: none"> ➤ Can begin to use a range of source materials such as photos and map extracts to answer geographical questions ➤ Writes in full sentences, starting to use paragraphs more consistently. Some simple explanation of ideas ➤ Spelling, punctuation and grammar is generally sound
FOUNDATION	<ul style="list-style-type: none"> ➤ Little evidence of geographical terminology present in work ➤ Brief, simple descriptions of places and features. Little content. ➤ Understands and can describe simple changes, causes or consequences using basic language 	<ul style="list-style-type: none"> ➤ Simple observations of patterns and processes. ➤ Simple sentences, few paragraphs. ➤ Use of a small range of simple skills although occasional errors e.g. lack of annotations, inappropriate scale

GEOGRAPHY – YEAR 8	KNOWLEDGE AND UNDERSTANDING	USE OF SOURCES WRITING SKILLS
EXCEPTIONAL	<ul style="list-style-type: none"> ➤ Written descriptions are very thorough and explanations show a great depth of detail and analysis. Conclusions are substantiated. ➤ Exemplification is detailed. A great deal of initiative is shown in researching work. ➤ Responses show a deeper understanding; very few misinterpretations. ➤ Geographical knowledge is beyond their years. ➤ An extensive factual knowledge is demonstrated. 	<ul style="list-style-type: none"> ➤ Very accurate use of a wide range of skills. ➤ Evaluative comments/limitations of skills are often offered as well as suggested improvements that could be made to the work ➤ Writing is exceptionally well structured and detailed. ➤ Spelling, grammar and punctuation is exceptionally accurate
SECURE	<ul style="list-style-type: none"> ➤ Responses show a good understanding but misinterpretations are still common. ➤ A fairly broad factual knowledge is demonstrated. ➤ Descriptions of features, places and processes are very detailed and more specific and increasingly detailed explanations are offered. Conclusions are substantiated. ➤ Responses show a very good understanding; misinterpretations are less common. Initiative is shown in researching work. ➤ A wide range of geographical vocabulary is used. 	<ul style="list-style-type: none"> ➤ Effective/competent use of a range of skills with very few errors is accurate throughout their work ➤ Writing is well structured and detailed. ➤ Spelling, grammar and punctuation is accurate
DEVELOPING	<ul style="list-style-type: none"> ➤ Descriptions of features, places and processes include more detail and explanations are offered consistently. ➤ Responses show a good understanding and two sides of an argument are being made clear. The strength of argument is beginning to be considered. ➤ Uses an increasing amount of appropriate geographical vocabulary. ➤ Adequate factual knowledge is demonstrated 	<ul style="list-style-type: none"> ➤ Can use and select from a range of source materials to answer geographical questions and begin to pose their own. ➤ Can use a wider range of geographical skills but may still require some guidance from the teacher. ➤ Writing is reasonably well structured and detailed. Spelling, grammar and punctuation is reasonably accurate
FOUNDATION	<ul style="list-style-type: none"> ➤ Descriptions of features, places and processes include more detail but few explanations are offered. ➤ Responses show a good understanding and reference is made to both sides of an argument. ➤ Uses appropriate geographical vocabulary. ➤ Adequate factual knowledge is demonstrated 	<ul style="list-style-type: none"> ➤ Can use and select from a range of source materials to answer geographical questions ➤ Can use a range of geographical skills but requires guidance from the teacher.

