# St Laurence School

# Key Stage 3

# Assessment Booklet

# Year 7

## Care – Inspire - Succeed

# Year 7 Assessment information

**Welcome to St Laurence School**

The transition to secondary school can be a challenging time for children but also for parents and carers, due to a number of different systems.

We want Year 7 to feel like a transition year as the Year 6s join us from primary school and move through Key Stage 3 and beyond. Settling into secondary school life, by making new friends and becoming involved in the numerous clubs, activities and trips we have on offer, will help your child grow into a well-rounded, confident young adult and support learning.

However, one of the biggest changes is your child being taught by many different teachers across all subjects. Therefore, 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 we assess students in the different subject areas and how we measure how well they are doing.

**Making and Measuring Progress**

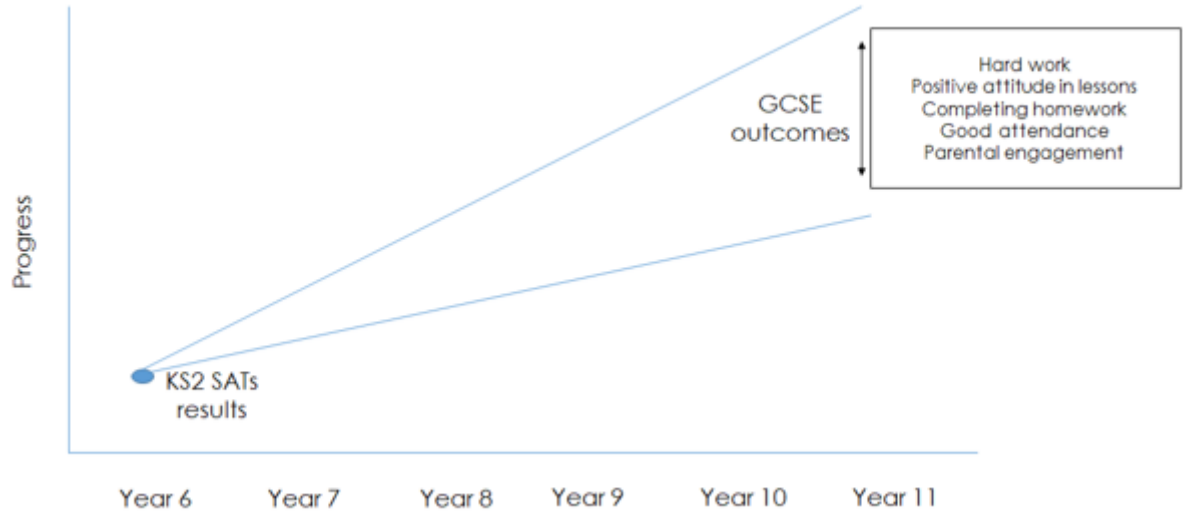
The assessment system at Key Stage 3, has been reviewed and amended over the past two years, so we now use terminology that you are hopefully familiar with from Year 6.

Due to Year 7 being a transition year, we will introduce expectations for individual subjects at the start of Year 8 after your child has had chance to demonstrate and develop their interests and talents and show us what they are capable of. We are confident that developing a positive attitude to learning has a greater impact on progress than referring solely to KS2 SATs results (or for some, CATs results, if your child did not sit their KS2 SATs).

We recognise that every child is unique with individual strengths and interests and we demonstrate this using the graph below. The starting position on the graph below will be slightly different for each child, however it is important to emphasise that there are many factors which can have a positive impact on every child's progress. These include high attendance, a positive attitude to learning, hard work and effort over the next five years, all of which will be reported in the *Learning Profiles* – see website for more detail. The support you offer your child by attending subject consultation meetings, talking to about the school day and learning, checking up on homework etc will also make a difference.

We would expect to see some correlation between the level at which children join us and the progress they make in Year 7. For example, a child who joined at *Expected Standard* in English should really be achieving *Expected Standard* or higher in **most subjects by the end of Year 7**.

Getting these basics right now, will allow your child to exceed expectations when it comes to GCSEs at the end of Year 11:



**Assessment at Key Stage 3**

The Key Stage 3 assessment system, using what we call Key Learning Concepts (KLCs), is designed to help students master the foundations in every subject so that they are ready for GCSEs by the end of Year 9. There will be on-going class assessments which will give an indication of how your child is progressing in each subject. We will provide you with a summary report as to how your child is progressing in the different subjects at different points during Year 7 using the terms in the table below:

| **End of Year 7** | **Where would we expect this to lead to at GCSE** |
|---|---|
| Starting Out (SO) | aiming for Grade 1/2 at GCSE |
| Working Towards (WTS) | aiming for Grade 3 at GCSE |
| Expected Standard (EXS) | aiming for Grade 4/5 at GCSE |
| Greater Depth (GDS) | aiming for Grade 6 or higher at GCSE |

The KLCs 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.

**Reporting**

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

- ***Term 2 (Report 1)* -** Each teacher will report on key learning behaviours that we refer to as the 'Learning Profile' (Understanding learning profiles.pdf). It is well known that the way in which students approach their work has a significant impact on their progress. We will also include details of attendance.

- ***Term 3 (Report 2)*** - will provide a 'Predicted end of Year 7 standard' based on classwork and assessments. Each teacher will report on key learning behaviours - the 'Learning Profile'. We will also include details of attendance.

- ***Term 6 (Report 3)*** - will provide an End of Year 7 Standard, the Learning Profile, attendance and a Tutor statement.

- You will also have an opportunity to discuss your child's progress with subject teachers at the Year 7 Subject Consultation meetings in March. It is an expectation that all parents/carers attend this event.

**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 contact Mrs Rhodes whom you will have met as our Year 6-7 Transition Co-ordinator or Mr Dutton via the email address below.

