St Laurence School

Key Stage 3

Assessment Booklet

Year 9

Care – Inspire – Succeed

Year 9 Assessment information

Your child has now entered Year 9 after completing Year 7, as a transition year, and Year 8.

Making and Measuring Progress

Your child has a 'progress point' set in each individual subject (outlined in Year 8 the 'Expectations of Progress' report), which are now carried over from Year 8 into Year 9. You will be used to tracking, from classroom assessments and within each report, your child's progress in relation to this progress point.

Assessment in Years 8

The Key Stage 3 assessment system continues to use the Key Learning Concepts (KLCs), which are 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 9 using the terms in the table below:

End of Year 8	**Where would we expect this to lead to at GCSE**
Below Working Towards	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 6/7
Above Greater Depth	showing progress above Grade 7

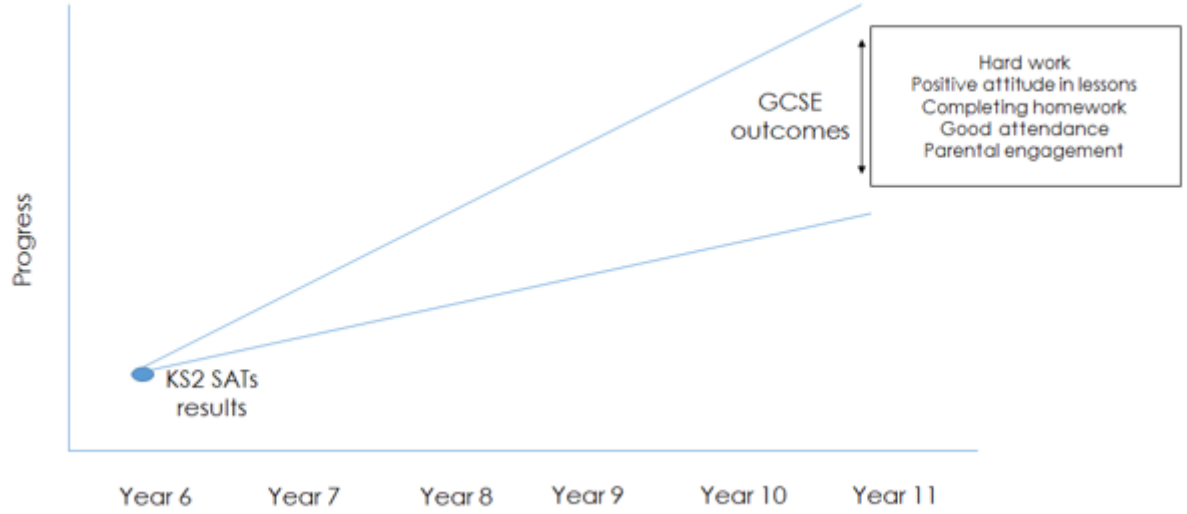
The KLCs are detailed in this booklet and they form a key part of assessment practice in subject areas as they inform planning and teaching as well as the process of marking, assessment and feedback. The subject grids also show the skills and knowledge that each group of learners is expected to achieve in each subject area at the end of Year 9 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.

As stated in previous years, 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 (over 96%),
- 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 your child 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 9. 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 9**.

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



Reporting

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

- ***Term 2 (Report 1)*** will provide a 'Predicted end of Year 9 Expectation' and Subject progress based on classwork and assessments. Each teacher will report on key learning behaviours - 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 the 'Predicted end of Year 9 Expectation' and Subject progress based on classwork and assessments.

- ***Term 5 (Report 3)*** **-** will provide the 'Predicted end of Year 9 Expectation', Subject progress, the Learning Profile, attendance and a Tutor statement.

- ***Term 6 (Report 4)*** **–** will provide the 'Predicted End of Year 9', Subject progress grade and attendance.

