St Laurence School

Key Stage 3

Assessment Booklet

Year 8

Care – Inspire – Succeed

Year 8 Assessment information

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

Making and Measuring Progress

At the start of Year 8, we will introduce expectations for your child in individual subjects based on Year 7 progress and KS2 SATs results (or for some, CATs results, if your child did not sit their KS2 SATs). These targets will be shared in an "Expectations of Progress" report, which is sent home at the end of Term 1 (Report 1).

Assessment in Years 8

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 8 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

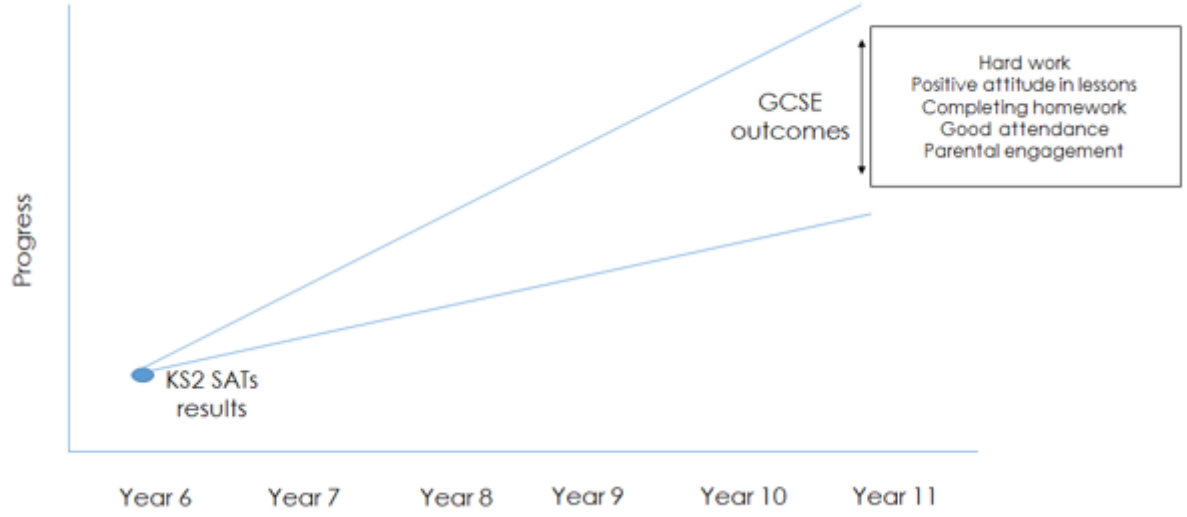
The KLCs are detailed in this booklet, and they form a key part of assessment practice in subject areas as they inform planning and teaching as well as the process of marking, assessment and feedback. The subject grids also show the skills and knowledge that each group of learners is expected to achieve in each subject area at the end of Year 8 in order to be 'on track' to achieve in line with our expectations for their progress, outlined in the grid above, at the end of Year 11.

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 8. 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 8**.

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 three reports. Each report is quite different.

- ***Term 1 (Report 1) – 'Expectations of Progress' report***
- ***Term 2 (Report 2) -*** will provide a 'Predicted end of Year 8 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 4 (Report 3)*** - will provide an 'Predicted End of Year 8 Expectation, Subject progress, 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 8 Subject Consultation meetings in April. 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 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	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 **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	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 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	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. 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. Include use of facial expression to communicate 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 perform to my teacher.	I regularly contribute to group ideas during a choreography task. I perform to my teacher and at times I perform to 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	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	Most pieces of equipment and materials can be named. The name of the process is known but can't confidently describe the steps of the process, is aware of the name. Can mostly use large pieces of equipment e.g., cooker, belt sander. Little support needed.	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. Very little support needed.	A competent range of 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. No support needed.
Planning and design	Imaginative and creative ideas which mostly link to the design brief. Good experimentation and communication are evident. An adequate plan created, most stages are included to inform preparation and cooking/ construction stages. To include what tools and materials are needed to make the product.	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 stages. Timings are included along with hygiene, health, and some safety points.	Imaginative, creative, and innovative ideas have been created to a high standard. Detailed communication is evident through detailed annotation. A detailed method is produced with all stages included, to inform preparation and cooking/ construction stages. Timings are included along with hygiene, health, and some safety points.