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

Chris Dutton
Deputy Head
chrdut@st-laurence.com

| ART | STARTING OUT (SO) | WORKING TOWARDS (WTS) | EXPECTED STANDARD (EXS) | GREATER DEPTH (GDS) |
|---|---|---|---|---|
| **Artist Research AO1** | Can **describe** the work of others using **simple** artistic vocabulary and express a basic opinion. Demonstrates **little or no use** of appropriate **specialist vocabulary** Demonstrates **some** analytical and critical understanding. **Minimal ability** to select appropriate resource and or relevant imagery. | **Moderate** ability to demonstrate critical understanding of sources. Describe work using **limited** relevant artistic vocabulary; express a **simple** opinion. Include relevant imagery carefully with **limited knowledge.** | A reasonably **consisten**t ability to demonstrate critical understanding of sources. Visually respond to research showing some understanding of artist's work through technique. Can resource a range of **relevant** and **good quality imagery** and presenting a meaningful way using **some relevant knowledge.** | **A highly developed/** to demonstrate critical understanding of sources. Can understand the context or influences that contribute to a piece of art, using art **key** words **confidently in order to reflect on the artwork.** Present work imaginatively combining images, relevant artefacts applied **confidently** to enhance ideas |
| **Skills/ Experimentation A02** | Minimal ability to begin experimenting using materials suggested by teacher showing a **basic** level of skill. Can mix basic colours. Reviews and refines ideas with **limited** success as work develops. | A **moderate** ability to experiment using materials showing **reasonable** skill, can apply basic colours carefully though **simple** colour mixing and blending. Demonstrate a basic understanding of mixing flesh tones. | A **consistent** ability to thoughtfully refine ideas. Can experiment using materials **effectively**, can demonstrate a **secure** understanding of flesh tone mixing and show tints, tones and a range of hues through colour application. | A **highly developed** ability to thoughtfully refine ideas. Use selected materials experiment showing a **confident** level of skill. Can confidently apply a wide range of colours and tones and can reflect and refine materials in a **highly skilled** way. |
| **Drawing and recording A03** | **Some** ability to record ideas, observations, and insights through drawing from real life and resources. Can draw simple outlines with a degree of accuracy; can attempt to record tone, can use a **minimal** level of mark making. | A **moderate** ability to skilfully record ideas, observations, and insights through drawing, showing **accurate** shape and proportion, **effective** use of tone. Can show basic perspective principals through scale and can start to add details within this. Can use a **range** of mark making techniques. | A **consistent** ability to skilfully recorded ideas, observations and insights through drawing. Can use tone **effectively** including an attempt at directional shading. **Secure** understanding of recording details. Can use tone and colour to show perspective and form. Can applying **a wide range** of mark making with most materials. | A **highly developed** ability to skilfully record ideas observations and insights through drawing and annotation. **Sensitive** use of tone including directional shading. Can record 3D forms in a **strong and convincing** way. Can demonstrate perspective through tone, form and colour in a **confident** and **convincing** manner. |
| **Design, Final Piece & Evaluation A04** | **Minimal** ability to plan intended outcome; make final piece with **basic** level of skill. Demonstrates **minimal ability** to realise intentions and where appropriate, make connections between visual, written and other elements. | **Moderate** ability to plan outcome; make final piece with **reasonable** level of skill, images are clear and purposeful and considered. Demonstrates some ability to successfully realise intentions and, where appropriate, makes connection between visual, written and other elements | A **consistent** ability to demonstrate understanding of visual language. Can make an outcome showing consideration of materials, scale, and time management; make final piece with **a competent** level of skill | A **highly developed** ability to competently present a meaningful outcome to realize intentions with **confidence** and conviction. Making confident links with relevant artists and a confident ability to use material with skill and accuracy |

| DANCE | STARTING OUT (SO) | WORKING TOWARDS (WTS) | EXPECTED STANDARD (EXS) | GREATER DEPTH (GDS) |
|---|---|---|---|---|
| **Physical and Technical Skills** | Perform using limited physical skills.<br>Perform with the support of others. | Perform using some physical skills safely.<br>Perform with some independent movement memory. | Perform using sound physical skills safely.<br>Perform with sound movement memory. | Perform using highly developed physical skills safely.<br>Perform with excellent movement memory. |
| **Expression Skills** | Perform using limited awareness of musicality and rhythm. | Perform using some awareness of musicality and rhythm.<br>Demonstrate some projection. | Perform using sound musicality and rhythm. Sound projection and eyeline. | Perform using excellent musicality and rhythm. Excellent use of projection and lifted eyeline.<br>Include use of facial expression to convey mood/meaning. |
| **Choreographing** | Create a simple choreography that has some evidence of linking to the intention through the selection of basic actions. | Create a simple choreography that has some evidence of linking to the intention through the basic selection of action, space and dynamics. Application of a basic choreographic device. | Create a sound choreography that has clear links to the dance idea or intention through the clear selection of action, space and dynamics. Application of a range of choreographic devices. | Create a highly developed choreography that has well selected use of action, space and dynamics. Application of complex choreographic devices. |
| **Participation** | I rarely contribute ideas during group choreography tasks. I am reluctant to perform to my teacher. | I sometimes contribute ideas during a group choreography task. I perform to my teacher. | I regularly contribute to group ideas during a choreography task. I perform to my teacher and others in the class. | I always contribute my ideas and at times I lead the choreography. I perform to my teacher and a larger audience. |
| **Theory** | Limited knowledge and understanding of how to retrieve and apply basic dance vocabulary. | Some knowledge and understanding of how to retrieve and apply basic dance vocabulary. | Sound knowledge and understanding of how to retrieve and apply basic dance vocabulary. | Excellent knowledge and understanding of how to retrieve and apply dance vocabulary. |

| DESIGN TECHNOLOGY | STARTING OUT (SO) | WORKING TOWARDS (WTS) | EXPECTED STANDARD (EXS) | GREATER DEPTH (GDS) |
|---|---|---|---|---|
| **Knowledge and understanding** | A basic understanding of key equipment and materials demonstrated, help needed to name some items.<br><br>Can identify a process if in picture format but needs help when describing the stages.<br><br>Needs adult supervision for using large pieces of equipment e.g., a cooker and belt sander. | Some pieces of equipment and materials can be named without any help.<br><br>Can name and describe processes with some support.<br><br>Needs prompting when using large pieces of equipment e.g., a cooker/ workshop machinery etc. | Most pieces of equipment and materials can be named.<br><br>The name of the process is known but can't confidently describe the steps of the process, is aware of the name.<br><br>Can mostly use large pieces of equipment e.g., cooker/ belt sander. Little support needed. | A good range of basic knowledge and understanding demonstrated.<br><br>The correct names of equipment and materials used.<br><br>Most methods and techniques described and names of these communicated.<br><br>Can use large pieces of equipment safely and independently. Very little support needed. |
| **Planning and design** | Basic design ideas have been generated with minimal links to the design brief.<br><br>Basic method, but lacks detail and has only a few stages, to inform preparation and cooking steps. | Imaginative ideas produced which have some suitability to the design brief.<br><br>Show some awareness of designing a product which meets the design specification and brief.<br><br>Some names of tools and materials included. | Imaginative and creative ideas which mostly link to the design brief.<br><br>Good experimentation and communication are evident.<br><br>Adequate plan created, most stages are included to inform preparation and cooking/ construction stages.<br><br>To include what tools and materials are needed to make the product. | Imaginative, creative, and innovative ideas have been generated.<br><br>Clear communication is evident through annotation.<br><br>A mostly detailed method is produced with almost all stages included, to inform preparation and cooking stages.<br><br>Plans include decisions, measurements, and constructions methods along with health, and some safety points. |

