



St Laurence School



**Key Stage 3
Assessment Booklet
Year 8**

Care – Inspire - Succeed

Welcome to Year 8

This booklet contains some of the information that you need, as parents and carers, to understand the way that we assess students in the different subject areas and how we measure how well they are doing.

Reporting

During the course of the academic year, parents and carers will receive three reports. Each report is quite different.

- **Interim Report** - will provide information about the progress that your child is making in each subject area using the RAGG rating (Red/Amber/Green/Dark Green). It is well known that the way in which students approach their work has a significant impact on their progress. Each teacher will report on key learning behaviours that we refer to as the 'Learning Profile' and this will generate the RAGG rating, with a specific area of concern noted if the rating is not yet green. We will also include details of attendance, punctuality to lessons, reward points and behaviour points.
- **Final Report** - will provide updated information from the *Interim Report* and also targets from all subject teachers outlining how your child is progressing and what they can do to improve further.
- You will also have an opportunity to discuss your child's progress with subject teachers at the Year 8 Subject Consultation meeting in May. It is an expectation that all parents/carers attend this evening.

Extra Information

There is no doubt that you will want to look at the work your child is completing in their exercise books as this is an opportunity to celebrate success and help encourage further progress. However, please remember that a number of subject areas store key assessment pieces in folders at school; in these circumstances, it can feel difficult to know how well your child is progressing. To help support you with that, students are encouraged to record key targets from different assessment points in their student planner, which will be issued at the start of the academic year. This will be an important document for you to keep track of; it will be an area of focus for students with teachers in their lessons at assessment points, with tutors during mentoring meetings and with you at home for additional support in reflecting and planning next steps for learning.

Making and Measuring Progress

As a school, we need to reach a judgement about how well your child is performing in each of his/her subject areas so that we can keep you informed of their progress. The rates of progress individuals make will be determined mostly by their motivation and determination. Teachers use assessment in a variety of forms to measure how well an individual is doing and this progress measure will be reported to you in each subject area via a RAGG rating.

The RAGG rating measures *progress in subject knowledge, skills and understanding towards expected achievement at the end of the academic year.*

Dark Green: Making very good progress; currently exceeding and therefore should achieve or exceed the end of year expectations.

Green: Making good progress; currently achieving and very likely to achieve end of year expectations.

Amber: Making some progress; currently less likely to achieve end of year expectations.

Red: Making limited progress; currently not on track to achieve end of year expectations.

The RAGG rating is not given in relation to the other members of the class, or against an 'average' expectation for all Year 8 students, but is instead calculated in relation to your son/daughter's flight path that we identified and shared with you last year.

Progress Flight Paths

As the indicator is not subject specific, you can expect to see particular strengths or areas for development emerging in certain areas of the curriculum and it is very likely that students will exceed these indicators in some subjects and struggle to meet them in others.

We use this identified position on the *Key Learning Concept* grid to map a 'progress flight path' for each student through Key Stage 3 based on a challenging expectation of each child's potential destination in Year 11 and this is illustrated in the grid below.

| GCSE Indicator Grades | End of Y7 Position on Assessment Grid | End of Y8 Position on Assessment Grid | End of Y9 Position on Assessment Grid |
|-----------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| Grades 1-4 | Acquire | Establish | Consolidate |
| Grades 4-6 | Establish | Consolidate | Secure |
| Grades 6-7 | Consolidate | Secure | Confident |
| Grades 7-9 | Secure | Confident | Exceptional |

GCSE Indicator Grades

These indicators are not predictions; if children believe they can keep getting better at a subject, regardless of the starting point or most recent assessment, it is possible to achieve more highly than the probabilities would indicate - much depends on self-belief, determination, effort and motivation. This is why the information in the *Learning Profile Assessment* is important as it helps to create a clear picture of your child's attitude to learning at school: the way in which your child approaches learning can have a significant impact, improving or hindering progress.

How to use the Key Stage 3 Assessment Booklet

We continue to use *Key Learning Concepts* in each subject areas; these are key aspects of skills or knowledge which can unlock understanding in the subject and enable students to make greater progress. The *Key Learning Concepts* are detailed in this booklet and they form a key part of assessment practice in subject areas as they inform planning and teaching as well as the process of marking, assessment and feedback.

The subject grids also show the skills and knowledge that each group of starters is expected to achieve in each subject area at the end of Year 8 in order to be 'on track' to achieve in line with our expectations for their progress, outlined in the grid above, at the end of Year 11.

Who to Contact?

There is always someone to help here at St Laurence. Your child's tutor will be the first point of contact for any concern that you may have. It may be that they direct pastoral questions or concerns to your child's Head of House or Assistant Head of House or they might refer academic concerns to the subject teacher concerned. If you feel that your questions have still not been answered, you can make contact with us via the email addresses below.

Chris Dutton
Deputy Head (Teaching and Learning)
chrdut@st-laurence.com

Karen Rhodes
KS3 Director of Learning and Progress
karrho@st-laurence.com

Key Learning Concepts: Art

| | Drawing | Skills/ Experimentation | Visual Research Home | Artist Research | Sketchbook presentation and Reflective annotation | Design, Final Piece & Evaluation |
|-------------|---|---|---|---|--|---|
| Acquire | Draw or trace simple outlines from secondary imagery | Begin to experiment using materials suggested by teacher | Present images relevant to project | Present artists work, record some basic facts about artist | Present work in book with basic information including a title | Make final piece with basic level of skill |
| Establish | Draw simple outlines with a degree of accuracy; attempt to record tone | Begin to experiment using materials suggested by teacher showing some level of skill | Resource relevant and good quality imagery selected for use within the project | Describe work using limited artistic vocabulary; express a basic personal opinion; understand how work can be influenced by other artists | Begin to present work with some consideration of audience; annotate using key words and some sentences | Attempt to plan intended outcome; make final piece with some level of skill |
| Consolidate | Demonstrate good hand to eye coordination, showing accurate shape and proportion; effective use of tone | Experiment using materials suggested by teacher showing reasonable skill | Independently resource a range of relevant and good quality imagery for use within the project | Describe work using relevant artistic vocabulary; express a personal opinion | Present work showing some consideration of audience; annotate using key words | Plan outcome; make final piece with reasonable level of skill |
| Secure | Use tone including an attempt at directional shading | Experiment using materials suggested by teacher showing confident skill | Independently select a range of images chosen from secondary resources | Visually respond to research showing some understanding of artists work through technique | Independently present work with consideration of audience; annotate using artistic vocab using sentences | Make a drawing of intended outcome showing consideration of materials, scale and time management; make final piece with confident level of skill |
| Confident | Sensitive use of tone including directional shading | Use selected materials appropriate for intentions and experiment showing excellent level of skill | Select appropriate secondary images relevant to theme; consider composition, subject matter, tone, contrast, texture, focus | Understand the context or influences that contribute to a piece of art | Annotate work using artistic vocab using full sentences to describe techniques | Make a detailed drawing of intended outcome showing consideration of materials, scale and time management; annotate using key words; make final piece with good skill |
| Exceptional | Sensitive use of tone including subtle directional shading and appropriate use of contrasting tones | Use selected materials appropriate for intentions and experiment with a range of materials showing excellent level of skill | Take your own photographs appropriate to the project | Independently select appropriate artist; visually respond to research showing a detailed understanding of artists work either thorough technique or artists intention | Annotate using artistic vocabulary and ideas skillfully | Use material with skill and accuracy to trial ideas and link to the work of chosen artists through annotation; make final piece with excellent level of skill |
| Beyond | Consistent ability to record accurate forms showing a fluent understanding of line, tone and proportion; challenging subject matter selected and drawn from primary resources; experiment with different drawing techniques | Confidently select appropriate for intentions and experiment showing outstanding level of skill | Consistently compose photographs relevant to the project considering composition, subject matter, tone, contrast, texture, focus and audience | Develop further responses experimenting with different materials or techniques | Present work imaginatively combining images, confident reflective annotation with the inclusion of relevant artefacts to enhance ideas | Confidently use material with skill and accuracy to trial ideas and link to the work of chosen artists through annotation; make final piece with refined level of skill |