- You will also have an opportunity to discuss your child's progress with subject teachers at the Year 9 Subject Consultation meetings in February. 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	WORKING TOWARDS (WTS)	EXPECTED STANDARD (EXS)	GREATER DEPTH (GDS)
Artist Research AO1	Demonstrates **some** analytical and critical understanding. Demonstrates **limited** use of appropriate specialist vocabulary. Demonstrates some ability to develop ideas and sustain investigations, informed by contextual and other sources.	A **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 confident and 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. Demonstrates fluent use of appropriate specialist vocabulary.
Skills/ Experimentation A02	A **moderate** ability to experiment using materials showing **reasonable** skill, can apply basic colours carefully though **simple** colour mixing and blending. Reviews and refines ideas with **limited** success as work develops.	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 **confident and highly** developed ability to explore and select appropriate resources, media materials, techniques and processes. Reviews and refines ideas in a **confident** manner as work develops.
Drawing and recording A03	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	**Moderate** ability to plan outcome; make final piece with **reasonable** level of skill, images are clear and purposeful and considered. Demonstrates **some ability** to realise intentions and, where appropriate, make connections 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. Generally clear, coherent and **accurate** use of language.	A **highly developed** ability to c**onfidently** present a meaningful outcome to realize intentions with **confidence** and **conviction**. Making c**onfident** links with relevant artists and a confident ability to use material with skill and accuracy. Clear, coherent and **accurate** use of language.



DANCE	WORKING TOWARDS (WTS)	EXPECTED STANDARD (EXS)	GREATER DEPTH (GDS)
Physical and Technical Skills	Perform using some physical skills safely. Perform with some independent movement memory.	Perform using sound physical skills safely. Perform with sound movement memory.	Perform using highly developed physical skills safely. Perform with excellent movement memory.
Expression Skills	Perform using some awareness of musicality and rhythm. Use of some projection.	Perform using sound musicality and rhythm. Sound projection and eyeline.	Perform using excellent musicality and rhythm. Excellent projection and eyeline. Use of facial expression to convey mood/meaning.
Choreographing	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 sometimes contribute ideas during a group choreography task. I am happy to perform to my teacher.	I regularly contribute to group ideas during a choreography task. I am happy to perform to my teacher and at times will perform to others in the class.	I always contribute my ideas and at times I lead the choreography. I am happy to perform to my teacher and a larger audience.
Theory	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	WORKING TOWARDS (WTS)	EXPECTED STANDARD (EXS)	GREATER DEPTH (GDS)
Knowledge and understanding	A good range of basic knowledge and understanding demonstrated. The correct names of equipment and materials used. Most methods and techniques described, and names of these communicated. Can use large pieces of equipment safely and independently. Some support needed.	A competent range of basic knowledge and understanding demonstrated. Names of equipment and materials are always used. All methods and techniques can be described including the names. Can use large pieces of equipment safely and independently. Very little support needed.	An outstanding range of basic knowledge and understanding demonstrated. Names of equipment and materials are consistently used. Methods and techniques are confidently explained with associated H&S rules. Can use large pieces of equipment safely and independently. No support required.
Planning and design	Imaginative, creative, and innovative ideas have been generated. Clear communication is evident through annotation. A mostly detailed method is produced with almost all stages included, to inform preparation and cooking/ construction tasks. Timings are included along with hygiene, health, and some safety points.	Imaginative, creative, and innovative ideas have been created to a high standard. Clear communication is evident through detailed annotation. A detailed method is produced with all stages included, to inform preparation and cooking/ construction tasks. Timings are included along with hygiene, health, and some safety points for Food lessons.	Imaginative, creative, and innovative ideas have been created in a variety of drawing styles. Annotation is clearly explained with key methods and techniques required when making the product. A thorough method is produced with all stages included, to inform preparation and cooking/ manufacturing tasks. Timings are clearly included along with hygiene and health and safety factors in detail.
Safety and effective use of technical skills	The correct tools and equipment have been selected and have been used with little help. Thinking about health and safety when cooking with few prompts. Ingredients/ materials are combined using more than one method.	The correct tools and equipment have been selected independently and have been used confidently. Independently thinking about health and safety when cooking/ using pieces of equipment or machines. Ingredients/ materials are combined using multiple methods.	Equipment and tools are always independently selected and used in the correct way confidently. Health and safety processes are followed competently when completing practical tasks. Numerous practical methods are selected when required and applied independently.