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| **Safety and effective use of technical skills** | Weigh and combine ingredients using one method, with help.<br><br>Method/ construction steps followed and demonstrated with support.<br><br>Reminded about personal hygiene rules. | Select the right tools, methods, and materials with a little help to make a fair finish.<br><br>Reminded about personal hygiene rules. | Complete a final product that has been cooked to a good quality.<br><br>Personal hygiene and health and safety rules followed.<br><br>Use a variety of hand tools. | The correct tools and equipment have been selected independently and have been used confidently.<br><br>Independently thinking about health and safety when working practically.<br>Ingredients are combined using more than one method. |
| **Analysis and Evaluation** | To describe one WWW and one EBI for a final product.<br><br>Give opinions on design ideas produced. | Talk about the finished product in simple terms and describe how successful it is.<br><br>Discuss pieces of work could be improved.<br><br>Compare more than one idea and describe suitability for the design brief. | Some testing of most areas of the finished food dish against the design brief and specification.<br><br>Including some feedback from their peers<br><br>Good analysis and evaluation at most stages of the project.<br><br>Changes made throughout the design process have been described. | Make straightforward comments about their own work and the work of others.<br><br>Give constructive feedback to others which can be used to help make improvements.<br><br>To receive constructive feedback for them to use when needing to develop their own work.<br><br>Give detailed reasons for suitability of design ideas and final product made. |
| **Food choice, provenance, and production** | Can identify some of the key factors influencing food choice but little knowledge of the implications.<br><br>Limited knowledge of basic foods and where/how they are produced/processed. | Can identify some of the key factors influencing food choices but has little knowledge of how they may influence the decisions made when choosing food.<br><br>Can identify that foods are caught, grown, or farmed before processing. Some understanding of seasonal foods although examples not identified. | Can identify some of the key factors that may influence food choices and give some explanation as to how/why it has an impact on choices made.<br><br>Describe how food is grown, caught, and farmed – examples given.<br><br>Awareness that some foods are seasonal, examples given. | Can list the key factors that may influence food choices and explain why it has an impact on choices made.<br><br>Where/how basic foods are produced and prepared for selling<br>How seasons may affect cost and availability. |



| DRAMA | STARTING OUT (SO) | WORKING TOWARDS (WTS) | EXPECTED STANDARD (EXS) | GREATER DEPTH (GDS) |
|---|---|---|---|---|
| **Collaboration** | Is comfortable working alone or with one/two trusted peers.<br><br>Will take a passive role in group work or prefer own ideas to those of others. | Comfortable working with a number of trusted peers or carefully selected teacher allocated groupings.<br><br>Will participate in some group work and occasionally contribute ideas. | Comfortable with a wide variety of peers and teacher allocated groupings.<br><br>Will actively participate in all group work, contributing ideas willingly. | Very comfortable working with all members of the LG and random teacher allocated groupings<br><br>Facilitates group work and contributes a number of ideas willingly. |
| **Creation** | Limited development of skills and the piece. | Some development of skills and the piece. | Good development of skills and the piece | Meaningful development with some refinement of skills and the piece. |
| **Performing** | Little competency displayed.<br><br>Will perform to the teacher or small groups of peers.<br><br>Can demonstrate a very basic awareness of the audience.<br><br>Few vocal and physical skills applied. | Some developing competency, not always sustained.<br><br>Will perform to small groups of peers or, at times, the whole LG.<br><br>Can demonstrate a basic awareness of the audience.<br><br>Narrow range of vocal and physical skills applied. | Developing competency showing a sustained performance<br><br>Will perform to the LG<br><br>Shows awareness of the audience.<br><br>Fair range of some theatrical skills are demonstrated. | Secure and consistent use of theatrical skills<br><br>Will perform to the LG and to others unknown.<br><br>Actively aware of the audience.<br><br>Good range of theatrical skills are demonstrated. |
| **Analysis and Evaluation (verbal and/or written)** | Describe and comment simply on drama seen and made, with inconsistent use of specialist terminology. | Describe and comment simply on drama seen and made, applying some key terminology. | Describe and comment appropriately on drama seen and made, applying key terminology. | Describe and comment insightfully on drama seen and made, applying key terminology correctly. |



| ENGLISH - READING | STARTING OUT (SO) | WORKING TOWARDS (WTS) | EXPECTED STANDARD (EXS) | GREATER DEPTH (GDS) |
|---|---|---|---|---|
| **Understanding and analysing texts** | Understanding of texts is limited, may be able to explain some events and who some characters are; makes some points about explicit meaning; does not use subject-specific terminology | Understands some key moments in a text; makes simple comments on some of the main events or characters; makes simple points about the explicit meanings of language; may start to demonstrate inference; may begin to use some straight-forward subject-specific terminology | Understands some key moments of texts; makes straight-forward comments on the characters/themes in texts; explores explicit, and perhaps some implicit, meanings of language; uses some subject-specific terminology appropriately | Understands some key moments of texts; engages effectively with some of the key themes or concerns of texts; makes straight-forward comments on the characters/themes in texts; may begin to analyse the effects of words on meaning, demonstrating some inference; may use some subject-specific terminology |
| **Using evidence** | Writes about some moments in a text, using their own words; may begin to use quotation | Writes about texts in their own words; uses some pieces of evidence from a text, including some quotation | Begins to track a text and use evidence from different key moments, including quotation | Begins to track a text with some confidence; uses some evidence from across a text, including quotations and paraphrasing |
| **Understanding context and writers' messages** | Does not consider context or writers' messages | May show some awareness of when a text was written; may begin to consider the possible reactions of audiences in a simple way | Shows some awareness that a text can reflect when it was written; begins to use contextual knowledge to inform understanding of a text; may begin to consider the possible reactions of audiences in a straight-forward, generalised way | Shows awareness that a text can reflect when it was written; begins to use contextual knowledge to inform understanding and perhaps some analysis; may begin to explore the possible reactions of audiences, informed by a secure understanding of key contextual details; begins to make links in texts |