Key Learning Concepts: Computing and ICT

| | Programming, Algorithms and Digital Numeracy | Data and Data Representation | Hardware and Processing | Communication and Networks | Information Technology | Sentence structure, spelling, punctuation and grammar |
|-------------|--|---|---|--|--|--|
| Acquire | Use code to create a simple program; run, check and change programs; use keywords and precision to avoid errors | Use keywords | Use one or two input and output devices | Carry out simple web searches; communicate safely online | Use software to create, store and edit digital content | Basic punctuation used; some sentences written accurately; simple words usually spelled correctly |
| Establish | Design simple algorithms; predicts outcomes and find errors in code creates Algorithms and code | Recognises different types of data | Use a range of input and output devices; use keywords to describe hardware and application software | Carry out more complex web searches; uses St Laurence Acceptable User Policy | Independently organise digital content; make improvements based on feedback | Basic punctuation used correctly; most sentences written accurately; common words usually spelled correctly |
| Consolidate | Create complex algorithms and diagrams; predicts outcome of code; creates more complex programs | Compare data and searches using simple criteria | Show how input and output devices collect and process data; use keywords to compare hardware and application software | Use and compare internet and internet services; use computers safely; know a range of ways to report concerns of unacceptable content or stranger contact. | Collect, organise, create and present digital content to meet target audience requirements; make improvement independently | Punctuation, including commas, used correctly; sentences sometimes varied; some complex words spelled correctly |
| Secure | Use decomposition and can create solutions for subtasks; create codes and debugs | Analyse and evaluate data; perform complex searches using criteria | Explain the main functions of the operating system | Know how search engines rank data; show responsible use of technologies and online services; know a range of ways to report concerns | Evaluate digital content to meet criteria; comment on the success of the solution | Range of punctuation, including speech marks, used accurately; sentences varied; spelling of more complex words generally correct |
| Confident | Understand how different algorithms can be used to solve the same problem; use high level programming language to solve problems | Query data; show how numbers and images are represented; define data types | Use keywords associated with the fetch-execute cycle; explain range of operating systems and application software for same hardware | Use advance features in search engines; explain data transmission between digital computers over networks; Use online services securely; know how to report inappropriate conduct on computer networks | Evaluate digital devices to meet criteria; recognise ethical issues; make refinements to the solution; suggest future solutions | Full range of punctuation used accurately and for effect; sentences varied for effect; spelling of irregular words generally accurate; |
| Exceptional | Know how to use algorithms to create efficient solutions; program and customise results; predict to find syntax errors | Use data types to perform simple operations; show how more complex numbers and images are represented | Explain the fetch-execute cycle; know the basic functions of computer memory | Use keywords associated with search engine protocols; know names of hardware and names of protocols associated with networking systems | Evaluate the trustworthiness of digital content; design criteria to evaluate the quality of solutions | Punctuation and sentence structure used to affect meaning; spelling accurate |
| Beyond | Compare and explain algorithms and programming language; write complex programs to meet the needs of the user | Compare data representation of numbers and images; explain why various programming languages are used | Explain how processors have instruction sets; understand concept of low level programming language; understand Moore's Law | Use hardware and protocols associated with networking systems; know the client-server model; know the dangers of persistence of data on the internet | Collect, analyse and evaluate data; explains how use of technology impacts society; understand legal frameworks; document user feedback and refinements made to the solution | Punctuation and sentence structure used imaginatively to create subtle effects; spelling virtually flawless |

Key Learning Concepts: Dance

| | Physical Skills | Technical Skills | Expressive Skills | Mental Skills |
|-------------|--|--|---|--|
| Acquire | Demonstrate some posture. | Demonstrate some rhythm. | Perform with some spatial awareness. | Perform a routine with the support of others. |
| Establish | Demonstrate some posture and improving coordination. | Demonstrate some rhythm and improving timing. | Perform with some spatial awareness and improving projection (energy). | Perform a routine with some movement memory. |
| Consolidate | Demonstrate sound posture, coordination and some body extension. | Demonstrate sound rhythm, timing and some sense of style. | Perform with sound spatial awareness, projection (energy), some focus (eyeline). | Perform a routine with sound movement memory, with some commitment (no fiddling or laughing). |
| Secure | Demonstrate good posture, body extension, coordination and improved mobility. | Demonstrate good rhythm, timing and sense of style with improving dynamics. | Perform with good spatial awareness, projection (energy), focus (eyeline). | Perform a routine from movement memory with good commitment (no fiddling or laughing) and concentration. |
| Confident | Demonstrate highly developed posture, body extension, coordination, mobility and improving strength. | Demonstrate highly developed rhythm, timing, sense of style and dynamics. | Perform with highly developed spatial awareness projection (energy), focus (eyeline) and musicality (emotion). | Perform a routine from movement memory with highly developed commitment (no fiddling or laughing) concentration and some confidence. |
| Exceptional | Demonstrate excellent developed posture, body extension, coordination, mobility and strength, with improving flexibility. | Demonstrate excellent rhythm, timing, sense of style dynamics and have clarity in dance actions. | Perform with excellent spatial awareness, projection (energy), focus (eyeline) and musicality (emotion) and facial expression (moods). | Perform a routine from movement memory with excellent commitment (no fiddling or laughing) concentration, confidence and be able to have rehearsal discipline (every lesson). |
| Beyond | Demonstrate exceptional posture, body extension, coordination, mobility, strength and have evidence of flexibility with control. | Demonstrate exceptional rhythm, timing, sense of style dynamics and have clarity in dance actions. | Perform with exceptional spatial awareness, projection (energy), focus (eyeline), musicality (emotion), facial expression (moods) and have sensitivity to others. | Perform a routine from movement memory with exceptional, commitment (no fiddling or laughing), concentration, confidence and show the ability to have rehearsal discipline (every lesson) and capacity to improve. |

Key Learning Concepts: Design and Technology

| | Generating ideas | Planning | Making | Critical Evaluation | Knowledge and skill acquisition | | |
|--------------------|--|--|---|---|--|---|--|
| | | | | | Food | Textiles | RM |
| Acquire | Discuss design ideas which would work well; explain why they would work well | Plan what tools and materials are needed to make the product | Make useful products for someone with 1:1 help | Talk about work in simple terms and describe how a product works | Weigh and combine ingredients using one method, with help | Cut, decorate and join different fabrics | Cut, shape and join wood, metal and plastics |
| Establish | Show some awareness of designing for a purpose when discussing design ideas | Identify the main stages in making | Select the right tools, methods and materials, with a little help, to make usable products | Reflect on what was done well | Use a variety of hand and machine tools to achieve a fair finish; some help required | Create a casing; form a lining; | Use a variety of hand and machine tools to achieve a fair finish |
| Consolidate | Use models, pictures and/or words to describe product designs; design to a given specification; produce design ideas using labelled sketches to meet specification | Produce a plan of action for a given project | Select the right tools, methods and materials, explaining your choices; always work safely and reasonably accurately, work independently most of the time | Suggest things that could be improved | Use a variety of hand and machine tools to achieve a good finish; follow instructions independently | Make a pocket; select, make and use appropriate fastening; shape fabric | Fasten different materials; use a variety of hand and machine tools to achieve a good finish |
| Secure | Write a specification with little help; develop several ideas that lead to a design which meets most of your specification and considers needs of users | Produce a plan of action for a given project which includes approximate timings | Combine different materials and techniques successfully; work safely, independently, accurately and tidily | Identify the best features of the product; describe what was designed and made; explain any changes to the design | Combine ingredients using more than one method, present your work well e.g. garnish, accompaniment, decorative techniques | Use CAD CAM independently; use 'how to' sheets independently, and produce own | Use CAD CAM independently; Use 'how to' sheets independently, and produce own |
| Confident | Use research to write a specification unaided; develop design ideas, including all detailed measurements and dimensions | Produce a logical step by step plan, with timings, naming the correct tools, equipment and materials; produce outline safety notes | Work accurately with a variety of tools and techniques which suit the task, put parts and materials together in different ways to make usable products | Outline how difficulties were overcome; refer back to the essential and desirable aspects of specification, and judge product against these | Join and combine a variety of materials; select and use commercial components; manage health and safety; use a range of appropriate tools and equipment | | |
| Exceptional | Generate a comprehensive list of specifications independently; use research from a range of sources, including product analysis, to communicate several ideas; explain which idea best meets the specification | Produce a detailed, coherent plan including tools and safety notes with justification | Work with a variety of tools and techniques precisely to suit the task and achieve a quality finish; check work as it develops; identify problems | Test products; explain success of products for intended functions; suggest possible modifications for products to extend use and appeal | Adapt methods, equipment or templates to present and shape materials ; apply a finish to work to enhance appearance | | |
| Beyond | Evaluate research from a range of sources; carry out product analysis to write a detailed specification; test and model using different techniques to check that your ideas work; act on feedback | Produce a detailed, coherent plan, including a wide range of alternative tools, materials and processes which could be used, indicating the most appropriate | Understand and use characteristics of materials to make a successful, commercially viable product independently and with flair | Analyse feedback from users to discuss how further development might improve the design; consider the effects of your design on different users or environments | Use trialling, testing and problem-solving skills; select appropriate materials and components according to appropriateness of properties; find creative solutions to problems; demonstrate mastery of a range of skills | | |