Analysis and Evaluation	Make straightforward comments about their own work and the work of others. Give constructive feedback to others which can be used to help make improvements. To receive constructive feedback for them to use when needing to develop their own work. Give detailed reasons for suitability of design ideas and final product made.	Give detailed comments about their own work and the work of others. Give detailed feedback to others which includes reasoning and examples which can be used to help make improvements. To receive detailed feedback for them to use which includes reasoning and examples when needing to develop their own work. Give detailed reasons with examples for suitability of design ideas and final product made.	Give highly detailed comments about their own work and the work of others. Give highly detailed feedback to others which includes reasoning and examples which can be used to help make improvements. To receive highly detailed feedback for them to use which includes reasoning and examples when needing to develop their own work. Give highly detailed reasons with examples for suitability of design ideas and final product made.
Food choice, provenance, and production	Can list the key factors that may influence food choices and explain why it has an impact on choices made. Can discuss where/how basic foods are produced and prepared for selling. How seasons may affect cost and availability.	Competently lists the key factors that may influence food choices and explains in detail why it has an impact on choices made. Can explain where/how basic foods are produced and prepared for selling. How seasons may affect cost and availability.	Skilfully lists the key factors that may influence food choices and explains in detail why it has an impact on choices made. Is an expert in where/how basic foods are produced and prepared for selling.



DRAMA	WORKING TOWARDS (WTS)	EXPECTED STANDARD (EXS)	GREATER DEPTH (GDS)
Collaboration	Comfortable with a wide variety of peers and teacher allocated groupings Will actively participate in all group work, contributing ideas willingly	Mostly comfortable working with all members of the LG and random teacher allocated groupings Facilitates group work and contributes some ideas willingly	Very comfortable working with all members of the LG and random teacher allocated groupings Facilitates group work and contributes a number of ideas willingly
Creation	Good development of skills and the piece	Some meaningful development with some refinement of skills and the piece.	Meaningful development with some refinement of skills and the piece.
Performing	Developing competency showing a sustained performance Will perform to the LG Shows awareness of the audience Fair range of some theatrical skills are demonstrated	Mostly secure and consistent use of theatrical skills Will perform to the LG and to some people unknown Aware of the audience Good range of theatrical skills are demonstrated	Secure and consistent use of theatrical skills Will perform to the LG and to larger groups of others unknown Actively aware of the audience Wide range of theatrical skills are demonstrated
Analysis and Evaluation (verbal and/or written)	Describe and comment mostly appropriately on drama seen and made, applying key terminology	Describe and comment appropriately on drama seen and made, applying key terminology correctly	Describe and comment insightfully on drama seen and made, applying key terminology correctly



ENGLISH - READING	WORKING TOWARDS (WTS)	EXPECTED STANDARD (EXS)	GREATER DEPTH (GDS)
Understanding and analysing texts	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	Understands the key moments of texts; engages effectively with the key themes or concerns of texts, in relation to the question/task; increasingly analyses effects of words (and, perhaps, structure and form) on meaning, using inference with some confidence; begins to use a variety of subject-specific terminology, with some accuracy	Demonstrates thorough understanding of the key moments of texts; engages successfully with the key themes or concerns of texts, in relation to the question/task; demonstrates ability to identify developments/shifts in theme/character; confidently analyses effects of words (and, perhaps, structure and form) on meaning, using inference with confidence; uses a variety of subject-specific terminology appropriately
Using evidence	Begins to track a text with some confidence; uses some evidence from across a text, including quotations and paraphrasing	Confidently tracks a text, and where appropriate, make links; uses a range of evidence from across a text, including regular quotations; begins to introduce quotations successfully	Confidently tracks a text, and where appropriate, make links; uses a judicious range of evidence from across a text, including regular embedded quotations; uses mini-quotations to aid language analysis
Understanding context and writers' messages	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; begins to make links in texts	Understands that a text can reflect when it was written; uses contextual knowledge to inform understanding and, perhaps, analysis; begins to explore the messages or intentions of writers, and the possible reactions of audiences; makes some thoughtful links in texts	Understands that a text can reflect when it was written; uses contextual knowledge to develop thoughtful language analysis and interpretations of meaning; explores the messages or intentions of writers, and the reactions of audiences; makes illuminating links in texts