| ENGLISH - WRITING | STARTING OUT (SO) | WORKING TOWARDS (WTS) | EXPECTED STANDARD (EXS) | GREATER DEPTH (GDS) |
|---|---|---|---|---|
| **Impact on reader of writing, vocabulary** | Writes in limited registers and forms; writes in a way that reads much like speech; vocabulary is undeveloped | Begins to use a formal register, and begins to adapt writing to purpose, audience, format, genre; uses a limited vocabulary | Attempts to adapt writing to purpose, audience, format, genre; uses some vocabulary to have an impact on the reader | Attempts to fit writing to purpose, audience, format, genre; begins to use formal and informal registers as appropriate; uses familiar vocabulary with some confidence |
| **Structure and organisation of writing** | Writes without clear paragraphs or sections, often in a chronological way | Begins to use some paragraphs; attempts to organise writing | Begins to use paragraphs correctly; attempts to organise writing with a clear sense of beginning-middle-end | Begins to use paragraphs correctly, including perhaps for impact; organises writing simply, may begin to use cohesive devices |
| **Sentence structure, spelling, punctuation, grammar** | Does not write in sentences; occasionally controls tense or subject-verb agreement; occasionally uses capital letters, full stops and commas accurately; spells some common words correctly | Begins to write with more accuracy; occasionally maintains tense and subject-verb agreement; sometimes uses capital letters, full stops and commas accurately; spelling of familiar words is generally accurate, and irregular words are being introduced | Writes with some accuracy, using some complex, compound, simple sentences; sometimes maintains tense and subject-verb agreement; uses capital letters, full stops and commas with some accuracy, as well as some other punctuation; spelling of familiar words is generally accurate, as well as some irregular words | Writes with some accuracy, using a variety of complex, compound, simple sentences; tense and subject-verb agreement is sometimes accurate; uses capital letters, full stops and commas with some accuracy; spells some irregular words correctly |

| GEOGRAPHY | STARTING OUT (SO) | WORKING TOWARDS (WTS) | EXPECTED STANDARD (EXS) | GREATER DEPTH (GDS) |
|---|---|---|---|---|
| **Contextual knowledge of locations and places** | Pupils begin to understand basic knowledge and understanding of physical and human environments in local areas, the UK, and wider world but will be able to identify and make brief comments on common physical and human features. However, there will be evidence of misconception when identifying these features. Location of the feature(s) is noted but it will be limited in detail. | Pupils show basic knowledge and understanding of the physical and human geography of their local area and this begins to widen out to other examples from the UK and further afield examples. | Pupils depth of understanding of aspects of physical and human geography around their local area and the UK increases, and this begins to expand to include the wider world. Pupils describe the physical and human characteristics of these environments on a local and more global scale. | Pupils begin to understand that the links between physical and human geography create the particular characteristics of different places and start to think more worldwide. Pupils can start to analyse the physical and human characteristics of these regions, and can use their own understanding of different locations. Pupils have a basic understanding of the different ways to categorise countries based on levels of development - developing, emerging and developed. |
| **Understanding of Patterns, Processes and Environmental Change** | Pupils can recognise some simple physical and human processes and how they can contribute to the changes of places and environments.<br><br>Pupils may recognise some simple interrelationships between people and the environment but these are inconsistent.<br><br>Pupils have a brief awareness that people will attempt to improve and try to sustain or protect physical and human environments but struggle to express this in written form. | Pupil can recognise physical and human features, offering simple descriptions about their characteristics.<br><br>Pupils can recognise and describe simple geographical patterns. Pupils understand that people can improve and damage physical and human environments.<br><br>Pupils can give reasons for their own views on changes to physical and human environments, but will also start to recognise that other people have different opinions. | Pupils can describe how different physical and human environments can have similarities and differences and these can arise from a variety of physical and human processes.<br><br>Pupils describe geographical patterns and attempt to simply explain them. Pupils appreciate that human activity can have consequences on the environment.<br><br>Pupils start to understand how use and management of different physical and human environments can be made more sustainable, with a basic understanding of how these environment can change. | Pupils start to recognise that physical and human processes in these physical and human environments interlink and that this can create diversity which can help change them.<br><br>Pupils begin to analyse geographical patterns at a variety of scales. Pupils understand that a variety of factors can influence the decisions taken about physical and human environments and with particular focus on more sustainable approaches to use and management. Pupils will start to understand that this use and management can have consequences and they can start to explain how these can result in change to the environment, and lead to possible conflict. |



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| **Utilisation of knowledge to create evidenced conclusions** | Students can describe patterns and trends based of simple evidence (graphs) with limited understanding of reasons why.<br><br>Pupils can sometimes see the relevance of sources in helping answer questions and making conclusions. Pupils will be able to make simple conclusions with limited justification, but this is inconsistent. | Pupils are able to comment on a wider range of evidence provided, with some understanding as to the reasons why.<br><br>Pupils are able to make basic conclusions based on evidence provided.<br><br>Pupils can comment on more than one source of evidence, with simple justifications for their conclusions, although sometimes inconsistently.<br><br>Pupils begin to recognise that other people have different opinions. | Pupils can use evidence provided to draw at least partially supported conclusions.<br><br>Pupils can begin to bring in their own knowledge to further support their conclusions.<br><br>Pupils are able to justify their conclusions coherently.<br><br>Pupils are able to recognise that other people may have different opinion than them and provide evidence for alternative views than their own. | Pupils are able to start to construct convincing arguments to draw well-evidenced conclusions.<br><br>Pupils are able to write coherently, linking both evidence provided and their own knowledge together, to write justified conclusions.<br><br>Students are able to recognise that other people have different views and will give balanced consideration to different views when making conclusions. |
| **Competence in Geographical Enquiry** | Pupils can offer simple explanations for their observations and views about places, as well as physical and human environments.<br><br>They use skills and evidence to help them respond to a range of geographical questions. Appropriate but simplistic terminology is used to communicate their findings. | Pupils can use their own knowledge and understanding of environments and suggest suitable geographical enquiry questions.<br><br>Pupils can use a range of geographical skills (through use of primary and secondary sources) to investigate physical and human geography. Pupils can begin to present their findings using basic key terminology. | Pupils can begin to develop their own geographical questions and can use appropriate skills to help investigate physical and human environments.<br><br>Pupils can simply evaluate the sources used for their investigations. They begin to draw some conclusions about the investigation.<br><br>Pupils can present their work both graphically and in writing, using more accurate geographical terminology. | Pupils can start to simply plan their own sequence of investigations into relevant geographical questions about issues concerning differing physical and human environments. They begin to use a range of skills more accurately to help.<br><br>Pupils can draw together a summary of their investigation using appropriate vocabulary. Simplistic conclusions will be reached. |
| **Application of Geographical Skills** | Pupils can recognise patterns of both human and physical features on a limited range of scales. | Pupils can describe the patterns of human and physical features as well as draw and label a sketch map. Simplistic observations of photographs and sketches will be made. | Pupils can describe distributions of physical and human features and be able to sketch, label and start to annotate sketch maps and photographs in greater depth. | Pupils can describe distributions of physical and human features at a range of different scales. Sketch maps will be completed with ease and more annotation will be attempted of a variety of key |