		<p>➤ Writes reasonably consistently in paragraphs, spelling and grammar is not always sound throughout work.</p>
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HISTORY – YEAR 7	KNOWLEDGE AND UNDERSTANDING	USE OF SOURCES WRITING SKILLS
EXCEPTIONAL	<ul style="list-style-type: none"> ➤ Explains changes, causes and consequences and develops explanations using specific detail ➤ Explains links between two/three factors ➤ Can explain why views of an event or person can differ ➤ Can explain the significance of an event or person using a range of ideas ➤ Can explain the significance of one factor compared to one other ➤ Uses appropriate range of historical language 	<ul style="list-style-type: none"> ➤ Can evaluate sources sensibly for reliability or utility ➤ Explains the purpose of a source using the content of the source ➤ Can make simple inferences from a range of sources ➤ Can explain how sources compare to each other as well as interpretation ➤ Writing is well structured and detailed. ➤ Spelling, grammar and punctuation is usually accurate
SECURE	<ul style="list-style-type: none"> ➤ Explains changes, causes and consequences using some specific detail ➤ Can make and explain simple links between factors ➤ Can explain why an event or person is important using simple ideas ➤ Has started to explain why views of an event or person can differ ➤ Uses appropriate range of historical language 	<ul style="list-style-type: none"> ➤ Can compare sources to each other ➤ Can explain simply what makes a source reliable or useful ➤ Can explain simply the purpose of a source ➤ Writes consistently in paragraphs, spelling and grammar is sound throughout work
DEVELOPING	<ul style="list-style-type: none"> ➤ Describes people, events and places using some specific detail ➤ Describe changes, causes and consequences using specific detail ➤ Can identify several reasons to explain why an event or person is important ➤ Can understand and describe different views of an event or person 	<ul style="list-style-type: none"> ➤ Can select key information from sources and has started to combine it with other sources of information ➤ Writes in full sentences, starting to use paragraphs more consistently. Some simple explanation of ideas ➤ Spelling, punctuation and grammar is generally sound
FOUNDATION	<ul style="list-style-type: none"> ➤ Can describe people, events and places in the past in basic language ➤ Can understand how to divide time into different periods and find similarities and differences between them ➤ Understands and can describe simple changes, causes or consequences using basic language 	<ul style="list-style-type: none"> ➤ Can use sources to answer simple questions about the past ➤ Simple sentences, few paragraphs. ➤ Weak levels of spelling, punctuation and grammar throughout work

HISTORY – YEAR 8	KNOWLEDGE AND UNDERSTANDING	USE OF SOURCES WRITING SKILLS
EXCEPTIONAL	<ul style="list-style-type: none"> ➤ Analyses and evaluates changes, causes and consequences. Answers are detailed, developed and sophisticated ➤ Factors are accurately linked together and the interrelationship between them is developed and clearly explained in depth ➤ Historical terms are used accurately throughout work 	<ul style="list-style-type: none"> ➤ When coming to a judgement, the strength of the evidence from the provided sources is used thoroughly. ➤ Own knowledge is used throughout to support or challenge the evidence of the sources ➤ Writing is accurate, sophisticated and well structured
SECURE	<ul style="list-style-type: none"> ➤ Explains changes, causes and consequences. Answer is supported by detail and selected evidence ➤ Explores and explains the links between factors ➤ Can prioritise factors and explain answer fully ➤ Explains why views of an event or person can differ and change over time ➤ Can explain the significance of an event or person using a range of ideas ➤ Uses a wide range of historical language 	<ul style="list-style-type: none"> ➤ Can compare and explain the reliability and utility of sources in depth ➤ Explains purpose of a source using both its content and historical context ➤ Can make developed inferences from a range of sources ➤ Can draw together an argument using a range of sources (and own knowledge when relevant) ➤ Spelling, grammar and punctuation is accurate throughout their work
DEVELOPING	<ul style="list-style-type: none"> ➤ Beginning to explain changes, causes and consequences and develops explanations using specific detail ➤ Begins to explain links between factors ➤ Can briefly explain why views of an event or person can differ ➤ Can briefly explain the significance of an event or person using simple ideas ➤ Can briefly explain the significance of one factor compared to one other ➤ Uses appropriate range of historical language 	<ul style="list-style-type: none"> ➤ Can describe sources and identify reasons for reliability or utility ➤ Can explain briefly the purpose of a source using the content of the source ➤ Can make simple inferences from a range of sources ➤ Begins to explain how sources compare to each other as well as an interpretation ➤ Writing is reasonably well structured and detailed. ➤ Spelling, grammar and punctuation is reasonably accurate
FOUNDATION	<ul style="list-style-type: none"> ➤ Describes changes, causes and consequences using some specific detail ➤ Can make and explain simple links between factors ➤ Can explain why an event or person is important using simple ideas ➤ Has started to explain why views of an event or person can differ ➤ Uses appropriate range of historical language 	<ul style="list-style-type: none"> ➤ Can compare sources to each other ➤ Can identify what makes a source reliable or useful ➤ Can identify the purpose of a source ➤ Writes reasonably consistently in paragraphs, spelling and grammar is not always sound throughout work

