



St Laurence School



**Key Stage 3
Assessment Booklet
Year 7**

Care – Inspire - Succeed

Welcome to St Laurence School

The transition to secondary school can be a challenging time for children but also for parents and carers who must understand the many changes themselves. One of the key challenges is that at primary school you know exactly where to go to find the information that you need about your child's progress because you can talk to his/her class teacher on a regular basis about all subject areas; this is very different at secondary school where a student in Year 7 may well be taught by 15 different teachers across all subjects. The aim of this booklet is to provide you with 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.

- **Expectations of Progress** - this will detail our expectations of progress for your son or daughter in the year ahead. The report will also show a progress 'flight path' so that you have a sense of how they may achieve in the future if they continue to make or exceed our expectations of their progress.
- **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 7 Subject Consultation meetings in April. It is an expectation that all parents/carers attend this event.

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 RAG rating is not given in relation to the other members of the class, or against an 'average' expectation for all Year 7 students, but is instead calculated in relation to your son/daughter's flight path.

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 starting point on the *Key Learning Concepts* 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 position on the grid 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* (page 22 of planner) 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 area; 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 7 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 son/daughter'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 also make contact with Mrs Karen Rhodes who you have met as our Year 6-7 Transition Co-ordinator or myself via the email address below.

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

Karen Rhodes
KS3 Director of Learning and Progress
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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: Dance

	Physical Skills	Technical Skills	Expressive Skills	Mental Skills
Acquir	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 *(Draft – Subject to change)*

	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 different time periods or social groups 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.	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 time periods or social groups and describe two or more of the changes or continuities 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.	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 time periods or social groups and identify and explain examples of change and continuity. Beginning to refer to the extent, pace or nature of the changes that occurred.	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 draw inferences from the content of a source and beginning to draw simple inferences from the provenance of a source.	Able to categorise causes e.g. political, economic, or short, medium and long term.	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 most of 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.	Able to draw a range of inferences from an interpretation and explain the authors view. Able to use some contextual knowledge to evaluate an interpretation.	Able to compare time periods or social groups and identify and explain a range of examples of change and continuity. Able to explain the extent, nature and pace of change. 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 draw inferences from the content and provenance of a source and explain, using contextual knowledge, what a historian can learn from it.	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 time periods or social groups and identify and analyse a range of examples of change and/or continuity. Able to reach supported judgments on the extent, nature or 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	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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 assess the relative significance of these causes and consequences. Uses extensive historical knowledge to make nuanced comparisons between historical periods.</p>	<p>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.</p>	<p>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.</p>	<p>Able to comprehensively analyse the links between causes and evaluate their relative importance, reaching sustained and substantiated judgments.</p>	<p>Punctuation and sentence structure used imaginatively to create subtle effects; spelling virtually flawless; ideas are structured with sophistication to influence and provoke readers.</p>
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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 and 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 and 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