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| | They can draw and label simplistic sketches and recognise basic map symbols.<br><br>They can construct basic graphs such as bar graphs, which will be accurately completed. They can recognise the highest and lowest values in a data set as well as complete basic calculations such as the range of the data. | They will recognise and use some map symbols and begin to have a working understanding of 4 figure grid references. | Pupils have an increasing working knowledge of OS map skills and can use 4 figure referencing with increasing confidence.<br><br>They can recognise the highest and lowest values in a data set as well as complete basic calculations such as the range of the data. | features. Pupils will have a working understanding of OS map skills and use 6 figure grid references.<br><br>Pupils can draw a range of more sophisticated graphical techniques and be able to interpret these graphs.<br><br>Pupils can recognise the link between photographs and OS maps.<br><br>Pupils' understanding of data will be demonstrated using simplistic statistical and numerical skills but with an increasing attempt to understand trends reflected in the data set. |

| HISTORY | STARTING OUT (SO) | WORKING TOWARDS (WTS) | EXPECTED STANDARD (EXS) | GREATER DEPTH (GDS) |
|---|---|---|---|---|
| **Interpretations** | Able to demonstrate a basic understanding of the view(s) expressed in an interpretation. | Able to accurately identify the view put forward in an interpretation and select a relevant quote from the interpretation to back this up. | Able to accurately describe the view(s) put forward in an interpretation and use some relevant and accurate knowledge to support or challenge the interpretation. | Able to accurately explain the view(s) put forward in an interpretation and use increasingly accurate and relevant knowledge to support and challenge the interpretation. |
| **Evidential Understanding** | Able to describe what a source shows. | Able to make simple statements on how or why a source might be useful, based on content or provenance. | Able to make basic inferences from a source and describe in more specific detail how it might be useful to an historian based on content or provenance. | Able to make a relevant inference from a source and explain how it might be useful to an historian based on the content or provenance. |
| **Change and continuity** | Able to make simple statements on the change and/or continuity that occurred across historical periods. Unable to support points with accurate or relevant knowledge. | Able to use limited knowledge to make simple statements on the change and/or continuity that occurred across historical periods. | Able to use some relevant and accurate knowledge to describe examples of change and/or continuity across historical periods. | Able to use increasingly relevant and accurate knowledge to explain the extent of change across historical periods. |
| **Causation** | Able to make simple statements on the cause of an event. Unable to support points with accurate or relevant knowledge. | Able to use limited knowledge to make simple statements on the cause(s) of an event. | Able to use some relevant and accurate knowledge to describe the cause(s) of an event. | Able to use increasingly relevant and accurate knowledge to explain the causes of an event. Showing some understanding of how to group causes e.g. political, economic, social, religious. |
| **Significance** | Able to make simple statements on the significance of an individual or event. Unable to support points with accurate or relevant knowledge. | Able to use limited knowledge to make simple statements on the significance of an individual or event. | Able to use some relevant and accurate knowledge to describe the significance or an individual or event. | Able to use increasingly relevant and accurate knowledge to explain the significance of an event. Able to use two or more of the GREAT criteria. |



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| **Judgments** | Unable to reach any sort of judgment in written work. | Able to assert a simple judgment. | Able to reach a basic judgment supported with some simplistic reasoning. | Able to reach a more complex judgment supported with some reasoning and/or evidence. |



| LANGUAGES | STARTING OUT (SO) | WORKING TOWARDS (WTS) | EXPECTED STANDARD (EXS) | GREATER DEPTH (GDS) |
|---|---|---|---|---|
| **Reading** | Responds to basic and familiar language in straightforward written texts. Identifies some words and phrases in simple sentences. | Responds to basic and familiar language in written texts. Identifies some key points and simple opinions in extended sentences. | Responds appropriately to mainly familiar written language in short texts. Identifies overall messages and key points of a short paragraph as well as some extra detail, and simple opinions. Errors are likely. | Responds effectively to mainly familiar written language in longer texts. Identifies key points, details, and more complex opinions in an extended paragraph, and infers meaning despite distractors. Errors occur but the central meaning is understood. |
| **Listening** | Responds to basic and familiar language in straightforward spoken texts. Identifies some words and phrases in simple sentences. | Responds to basic and familiar spoken language. Identifies some key points, and simple opinions in extended sentences. | Responds appropriately to mainly familiar spoken language in short passages. Identifies overall messages and key points of a short passage as well as some extra detail, and simple opinions. Errors are likely. | Responds effectively to mainly familiar spoken language in longer passages. Identifies key points, details, and more complex opinions in an extended passage, and infers meaning despite distractors. Errors occur but the central meaning is understood. |
| **Translation** | Translates single items of familiar vocabulary. There are errors. Supporting resources are used. | Translates short phrases using familiar vocabulary. There are some errors, and the basic meaning of the text is not fully conveyed. Supporting resources are used. | Translates short sentences using straightforward, familiar vocabulary. Attempts the correct translation of verbs in the present tense and opinions or connectives. There are occasional errors, and the basic meaning of the text is mostly conveyed. Supporting resources are used. | Translates sentences using straightforward, familiar vocabulary. Attempts the correct translation of verbs in the present tense, opinions, connectives, and some more complex structures with some success. There may be occasional errors. Supporting resources may be used. |