ICT – YEAR 7	KNOWLEDGE	SKILL	UNDERSTANDING
EXCEPTIONAL	Good use of technical language is used correctly. They are able to recall facts about what they have learnt with ease. They display understanding of the implications of the use of social media.	They are able to use software confidently to design, develop and evaluate their work. They are able to select the correct software for a task and justify their decision.	Detailed evaluations are produced that contain justification for choices made and examples of feedback from their peer to support their decisions. Work produced is clearly appropriate to a given audience.
SECURE	Examples of good use of technical language are often used. They can mostly recall facts about they have learnt without prompting.	They are able to use software with some confidence to design, develop and evaluate their work. They are able to select the correct software for a task and justify their decision.	Detailed evaluations are produced that contain justification for choices made and examples of feedback from their peer to support their decisions. Work produced is appropriate to a given audience.
DEVELOPING	Technical language is used but not consistently. They are able to recall facts about they learnt, with some prompting.	They are able to use software with help to design, develop and evaluate their work. They are able to select correct software for given a task.	Evaluative comments are made that contain some justification for choices made. Examples of feedback from their peer are not always provided and work produced may not be appropriate to the given audience.
FOUNDATION	Technical language is never used.	The need constant guidance to design, develop and evaluate their work. They require support to select the correct software for a given task.	Evaluative comments are made but lack detail and justifications for their choices. They may provide simple statements for their choices and the solution may not suit the target audience.

ICT – YEAR 8	KNOWLEDGE	SKILL	UNDERSTANDING
EXCEPTIONAL	Technical language is used confidently, accurately and consistently. They are able to discuss knowledgeably what they have learnt and how they have linked topics. They are able to apply what they have learnt to real world scenarios. They are fully aware of the wider implications of the use of social media.	They are able to independently design, develop and evaluate their work. They are independently able to select the correct software combination to produce a solution and give valid, detailed reasons for their choices.	Detailed and critical evaluative comments are made and specific examples provided. Relevant improvements are made based on feedback from peers and the students own review of their work that greatly enhance the solution. The solution produced is clearly appropriate for the target audience.
SECURE	Technical language is used confidently and consistently. They are able to discuss knowledgeably what they have learnt and how they some understanding of how they can link the topics studied. They show good awareness of the wider implications of the use of social media.	They are able to independently design and develop simple solutions for a given scenario. They are independently able to select the correct software combination to produce a solution and give valid reasons for their choices.	Detailed evaluative comments are made and specific examples provided. Relevant improvements are made based on feedback from peers and the students own review of their work that greatly enhance the solution. The solution produced is appropriate for the target audience.
DEVELOPING	Good use of technical language is used correctly. They are able to recall facts about what they have learnt with ease. They display understanding of the implications of the use of social media.	They are able to use software confidently to design, develop and evaluate their work. They are able to select the correct software for a task and justify their decision.	Detailed evaluations are produced that contain justification for choices made and examples of feedback from their peer to support their decisions. Work produced is clearly appropriate to a given audience.
FOUNDATION	Examples of good use of technical language are often used. They can mostly recall facts about they have learnt without prompting.	They are able to use software with some confidence to design, develop and evaluate their work. They are able to select the correct software for a task and justify their decision.	Detailed evaluations are produced that contain justification for choices made and examples of feedback from their peer to support their decisions. Work produced is appropriate to a given audience.