	Number	Algebra	Shape	Data
Acquire	Understand place value for whole numbers; order negative numbers; identify equivalent fractions; use simple tests of divisibility; recognise squares up to 10 x 10; recognise ratios from pictures	Use letters to represent unknown numbers; simplify an expression by collecting like terms; construct and solve simple equations; continue a sequence of numbers using a term to term rule; generate sequences from patterns of shapes	Measure lengths (cm/mm); read scales (including time); classify 2D shapes by their properties; name common 3D shapes and recognise nets; identify lines of symmetry in a 2D shape; calculate the perimeter of simple shapes; calculate or estimate the area of a shape by counting squares; estimate and measure angles; recognise different types of angles; use sum of angles at a point, on a straight line, in a triangle; understand and use points of a compass	Collect and organise small data sets; construct pictograms and bar charts; interpret basic pie charts; calculate mode, median and range for small data sets; use probability vocabulary and 0-1 scale; sort objects using a Venn diagram
Establish	Use mental and written methods for $+$ $-$ \times \div ; Use BIDMAS; add and subtract negative numbers; order decimals; round whole numbers and decimals to nearest 10, 100, 100 and 1 decimal place; recognise multiples, factors, primes, squares and square roots; simplify fractions and add, subtract and order common denominator fractions; calculate basic fractions and percentages of amounts; convert between basic FDP; link ratio/proportion to fraction and percentages; use ratio to compare quantities	Substitute into and derive formulae; plot coordinates in all four quadrants; solve two step equations; use and find the n^{th} term	Convert metric units; measure and draw angles; calculate perimeters and area of shapes made from one or more rectangles; calculate area of triangles and parallelograms; use simple angle facts to solve problems; recognise and name different types of triangles and quadrilaterals; recognise parallel and perpendicular lines; reflect and translate shapes; describe a single translation; use isometric paper to draw a 3D shape; find surface area/volume of 3D shapes made from cm cubes	Draw pie charts, scatter graphs and line graphs; calculate mean; compare sets of data; create frequency tables for discrete data; criticise questionnaires; find theoretical and experimental probabilities; use 'set' language with Venn diagrams
Consolidate	Multiply and divide by powers of 10; round to any number of decimal places; perform prime factor decomposition; find HCF and LCM; recognise cubes and cube roots; use divisibility tests; express one number as a fraction/percentage of another; multiply integers by fractions; simplify ratios; interpret remainder on a calculator; write large numbers in standard form; divide a quantity into a given ratio; use the unitary method	Simplify expressions involving brackets, powers and division; expand brackets and factorise expressions; change the subject of a formula; add and subtract simple algebraic fractions; plot and recognise graphs for horizontal and vertical lines; plot straight line graphs	Find the perimeter and area of triangles and trapeziums; find the surface area and volume of a cuboid; convert between imperial units; convert between metric and imperial units; use appropriate units to measure length, mass and capacity; calculate circumference and area of a circle; use angle facts in parallel lines, triangles and quadrilaterals; recognise different types of polygons and congruent shapes; rotate shapes about a point; tessellate shapes; enlarge shapes using a positive whole number scale factor; draw plans and elevations	Create frequency tables for continuous data; recognise and describe different types of data; create stem and leaf diagrams; understand correlation on scatter diagrams; recognise mutually exclusive and exhaustive events; compare experimental and theoretical probabilities; use a sample space diagram and Venn diagrams to find probabilities
Secure	Multiply and divide by negative powers of 10; estimate using one significant figure; written methods for $+$ $-$ \times \div with decimals and fractions with different denominators; use all basic rules of indices; calculate percentage increase/decrease; use scientific function keys on a calculator; describe quantities in direct proportion using an equation or graph	Derive and graph formulae; use real life graphs and conversion graphs; solve equations with brackets and an unknown on both sides; recognise and describe geometric sequences; describe a general sequence using a recursive formula	Recognise and name the parts of a circle; use angle facts to reason geometrically; calculate interior and exterior angles for regular polygons; recognise reflection and rotation symmetry; transform using a combination of transformations; construct angle and perpendicular bisectors	Find averages from stem and leaf diagrams; find averages from frequency tables; draw/interpret time-series graphs; estimate averages from grouped frequency tables (excluding the mean); calculate probabilities of mutually exclusive events; numerate sets using Venn diagrams and use set notation
Confident	Find and use upper and lower bounds; use prime factor decomposition to find HCF and LCM; convert fluently between FDP; reverse percentages; use decimal multipliers to solve percentage problems; simplify surds and use fractional indices; use negative indices; solve problems using direct proportion and scale factors	Use the index laws; solve non-linear equations using a trial and improvement method; solve equations involving algebraic fractions; expand two linear brackets	Understand and use measures for speed, density and pressure; identify and use congruence; use and draw scale drawings; use vectors to describe translations in any direction; enlarge using fractional scale factors and centre of enlargement; construct a triangle given SSS, ASA, SAS and RHS	Estimate the mean from grouped frequency tables; calculate moving averages; draw cumulative frequency graphs; use Tree and Venn diagrams to find probabilities; calculate probabilities for independent events