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| **Writing** | Communicates simple ideas in basic and familiar contexts using individual words or short phrases. Spells some simple common words correctly and occasionally uses capital letters/ accents, full stops, and commas accurately, which often has an impact on the message being conveyed. Supporting resources are used. | Communicates basic ideas and expresses simple opinions in familiar contexts using familiar vocabulary and verbs in the present tense in simple sentences. Spells several words correctly and sometimes uses capital letters/ accents, full stops, and commas accurately, which sometimes has an impact on the message being fully conveyed. Supporting resources are used. | Communicates basic ideas and expresses simple opinions in familiar contexts using familiar vocabulary and verbs in the present tense, occasional extra detail and linking with some success. Spells many words correctly and often uses capital letters/ accents, full stops, and commas accurately, which occasionally has an impact on the message being conveyed. Supporting resources are used. | Communicates ideas, expresses, and justifies opinions in familiar contexts using familiar vocabulary and verbs in the present tense, some extra detail and linking with success. Some more interesting vocabulary and other tenses may be used. High accuracy regarding spellings including capital letters/ accents and commas. Errors rarely impact on the message being conveyed. Supporting resources may be used. |
| **Speaking** | Communicates simple ideas in basic and familiar contexts using a limited range of individual words or short phrases. Verbs may not be used. Makes frequent errors with pronunciation and intonation, which often has an impact on the message being conveyed. Supporting resources are used. | Communicates simple ideas in basic and familiar contexts using individual words or short phrases with no extra detail and linking. Makes some errors with pronunciation and intonation, which sometimes has an impact on the message being fully conveyed. Supporting resources are used. | Communicates basic ideas and expresses simple opinions in familiar contexts using familiar vocabulary and verbs in the present tense, occasional extra detail and linking with some success. May respond to some questions spontaneously and may be able to initiate conversations. Makes occasional errors with pronunciation and intonation, which occasionally has an impact on the message being conveyed. Supporting resources are used. | Communicates ideas, expresses and justifies opinions in familiar contexts using familiar vocabulary and verbs in the present tense, some extra detail and linking with success. Some more interesting vocabulary and other tenses may be used. May respond to some questions spontaneously and may be able to initiate conversations. High accuracy regarding pronunciation and intonation. Errors rarely impact on the message being conveyed. Supporting resources may be used. |

| MATHS | STARTING OUT (SO) | WORKING TOWARDS (WTS) | EXPECTED STANDARD (EXS) | GREATER DEPTH (GDS) |
|---|---|---|---|---|
| **Number** | • Has developed a good understanding of place value and is able to recognise the place value of a digit according to its place in an integer.<br>• Recognise square numbers up to 10 x 10<br>• Understand basic number types and divisibility even, odd, divide by 5 or 10.<br>• Can find a multiple of a given number using times tables.<br>• Can find a factor of a given number using times tables to support.<br>• Has a good understanding of addition and subtraction of integers.<br>• Appreciates that integers can be negative in context such as depth and temperature.<br>• Express pictures as fractions and use pictures to identify an equivalent fraction. | • Has developed a good understanding of place value and is confident in recognising the value of a digit according to its place in an integer and a decimal.<br>• Has demonstrated a good understanding of place value when multiplying and dividing by 10, 100 and 1000.<br>• Has demonstrated a good understanding of square numbers and roots.<br>• Has developed the knowledge and understanding of factors, primes and multiples and is able to identify these key components of a number.<br>• Has developed further confidence in mental and written methods to perform arithmetic operations with integers.<br>• Has developed an understanding of negative numbers to be able to order a list of given integers.<br>• Can simplify fractions and identify equivalent fractions.<br>• Can add and subtract fractions with common denominators. | • Has developed skills and knowledge to describe and understand place value given as powers of ten using exponent notation.<br>• Has demonstrated a good understanding of place value when multiplying and dividing by 0.1 and 0.01.<br>• Has developed skills to apply multiplying and dividing by powers of ten to metric conversions.<br>• Has demonstrated a good understanding of cube numbers and roots.<br>• Has developed the knowledge and can apply divisibility rules to determine if a number is a given multiple.<br>• Has developed further confidence in mental and written methods to perform addition and subtraction with decimals.<br>• Has demonstrated the ability to use lists of multiples and factors to find the Lowest Common Multiple (LCM) and Highest Common Factor (HCF) of two basic numbers.<br>• A good understanding of prime numbers, using them to find the prime factors of | • Has applied knowledge of exponents and developed skills to identify the order of numbers given in standard form.<br>• Can evaluate numbers with any given exponent.<br>• Has demonstrated the ability to use venn diagrams with prime factorisation in order to find the Lowest Common Multiple(LCM) and Highest Common Factor(HCF) of any pair of numbers.<br>• Has demonstrated good working knowledge of written strategies to perform all arithmetic operations with decimals.<br>• Has demonstrated a good understanding of written and mental strategies to perform all arithmetic operations with negative numbers.<br>• Demonstrated good understanding of all fraction operations with mixed numbers and denominators.<br>• Convert fluently between fractions and decimals<br>• Order and compare fractions with different denominators |

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| | | | a number by using a factor tree.<br>• Has developed a good understanding of negative numbers to apply fluent skills of addition and subtraction.<br>• Has developed a good understanding and knowledge of the correct order of operations (BIDMAS) to perform calculations.<br>• Convert between improper fractions and mixed numbers.<br>• Convert basic fractions to decimals.<br>• Multiply fractions. | • |
| **Algebra** | • Can use letters to represent unknown numbers.<br>• Can simplify expressions by collecting like terms.<br>• Can plot coordinates in first quadrant.<br>• Substitute numbers into simple expressions. | • Substitute into formulae<br>• Plot coordinates in all 4 quadrants.<br>• Form simple algebraic expressions and formulae.<br>• Can simplify expressions by collecting like terms. | • Form expressions and formulae.<br>• Expand single brackets.<br>• Collecting like terms, including with powers.<br>• Simplify expressions involving brackets.<br>• Factorise into single brackets, with common numerical factors. | • Factorise into single brackets with numerical and algebraic common factors.<br>• Perform operations with simple algebraic fractions.<br>• Expand single brackets with higher powers.<br>• Expand more than one single bracket and simplify |