MATHS – YEAR 7	KNOWLEDGE	SKILL	UNDERSTANDING
EXCEPTIONAL	Stage 6 ready or higher	<ul style="list-style-type: none"> • Students present results and information in a clear and organised way • They draw simple conclusions of their own and give an explanation of their reasoning. • They generally ask relevant questions. • Students show understanding of situations by describing them mathematically using symbols, words and diagrams. 	<ul style="list-style-type: none"> • Students try different approaches to find ways of overcoming difficulties when solving problems. • They start to link topics together to in order to solve problems.
SECURE	Stage 6 secure	<ul style="list-style-type: none"> • Students show steps in working out with some guidance. • They begin to review their work and reasoning. • They begin to ask relevant questions. • Students use and interpret mathematical symbols and diagrams • Students have a “give it a go” attitude and persevere even when they are finding something difficult. 	<ul style="list-style-type: none"> • Students can solve more complex problems with some guidance • They start to make links between topics.
DEVELOPING	Stage 6 Developing	<ul style="list-style-type: none"> • Students begin to organise their work and check results. • They check results, considering whether their answers are reasonable. • They discuss their work using mathematical language. 	<ul style="list-style-type: none"> • Students can generally solve simple problems independently. • They can apply mathematical methods to a situation with support from a teacher.
FOUNDATION	Stage 6 Emerging or below	<ul style="list-style-type: none"> • Students can explain why an answer is correct. • They often ask questions of little or no relevance. 	<ul style="list-style-type: none"> • Students can solve simple problems with guidance • Conclusions are not present or unsupported by reasons.

NOTE: The knowledge column refers to the half termly assessment outcomes. For more details, see additional information.

MATHS – YEAR 8	KNOWLEDGE	SKILL	UNDERSTANDING
EXCEPTIONAL	Stage 7 ready or higher	<ul style="list-style-type: none"> • Students can communicate and interpret their findings effectively and concisely. • Students can reflect on their work in order to make improvements. • They ask sensible questions when needed in order to move forwards. • Students can interpret and discuss information presented in a variety of mathematical forms. 	<ul style="list-style-type: none"> • Students can independently attempt multi-step tasks and problems. • They select their own mathematical methods to solve problems consistently. • Students can apply their knowledge to different situations without support, knowing when to use appropriate topics. • They know the difference between practical demonstration and proof.
SECURE	Stage 7 securing	<ul style="list-style-type: none"> • Students consistently show steps in their working out correctly. • They can interpret results in context. • They can present a concise, reasoned argument using symbols, diagrams and graphs. 	<ul style="list-style-type: none"> • Students begin to break down complex problems into smaller, more manageable tasks • They can relate new problems to knowledge techniques they already know. • They can make use of connections between topics.
DEVELOPING	Stage 7 developing	<ul style="list-style-type: none"> • Students present results and information in a clear and organised way • They draw simple conclusions of their own and give an explanation of their reasoning. • They generally ask relevant questions. • Students show understanding of situations by describing them mathematically using symbols, words and diagrams. • Students have a “give it a go” attitude and persevere even when they are finding something difficult. 	<ul style="list-style-type: none"> • Students try different approaches to find ways of overcoming difficulties when solving problems. • They start to link topics together in order to solve problems.
FOUNDATION	Stage 7 emerging or below	<ul style="list-style-type: none"> • Students show steps in working out with some guidance. • They begin to review their work and reasoning. • They begin to ask relevant questions. • Students use and interpret mathematical symbols and diagrams 	<ul style="list-style-type: none"> • Students can solve more complex problems with some guidance • They start to make links between topics.

NOTE: The knowledge column refers to the half termly assessment outcomes. For more details, see additional information.

