Lincoln Castle Academy

Assessing at Key Stage 3

Assessment & Reporting at KS3

The transition to secondary school can be a challenging time for children but also for parents and carers who must understand the many changes themselves. One of the key challenges is that at primary school you know exactly where to go to find the information that you need about your child's progress because you can talk to his/her class teacher on a regular basis about all subject areas; this is very different at secondary school where a student in Year 7 or 8 may well be taught by 10 different teachers across all subjects. The aim of this booklet is to provide you with some of the information that you need as parents and carers to understand the way that we assess students in the different subject areas at KS3 and how we measure how well they are doing.

Having used an assessment system in the past that assigned GCSE based grades to KS3 work, hindsight tells us that using levels or grades aren't very accurate and that they potentially distract from learning and the feedback we actually want students to act on.

We can do a better job in assessing your child so that they learn more at KS3, so we have devised a model for 2019 to best suit LCA school students.

This applies to Year 7 and 8 and will be reported to you three times a year via Go 4 Schools online reporting.

Our system of assessment focuses primarily on **improving the learning of our students**, and which builds on the following overarching principles:

- ***A move away from giving GCSE grades for KS3 work to focusing on just giving great feedback within our marking;***
- ***A move towards charting progress relative to a student's starting point and away from simply charting attainment e.g. Alex is exceeding where we expect him to be at this stage in year 8;***
- ***Refusing to define a students' ability at the start of their secondary school journey by giving them a 'minimum expected grade' to achieve in KS3 – these are used only at KS4 and KS5 now when they link directly to examined courses;***
- ***A well designed and challenging assessment at the end of year such as an examination or practical assessment in Years 7 and 8 – to produce summative data, and to prepare students for the challenging demands of the examinations required by the new GCSE and A Level courses;***
- ***Flexibility to allow for a students' ability in subjects to be recognised as having variability (you might be a brilliant mathematician but not so great at art for example), but recognising that nearly every subject will need to prepare students for linear written examinations at the end of Year 11.***

To get this assessment of your child's progress right, we have done the following:

1. All subject areas have a clear understanding of what their students should know, understand and be able to do by the end of each year at KS3. These grids are at the end of this booklet.

2. Students' Key Stage 2 data, CATS test results and for some subjects, a baseline test is used to organise students into 'LCA prior attainment groups':

   Very High Starters (VHS), **High Starters (HS)**, **Middle Starters (MS)** and **Below Age Expected Starters (BS)**.

   This information will be generated internally only and is to be used by teachers. We do not share this with students. The information will identify a student's starting point, but will not anchor them in any one group, or limit the progress they are able to make. It is subject to change on an annual basis by subject teachers who will consider how well they have progressed in the previous year. From this, departments will be able to measure a student's progress throughout the year from where they started.

3. As a school, we need to reach a judgement about how well your child is performing in each of his/her subject areas so that we can keep you informed of their progress. The rates of progress individuals make will be determined mostly by their motivation and determination. Teachers use assessment in a variety of forms to measure how well an individual is doing and this progress measure will be reported to you via our electronic data system called Go4Schools in each subject area via a progress stage.

   Each student will make progress that is relative to their starting point. There are four stages of progress that your child could make per subject:

Exceeding (E) expected progress: currently likely to exceed their end of year expectations

Meeting (M) expected progress: currently likely to meet their end of year expectations

Working towards (W) expected progress: currently likely to just miss achieving their end of year expectations

Underperforming (U) against expected progress: currently unlikely to achieve their end of year expectations

You can expect to see particular strengths or areas for development emerging in certain areas of the curriculum and it is very likely that students will 'exceed' in some subjects and not in others.

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

Starting Group		**End of Y7 Position on Assessment Grid**	**End of Y8 Position on Assessment Grid**	**End of Y11 GCSE Indicator Grades Range**
VHS	Very High Starter	Secure/Confident	Confident/Exceptional	9-7
HS	High Starter	Consolidate/Secure	Secure/Confident	7-6
MS	Mid Starter	Establish/Consolidate	Consolidate/Secure	6-3
BS	Below Age Expected Starter	Acquire/Establish	Establish/Consolidate	3-1

1. The progress measures E/M/W/U will be reported at three data drop points during the year directly to parents and students, and in conjunction with formative marking in books and folders this will ensure that we are focused in on helping our students learn best and not simply measuring their progress.
2. Students will be able to focus on learning as best as they possibly can at KS3 and beyond and we will monitor their progress closely based on our best professional judgement. We are not going to focus our KS3 on endless target setting, but we will have the very highest academic aspirations for every student at LCA.