Exceptional	Perform repeated percentage changes; write large and small numbers in standard form; combine all laws of indices and multiply surds; solve problems involving inverse proportion	Find the n^{th} term for a quadratic sequence; relate gradient and y-intercept to $y=mx+c$; recognise and plot quadratics and cubics; plot and interpret distance time graphs; solve linear simultaneous equations and inequalities; factorise using 'difference of two squares'; change the subject with a repeated unknown	Understand if a formula represents length, area or volume; use circle properties to calculate angles, arc length and sector area; use bearings to specify direction; describe the locus of a point and draw it accurately; enlarge using negative scale factors; calculate unknown lengths in similar shapes; use Pythagoras' theorem and trigonometry in right angled triangles	Use tree diagrams for dependent probabilities; draw and interpret box plots
Beyond	Divide with surds; rationalise the denominator; solve problems on direct and inverse proportion using proportion notation	Interpret exponential and reciprocal graphs; factorise and solve quadratics; perform proof; solve simultaneous equations involving quadratics; find equations of parallel/perpendicular lines; simplify quadratic algebraic fractions	Use trigonometry in non-right angled triangles; solve 3D Pythagoras' and trigonometry problems; recognise and use Circle Theorems; solve vector geometry problems; use similarity in 3D shapes	Calculate conditional probabilities; use stratified sampling; draw and use histograms

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

	Thinking ME	Physical ME	Social ME	Personal ME
Acquire	<p>Begins to understand what is required to improve performance.</p> <p>Uses simple tactics and strategies in competitive situations with limited success.</p>	<p>Demonstrates simple skills in competitive situations with limited control and accuracy</p> <p>Demonstrates skill improvement through practice independently.</p> <p>Shows a desire to improve their levels of personal fitness by understanding basic principle of pacing and endurance.</p>	<p>Can organise small groups and works well with others and shows signs of empathy.</p> <p>Can discuss in basic term the positive and negative aspects of a performance with others.</p> <p>Can suggest ideas on what to include in a basic warm-up.</p> <p>Consistently follows rules and instructions and understands fair play and respect in sport.</p>	<p>Shows an interest in their own learning. Begins to answer questions in front of peers with some confidence.</p> <p>They have a positive attitude to learning in all lessons.</p> <p>Controls their own behaviour and considers others feelings and well being.</p>
Establish	<p>Compares performances identifying strengths and improvements confidently. Has the knowledge and understanding to lead small group activities and warm-ups.</p> <p>Makes informed choices about engaging in physical activity and is starting to develop good decision making.</p>	<p>Can demonstrate skills with increased consistency in more competitive situations with control and accuracy.</p> <p>Combines skills with control and coordination.</p> <p>Applies fundamental movement skills and tactics to different activities.</p> <p>Improving general levels of fitness so they do not fatigue easily.</p> <p>Describe and demonstrates an effective warm up.</p>	<p>Communicates and works collaboratively with others</p> <p>Confidently leads others through warm-ups or activity.</p> <p>Can assist with basic officiating in lessons.</p> <p>Listens to and responds to feedback from others.</p> <p>Participates with perseverance in all activities even when they find them difficult.</p>	<p>Shows fair play, integrity respect and support for other learners in the class.</p> <p>Show a willingness to ask for help when needed.</p> <p>Answers questions in front of peers.</p> <p>Demonstrates self-management and responsibility, making good decisions.</p> <p>Can control feelings when winning or losing.</p>
Consolidate	<p>Can transfer knowledge, adapt and apply this to different activities.</p> <p>Analyses performance of self and others to make improvements.</p> <p>Suggests how different tactics and ideas can be applied to activities.</p> <p>Demonstrates good levels of creativity in performances.</p> <p>Reflects and acts on feedback.</p>	<p>Starts to perform more complex skills with control and accuracy</p> <p>Changes tactics, strategies and skills to suit changing competitive situations.</p> <p>Able to combine skills and techniques in different situations.</p> <p>Promotes active and healthy lifestyle habits and knows how to improve their fitness and health.</p>	<p>Leads others with little support when organising or officiating activities.</p> <p>Provides constructive feedback to others.</p> <p>Regularly volunteers to help others.</p>	<p>Manages emotions during challenging situations well and with control.</p> <p>Demonstrates sportsmanship and fair play in competitive situations most of the time.</p> <p>They show they can be resilient even when they find things difficult or make mistakes. Uses their own experience to support others. Sets realistic and challenging goals to their performance.</p>
Secure	<p>Implements various tactics and ideas within a competitive situation successfully.</p> <p>Acknowledges improvements made after responding to feedback and how it was achieved.</p> <p>Can set goals to help improve</p> <p>Consistently demonstrates creativity in performances.</p>	<p>Can now perform more complex skills with control, accuracy and fluency.</p> <p>Changes tactics and strategies to suit changing situations and evaluate their impact. Accesses a range of extracurricular activities in order to develop skills.</p> <p>Independently demonstrates and leads an effective warm up</p>	<p>Beginning to demonstrate a high standard of leadership skills with growing confidence.</p> <p>Feedback given to others is meaningful and reflective.</p> <p>Is able to communicate individual and shared goals to motivate others.</p> <p>Displays confident social skills and sporting values.</p>	<p>Demonstrates resilience and the ability to overcome barriers.</p> <p>Demonstrates good sportsmanship and integrity at all times.</p> <p>Shows positive learning behaviours.</p> <p>Demonstrates good levels of self-confidence and key values related to physical activity.</p>
Confident	<p>Uses and adapts advanced tactics and ideas in different situations.</p> <p>Demonstrates effective decision making under pressure and can evaluate their effectiveness.</p> <p>Can use a variety of advanced tactics, ideas and strategies to overcome opponents or tasks. Can confidently set clear goals and next steps that are realistic and achievable.</p>	<p>Combines more advanced skills and techniques in a range of situations with good control and co-ordination, with a good level of success.</p> <p>Changes skills to suit different situations, having an influential effect in competitive situations</p> <p>Demonstrates resilience and physical fitness by remaining active for sustained periods of time.</p>	<p>Consistently works well independently and with others without the need for support</p> <p>Takes the initiative to lead within lessons.</p> <p>Motivates and encourages good values in others.</p> <p>Shows good levels of confidence, organisation and communication skills.</p>	<p>Demonstrates good levels of self-confidence.</p> <p>Demonstrates clear and positive values when participating and leading.</p> <p>Shows consistent positive learning behaviours, demonstrating a range of key values related to physical activity and lifestyle.</p>