MFL – YEAR 7	KNOWLEDGE	SKILL	UNDERSTANDING
EXCEPTIONAL	<p>New vocabulary found in dictionary is added to the sentences seen in class. Ref to someone else + neg. Several ideas are developed and content is extent ended beyond minimum task. All bullet points are included. 2 ref to 2 time frames + TW. Student sometimes asks questions and react to an answer.</p>	<p>WRITING ACCURACY Accuracy on basic words is excellent General accuracy is good.</p> <p>SPEAKING Speaking fairly confidently with good pronunciation.</p> <p>SPEAKING and /or WRITING Give extended answer with 2 or 3 details per ideas. Students don't always refer to their book or very little. Students can prepare independently for assessments. Students apply seen grammar skills to new situation by themselves.</p> <p>TRANSLATE Student can translate confidently without much resources especially from English into French.</p> <p>VOCABULARY Student always gets near 100% for a vocabulary test.</p>	<p>Some unfamiliar vocabulary. Ref to someone else + neg. Several ideas which are developed. 2 ref to 2 time frames + TW. Reaction to questions asked.</p>
SECURE	<p>Reference to someone else. 2 questions asked. 1 or 2 ideas have details added to them.</p> <p>1 simple question. Ref to 2 time frame. 2/3 Full opinion + reason. 2 links</p>	<p>WRITING ACCURACY Basic words are secure.</p> <p>SPEAKING Pronunciation is fairly good.</p> <p>SPEAKING and /or WRITING Students' answers are a bit more personal. Ideas are developed. Sometimes new words are found in a dictionary and used.</p> <p>TRANSLATE Student can translate both ways with some resources.</p> <p>VOCABULARY</p>	<p>Reference to someone else. 2 questions asked. 1 or 2 ideas have details added to them. 1 simple question. Ref to 2 time frame. 2/3 Full opinion + reason. 2 links</p>

		Student always gets near 80% for a vocabulary test.	
DEVELOPING	<p>1 Negative structure. A good range of seen vocabulary.</p> <p>2 present accurately written. A fairly good range of seen vocabulary</p>	<p>WRITING ACCURACY There are still some mistakes especially with longer structures /sentences.</p> <p>SPEAKING Pronunciation is starting to sound less “English”.</p> <p>WRITING and /or SPEAKING There is some development in student’s ideas. Opinion is starting to be justified more.</p> <p>TRANSLATE Student can translate confidently both ways using books and dictionary.</p> <p>VOCABULARY Student always gets at least 50% for vocabulary test.</p>	<p>1 Negative structure. A good range of seen vocabulary.</p> <p>2 present accurately written. A fairly good range of seen vocabulary.</p>
FOUNDATION	<p>At least 2 paragraphs. Some of the bullet points are covered. 1 like dislike. Simple opinion. 1 link.</p> <p>Words in a sentence with a verb. At least 5/6 separate sentences.</p> <p>1 or 2 short sentences. Few words.</p>	<p>WRITING and /or SPEAKING Some ideas are slightly developed but are often basic.</p> <p>SPEAKING Pronunciation is still a bit hesitant and unsure.</p> <p>TRANSLATE Student can translate from French to English but not easily from English to French.</p> <p>VOCABULARY Student often gets less than 50% for vocabulary test.</p>	<p>Slightly longer text. 1 like dislike. Simple opinion.</p> <p>At least 5/6 separate sentences. 1 or 2 short sentences. 1 link.</p> <p>Words in a sentence with a verb. Few words.</p>