ENGLISH - WRITING	WORKING TOWARDS (WTS)	EXPECTED STANDARD (EXS)	GREATER DEPTH (GDS)
Impact on reader of writing, vocabulary	Attempts to fit writing to purpose, audience, format, genre; begins to use formal and informal registers as appropriate; uses familiar vocabulary with some confidence	Usually fits writing to purpose, audience, format, genre; can often use formal and informal registers as appropriate; uses both familiar and sometimes adventurous vocabulary with some confidence; begins to use effective imagery, such as metaphor, simile, sensory language	Fits writing to purpose, audience, format, genre, making clear choices for impact and influence; can use formal and informal registers as appropriate; uses both familiar and adventurous vocabulary with confidence; uses effective imagery (such as metaphor, simile, sensory language) for impact on audience
Structure and organisation of writing	Begins to use paragraphs correctly, including perhaps for impact; organises writing simply, may begin to use cohesive devices	Uses paragraphs correctly, including perhaps for impact; organises writing well and with consideration of purpose; uses cohesive devices	Uses paragraphs correctly, including for impact; structures well-organised and ambitious texts, using cohesive devices, to suit purpose; may experiments with techniques such as symmetry or bookending, analepsis and juxtaposition
Sentence structure, spelling, punctuation, grammar	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	Usually writes accurately, with some errors, using a variety of complex, compound, simple sentences, and experimenting with their effects; tense and subject-verb agreement are increasingly accurate, with only occasional errors; uses capital letters, full stops and commas accurately, with occasional errors, uses some other punctuation for effect; spells many irregular words correctly	Writes confidently, using a variety of complex, compound and simple sentences for effect; tense and subject-verb agreement are accurate; uses capital letters, full stops and commas accurately; uses other punctuation to enhance impact; spelling is mostly accurate

GEOGRAPHY	WORKING TOWARDS (WTS)	EXPECTED STANDARD (EXS)	GREATER DEPTH (GDS)
Contextual knowledge of locations and places	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.	Pupils show an understanding of the links between physical and human geography, and how they create the particular characteristics of different places on a regional and/or global scale. Pupils can simply analyse the physical and human characteristics of these regions and can recall their own evidence of regions studied. Pupils are developing their understanding of the different ways to categorise countries based on levels of development, including using key development indicators.	Pupils show an understanding of the links between physical and human geography, with a wider appreciation of different scales, and evidence through specific case studies. They can comfortably use a wider range of key geographical terminology. Pupils are developing their understanding of the reasons why places have different regions, referring to a wider range of countries at different levels of development, using the key development indicators.
Understanding of Patterns, Processes and Environmental 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. 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.	Pupils show a basic understanding of the different human and physical processes in different environments, as well as how they interlink to create distinct patterns at different scales. Pupils show an understanding of the different factors that can influence decisions regarding sustainability and management. Pupils 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. Pupils begin to understand how different attitudes an influence the decisions made on managing a region.	Pupils show greater understanding of the different human and physical processes in different environments, as well as how they interlink to show create patterns in distribution at different scales. Pupils show a good understanding of how people are trying to achieve sustainable development, and the impact this will have on planning and management of these areas. Pupils will be able to acknowledge the different values and attitudes to the environment, and how these will vary depending on stakeholder's beliefs.
Utilisation of knowledge to create evidenced conclusions	Pupils are able to start to construct convincing arguments to draw well-evidenced conclusions.	Pupils start to show a clear understanding of the justification behind their conclusions, and back this up with a range of evidence.	Pupils can show a clear understanding of the justification behind their conclusions, and back this up with thorough evidence.



	Pupils are able to write coherently, linking both evidence provided and their own knowledge together, to write justified conclusions. Students are able to recognise that other people have different views and will give balanced consideration to different views when making conclusions.	Pupils write coherently, linking sources and wider knowledge together within their writing. Pupils show an understanding of contrasting views and give a balanced consideration of these views.	Pupils write well and coherently, using a range of key terms. They are able to link sources and their own knowledge together in their writing. Students show an understanding of the complex interactions and interrelationships between people, the environment and geographical phenomena, and are able to balance their arguments well with this in mind.
Competence in Geographical Enquiry	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. Pupils can draw together a summary of their investigation using appropriate vocabulary. Simplistic conclusions will be reached.	Pupils can plan a simple sequence of investigations using a wider range of primary and secondary data collection methods. Pupils can collate the information they have collect and present this using basic presentation techniques. Students can use a range of key terminology.	Pupils begin to show more confidence in collecting appropriate primary and secondary data to support their enquires and can identify key questions and hypotheses. Pupils can use a wider range of simplistic presentation techniques to present their data, before attempting a conclusion that is backed up by this data. Students can begin evaluating different stages of their investigation.
Application of Geographical Skills	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 features. Pupils will have a working understanding of OS map skills and use 6 figure grid references. Pupils can draw a range of more sophisticated graphical techniques and be able to interpret these graphs. Pupils can recognise the link between photographs and OS maps.	Pupils can recognise patterns made by both physical and human features and describe the distribution of these at a range of scales. More sophisticated diagrams, like cross sectional diagrams, are used and interpreted. OS maps can be used with confidence. Pupils' understanding of data will be demonstrated using more sophisticated statistical and numerical skills with reasonable attempts to understand trends reflected in the data set.	Pupils can begin to use OS maps to describe patterns of both human and physical features at different scales. Pupils are able to interpret a wider range of graphical techniques and describe the patterns shown. Students are able to use numerical and statistical skills to help interpret data sets and use these to highlight trends and anomalous data, such as percentage change or frequency.