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| **Geometry** | • I can identify the difference between area and perimeter.<br>• I understand that one is found using addition and one is found using multiplication (and I am beginning to understand why)<br>• I can find area and perimeter of rectangles by counting squares.<br>• I can identify units of length (i.e mm, cm, m, km not g or ml)<br>• I can measure lengths. | • I can calculate the area and perimeter of rectangles and parallelograms.<br>• I can find the area and perimeter of compound shapes comprising only of rectangles.<br>• I can recognise and name different quadrilaterals.<br>• I can recognise and name different triangles.<br>• I can identify units of area (i.e $mm^2$, $cm^2$, $m^2$) | • I can calculate the area and perimeter of triangles and trapeziums.<br>• I can find the area and perimeter of compound shapes comprising only of rectangles and triangles<br>• I can Recognise other polygons such as a pentagon and understand what identifies them as such.<br>• I can list the properties of selected triangles and quadrilaterals.<br>• I can identify units of volume (i.e $mm^3$, $cm^3$, $m^3$) | • I can calculate missing values given the area of a polygon. |



| MUSIC | STARTING OUT (SO) | WORKING TOWARDS (WTS) | EXPECTED STANDARD (EXS) | GREATER DEPTH (GDS) |
|---|---|---|---|---|
| **Solo Performing** | Sing and play a variety of pitched and unpitched instruments. | Sing in time; play a variety of pitched and unpitched instruments with some degree of control. | Sing in time and in tune; play a variety of instruments with some accuracy and sense of style or occasion. | Sing or play with a good degree of accuracy pieces equivalent to Grade I standard |
| **Ensemble Performing** | Sing and play a variety of pitched and unpitched instruments as part of a whole class ensemble. | Sing in time; play a variety of pitched and unpitched instruments with some degree of control in both whole class and smaller ensembles. | Sing in time and in tune; play a variety of instruments with some accuracy and sense of style or occasion; stay in time with the ensemble. | Sing or play with a good degree of accuracy pieces equivalent to Grade I standard; make adjustments or take a lead in ensemble performing. |
| **Improvising and Composing** | Use voices and pitched/un-pitched instruments to create sounds to match a simple brief (descriptive). | Use voices and a variety of instruments to create sounds in response to a simple brief (descriptive and technical). | Use voices and a variety of instruments to improvise and extend musical ideas in response to a brief. | Compose and improvise in response to a brief using appropriate musical devices within given basic structures. |
| **Theory and Notation** | Able to use simple graphics to show the musical elements of pitch and dynamics. | Able to use and interpret graphics to show pitch, dynamics, timbre, texture. | Able to use and interpret graphics effectively. Has a basic understanding of the principles of staff notation and/or tab. | Able to use and interpret graphics; read treble or bass staff notation or tab with a good degree of fluency and accuracy. |
| **Listening and Appraising** | Listen with some concentration and understanding to a range of live and recorded music; occasionally make judgments about what they can hear. | Listen with concentration to a range of music; recall features of what they can hear; start to show an understanding of the context of different pieces of music; make judgments about what they can hear. | Listen to a range of music with attention to detail; recall features of what they can hear; start to show an understanding of the context of different pieces of music; make judgments about what they can hear; appreciate and understand other performers. | Listen and discriminate between a range of music from different styles and contexts; recall features of what they can hear; make judgements and use musical vocabulary to explain and justify. |

| PE | STARTING OUT (SO) | WORKING TOWARDS (WTS) | EXPECTED STANDARD (EXS) | GREATER DEPTH (GDS) |
|---|---|---|---|---|
| **Thinking ME** | • I have rarely shown my knowledge of the rules<br>• I have rarely demonstrated my knowledge of tactics and strategies<br>• I have rarely analysed other performances and give feedback | • I have sometimes shown my knowledge of the rules<br>• I have sometimes demonstrated my knowledge of tactics and strategies<br>• I have sometimes analysed other performances and give feedback | • I have regularly shown my knowledge of the rules<br>• I have regularly demonstrated my knowledge of tactics and strategies<br>• I have regularly analysed other performances and give feedback | • I have always shown knowledge of the rules of the activity<br>• I have always demonstrated knowledge of tactics and strategies<br>• I have always analysed other performances and given feedback |
| **Physical ME** | • I have shown simple skills with inconsistency<br>• I have shown simple skills in isolated drills<br>• I have shown a small amount of improvement in my ability | • I have shown simple skills with consistency<br>• I have shown simple skills in isolated drills<br>• I have shown some improvement in my ability | • I have shown simple skills with consistency and some advanced skills<br>• I have shown simple skills in isolated drills and competitive situations<br>• I have shown improvement in my ability | • I have shown simple skills and advanced skills with consistency<br>• I have shown simple and advanced skills in isolated drills and at times in competitive situations<br>• I have shown consistent improvement in my ability |
| **Social ME** | • I have rarely demonstrated leadership qualities<br>• I have rarely demonstrated good communication skills<br>• I have rarely demonstrated good teamwork with my peers | • I have sometimes demonstrated leadership qualities<br>• I have sometimes demonstrated good communication skills<br>• I have sometimes demonstrated good teamwork with my peers | • I have regularly demonstrated leadership qualities<br>• I have regularly demonstrated good communication skills<br>• I have regularly demonstrated good teamwork with my peers | • I have always demonstrated leadership qualities<br>• I have always demonstrated good communication skills<br>• I have always demonstrated good teamwork with my peers |



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| **Personal ME** | • I have rarely shown qualities of respect, fair play and sportsmanship<br>• I have rarely shown a positive attitude to learning such as resilience and perseverance<br>• I have rarely looked for ways of self-improvement such as seeking and acting on feedback | • I have sometimes shown qualities of respect, fair play and sportsmanship<br>• I have sometimes shown a positive attitude to learning such as resilience and perseverance<br>• I have sometimes looked for ways of self-improvement such as seeking and acting on feedback | • I have regularly shown qualities of respect, fair play and sportsmanship<br>• I have regularly shown a positive attitude to learning such as resilience and perseverance<br>• I have regularly looked for ways of self-improvement such as seeking and acting on feedback | • I have always shown qualities of respect, fair play and sportsmanship<br>• I have always shown a positive attitude to learning such as resilience and perseverance<br>• I have always looked for ways of self-improvement such as seeking and acting on feedback |

| PSHE | | | | | STARTING OUT (SO) | WORKING TOWARDS (WTS) | EXPECTED STANDARD (EXS) | GREATER DEPTH (GDS) |
|---|---|---|---|---|---|---|---|---|
| End of Year 7 | Key themes of content covered | Health and wellbeing | Transitional stages<br>Healthy self-concept<br>Emotional wellbeing<br>Mental Health<br>Contraception | Knowledge<br>Skills<br>Values | Can say and name some key terminology with support.<br><br>Limited amount of written work produced to show knowledge and understanding.<br><br>Starting to verbalise ideas.<br><br>Can sometimes make links between topics.<br><br>Can verbally identify some ways to keep healthy and safe. | Can select some information and recognise some needs and wants that all people have.<br><br>Occasionally can show respect and empathy towards others.<br><br>Can start to share their own opinions.<br><br>Can start to understand the meaning of different values.<br><br>Can start to make basic points about how to keep healthy and safe. | Can reflect, suggest ways, and start to provide simple examples to share on the taught topics.<br><br>Can demonstrate some awareness of differing points of view.<br><br>Can recognise that taught topics affect people in all communities.<br><br>Can identify their own values and when demonstrated in others.<br><br>Can describe how to keep healthy and safe using some examples. | Can describe thoughts, decision and choices on a variety of taught topics.<br><br>Can show some knowledge and understanding.<br><br>Can present ideas to others and begin to acknowledge different responses to shared ideas.<br><br>Can identify the use of values in life situations.<br><br>Can describe how to keep oneself healthy and safe, using a variety of examples within each taught topic. |
| | | Relationships and Sex Education-RSE | Different types of relationships<br>Behaviours in relationships<br>Consent | | | | | |
| | | Citizenship/Living in the wider world | Decision making<br>Personal strengths<br>Online behaviours<br>Careers education<br>Economic education | | | | | |