Key Learning Concepts: Drama

| | Development and Collaboration | Performing | Analysis and Evaluation |
|-------------|--|---|--|
| Acquire | Develop some ideas for performance that communicate straightforward meaning(s). Limited development of skills and the piece. | Theatrical skills are applied with limited effect to realise some of the artistic intentions. Demonstrate a basic awareness of performing drama. Little inventiveness. | Describe and comment simply on drama seen and made, with inconsistent use of specialist terminology. |
| Establish | Participating in some group work. Limited understanding of key terminology. Limited development and refinement of skills and the piece. | Some theatrical skills are demonstrated, with some evidence that you have portrayed and sustained a role in performance. Little inventiveness. | Describe and comment simply on drama seen and made, applying some key terminology. |
| Consolidate | Participating in group work. Reasonable understanding of key terminology Some meaningful development and refinement of skills and the piece. | Fair range of theatrical skills are demonstrated e.g movement and voice. Skills portrayed and sustained whilst in role in performance. Some useful inventive ideas. | Describe and comment on drama seen and made, applying key terminology. |
| Secure | Develop clear ideas for performance that communicate meaning(s) successfully. Meaningful development and refinement of skills and the piece. | Theatrical skills are applied competently and coherently to realise artistic intentions. Demonstrate secure knowledge and understanding of performing drama. Useful inventive ideas. | Produce detailed and clear analysis and evaluation of drama seen and made, using key terminology appropriately. |
| Confident | Contribute to the group work on a consistent basis. Considerable and mostly successful development and refinement of skills and the piece. | Wide range of theatrical skills are demonstrated in an effective way. Appropriate movement and voice skills to portray and sustained a role in performance. Inventive qualities. | Produce detailed and clear analysis and evaluation of drama seen and made, using key terminology creatively. |
| Exceptional | Thoroughly contribute to group work. Good understanding of key terminology. Considerable and successful development/refinement of theatrical skills and the piece. | Wide range of theatrical skills are demonstrated in a confident and effective way. Good movement and voice skills to portray and sustained a role in performance. Many inventive qualities. | Produce critical analysis and evaluation of drama seen and made, using key terminology in a creative way with accuracy and precision. |
| Beyond | Develop creative ideas for performances that communicate meaning(s) with impact. Extensive/successful development and refinement of skills and the piece. | Theatrical knowledge skillfully and successfully applied to realise artistic intentions. Demonstrate in-depth knowledge and understanding while performing. Highly inventive work. | Produce well-informed critical analysis and evaluation of drama seen and made, using specialist terminology accurately and successfully. |

Key Learning Concepts: English

| | Analysing texts | Using evidence | Understanding context | Awareness of impact on reader, use of vocabulary | Structure and organisation of whole text | Sentence structure, spelling, punctuation and grammar |
|-------------|---|--|--|---|---|---|
| Acquire | Read and understand main ideas in texts; some simple inference | Refers to what happens in the text | Some awareness of how events in a text link together; some awareness of when the text was written | Some awareness of writing for a purpose and audience; some appropriate vocabulary choices | Simple connections between ideas and events are made, sometimes in order | Basic punctuation used; some sentences written accurately; simple words usually spelled correctly |
| Establish | Straightforward inferences; begins to make simple comments on characters and events in the text | Identifies some main points with some references to what happens in the text; some use of quotations | Able to make some connections within the text; some awareness of the significance when the text was written | Purpose of writing is more clear; writing is beginning to be adapted for a specific audience; some vocabulary chosen to have an effect on the reader | Attempts to organise writing by using paragraphing to sequence events and ideas | Basic punctuation used correctly; most sentences written accurately; common words usually spelled correctly |
| Consolidate | Range of inferences made; some comment and explanation on language and ideas | Identifies main points with references to what happens in the text, and appropriate use of quotations | Able to make some clear connections within the text; awareness of connections between the text and when it was written | Purpose of writing is clear; writing is adapted for a specific audience; a range of vocabulary chosen to have an effect on the reader | Writing is organised, with consistent and accurate use of paragraphs for a variety of purposes; connectives used to link ideas | Punctuation, including commas, used correctly; sentences sometimes varied; some complex words spelled correctly |
| Secure | Some analysis of language, and ideas; begins to comment on structure; begins to use relevant terminology | Regularly identifies most relevant points using a range of references about what happens in the text; begins to embed quotations | Able to draw meaningful connections within the text; able to comment on the significance of the time in which a text is written or set | Purpose and audience are clear and consistently maintained; appropriate vocabulary and techniques chosen to have an effect on reader | Writing is organised independently; paragraphing is clear and well-developed, with links between paragraphs; well-chosen connectives used to link ideas | Range of punctuation, including speech marks, used accurately; sentences varied; spelling of more complex words generally correct |
| Confident | Develops interpretations, some of which are independent, based on a range of language, structure and ideas; relevant terminology used | Consistently employs well-chosen references to the text to inform exploration; quotations are often embedded | Understands that texts reflect the time and place in which they were written; shows awareness of genre | Original and imaginative writing sustains interest in reader; vocabulary and techniques well-chosen and apt; different registers used where appropriate | Writing is cohesive with thoughtful links between paragraphs; ideas are effectively structured to impact on text's meaning | Range of punctuation used accurately and for effect; sentences varied for effect; spelling of irregular words generally accurate |
| Exceptional | Thoroughly analyses language, structure and ideas; terminology used precisely | Confident cross-reference of evidence from across the text | Explores the impact of genre and considers how texts have been received at different times | Writing is creative, engaging, and provokes reader; vocabulary, register, style are used purposefully | Ideas are skilfully structured to engage, persuade, challenge readers; different opinions are considered and counter-arguments may be developed | Full range of punctuation and sentence structure used to affect meaning; spelling accurate |
| Beyond | Analysis of language, structure and ideas may be original and perceptive | Precisely-chosen evidence consistently embedded as part of perceptive analysis | Use of specific contextual knowledge to inform analysis and interpretation | Writing is sophisticated; writing convincingly takes on different styles, including irony, parody, satire which contribute to a distinctive 'voice' | Ideas are structured with sophistication and ambition to influence and provoke readers | Punctuation and sentence structure used imaginatively to create subtle effects; spelling virtually flawless |