	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	WORKING TOWARDS (WTS)	EXPECTED STANDARD (EXS)	GREATER DEPTH (GDS)
Interpretations	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.	Able to accurately **explain** the view(s) put forward in an interpretation and use **accurate** and **relevant knowledge** to support and challenge the interpretation. Able to reach a **partially supported judgment** on how convincing the interpretation is.	Able to accurately **analyse** the view(s) put forward in an interpretation and use **accurate** and **relevant own knowledge** to support and challenge the interpretation. Able to reach a **supported judgment** on how convincing the interpretation is.
Evidential Understanding	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.	Able to make a **range** of **relevant inferences** from a source and **explain** how it might be useful to an historian based on content **and** provenance as well as some relevant knowledge. **Explanation is linked directly to the topic focus in the question.**	Able to make a **range** of **relevant inferences** from a source and **analyse** how it might be useful to an historian based on content **and** provenance as well as **own** knowledge. **Analysis is linked directly to the topic focus in the question.**
Change and continuity	Able to use **increasingly relevant and accurate knowledge** to **explain** the **extent** of change across historical periods.	Able to use **relevant and accurate knowledge** to **explain** the **extent and the nature** or **pace** of change across historical periods.	Able to use **relevant and accurate own knowledge** to **analyse** the **extent, nature** and **pace** of change across historical periods.
Causation	Able to use **increasingly** re**levant and accurate knowledg**e to **explain** the causes of an event. Showing some understanding of how to **group causes** e.g. political, economic, social, religious.	Able to use re**levant and accurate knowledg**e to **explain** the causes of an event. Able to confidently **group causes** e.g. political, economic, social, religious. Able to make **simple statements** on the **links** between causes. Able to reach an **unsupported judgment** on the **most important** cause of an event.	Able to use re**levant and accurate own knowledg**e to **analyse** the causes of an event. Able to confidently **group causes** e.g. political, economic, social, religious. Able to **analyse** the **links** between causes. Able to reach a **supported judgment** on the **most important** cause of an event.
Significance	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.	Able to use **relevant** and **accurate knowledge** to **explain** the significance of an event. Able to use three or more of the GREAT criteria.	Able to use **relevant** and **accurate own knowledge** to **analyse** the significance of an event. Able to **comprehensively** analyse the significance of an event using the GREAT criteria or 5 R's.



LANGUAGES	WORKING TOWARDS (WTS)	EXPECTED STANDARD (EXS)	GREATER DEPTH (GDS)
Reading	Responds to and understands basic, 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, especially within tenses other than the present.	Responds effectively to 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 occasionally with responses to tenses other than the present but the central meaning is understood.	Responds accurately to both familiar and unfamiliar language in texts of all lengths. Identifies with little hesitation basic and more complex structures, across a range of tenses. Inference of meaning in unknown language is almost always accurate.
Listening	Responds to and understands 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, especially within tenses other than the present.	Responds effectively to 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 occasionally with responses to tenses other than the present but the central meaning is understood.	Responds accurately to both familiar and unfamiliar language in passages of all lengths. Identifies with little hesitation basic and more complex structures, across a range of tenses. Inference of meaning in unknown language is almost always accurate.
Translation	Translates short phrases accurately using straightforward, familiar vocabulary. Attempts the correct translation of verbs in the present tense and opinions or connectives. There are often errors which impede communication, especially in tenses other than the present, although the basic meaning of the text is sometimes conveyed. Supporting resources are used.	Translates sentences using straightforward, familiar vocabulary. Attempts at translation of verbs in the present tense, opinions, connectives, and some more complex structures are mostly successful, but in other tenses there are some errors even though the basic meaning is usually conveyed. Supporting resources may be used.	Translates longer, complex sentences and paragraphs using a mixture of familiar and advanced language. Is able to attempt translation of verbs in a range of tenses, opinions and complex structures with consistency and mostly accurately. Errors do not impede understanding of meaning. Supporting resources are seldom or never used.