MFL – YEAR 8	KNOWLEDGE	SKILL	UNDERSTANDING
EXCEPTIONAL	<p>1 complex negative. Ref to 3 time frames. 2 EPI. Opinions are fully explained/justified. All of the bullet points are covered. Vocabulary from different topics used together when possible. Most of ideas developed. Several ref to someone else's POV. Vocabulary is varied. Several ref to several time frame + Time word. Use of adverb (really/very/quite) and or frequency words.</p>	<p>SPEAKING Student speaks confidently and at length without help or resources in front of him. WRITING ACCURACY There are only small inaccuracies. WRITING and /or SPEAKING Confident use of dictionary to add personal ideas. Tenses and grammar structures are often used in unseen sentences. TRANSLATE Student can translate confidently both ways without any resources. VOCABULARY Student always gets near 100% for vocabulary test.</p>	<p>1 complex negative. Ref to 3 time frames. 2 EPI Opinions which are fully explained/justified. Vocabulary from different topics used together when possible with some unfamiliar context/voc. Several ref to someone else's POV. Several ref to several time frame + Time word. Use of adverb (really/very/quite) and or frequency words.</p>
SECURE	<p>Several questions. Several negative structures. Several links. All sentences have a verb. Most of the bullet points are covered. At least 3 quite long paragraphs. A good range of seen vocabulary sometimes used across topics. Present for more than JE accurate. 1 EPI</p>	<p>SPEAKING Student speaks confidently and at length with little help or prompting. WRITING ACCURACY More accurate than inaccurate. SPEAKING and /or WRITING Longer text with some originality. TRANSLATE Student can translate confidently both ways without much resources and from English without any resources. VOCABULARY Student always gets at least 80% for vocabulary test.</p>	<p>Several questions. Several negative structures. Several links. Longer text. A good range of seen vocabulary sometimes used across topics. Present for more than JE accurate. 1 EPI</p>
DEVELOPING	<p>5+ opinions and reasons sometimes more complex. Several present accurately written. Ref to more than 2 times frames + TW.</p>	<p>SPEAKING Students can speak for a few minutes sometimes with some help. SPEAKING and /or WRITING</p>	<p>5+ opinions and reasons sometimes more complex. Several present. Ref to more than 2 times frames + TW. A fairly good range of seen vocabulary.</p>

	<p>A fairly good range of seen vocabulary. Most of the bullet points are covered.</p>	<p>Students don't refer to their book or very little. Students ask questions and react to answer. WRITING ACCURACY Accuracy is good enough so meaning is clear without much effort. TRANSLATE Student can translate without much resources. VOCABULARY Student always gets at least 50% for a vocabulary test.</p>	
FOUNDATION	<p>3/4 simple opinions+ reason few links most sentences have a verb Ref to 2 time frames + TW Reference to someone else 2 questions asked 1 or 2 ideas have details added to them At least 1 negative structure At least 2 longer paragraphs A good range of seen vocabulary</p>	<p>WRITING ACCURACY Basic words are secure SPEAKING Pronunciation is fairly good SPEAKING and /or WRITING Students' answers are a bit more personal Ideas are developed Sometimes new words are found in dictionary and used TRANSLATE Student can translate both ways with some resources VOCABULARY Student does not always get at least 50% for a vocabulary test</p>	<p>3/4 simple opinions+ reason few links Ref to 2 time frames + TW Reference to someone else 2 questions asked 1 or 2 ideas have details added to them At least 1 negative structure At least 2 longer paragraphs A good range of seen vocabulary</p>

PE – YEAR 7	KNOWLEDGE	SKILL	UNDERSTANDING
EXCEPTIONAL	Student can describe how to adapt skills to improve performance. Student can plan, organise and lead warm up sessions safely.	Student can demonstrate skills in isolation and in a game situation. They can select which skill to use and combine them accurately with fluency and control *See advanced skills	Student can draw on what they know about strategy, tactics and composition to produce effective outcomes.
SECURE	Students can describe why they used certain skills in isolation/gameplay. Student can lead a partner in a warm up and describe how the body is reacting.	Student can link skills, techniques and ideas and apply them accurately and appropriately.	Students show in gameplay that they understand tactics and composition. Student can compare and comment on skills, techniques and techniques of other performers and use this understanding to improve performance.
DEVELOPING	Student can describe rules of the sport. Student can describe why a 3 phase warm up is important. Student can describe why physical activity is good for your health.	Student can select and use skills, actions and ideas applying them with coordination and control.	Student can discuss and show tactics. Students can compare their performance to someone else.
FOUNDATION	Student understands the importance of a warm up. Students can identify how a warm up makes them more pliable/reduces risk of injury.	Student can copy, remember and repeat simple skills with basic control and fluency. Student can vary skills in a game situation.	Student can show little awareness of tactics. Student can show awareness of someone else's performance.