Key Learning Concepts: Geography

| | Contextual knowledge of locations and places | Understanding of Patterns, Processes and Environmental Change | Competence in Geographical Enquiry | Application of Geographical Skills | Sentence structure, spelling, punctuation and grammar |
|-------------|---|---|--|---|---|
| Acquire | Basic knowledge of the local area, physical and human geography and the wider world | Identify physical and human features giving simple descriptions; recognise and describe simple patterns; simple reasons given for own views on changes to environments | Suggest suitable geographical enquiry questions; begin to present findings using basic key terminology | Describe the patterns of features with simplistic observations; show understanding of basic map skills, graphs and statistical skills e.g. mean values | Basic punctuation used; some sentences written accurately; simple words usually spelled correctly |
| Establish | Use basic knowledge to identify physical and human features within landscapes across different parts of the world; describe the features of these environments | Describe how environments are different, describe patterns and simply explain them; show that humans have impacts and how use and/or management of places can be sustainable | Suggest suitable geographical enquiry questions; use appropriate skills to help investigate places and simply conclude and/or evaluate sources used | Describe distributions of features and sketch and/or label diagrams; show confidence with map skills and 4-figure referencing; demonstrate understanding of data using skills e.g. averages | Basic punctuation used correctly; most sentences written accurately; common words usually spelled correctly |
| Consolidate | Begin to understand links between physical and human geography; think on a more global scale and show understanding of different locations | Make links between processes and places; begins to analyse patterns; understand that different factors influence decisions and how use and/or management has impacts and links to change and conflict | Simply plan own sequence of investigation; use a range of skills to draw a simplistic conclusion and/or evaluation | Describe distributions of features in different places; attempt to annotate key features by showing confidence with map skills and 6-figure referencing; draws sophisticated techniques and interpret them. | Punctuation, including commas, used correctly; sentences sometimes varied; some complex words spelled correctly |
| Secure | Recall of basic evidence of regions studied and their specific features; show knowledge of variations in places and begin to compare them | Simple ideas about processes but often not linked to examples; show processes help develop features; understand relationships between places and people and sustainability; show greater range of views and attitudes | Conduct an enquiry and collect data (primary and secondary) using appropriate techniques; present findings using a simplistic technique | Recognise patterns and uses a range of skills to interpret and/or analyse trends; use a range of OS skills confidently | Range of punctuation, including speech marks, used accurately; sentences varied; spelling of more complex words generally correct |
| Confident | Recall of more detailed evidence about different places; some specific knowledge of places; explain why places are different using a range of countries | Link geographical ideas and processes; offer a limited range of reasons; recognise that people have different values and attitudes to change and these vary depending on use and/or management | Conduct an enquiry collecting a wider range of data (primary and secondary); present using range of simple methods | Fully recognise patterns and use a range of skills to interpret and/or analyse trends; confident OS map skills; attempt to include analysis e.g. percentage increase | Range of punctuation used accurately and for effect; sentences varied for effect; spelling of irregular words generally accurate |
| Exceptional | Recall of more detailed evidence about different places showing use of scale; use specific case studies with theories referred to in a simple manner | Explain processes and able to recognise that they help develop patterns in a variety of environments; understand that the different views of people will have different effects on how environments are used and/or managed | Conduct enquiry showing confidence collecting data; present using simplistic methods; conclusion and/or evaluation is brief but mostly accurate | Show understanding of map skills to describe and/or interpret patterns; use GIS to interpret patterns; demonstrate a range of skills and use statistical skills to analyse data | Full range of punctuation and sentence structure used to affect meaning; spelling accurate |
| Beyond | Recall a wide range of evidence about places but growing in scale and show knowledge through case studies; understand links between processes at different scales | Explain how places interact with processes; understand that they help develop patterns in a variety of environments; understand areas have specific features and this affects sustainable management as well as stakeholder values and/or attitudes | Conduct enquiry and identify questions suggesting a sequence; collect a range of data; advanced graphs lead to conclusions and/or evaluation which are detailed and/or plausible | Show clear understanding and/or interpretation of maps; use to interpret patterns at different scales; draw and/or interpret data on sophisticated graphs e.g. choropleth; use numerical and statistical skills to interpret data and highlight trends and/or anomalies | Punctuation and sentence structure used imaginatively to create subtle effects; spelling virtually flawless |

Key Learning Concepts: History

| | Knowledge & understanding | Similarity and difference | Historical Interpretation | Change & Continuity | Significance | Evidential Understanding | Causation | SPaG |
|-------------|--|---|---|---|---|--|---|---|
| Acquire | Able to demonstrate some knowledge and superficially cover the key points with a lack of depth, balance and understanding. | Able to identify some basic similarities or differences between historical periods. | Able to draw basic inferences from an interpretation. | Able to compare two periods and describe one or more of the changes that occurred. | Able to make one or more simple statements about why a person or event may be considered significant. | Able to describe what a source says/shows. Sources are read at face value. | Able to identify and describe in limited detail, one cause of an event | Basic punctuation and sentence structure; spelling of simple words usually correct; simple connections made between ideas, sometimes in order. |
| Establish | Able to demonstrate reasonable subject knowledge of most key points. You include relevant and mostly accurate evidence. | Able to identify and describe a limited number of similarities and/or differences between historical periods. | Able to draw simple inferences from an interpretation, and begin to describe the message. | Able to compare two periods and describe two or more of the changes that occurred. | Able to identify and describe a number of reasons why a person or event may be considered significant. | Able to make simple inferences from a source and make unsupported statements on the usefulness of evidence in relation to a specific enquiry. | Able to identify and describe two or more causes of an event | Basic punctuation used correctly; common words usually spelled accurately; most sentences written accurately; attempts to organise logically, but paragraphs are inconsistent. |
| Consolidate | Able to demonstrate good subject knowledge which covers most of the key points with relevant and mostly accurate evidence. | Able to provide some explanation of how historical experiences, ideas, beliefs or attitudes were similar and/or different. | Able to draw inferences from an interpretation and accurately describe the message | Able to compare periods and identify and explain examples of change and continuity. Beginning to refer to the extent, pace and nature of change. | Able to use criteria, e.g. GREAT, to begin to explain some of the reasons why a person or event may be considered significant. | Able to make supported inferences from the content of a source and beginning to cross reference evidence in order to reach limited judgments on the usefulness of evidence to a specific enquiry. | Able to categorise causes e.g. political, economic, or short, medium and long term. Also beginning to identify links between causes | Punctuation, including commas used correctly; some complex words spelled correctly; sentences sometimes varied writing is organised with accurate paragraphs and some connectives used. |
| Secure | Able to demonstrate very good subject knowledge which covers all the key points with a wide range of relevant, specific and accurate evidence. | Able to explain how historical experiences, ideas, beliefs or attitudes were similar and/or different and beginning to explain the reasons for these differences. | Beginning to consider the approach of an author, for example, their viewpoint, purpose, audience, and evidence chosen to build their interpretation, and how this might impact on the final interpretation. Beginning to evaluate an interpretation based on some own knowledge. | Able to compare periods and identify and explain a range of examples of change and continuity. Able to explain the extent, nature and pace of changes. Beginning to identify and explain some of the reasons why changes and/or continuity occurred. | Able to use criteria, e.g. GREAT, to explain why a person or event may be considered significant and beginning to assess the significance of a person or event in the short, medium long-term. | Able to analyse some aspects of the content, nature, origin or purpose of a source. Also, able to cross reference sources to reach more supported judgments on reliability/usefulness. | Able to identify and explain some of the links that exist between the causes of an event. | Range of punctuation used accurately; spelling of more complex and historical words generally correct; sentences varied; paragraphing is clear and well-developed with links and connectives used |
| Confident | Able to demonstrate excellent subject knowledge covering all key points and some additional ones, with relevant, specific and accurate evidence. | Beginning to assess the extent to which historical experiences, ideas, beliefs or attitudes were similar and/or different. Beginning to explain some of the reasons why there was variation in the extent of similarity/difference. | Able to assess the viewpoint, purpose, audience, and evidence selected and explain how this might impact the final interpretation, beginning to consider the context in which the interpretation was created, what conditions and views existed at the time, and how this might impact the final interpretation. Able to evaluate an interpretation based on own knowledge. | Able to compare periods and identify and analyse a range of examples of change and continuity. Able to reach supported judgments on the extent, nature and pace of change. Able to explain a range of reasons why changes and/or continuity occurred. | Able to understand that any judgment on significance is an interpretation. Able to use criteria e.g. GREAT, to assess the significance of a person or event and also able to analyse how the significance of a person or event can change in the short, medium and long-term. | Able to recognise that the usefulness of evidence depends on the specific line of enquiry. Able to analyse most aspects of the content, nature, origin or purpose of a source and cross reference sources in order to reach supported judgments on reliability/usefulness. | Able to analyse a wide range of links between causes. Beginning to assess the relative importance of factors. | Full range of punctuation used accurately and for effect; spelling of irregular words generally accurate; sentences and paragraphs are accurately structured to explain and link ideas |