Writing	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. Tenses other than the present tense are rarely formed correctly. Supporting resources are used.	Communicates ideas, expresses, and justifies opinions in familiar contexts using familiar vocabulary and verbs in the present tense, with some extra detail and linking with success. Some more interesting vocabulary and other tenses may be used, although errors will be evident. High accuracy regarding spellings including capital letters/ accents and commas. Errors sometimes impact on the message being conveyed. Supporting resources may be used.	Communicates more complex ideas and expresses and justifies opinions in familiar and unfamiliar contexts using a wide range of vocabulary and verbs in a range of tenses and structures, with significant extra detail and linking with success. There is a very high level of accuracy regarding spellings including capital letters and accents. Errors are rarely impact on the message conveyed. Supporting resources are seldom or never used.
Speaking	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. There is little or no reference to tenses other than the present tense. May respond to some questions spontaneously and may be able to initiate conversations. Makes some errors with pronunciation and intonation, which often have 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, although errors will be evident. May respond to some questions spontaneously and may be able to initiate conversations. A good degree of accuracy in pronunciation and intonation. Errors sometimes impact on the message conveyed. Supporting resources may be used.	Communicates ideas, expresses and justifies opinions in familiar and unfamiliar contexts using a wider range of interesting and relevant vocabulary and verbs in a range of tenses, linking with success. Can respond to most questions spontaneously and is able to initiate conversations. Pronunciation and intonation are almost entirely accurate. Errors rarely impact on the message being conveyed. Supporting resources seldom or never used.

MATHS	WORKING TOWARDS (WTS)	EXPECTED STANDARD (EXS)	GREATER DEPTH (GDS)
Number	• Write a large number in standard form notation and convert to normal form.	• Write any number in standard form notation and convert to normal form.	• Calculate and solve problems involving numbers in standard form.
Algebra	• I can use the distributive law to expand a single bracket. • I can use a bar model to rearrange an algebraic formula involving addition and subtraction. • I can understand the inverse of multiplying and division illustrated by a bar model to rearrange formulae. • I can identify a real-life graph given to represent a scenario.	• I can use the distributive law to expand a pair of binomials with an x^2 coefficient of 1. • I can change the subject of a formulae by understanding the inverse operations of a range of mathematical operations. • I understand some of the key features on a quadratic graph. • I can accurately plot a quadratic graph. • I can model a real-life scenario by using a graphical method. • I can identify the intersections of two straight lines.	• I can use the distributive law to expand any pairs of given binomials. • I can expand any combination of up to three binomials. • I can change the subject of formulae with more than one instance of the unknown. • I recognise that the point of intersection of two linear graphs satisfies both relationships and hence represents the solution to both those equations. • I understand the relationship between the equations and graphs when there is no intersection.
Geometry	• I can identify some of the key parts of a circle. • I can calculate the volume of a cuboid. • I can draw the net of a cube or cuboid • I can use basic angle facts to find missing angles. • I can accurately construct a triangle by using a protractor and a ruler. • I can accurately construct a triangle if I know all the sides and use a compass. • I understand what is meant by congruent and can identify two congruent shapes. • I can find the new lengths of a shape, given a scale factor.	• I can find the surface area of a cuboid and a triangular prism. • I understand that π is a constant that can be used in calculations • I can calculate the area and circumference of circles and semi-circles (and I understand that circumference is like perimeter). • I can calculate the volume of a prism and find missing values. • I can use angle facts in parallel lines to find missing angles. • I can use parallel line angle facts and properties of quadrilaterals to find missing angles or prove a particular shape. • I understand and can calculate the total interior angles in any polygon.	• I can find the area and perimeter of compound shapes comprising any polygons (including parallelograms and circles). • I can apply my knowledge in scenarios involving problem solving (such as paving a garden). • I can calculate the volume of a cylinder. • I can calculate the surface area of a cylinder. • I can calculate the radius of a circle given the circumference or area. • I can understand and construct a proof of the angles in a triangle using key angle facts and reasoning. • I can use reasoning to find missing angles in a range of problems, including parallel lines, quadrilaterals and triangles.