Safety and effective use of technical skills	Complete a product that has been made to a good quality. Personal hygiene and health and safety rules followed. Use a variety of hand tools.	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 and using pieces of equipment and machines. Ingredients/ materials are combined using multiple methods.
Analysis and Evaluation	Some testing of most areas of the finished product against the design brief and specification. Including some feedback from their peers Good analysis and evaluation at most stages of the project. Changes made throughout the design process have been described.	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.
Food choice, provenance, and production	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. Describe how food is grown, caught, and farmed – examples given. 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. 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 here/how basic foods are produced and prepared for selling. How seasons may affect cost and availability.



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; 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	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
Using evidence	Begins to track a text and uses 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	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
Understanding context and writers' messages	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; 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, informed by a secure understanding of key contextual details; makes some thoughtful links in texts

ENGLISH - WRITING	WORKING TOWARDS (WTS)	EXPECTED STANDARD (EXS)	GREATER DEPTH (GDS)
Impact on reader of writing, 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	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
Structure and organisation of 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, but with a clear sense of beginning-middle-end; may begin to use cohesive devices	Uses paragraphs correctly, including perhaps for impact; organises writing well and with consideration of purpose; uses cohesive devices
Sentence structure, spelling,	Writes mostly accurately, using some complex, compound, simple sentences; mainly maintains tense and subject-verb agreement; uses capital	Writes accurately, using a variety of complex, compound, simple sentences; maintains tense and subject-verb agreement accurately, with	Writes accurately, using a variety of complex, compound, simple sentences for specific effects; maintains tense and subject-verb agreement



punctuation, grammar	letters, full stops and commas mostly accurately, as well as some other punctuation; spells some irregular words correctly	only occasional errors with irregular constructions; uses capital letters, full stops and commas accurately, and uses some other punctuation; spells many irregular words correctly	accurately, with only occasional errors with irregular constructions; uses capital letters, full stops and commas accurately, and uses some other punctuation for effect; spells many irregular words correctly

GEOGRAPHY	WORKING TOWARDS (WTS)	EXPECTED STANDARD (EXS)	GREATER DEPTH (GDS)
Contextual knowledge of locations and places	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.	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.
Understanding of Patterns, Processes and Environmental Change	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. Pupils describe geographical patterns and attempt to simply explain them. Pupils appreciate that human activity can have consequences on the environment. 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. 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.
Utilisation of knowledge to create evidenced conclusions	Pupils can use evidence provided to draw at least partially supported 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 begin to bring in their own knowledge to further support their conclusions. Pupils are able to justify their conclusions coherently. 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 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.
Competence in Geographical Enquiry	Pupils can begin to develop their own geographical questions and can use appropriate skills to help investigate physical and human environments. Pupils can simply evaluate the sources used for their investigations. They begin to draw some conclusions about the investigation. 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. 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 collected and present this using basic presentation techniques. Students can use a range of key terminology.
Application of Geographical Skills	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 have an increasing working knowledge of OS map skills and can use 4 figure referencing with increasing confidence. 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.	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' understanding of data will be demonstrated using simplistic statistical and	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 a reasonable attempt to understand trends reflected in the data set.



		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 **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.	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.
Evidential Understanding	Able to make **basic inferences** from a source and **describe** 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.	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.**
Change and continuity	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.	Able to use **relevant and accurate knowledge** to **explain** the **extent and the nature** or **pace** of change across historical periods.
Causation	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.	Able to use **relevant and accurate knowledge** 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.
Significance	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.	Able to use **relevant** and **accurate knowledge** to **explain** the significance of an event. Able to use three or more of the GREAT criteria.