| | | | | | | | | |
|--------------------|--|--|---|---|--|--|--|---|
| Exceptional | Able to demonstrate outstanding subject knowledge covering all key points and many additional ones, with relevant, specific and accurate evidence. Evidence of some independent research. | Able to assess the extent to which historical experiences, ideas, beliefs or attitudes were similar and/or different. Able to explain the reasons why there was variation in the extent of similarity/difference. | Able to assess the viewpoint, purpose, audience, and evidence selected and explain how this impacts the final interpretation. Able to explain how the context in which the interpretation was created e.g. the conditions and views that existed at the time, might impact the final interpretation. Able to evaluate an interpretation based on own extensive own knowledge. | Able to fully analyses the extent, pace and nature of change. Able to identify and explain a range of different reasons as to why changes and/or continuity occurred. Able to make accurate comparisons between different historical periods. | Able to articulate how and why any judgment on significance is an interpretation. Able to use a range of criteria e.g. GREAT or the 5 R's, to assess the significance of a person or event. Also able to analyse the significance of a person or event in the short, medium and long-term. | Able to recognise that the usefulness of evidence depends on the specific line of enquiry. Able to analyse almost all aspects of the content, nature, origin or purpose of a source and cross reference sources in order to reach fully supported judgments on reliability/usefulness. | Able to analyse the links between causes and evaluate their relative importance, reaching substantiated judgments. | Accurate spelling, punctuations and sentence structure; ideas are skilfully structured for purpose, using connectives to develop arguments and counter-arguments. |
| Beyond | Able to demonstrate outstanding subject knowledge covering all key points and many additional ones, with relevant, specific and accurate evidence. Evidence of extensive independent research from suitably challenging sources. | Able to fully assess the extent to which historical experiences, ideas, beliefs or attitudes were similar and/or different. Able to fully analyse a range of reasons why there was variation in the extent of similarity/difference. | Able to use detailed subject knowledge in order to place an interpretation in the context of the time it was produced, with detailed reference to the conditions and views that existed at the time. Able to comprehensively explain how this might impact the final interpretation. | Consistently analyses the extent, pace and nature of change. Able to identify and analyse a range of different reasons as to why changes and/or continuity occurred and is able to assesses the relative significance of these causes and consequences. Uses extensive historical knowledge to make nuanced comparisons between historical periods. | Able to articulate how and why any judgment on significance is an interpretation. Able to use a range of criteria e.g. GREAT or the 5 R's, to assess the significance of a person or event. Also able to analyse how the significance of a person or event has changed throughout history. | Able to recognise that the usefulness of evidence depends on the specific line of enquiry. Able to analyse all aspects of the content, nature, origin or purpose of a source and cross reference sources in order to reach fully supported judgments on reliability/usefulness. | Able to comprehensively analyse the links between causes and evaluate their relative importance, reaching sustained and substantiated judgments. | Punctuation and sentence structure used imaginatively to create subtle effects; spelling virtually flawless; ideas are structured with sophistication to influence and provoke readers. |

Key Learning Concepts: Languages

| | Comprehension: Listening & Reading Skills | Translation Skills | Communication and Content: Speaking and Writing Skills | Grammar & Accuracy: Speaking and Writing Skills |
|-------------|--|--|--|---|
| Acquire | Understands familiar individual items of vocabulary or short phrases | Translates single items of familiar vocabulary; there may be errors; supporting resources are used | Communicates simple ideas with familiar vocabulary; individual words or short phrases; supporting resources are used | Uses a small selection of familiar vocabulary; verbs may or may not be used; errors with spelling or pronunciation may impact on the message being fully conveyed |
| Establish | Understands familiar items of vocabulary, including a small range of common verbs in the present tense | Translates short phrases using familiar vocabulary; there may be some errors; supporting resources are used | Communicates brief points using familiar vocabulary; one tense only; errors may prevent meaning from being conveyed; supporting resources are used; some full sentences, without extra detail | Simple, short sentences, without linking; some successful use of the present tense; some errors with spelling or pronunciation may prevent the meaning from being conveyed |
| Consolidate | Understands familiar vocabulary, a selection of common verbs in the present tense and some extra detail, e.g. simple opinions, linking words; errors are likely. | Translates short phrases using familiar vocabulary; there is likely to be reference to the present tense, opinions and/or connectives; there are occasional errors; supporting resources are used. | Communicates brief points using familiar vocabulary with some repetition and occasional extra detail, e.g. simple opinion or evidence of linking ideas; some errors may impact on communication; supporting resources are used; approx. 10-20 words. | Simple, short sentences; some accurate reference to the present tense, may include opinions and/or connectives; some errors with spelling, structure or pronunciation may prevent the meaning from being conveyed. |
| Secure | Understands familiar vocabulary and verbs in the present tense; texts include extra detail, e.g. complex structures and opinions; texts may also include distractors, requiring greater application of understanding; errors occur but the central meaning is understood | Translates straightforward, familiar vocabulary; there is evidence of more complex structures including reference to the present tense, opinions and connectives; there may be occasional errors; supporting resources may be used | Communicates relevant information using familiar vocabulary and occasional extra detail; present tense verbs, simple opinions, some evidence of linking ideas; some repetition; errors may hinder communication; supporting resources may be used; approx. 20-40 words | Straightforward structures; simple sentences with some linking; some evidence of more complex structures; successful reference to present tense events; occasional errors with spelling, structures or pronunciation may hinder comprehension |
| Confident | Understands familiar vocabulary and verbs in two tenses; texts include extra detail, including some complex structures and opinions; texts also include distractors and some unfamiliar vocabulary, requiring greater application of understanding and use of context; some errors expected | Translates straightforward, familiar vocabulary; there is evidence of more complex structures including reference to the present tense and at least one other tense, opinions and connectives; there may be some errors; minimal or no supporting resources | Communicates relevant information, with extra detail; there is little/no repetition, simple information and opinions; familiar vocabulary with occasional examples of uncommon vocabulary; occasional errors may hinder communication; minimal or no supporting resources; approx. 40-50 words | Mostly straightforward structures with some evidence of increasing complexity with structures and/or vocabulary; some linking of ideas; reference to present <u>and</u> future or past events; errors with spelling, structures or pronunciation may occasionally hinder comprehension |
| Exceptional | Understands familiar vocabulary and verbs in past, present and future; texts include extra details, complex structures and opinions, and some unfamiliar vocabulary; texts also include distractors, requiring increased application of understanding and use of context; occasional errors | Translates straightforward, familiar vocabulary; there is evidence of more complex structures including examples of uncommon vocabulary, past, present and future, opinions and complex connectives; there may be occasional errors; no supporting resources | Communicates relevant information with some expansion of all key points; there is some variety of vocabulary and expression and some examples of uncommon vocabulary; attempts are made to make the response more varied/ interesting, with some success; no supporting resources; approx. 50-80 words | Some variation of structures with occasional complex structures; reference to past, present <u>and</u> future events; there may be some errors with spelling, structures or pronunciations which occasionally hinder comprehension |
| Beyond | Understands familiar vocabulary and verbs in at least three tenses; texts include a range of extra details, complex structures and opinions, and some unfamiliar vocabulary; more complex texts include a greater number of distractors, requiring increased application of understanding and use of context; few errors | Translates straightforward, familiar vocabulary; there is evidence of more complex structures including examples of uncommon vocabulary, at least three tenses, some use of creative language and complex structures; few errors; no supporting resources | Communicates all relevant information with expansion of all key points; variety of vocabulary and expression, with some examples of uncommon vocabulary and creative language; interesting, convincing personal opinions; approx. 80 words | A range of tenses (3+), including more than one example of each; extended sentences with evidence of more complex structures and vocabulary; vocabulary and structures are mostly accurate, with occasional errors in spelling, structures or pronunciation which do not hinder clarity |