		• I can accurately construct a range of perpendicular lines, including bisectors, from and too a given point. • I can accurately construct angle bisectors. • I can use circles to show the loci that is equidistant from a given point. • I can identify a similar shape, find a scale factor and missing sides. • I can use Pythagoras theorem to find the hypotenuse in a right-angled triangle. • I understand and can identify the trigonometric ratios in a right-angled triangle using my knowledge of the unit circle. • I can find missing sides in right angled triangles using the trigonometric ratios of sine and cosine.	• I can calculate interior and exterior angles in any regular polygon. • I can establish the size of a regular polygon given it's interior or exterior angles. • I can apply constructions to rhombi and understand how bisectors link to the properties. • I can use circles and bisectors to indicate the paths of loci. • I can identify and prove congruent triangles. • I can understand and prove Pythagoras theorem. • I can use Pythagoras theorem to find any missing sides in right angled triangles and solve problems in context. • I can find any missing side in a right-angled triangle using trigonometric ratios.
Statistics	• I understand that probability is the chance of something happening and can express this using a probability scale or number line. • I can write the theoretical probability of a simple event as a fraction.	• I can find the theoretical probability for a given outcome from an event as a decimal, fraction or percentage. • I can find the theoretical probability of more than one outcome occurring in an event. • I can find the relative frequency of a trial. • I can calculate the expected frequency of a trial. • I can find the probability of missing outcomes and the chance of an outcome not happening by understanding exhaustive events. • I can complete a tree diagram for given outcomes in an event. • I can complete a sample space diagram.	• I can calculate a range of probabilities from a tree diagram. • I can find a range of probabilities from a sample space diagram. • I can construct a venn diagram to represent a given event. • I can calculate the probability of an outcome from a venn diagram.



MUSIC	WORKING TOWARDS (WTS)	EXPECTED STANDARD (EXS)	GREATER DEPTH (GDS)
Solo Performing	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 III standard
Ensemble Performing	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 III standard; make adjustments or take a lead in ensemble performing.
Improvising and Composing	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 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 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	WORKING TOWARDS (WTS)	EXPECTED STANDARD (EXS)	GREATER DEPTH (GDS)
Thinking ME	• I have sometimes shown my knowledge of the rules of the activity • I have sometimes demonstrated my knowledge of tactics and strategies • I have sometimes analysed other performances and give feedback	• I have regularly shown my knowledge of the rules of the activity • I have regularly demonstrated my knowledge of tactics and strategies • I have regularly analysed other performances and give feedback	• I have always shown knowledge of the rules of the activity • I have always shown knowledge of tactics and strategies • I have always analysed other performances and give feedback
Physical ME	• I have shown simple skills with consistency and some advanced skills • I have shown simple skills in isolated drills and competitive situations • I have shown some improvement in my ability	• I have shown simple skills and advanced skills with consistency • I have shown simple and advanced skills in isolated drills and in competitive situations • I have shown improvement in my ability	• I have shown simple skills and advanced skills with consistency under pressure • I have consistently shown simple and advanced skills in isolated drills and in competitive situations • I have shown consistent improvement in my ability
Social ME	• I have sometimes demonstrated leadership qualities • I have sometimes demonstrated good communication skills • I have sometimes demonstrated good teamwork with my peers	• I have regularly demonstrated leadership qualities • I have regularly demonstrated good communication skills • I have regularly demonstrated good teamwork with my peers	• I have always demonstrated leadership qualities • I have always demonstrated good communication skills • I have always demonstrated good teamwork with my peers
Personal ME	• I have sometimes shown qualities of respect, fair play and sportsmanship • I have sometimes shown a positive attitude to learning such as resilience and perseverance • 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 • I have regularly shown a positive attitude to learning such as resilience and perseverance • 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 • I have always shown a positive attitude to learning such as resilience and perseverance • I have always looked for ways of self-improvement such as seeking and acting on feedback