PE – YEAR 8	KNOWLEDGE	SKILL	UNDERSTANDING
EXCEPTIONAL	Student can explain how to adapt skills to improve performance. Students can coach/officiate/lead advanced skills and techniques.	Student can select, combine advanced skills in isolation and in a game situation. They can select which skill to use and combine them accurately with fluency and control. *See advanced skills	Student can critically evaluate own and other's performance, showing that they can understand the impact of skills, strategy, tactics and fitness on the quality and effectiveness of performance. Student can refine and improve skills.
SECURE	Students can explain why they used certain skills in isolation/gameplay. Students can explain the tactics and strategies they have used.	Student can link skills, techniques and ideas and apply them accurately and appropriately to meet the demands of increasingly complex situations.	Student can analyse and comment on how skills, techniques and ideas have been used in their performance and in others. Student can discuss how to improve team tactics.
DEVELOPING	Student can describe rules and regulations of the sport. Student can explain how the body reacts to exercise (Anatomy and Physiology).	Student can select and use skills, actions and ideas, applying them with consistent coordination and control and fluency.	Students can explain and show tactics. Students can analyse their performance to someone else's.
FOUNDATION	Student can explain and apply basic safety principles when preparing for exercise. Student can lead a group of performers confidently in a 3 phase warm up.	Student can link skills, techniques and ideas and apply them accurately.	Students show that they understand tactics. Students can compare and comment on skills, techniques and ideas of own performance.

SCIENCE – YEAR 7	KNOWLEDGE	SKILL	UNDERSTANDING
EXCEPTIONAL	Students work contains many examples of scientific concepts which are used accurately and appropriately. They are able to recall information and facts about what they have learnt independently.	Students are able to apply scientific skills with guidance from the teacher eg planning, completing and writing conclusions.	Students can describe and explain trends in results in detail and offer conclusions. Conclusions are based on evidence.
SECURE	Examples of appropriate scientific concepts are used. Students are mostly successful at recalling facts and information they have learnt with minimal support.	Students are mostly successful at independent scientific enquiry they may need support in completing and writing conclusions.	Students can describe and explain patterns with some detail and are able to provide basic conclusions.
DEVELOPING	Scientific concepts are used correctly usually with guidance. They are able to recall some facts and information.	Students require regular support to undertake scientific enquiry. E.g. Planning, completing and writing conclusions.	Students can describe trends and make simple conclusions with guidance.
FOUNDATION	Scientific concepts are rarely used. Students are only able to recall facts and information learnt with support.	Students need consistent guidance to undertake scientific enquiry. E.g Planning completing and writing conclusions.	Descriptive comments are made but are usually brief and lacking in detail. Students may begin to offer simple explanations for trends with support.

SCIENCE – YEAR 8	KNOWLEDGE	SKILL	UNDERSTANDING
EXCEPTIONAL	Scientific concepts are used accurately and consistently. Students are able to recall facts about what they have learnt with ease and apply to new situations.	Students are consistently able to undertake scientific enquiry independently without prompting and in detail.	Students describe and explain trends in detail. They use scientific theory as appropriate. They can evaluate critically reaching substantiated conclusions based on data and evidence.
SECURE	Scientific concepts are used accurately and consistently. Students are able to recall facts about what they have learnt with ease and have a wide scientific knowledge.	Students are able to undertake scientific enquiry with minimal guidance. E.g. planning, completing and writing conclusions and evaluating their conclusions.	Students can describe and explain patterns fully using scientific theory as appropriate. They can reach conclusions based on evidence.
DEVELOPING	Students work contains many examples of scientific concepts used accurately and appropriately. They are able to recall information and facts about what they have learnt, with ease.	Students are able to apply scientific skills with guidance from the teacher. E.g. planning completing, writing conclusions and evaluating their conclusions for scientific enquiry.	Students can describe and explain trends in results in detail and offer conclusions. They reach conclusions based on evidence.
FOUNDATION	Examples of appropriate scientific concepts are used. They are mostly successful at recalling facts and information they have learnt.	Students are mostly successful at scientific enquiry with support. E.g. planning, completing and writing conclusions.	Students can describe and explain patterns in reasonably good detail and are able to provide some logical explanations.