Key Learning Concepts: Mathematics

| | Computational Thinking and Programming | Data and Data Representation | Cultural, Legal and Ethical | Hardware and Processing | Communication and Networks | Information Technology | Sentence structure, spelling, punctuation and grammar |
|-------------|--|--|---|---|---|--|--|
| Acquire | Understand keywords. Use code to create a simple program; run, check and change programs; use keywords and precision to avoid errors | Use keywords associated with Spreadsheets Using cell references to navigate spreadsheets | Use Keywords relating to Cultural, Legal and Ethical issues relating to technology | Use one or two input and output devices | Carry out simple web searches; communicate safely online. Use keywords associated with cyber security. Explain what hacking is | Use software to create, store and edit digital content | Basic punctuation used; some sentences written accurately; simple words usually spelled correctly |
| Establish | Design simple algorithms as flowcharts and pseudocode; predicts outcomes and find errors in code creates Algorithms and code | Format cells for clear presentation. Recognises different types of data (text, numerical and calculated results). | To recognise different Cultural, Legal and Ethical issues. | Use a range of input and output devices; use keywords to describe hardware and application software | Carry out more complex web searches; uses St Laurence Acceptable User Policy. Explain the difference between black, grey and white hat hackers; when hacking is illegal. Know what Social Engineering is. | Independently organise digital content; make improvements based on feedback | Basic punctuation used correctly; most sentences written accurately; common words usually spelled correctly |
| Consolidate | Create complex algorithms and diagrams; predicts outcome of code; creates more complex programs. Use computational thinking to solve simple problems. | Compare data and searches. Use formulae for simple criteria (+, -, /, *) . Use functions (sum, average, min and max) | To be able to explain a few Cultural, Legal and Ethical issues relating to technology | Show how input and output devices collect and process data; use keywords to compare hardware and application software | Use and compare internet and internet services; use computers safely; know a range of ways to report concerns of unacceptable content or stranger contact. Know different types of malware and prevention | Collect, organise, create and present digital content to meet target audience requirements; make improvement independently | Punctuation, including commas, used correctly; sentences sometimes varied; some complex words spelled correctly. |
| Secure | Use decomposition, pattern recognition and abstraction confidently. Use decomposition to break a task down into a system of subtasks. create solutions for subtasks; | Analyse and evaluate data; perform complex searches using criteria. Use a spreadsheet to create a simple chart to display information from specified data with clear labels. Search and Sort data. | To evaluate the impact of one or two Cultural, Legal and Ethical issues relating to technology on society | Explain the main functions of the operating system | Know how search engines rank data; show responsible use of technologies and online services; know a range of ways to report concerns. Recognise and explain the different methods of attack used by criminals in my own words. | Evaluate digital content to meet criteria; comment on the success of the solution | Range of punctuation, including speech marks, used accurately; sentences varied; spelling of more complex words generally correct |
| Confident | Understand how different algorithms can be used to solve the same problem; use high level programming language to solve problems. Test and debug code independently. | Query data; show how numbers and images are represented; define data types. Interpret the results of searches and sorts. Create a well presented document independently. | To evaluate the impact of many Cultural, Legal and Ethical issues relating to the impact of technology in society in detail | Use keywords associated with the fetch-execute cycle; explain range of operating systems and application software for same hardware | Use advance features in search engines; explain data transmission between digital computers over networks; use online services securely; know how to report inappropriate conduct on computer networks. . Explain different types of malware and prevention | Evaluate digital devices to meet criteria; recognise ethical issues; make refinements to the solution; suggest future solutions | Full range of punctuation used accurately and for effect; sentences varied for effect; spelling of irregular words generally accurate; |
| Exceptional | Know how to use algorithms to create efficient solutions; program and customise results; Find syntax, runtime and logic errors | Use data types to perform simple operations; show how more complex numbers and images are represented. Use skills in a variety of settings. | To evaluate and analyse Cultural, Legal and Ethical issues relating to technology on society | Explain the fetch-execute cycle; know the basic functions of computer memory | Use keywords associated with search engine protocols; know names of hardware and names of protocols associated with networking systems. Evaluate the impact of cyber attacks on society. | Evaluate the trustworthiness of digital content; design criteria to evaluate the quality of solutions | Punctuation and sentence structure used to affect meaning; spelling accurate |
| Beyond | Compare and explain algorithms and programming language; write complex programs to meet the needs of the user | Compare data representation of numbers and images; explain why various programming languages are used | To evaluate and analyse Cultural, Legal and Ethical issues relating to technology in society in detail | Explain how processors have instruction sets; understand concept of low level programming language; understand Moore's Law | Use hardware and protocols associated with networking systems; know the client-server model; know the dangers of persistence of data on the internet | Collect, analyse and evaluate data; explains how use of technology impacts society; understand legal frameworks; document user feedback and refinements made to the solution | Punctuation and sentence structure used imaginatively to create subtle effects; spelling virtually flawless |

Key Learning Concepts: Music

| | Elements of Music | Compose and Improvise | Play and Perform | Listen and Understand | Use notation | Appreciation and Evaluation skills |
|--------------------|--|--|--|---|--|---|
| Acquire | Experiment with the elements of music | Begin to use voice and play tuned and un-tuned instruments creatively | Use voices, play tuned and un-tuned instruments expressively | Listen with concentration and understanding to a range of high quality live and recorded music | Begin to show awareness of basic music notation | Occasionally make judgments about other ideas |
| Establish | Use the elements of music | Improvise and compose music for a range of purposes | Play and perform in solo and ensemble contexts; use voice and play musical instruments with increasing accuracy, fluency, control and expression | Listen with attention to detail and recall sounds; develop an understanding of the history of music | Start to use and understand staff and other musical notations | Make judgments about other ideas; appreciate and understand other performers |
| Consolidate | Explore elements of music with awareness | Improvise, compose; and extend musical ideas; use a range of musical structures, styles, genres and traditions | Play and perform in a range of solo and ensemble roles using voice and playing instruments musically | Listen to a wide range of music from great Composers and musicians; start to understand the music that is performed and its history | Begin to use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions | Assess performances using key vocabulary |
| Secure | Explore elements of music with greater awareness | Compose and improvise for different occasions using appropriate musical devices within given structures | Use voice and play instruments musically with increasing accuracy (Grade 1) | Listen and discriminate between a range of music from great composers and musicians | Use various notations in a range of musical styles, genres and traditions | Assess performances using timbre and texture |
| Confident | Explore some elements of music expressively | Sustain and develop musical ideas, achieving a variety of effects | Use voice, playing instruments musically, with fluency, accuracy and expression; make subtle adjustments in ensemble playing (Grade2) | Develop a deepening understanding of the music that is performed and listened to, and its history | Use staff and other relevant notations with greater independence in a range of musical styles, genres and traditions | Assess performances with understanding, and with knowledge of skills used |
| Exceptional | Explore many elements of music with growing sophistication | Develop and extend musical ideas creatively | Play and perform making significant contributions to the performance (Grade 3-4) | Describe and explain a wide range of music and understand its history | Use a wider range of notations with independence in a range of musical styles, genres and traditions | Use musical knowledge to suggest improvements to a piece of music |
| Beyond | Explore the full range of musical elements with sophistication | Create music that uses structure and form intelligently | Play and perform to equivalent Grade 5 | Critically comment on a wide range of music and understand its historical context | Read and interpret a wide range of notations with complete independence in a range of musical styles, genres and traditions | Evaluate and analyse at all stages of composition and performance to inform the development of music. Assess a final piece of work with clarity and expertise |

Key Learning Concepts: Physical Education

| | Developing skills and technique | Applying Knowledge and Making Effective Decisions | Effective Performance in Competitive Situations | Leadership and Communication | Fitness Components and Application to Learning and Life |
|-------------|---|--|---|---|--|
| Acquire | Performs some of the core skills within each sport with limited success. Developing the technique of some core skills. | Able to state some core knowledge about each sport studied. Can occasionally make effective decisions in relation to structured practices. | Can sometimes make contributions to competitive situations in each sport studied. Able to apply their learning to have limited success against some opponents. | Sometimes able to contribute ideas or observations about performance in pairs and/or small groups. Can sometimes lead others in structured activities such as a warm up. | Able to participate in all physical activity within lesson. Has some capacity to meet the demands of their everyday environment. Able to demonstrate some components of fitness to an average level for their age. |
| Establish | Performs some of the core skills within each sport with success but not all skills. Developing consistent technique in some core skills. | Able to state core knowledge about each sport studied. Can sometimes make effective decisions in relation to structured practices. | Can make contributions to competitive situations in each sport studied. Able to apply their learning to have some success against some opponents. | Sometimes able to contribute ideas and observations to others. Can lead others in structured activities such as warm ups or basic skill practices. | Able to participate in all physical activity within lesson. Has the capacity to meet the demands of their everyday environment. Able to demonstrate components of fitness to an average level for their age. |
| Consolidate | Performs all of the core skills within each sport with some success. Technique is consistent for most core skills when under pressure from opponents. | Able to apply core knowledge and understanding to specific situations within the sport. Can make effective decisions in structured practices and sometimes in open challenges. | Can make consistent contributions to competitive situations in each sport studied. Able to apply their learning to have consistent success against some opponents. | Contributes ideas and observations to help their own and other students' learning. Able to lead others in a range of structured activities within lessons. | Understands the importance of physical activity to health. Can cope with more challenging physical activities within lessons with most fitness levels at average for their age. |
| Secure | Combines the correct performance of all core skills with success. Technique is consistent for all core skills when under pressure from opponents. | Applies knowledge and understanding of the sport consistently and accurately. Can make mostly effective decisions in open challenges. | Makes effective contributions in most competitive situations in each sport studied. Able to adapt and apply their learning to have success against most opponents. | Consistently communicates well with peers in structured activities and more open challenges. Confidently leads others in a range of structured activities within lessons and sometimes in more open challenges. | Consistently pushes themselves to complete more challenging physical activities within lessons. Fitness components are average for their age with some above average. |
| Confident | Performs all core skills with flair, precision and consistency. Applies more complicated variations of core skills with success. | Advanced knowledge of each sport applied to their advantage in competitive situations. Consistently makes effective decisions in open challenges. | Makes consistently effective contributions to most competitive situations in each sport studied. Able to adapt and apply their learning consistently to have success against most opponents. | Consistently and effectively communicates with peers to enable greater learning and more successful performance. Confidently leads others in open, competitive situations. | Can push themselves to sometimes achieve the most challenging physical activities within lessons. Fitness components are mostly above average for their age. |
| Exceptional | Performs combinations of advanced skills for consistent success. Technique is consistently excellent even under intense pressure from opponents. | Excellent knowledge of each sport used to ensure successful performance. Consistently makes effective decisions in all challenges faced within lessons. | Makes consistent, effective and impactful contributions in almost all competitive situations in each sport. Consistently adapts and applies their learning to each situation to ensure success against all opponents. | Effectively communicates within all tasks to enable greater learning and successful performance. Confidently leads others having a positive experience on the outcome of competition. | Can apply their knowledge of fitness to their individual needs to ensure they can always meet the demands of their everyday environment. Fitness components are all above interest and some are excellent for their age. |
| Beyond | Precisely performs all core and advanced skills in all sports studied. Technique is always excellent in all situations. | In depth knowledge of each sport used to ensure successful performance. Always makes effective decisions in the most challenging situations. | Always makes important, impactful and incisive contributions to all competitive situations in each sport. Always adapts and applies their learning to ensure success against all opponents. | Communicates and leads effectively, insightfully and confidently making a significant impact on learning and performance in all situations within each sport studied. | Consistently demonstrates the highest standards of fitness components for their age. Able to apply their knowledge of fitness to maximize their learning and performance in all sports studied. |