PSHE						WORKING TOWARDS (WTS)	EXPECTED STANDARD (EXS)	GREATER DEPTH (GDS)
End of Year 9	Key themes of content covered	Health and wellbeing	Transitional stages Healthy self-concept Emotional wellbeing Mental Health Contraception	Knowledge Skills Values		They can describe thoughts, decision and choices on a variety of content. They show some knowledge and understanding. They present their ideas to others and begin to acknowledge different responses to their ideas. They identify when they use values in life situations. They can describe how to keep themselves healthy and safe.	They are showing that they can explain thoughts, decisions, and choices, describe features, and demonstrate knowledge and understanding, through applying it to everyday life experiences. They identify a range of viewpoints, weighing up different ideas and draw some conclusions. They can discuss arguments clearly and with reason. They will demonstrate some values in different situations. They can make some links between values and beliefs, decisions, and actions. They can describe accurately how to keep themselves healthy and safe.	They can demonstrate and apply relevant and comprehensive knowledge and understanding of a wide range of concepts, terms and issues. They are able to apply detailed knowledge and understanding of key content. They are showing that they can **analyse**, **make justifications** about opinions, decisions, and choices, both verbally and written, and that I can **confidently demonstrate impact**, when looking at situations, scenarios, and wider-**life experiences.** They evaluate the impact of actions, and suggest approaches, strategies, and solutions. Construct perceptive and convincing arguments that consider a variety of viewpoints. Weigh up and assess the implications of situations. Explore the origins of a range of opinions, including their own, on a variety of content. They demonstrate values consistently. They can make accurate and relevant links between values and beliefs, decisions, and actions. They can explain accurately and confidently how to keep themselves healthy and safe.
		Relationships and Sex Education-RSE	Different types of relationships Behaviours in relationships Consent					
		Citizenship/Living in the wider world	Decision making Personal strengths Online behaviours Careers education Economic education					



RE	WORKING TOWARDS (WTS)	EXPECTED STANDARD (EXS)	GREATER DEPTH (GDS)
Retrieve it	• Limited use of memory techniques. • No prompting needed. • Retrieved 3 to 4 key terms. • Retrieved general quotes/sources. • Retrieved 1 view.	• Used memory techniques. • No prompting needed. • Retrieved 3 to 4 main key terms and 1 specialist philosophical or theological key term. • Retrieved 1 accurate and well-chosen quotes and others general quotes. • Retrieved 2 views.	• Used memory techniques. • No prompting needed. • Retrieved 7 main key terms and 3 specialists philosophical or theological key term. • Retrieved 2 accurate and well-chosen quote/source. • Retrieved multiple views.
Understand it	• Used 1 teaching. • Used simple sentences to describe one world view on a topic. • Has written about the topic in general and not the question. • Writes one paragraph or half paragraphs	• Used the language of the question to explain world views. • Used the sentence "x believes that … because . . ." to describe a world view" once. • Accurately explains 1 source or quote chosen. • Has written about 1 specific tradition and another world views in general. • Writes two paragraphs	• Written about multiple traditions. • Used appositives to show a greater understanding of key concepts. For example, "God and omnibenevolent being who is not limited by nature". • Accurately explains at least 2 sources or quote chosen. • Writes multiple paragraphs
Connect it	• Picks key terms/teachings/ views that that can be linked to many different topics. • 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 reasons why they prefer one worldview to another. • For example, I don't believe in God because I prefer science.	• Gave two clear reasons why 1 world view is convincing or not. • 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. • Justified • For example,



SCIENCE		WORKING TOWARDS (WTS)	EXPECTED STANDARD (EXS)	GREATER DEPTH (GDS)
Knowledge & understanding		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**	Can identify correct (some) variables. Can carry out a simple investigation (to address a simple scientific question). Can identify appropriate apparatus from knowledge. Can suggest hazards and risks.	Can make a prediction explained by science. Can provide a range of control variables for an investigation. Can carry out an investigation that gains valid and reliable data. Can justify equipment used. Can identify hazards and take precautions to reduce risk	Can correctly use the KS4 core WS keywords. 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. Can review and improve a given method. Can specify units for measurements.
	Analysing and concluding in science	Can draw simple conclusions from qualitative or quantitative data. Can make basic comments relating to experimental methods.	Can make a prediction explained by science. Can provide a range of control variables for an investigation. Can carry out an investigation that gains valid and reliable data. Can justify equipment used. Can identify hazards and take precautions to reduce risk	Can analyse qualitative and quantitative data to draw logical, well-evidenced conclusions. Can evaluate and refine methodologies and judge the validity of scientific conclusions. Can suggest improvements to experimental methods, and comment on scientific conclusions and explain the possible cause of anomalies.



Numeracy in science	Can perform basic calculations. E.g., in space topic calculations of weight. 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. Rearrange equations with three variables e.g., Speed in Forces topic. Calculate percentages. 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. Rearrange equations with three variables e.g., Speed in Forces topic. Calculate percentages. 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.