Exceptional	<p>Can understand and apply advanced tactics and techniques in changing situations.</p> <p>Successfully demonstrates and executes effective decision making under pressure.</p> <p>Can begin to evaluated their performance in more depth explaining how they need to improve and set specific goals from this.</p>	<p>Demonstrates, increasing consistent, high levels skills and techniques in a range of situations and activities with control and co-ordination.</p> <p>Modifies technique with ease to perform skills, having an influential effect in competitive situations.</p> <p>Maintains above average levels of fitness, working for sustained periods of time.</p>	<p>Can communicate well with confidence and collaborates well in a group demonstrating good leader's qualities and decision making. They show good leadership skills and can problem solve well under pressure, making decisions with a measured response.</p>	<p>Demonstrates excellent levels of self-confidence within the subject.</p> <p>Shows positive values when participating and can begin to evaluated their personal performance, accepting constructive feedback from others. They can begin to set personal goals to motivate their performance.</p>
Beyond	<p>Can explain effective decision making and use tactics and creativity to find consistent success. Can evaluated performance and can draw out strengths and areas to develop. Sees the bigger picture of situations and rises to problem solving with confidence.</p>	<p>Demonstrate consistently advance levels of skill and technique across many physical activities and had excellent knowledge and applications of tactics.</p> <p>Continues to build on high levels of fitness, understanding the principles of fitness training and can apply them to sessions.</p>	<p>Shows good levels of self-confidence and is able to think on their feet, collaborating very well with others, empathising with individual needs.</p> <p>Can motivate others and has a positive mindset to challenge. Stays calm under pressure.</p>	<p>Always works with a positive approach to challenge. Shows excellent self-motivation and works with resilience and perseverance. Can set personal goals and reflect on performance.</p>

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.

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.

KS3 Reporting of the Learning Profile

For each aspect of learning, teachers will judge the consistency with which students display the behaviours described and this will be reported as an overall RAG (Red/Amber/Green) rating where all students are aiming to achieve a Green rating in each subject area.

If the student's overall RAG 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.