Key Learning Concepts: PSHE *(Draft – Subject to change)*

| | Health and Wellbeing | Relationships | Living in the Wider World |
|--------------------|---|--|--|
| Acquire | <ul style="list-style-type: none"> Can identify transitional stages in life and discuss ways of managing them Can suggest some ways to promote my health Can state basic differences between safe and unsafe choices for my health and wellbeing | <ul style="list-style-type: none"> Can describe different types of relationship Can distinguish between healthy and unhealthy relationships Can name and describe my emotions Can suggest some strategies for dealing with bullying, both on and offline Can describe my views on basic moral issues and begin to critically assess others' views | <ul style="list-style-type: none"> Can state my rights and responsibilities as a member of my local community Can describe what an active citizen does Can define the economy and how I contribute to it Can identify different careers and pathways |
| Establish | <ul style="list-style-type: none"> Can describe the role of a parent Can state basic risks to my health Can list some support services Can recognize emergency situations and follow instructions to keep myself safe Can identify some forms of media that might influence me and my health choices | <ul style="list-style-type: none"> Can suggest ways to manage peer pressure Can define the concept of consent Can recognise the feelings associated with loss Can describe how to show respect and equality to others Can discuss ways to manage risk in relationships Can identify where I could find advice and support | <ul style="list-style-type: none"> Can describe what it means to be ambitious Can sometimes, with support, demonstrate teamwork and resilience skills Can reflect on my strengths and identify an area to improve Know about the role of business in the economy |
| Consolidate | <ul style="list-style-type: none"> Can manage transitions between important stages in my life, demonstrating a positive mindset in the face of change Can describe ways to promote my physical, mental and emotional health Can identify choices for my health and wellbeing that are safe and unsafe | <ul style="list-style-type: none"> Can describe how to develop and maintain a variety of healthy relationships in a range of contexts Can recognise and manage my emotions Can explain how to deal with negative relationships, including bullying, abuse and online encounters | <ul style="list-style-type: none"> Can explain what it is to be enterprising Can describe possible personal finance choices and identify potential risks and benefits of those choices Can describe my role as a consumer |
| Secure | <ul style="list-style-type: none"> Can describe feature of parenthood and the risks of unplanned pregnancy Can assess risks to my health Can explain a range of different support available including on and off-line services Can explain how to respond in emergency situations Can explain the role of the media in influencing lifestyle choices | <ul style="list-style-type: none"> Can justify my values on moral issues Can effectively assess others' arguments and can identify thinking traps Can explain strategies to manage peer influence Can explain the concept of consent in a variety of contexts | <ul style="list-style-type: none"> Can explain my rights and responsibilities as a member of a diverse community Can explain my role as an active citizen and as a participant in the local and national economy Can explain how to make informed career choices Can explain how to be ambitious and enterprising |
| Confident | <ul style="list-style-type: none"> Can explain a range of techniques to promote my physical, mental and emotional health Can confidently explain what it means to be a good parent Can describe the health and wellbeing risks of unplanned pregnancy | <ul style="list-style-type: none"> Can describe ways to manage loss Can demonstrate how to respect equality and be a productive member of a diverse community Can express increased confidence in my ability to manage risk in relationships Can identify and access appropriate advice and support Can explain the importance of consent in all relevant contexts | <ul style="list-style-type: none"> Can demonstrate employability skills, including teamwork, leadership, flexibility and resilience Can reflect effectively on my strengths and areas for development in order to improve Can describe the national economic and business environment Can demonstrate enterprise skills Can describe my rights and responsibilities as a consumer Can confidently demonstrate a range of employability skills |
| Exceptional | <ul style="list-style-type: none"> Can evaluate the effectiveness of a range of different support available including on and off-line services Can evaluate the safety of my health and wellbeing choices Can demonstrate how to respond in emergency situations Can evaluate the role and effectiveness of the media's influence on my own and others' lifestyle choices | <ul style="list-style-type: none"> Can explain how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts Can evaluate my success at managing my emotions in different contexts Can give advice Can explain how to manage loss related to bereavement & divorce Can effectively demonstrate strategies to manage peer influence Can justify my values on moral issues using mature and detailed argument which is backed up by evidence | <ul style="list-style-type: none"> Can meaningfully debate my rights and responsibilities in promoting diversity in my community Can demonstrate active citizenship and assess my contributions to the local and national economy Can explain how to make informed career choices and explain the pathways leading to and from these choices Can demonstrate ambition and lead enterprise projects Can explain how personal financial choices affect me and assess financial risk in relation to those choices |
| Beyond | <ul style="list-style-type: none"> Can make regular, accurate assessments of risks to my health Can pre-empt and prepare myself for transitional phases in my life, consistently demonstrating resilience and a positive mindset in the face of change | <ul style="list-style-type: none"> Can give advice about how to deal with negative relationships, including bullying, abuse, violence and online encounters Can demonstrate discernment in assessing others' arguments and can identify increasingly sophisticated thinking traps Can critically assess the importance of equality in a diverse community and the ways in which I and my society promote this Can express increased confidence in my ability to manage risk in relationships and demonstrate effective strategies in doing so. Can evaluate the effectiveness of different sources of support | <ul style="list-style-type: none"> Can reflect on my strengths and areas for development with precision and insight, and respond constructively to feedback Can explain the economic and business environment locally, nationally and globally Can demonstrate a wide range of enterprise skills confidently Can evaluate how personal financial choices affect myself and others and confidently assess financial risk in relation to those choices Can explain examples of how to claim my rights and meet my responsibilities as a consumer. |