| RE | STARTING OUT (SO) | WORKING TOWARDS (WTS) | EXPECTED STANDARD (EXS) | GREATER DEPTH (GDS) |
|---|---|---|---|---|
| **Retrieve it** | • Needed prompting.<br>• Retrieved one or two words/quotes/views. | • Limited use of memory techniques.<br>• No prompting needed.<br>• Retrieved 3 to 4 key terms.<br>• Retrieved general quotes/sources.<br>• Retrieved 1 view. | • Used memory techniques.<br>• No prompting needed.<br>• Retrieved 3 to 4 main key terms and 1 specialist philosophical or theological key term.<br>• Retrieved 1 accurate and well-chosen quotes and others general quotes.<br>• Retrieved 2 views. | • Used memory techniques.<br>• No prompting needed.<br>• Retrieved 7 main key terms and 3 specialist philosophical or theological key term.<br>• Retrieved 2 accurate and well-chosen quote/source.<br>• Retrieved multiple views. |
| **Understand it** | • Used simple examples to show understanding of concepts.<br>• Used bullet points or lists to describe world view. | • Used 1 teaching.<br>• Used simple sentences to describe one world view on a topic.<br>• Has written about the topic in general and not the question.<br>• Writes one paragraph or half paragraphs | • Used the language of the question to explain world views.<br>• Used the sentence "x believes that … because . . ." to describe a world view" once.<br>• Accurately explains 1 source or quote chosen.<br>• Has written about 1 specific tradition and another world views in general.<br>• Writes two paragraphs | • Written about multiple traditions.<br>• Used appositives to show a greater understanding of key concepts. For example, "God and omnibenevolent being who is not limited by nature".<br>• Accurately explains at least 2 sources or quote chosen.<br>• Writes multiple paragraphs |
| **Connect it** | • Pick teaching/key term/view that is not linked to the topic.<br>• Writes about world views within no real link to the topic. For example, some people believe … | • Picks key terms/teachings/ views that that can be linked to many different topics.<br>• Writes about worldviews in general. For example, all/most/some humanists … | • Acknowledge that two traditions or world views might interpret the same teachings or sources differently. | • Able to show how multiple traditions or world views interpret the same teachings or sources differently. |
| **Judge it** | • Gave simple gut reactions to views and issues.<br>• For example, "I don't believe in God". | • Gave reasons why they prefer one worldview to another.<br>• For example, I don't believe in God because I prefer science. | • Gave two clear reasons why 1 world view is convincing or not.<br>• For example, A belief in God is not convincing because science shows that God cannot be proven through physical evidence. | • Gave two clear reasons why they find two different world views convincing or not.<br>• Justified<br>• For example, |

| SCIENCE | | STARTING OUT (SO) | WORKING TOWARDS (WTS) | EXPECTED STANDARD (EXS) | GREATER DEPTH (GDS) |
|---|---|---|---|---|---|
| **Knowledge & understanding** | | Can provide simple definitions to keywords.<br><br>Can recall basic scientific facts. | Can demonstrate appropriate knowledge and understanding and use this to describe scientific observations using relevant key words. | Can demonstrate accurate and appropriate knowledge and understanding and use this to explain scientific observations using relevant key words. | Can demonstrate relevant and comprehensive knowledge and understanding and apply these correctly to both familiar and unfamiliar contexts using accurate scientific terminology. |
| **Working Scientifically** | **Planning investigations in science** | Select apparatus from a list.<br><br>List/order method<br><br>Follow lab safety rules. | Can identify correct (some) variables.<br><br>Can carry out a simple investigation (to address a simple scientific question).<br><br>Can identify appropriate apparatus from knowledge.<br><br>Can suggest hazards and risks. | Can make a prediction explained by science.<br><br>Can provide a range of control variables for an investigation.<br><br>Can carry out an investigation that gains valid and reliable data.<br><br>Can justify equipment used.<br><br>Can identify hazards and take precautions to reduce risk | Can correctly use the KS4 core WS keywords.<br><br>Can 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.<br><br>Can review and improve a given method.<br><br>Can specify units for measurements. |
| | **Analysing and concluding in science** | Can make simple statements regarding observations. | Can draw simple conclusions from qualitative or quantitative data.<br><br>Can make basic comments relating to experimental methods. | Can make a prediction explained by science.<br><br>Can provide a range of control variables for an investigation.<br><br>Can carry out an investigation that gains valid and reliable data.<br><br>Can justify equipment used. | Can analyse qualitative and quantitative data to draw logical, well-evidenced conclusions.<br><br>Can evaluate and refine methodologies and judge the validity of scientific conclusions.<br><br>Can suggest improvements to experimental methods, and comment on scientific |



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| | | | | Can identify hazards and take precautions to reduce risk | conclusions and explain the possible cause of anomalies. |
| **Numeracy in science** | | Can plot a bar chart when provided with axes.<br><br>Can use a calculator with given data | Can perform basic calculations. E.g., in space topic calculations of weight.<br><br>Can plot points on a line and bar graph when provided with axes. | Can plot a linear graph incorporating non-integer values and non-evenly spaced values of the independent variable.<br><br>Rearrange equations with three variables e.g., Speed in Forces topic.<br><br>Calculate percentages.<br><br>Can use a knowledge of number prefixes e.g., Kilo/mega and be able to convert between units e.g., joules to kilojoules, m/km, mass to weight in space topic. | Can plot a linear graph incorporating non-integer values and non-evenly spaced values of the independent variable.<br><br>Rearrange equations with three variables e.g., Speed in Forces topic.<br><br>Calculate percentages.<br><br>Can use a knowledge of number prefixes e.g., Kilo/mega and be able to convert between units e.g., joules to kilojoules, m/km, mass to weight in space topic. |