LANGUAGES	WORKING TOWARDS (WTS)	EXPECTED STANDARD (EXS)	GREATER DEPTH (GDS)
Reading	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.	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 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.	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 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.	Translates longer, complex sentences and paragraphs using a mixture of familiar and advanced language. Is able to attempt translation of verbs in more than one tense, opinions and complex structures with consistency and mostly accurately. 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. 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.	Communicates more complex ideas and expresses and justifies opinions in familiar and unfamiliar contexts using a wide range of vocabulary and verbs in more than one tense, 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. 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. 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 more than one tense, 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	• Round numbers to 10, 100 & 1000 • Round to 1 decimal place • Use a double number line to represent a multiplicative relationship. • Be able to simplify a given ratio. • Be able to find a fraction of an amount with a single numerator. • Able to convert basic fractions into percentages and decimals. • Express a given amount as a proportion of the whole. • Find simple percentages of an amount. • Recognise direct proportion from a given set of values or a graph. • Understand direct proportion and use it to find alternative amounts.	• Round to any number of given decimal places. • Round integers to a given number of significant figures. • Estimate calculations involving integers • Integer error intervals • Be able to describe multiplicative relationships and find missing values in a ratio table. • Can find any fraction of an amount. • Express a number as a fraction of another. • Be able to divide a quantity into a given ratio. • Is able to fluently convert any given fraction as a percentages and a decimal. • Able to find percentages of an amount and understand percentage change. • Find the percentage increase or decrease given the change of amounts. • Recognise and apply direct proportion in a variety of contexts. • Understand the relationship relating to speed, distance and time.	• Round decimals to a given amount of significant figures. • Estimate decimal calculations • Decimal error intervals • Understand and express a given ratio as a fraction. • Given a fraction and the result, understand how to find the original amount. • Solve a range of problems with ratio. • Use exchange rates to convert a given amount. • Calculate percentage change using a single multiplier. • Calculate original values, given the final value after a percentage change. • Find the constant of proportionality and apply to direct proportion formula. • Recognise and use inverse proportion in a range of contexts. • Calculate fluently a range of compound measures.
Algebra	• Appreciates that a sequence is a list of numbers that follows a rule • Has developed skills to apply a term to term rule in order to extend a sequence • Able to create a bar model to create one and two step equations. • Has developed skills to solve one step equations. • Describe and plot coordinates in all four quadrants. • Identify if a set of coordinates form a linear graph.	• Has developed skills to express a linear sequence as an nth term rule. • Has developed skills to generate a sequence using a position to term rule(nth term rule). • Has developed skills to represent & solve equations involving brackets and unknowns on both sides. • Understand that there is a rate of change and an intercept point in any linear graph relationship.	• Can recognise and find missing terms in other types of sequences such as geometric, Fibonacci and harmonic. • Has developed an understanding to connect an arithmetic sequence to a straight line equation. • Understand how a linear graph relates to the general equation of y=mx+c • Is able to use inverse operations to solve a wide range of equations including fractions.



		• Complete a table of values for a linear graph and plot the graph. • Find the midpoint of a line from given coordinates • Understand and use a conversion table.	
Geometry	• Understand and use worded translations to transform a given shape. • Be able to reflect basic shapes in a given horizontal or vertical line. • Be able to enlarge a given simple shape with an integer scale factor.	• Understand and use vector translations to transform a given shape. • Understand use rotation to transform a given shape. • Be able to reflect shapes in a given diagonal line. • Be able to enlarge shapes with a centre of enlargement.	• Identify and describe given transformations. • Be able to identify invariant points in a transformation.
Statistics	• Be able to find the range and mode from a list of data. • Developed skills in constructing bar charts, pictograms from a list of data or frequency table. • Use a tally chart to sort a list of data	• Be able to calculate all averages from a list and compare data sets. • Developed skills in constructing and interpreting scattergraphs. • Developed skills in order to interpret pie charts. • Is able to create data capture sheets and correctly worded survey questions and choices.	• Be able to calculate averages from frequency tables. • Developed an understanding of the effects of additional data on averages. • Developed skills to construct pie charts. • Developed and understanding of outliers in datasets. • Is able to choose the appropriate measure of spread or central tendency for any given dataset.



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 II 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 II 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 at times in competitive situations • I have shown 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 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)
Key themes of content covered	**Health and wellbeing**	**Transitional stages Healthy self-concept Emotional wellbeing Mental Health Contraception**	Knowledge Sillks Values		Showing evidence of reflection, suggesting ways, and starting to provide simple examples to share on the taught topics. Beginning to acknowledge different viewpoints. Starting to share opinions about issues that affect themselves and making decisions. Can make some links between values and beliefs, decisions, and actions. Beginning to show empathy for a variety of different situations. Can describe how to keep oneself healthy and safe using some examples.	Starting to explain thoughts, decisions, and choices. Can demonstrate knowledge and understanding, through applying it to everyday life experiences. Can identify different viewpoints, considering a variety of ideas and draw some conclusions. Can summarise reasoned arguments, showing understanding for other points of view. Starting to explain how to keep healthy and safe using examples.	Starting to demonstrate and apply relevant and comprehensive knowledge and understanding on a wide range of concepts, terms and issues. Starting to analyse, make justifications about opinions, decisions, and choices**.** Starting to evaluate the impact of actions, and suggest approaches, strategies, and solutions. Starting to make accurate and relevant links between values and beliefs, decisions, and actions. Demonstrating the skill of empathy in a variety of different situations. Can explain how to keep oneself and others safe using examples.
	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 specialist 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.