Key Learning Concepts: RE

| | Remembering | Understanding | Analyzing | Evaluating |
|-------------|--|--|--|---|
| Acquire | When shown some key beliefs, terms or quotes, I am able to recognize these as being important. | I am able to use some limited key terms about my subject | I am able to give simple value statements linking to the ideas studied in class | I am able to make simple judgements on the concepts studied in class. |
| Establish | I am able to recall either, one or two key terms, quotes or views linked to the key concepts studied in lessons. I am able to do this from my long-term memory. | I am able to choose a few unrelated teachings or sources of authority to describe a world view. I am able to use a simple example from everyday life to show that they understand concepts. | I am able to write about one piece of evidence that I feel is linked to the topic studied in class | I am able to make simple judgements on the truth and accuracy of a world views. |
| Consolidate | I am able to recall the main key terms and their definitions linked to concepts of the lesson. I can also recall quotes used to support different world views | I am able to use teachings or sources of authority to support detailed points about world views. I am able to write explanations of world views that are more like reasons and not simply retelling of the quote used to explain the world view | I am able to suggest which forms of evidence that I find more valuable and more relevant to the concepts studied in class | I am able to show how some world views might have more convincing truth claims than others. |
| Secure | I am able to practice memory techniques in order to easily recall the majority of key terms, definitions, views and quotes that are used when looking at the concepts within lessons. All of this is from my long-term memory | I am able to make detailed points, which answer the question. I can use an appropriate teaching or source of authority to show why people have different views. My explanations show how a world view can affect either the believer's ethical choices or the practices. I can use connectives to explain the similarities and differences between two different world views | I am able to categorize and sort out at least one relevant belief, teaching or attitude towards the concepts studied in class. I can give an opinion on the purpose of a text and how it is used to support beliefs | I am able to be clearer on which world view I prefer. I can support this evaluation through the use of evidence. I am able to give two clear reasons why a particular world view is convincing or not |
| Confident | I am able to practice memory techniques in order to recall a high number of specific key terms, views and quotes that are better suited to the topic they are studying. This will include philosophical terms. All of this is done from their long-term memory | I am able to use a wider range of teachings and sources to give reasons why there are alternative religious and non-religious beliefs. I am able to explain why there are differences within the same world view | I am able to categorize beliefs, teachings and attitudes into different groups. I am able to show how literal and non-literal interpretations can result in the different responses to the concepts studied in class | I am able to consider a wider range of truth claims when discussing an issue. I am able to give clear judgements on why these views are convincing or not. These judgements are always based on evidence. |
| Exceptional | I am able to recall the full range of key terms, views and quotes, which are required by the topic studied. All of this is from my long-term memory | I am able to apply my understanding of a world view to a range of contemporary and historical contexts. | I am able to select and deploy relevant historical and contemporary interpretations in order to give a fuller analysis of the concepts studied in class | I am able to synthesize a wide range of arguments, evidence and examples to create a fully justified personal response to an issue. I am able to consider why someone may not find my own arguments convincing |
| Beyond | I am able to research key terms, quote views that that are not included in lessons. I am able to practice memory techniques in order to commit these ideas to my long-term memory | I am able to go beyond the understanding world views and concepts gained in class. I can add world views, teachings and examples that I have researched independently of the class setting | I am able to look beyond the world views presented in class. I can find relevant historical and contemporary interpretations in order to give an analysis of the concepts studied, which is distinct from the rest of the class. | I am able to robustly defend their arguments, by showing how they would respond to counter claims. This involves them being aware of common fallacies and the argument structure claim, counter claim, and rebuild the claim. |

Key Learning Concepts: Science

| | Biology | Chemistry | Physics | Planning investigations in science | Analysing and concluding in science | Numeracy in science | Sentence structure, spelling, punctuation and grammar |
|-------------|---|---|---|---|--|--|--|
| Acquire | Use relevant key words when stating simple facts about Biology. | Use relevant key words when stating simple facts about Chemistry. | Use relevant key words when stating simple facts about Physics. | Make suitable selections from a list of apparatus to answer a simple scientific question | State simply what happened in the experiment | Plot a bar chart when provided with axes | Basic punctuation used; some sentences written accurately; simple words usually spelled correctly |
| Establish | Use relevant key words when recalling simple facts about Biology. | Use relevant key words when recalling simple facts about Chemistry. | Use relevant key words when recalling simple facts about Physics. | Suggests suitable apparatus and order instruction to produce a sensible method | Describe what happened in the experiment | Plot points on a scatter graph when provided with axes | Basic punctuation used correctly; most sentences written accurately; common words usually spelled correctly |
| Consolidate | Verbally or in writing use more than one scientific idea to describe a biological observation. | Verbally or in writing use more than one scientific idea to describe a chemical observation. | Verbally or in writing use more than one scientific idea to describe a physical observation. | Identify appropriate variables within the investigation and are able to design a simple method | Simply describe what the results show and identify simple patterns | Construct axes and plot data points correctly; accurately calculate a Mean | Punctuation, including commas, used correctly; sentences sometimes varied; some complex words spelled correctly |
| Secure | Use more than one scientific idea to describe a biological observation with supporting evidence. OR Describe in detail a range of biological observations | Use more than one scientific idea to describe a chemical observation with supporting evidence. OR Describe in detail a range of chemical observations | Use more than one scientific idea to describe a physical observation with supporting evidence. OR Describe in detail a range of physical observations | Write a suitable method which specifically addresses the given hypothesis; state which variables need to be controlled; identify hazards and take precautions to reduce risk | Describe what the results show including patterns and a link to the hypothesis; identify anomalous results | Plot a linear graph using a whole- number scale; draw an appropriate line of best fit; calculate simple percentages; correctly substitute information within written problems into three term equations. | Range of punctuation, including speech marks, used accurately; sentences varied; spelling of more complex words generally correct |
| Confident | Use scientific terminology and ideas to explain and to account for observations in the biological world | Use scientific terminology and ideas to explain and to account for observations in the chemical world | Use scientific terminology and ideas to explain and to account for observations in the physical world | Develop a hypothesis from an observation and design an investigation to test the hypothesis | Describe trends and patterns within results using examples from the data; describe the possible cause of anomalies | Plot a linear graph incorporating non-integer values and non-evenly spaced values of the independent variable; rearrange equations with three variables | Full range of punctuation used accurately and for effect; sentences varied for effect; spelling of irregular words generally accurate; |
| Exceptional | Explain challenging ideas in biology using appropriate key terminology and link to observations | Explain challenging ideas in chemistry using appropriate key terminology and link to observations | Explain challenging ideas in physics using appropriate key terminology and link to observations | Uses scientific knowledge to design an investigation which enables the collection of valid and reliable data | Describe in detail trends and patterns within results displayed in both tables and graphs; comment on anomalous results and possible sources of errors within the experiment; explain impact of these errors | Calculate percentage changes; use a knowledge of number prefixes eg. Kilo/mega to readily convert between units | Punctuation and sentence structure used to affect meaning; spelling accurate |
| Beyond | Explain accurately abstract concepts from all areas of biology and discuss links between other areas of science | Explain accurately abstract concepts from all areas of chemistry and discuss links between other areas of science | Explain accurately abstract concepts from all areas of physics and discuss links between other areas of science | Independently use a variety of sources to design an investigation which will enable collection of valid and reliable data; fine detail of range and intervals are independently decided | Explain outcome of the experiment; explain the impact of errors on the results and how we could address these; use a range of data to support conclusions | Flawless manipulation of number in all aspects of science; multiple stage calculations to resolve complex calculations rearrange an equation with four variables | Punctuation and sentence structure used imaginatively to create subtle effects; spelling virtually flawless |

Learning Profile

To make the best possible progress students need to be ready to learn, resilient and determined and willing to take an active part in lessons and learning. With certain reports during the year teachers will give students, parents and carers feedback on whether students:

- Are “Prepared for Learning”
- Have a positive “Attitude to Learning”
- “Engage in Learning”

These judgements are reported as the ‘Learning Profile’ and described in more detail below. If the student’s overall RAGG rating is Amber or Red, subject teachers will identify a specific area of concern that needs to be addressed for the rating to improve to Green.

Prepared for Learning

Students are organised and take responsibility:

they bring the correct equipment, including the planner and home learning; they understand and use their own targets to inform their future work

Students are punctual; they have the ‘right tools’ for the work they have to complete in their individual lessons. Students use the planner and other documentation to record targets; these are referred to and reflected on regularly in order to improve work. Students complete home learning to a good standard with purpose and pride; it is handed in on time. Students catch up on work they have missed through absence.

Attitude to Learning

Students are determined and exercise self-control:

they take pride in achieving the best they can; they work hard to solve problems and overcome difficulties

Students contribute to the learning in the lesson by listening carefully, modelling appropriate behaviour for learning and supporting others. Students are not afraid to make mistakes. They demonstrate persistence and resilience, and value the mastering of skills. Students present work to the best of their ability.

Engaged in Learning

Students are independent and show interest:

they participate positively in a variety of ways and demonstrate curiosity

Students actively seek to extend their knowledge, skills and understanding, and show that they derive pleasure from this. Students demonstrate that they see the relationships between different subjects; they enjoy finding out about viewpoints other than their own. Through their thoughtful contributions, including offering opinions and asking questions, students enhance learning; they try to reflect on why or how learning takes place.