We are moving away from some of the common practices in schools in England: characterised by lots of graded assessments and an explicit focus on data spreadsheets so that the needs of the child get obscured. We recognise that, used wisely, data and assessment can prove a powerful tool for teachers and school leaders to help ensure the progression of your child. However, we also want to ensure that we concentrate on learning and not be obsessed by accountability measures and an unnecessary adherence to levels that proved to not contribute at all to boost learning and may have actually inhibited the learning of your child. At LCA, we have a deep trust in our expert staff of teachers and support staff and our assessment model reflects our trust in their expertise.

How to use the Key Stage 3 Assessment Booklet

We have identified Key Learning Concepts in each subject areas; these are key aspects of skills or knowledge which can unlock understanding in the subject and enable students to make greater progress. The Key Learning Concepts are detailed in this booklet and they form a key part of assessment practice in subject areas as they inform planning and teaching as well as the process of marking, assessment and feedback. The subject grids also show the skills and knowledge that students are expected to achieve in each subject area at the end of Year 7 or 8 in order to be 'ontrack' to achieve in line with our expectations for their progress relative to their starting points.

How this works is best illustrated through examples

Student 1

Alan is in Year 7 and has been identified as being a mid starter (MS) for History from the KS2 SATS / CATS data and a baseline test he sat in September.

As a mid-starter, Alan is expected to have demonstrated and achieved the criteria on the rows marked 'Establish/Consolidate' in the History grid by the end of Year 7.

Starting Group		**End of Y7 Position on Assessment Grid**	**End of Y8 Position on Assessment Grid**	**End of Y11 GCSE Indicator Grades Range**
VHS	Very High Starter	Secure/Confident	Confident/Exceptional	9-7
HS	High Starter	Consolidate/Secure	Secure/Confident	7-6
MS	Mid Starter	Establish/Consolidate	Consolidate/Secure	6-3
BS	Below Age Expected Starter	Acquire/Establish	Establish/Consolidate	3-1

During the first data drop Alan has already demonstrated and achieved most of the 'establish' row and one from the 'consolidate' row and so the teacher is confident at this stage, if Alan maintains his current work rate and effort that Alan is likely to **exceed** his end of year expectations for History so records an **E** in the data drop.

Student 2

Alfie is in Year 8 and has been identified as being a very high starter (VHS) for Art from the KS2 SATS / CATS data, his previous Art work and a baseline activity he completed in September.

As a very high starter, Alan is expected to have demonstrated and achieved the criteria on the rows marked 'Confident/Exceptional' in the Art grid by the end of Year 8.

Starting Group		**End of Y7 Position on Assessment Grid**	**End of Y8 Position on Assessment Grid**	**Potential End of Y11 GCSE Indicator Grades Range**
VHS	Very High Starter	Secure/Confident	Confident/Exceptional	9-7
HS	High Starter	Consolidate/Secure	Secure/Confident	7-6
MS	Mid Starter	Establish/Consolidate	Consolidate/Secure	5-4
BS	Below Age Expected Starter	Acquire/Establish	Establish/Consolidate	3-1

During the first data drop Alfie has only demonstrated and achieved two of the 'confident' row and none from the 'exceptional' row and so the teacher believes at this stage, if Alfie maintains his current work rate and effort that Alan is likely to **underperform** against his end of year expectations for Art so records a **U** in the data drop.

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

Key Learning Concepts: English

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

Key Learning Concepts: Maths

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

Key Learning Concepts: Science

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

Key Learning Concepts: Geography

	Knowledge and understanding	Cause and Consequence, Change and Continuity, Significance	Source Investigation	Interpretations	Sentence structure, spelling, punctuation, grammar and organisation of text

Acquire	Describe the past in basic terms	Identify the difference between cause and consequence, change and continuity; identify some basic examples of cause, consequence, change and continuity from the past; identify a significant person or event	Use sources to answer basic questions about the past	Use interpretations to answer basic questions about a person or event.	Basic punctuation and sentence structure; spelling of simple words usually correct; simple connections made between ideas, sometimes in order.
Establish	Describe the past using some key words and some key facts	Sort causes, consequences, changes, continuities into basic categories; describe some basic causes and consequences of events; describe some basic reasons why changes happened or why things remained the same; describe basic reasons why a particular person or event was significant	Make basic supported inferences and deductions from sources	Make basic supported inferences and deductions from interpretations, including identifying negative and positive opinions	Basic punctuation used correctly; common words usually spelled accurately; most sentences written accurately; attempts to organise logically, but paragraphs are inconsistent.
Consolidate	Begin to explain the past using accurate knowledge and key words to support ideas; start reaching conclusions	Sort causes, consequences, changes into similar categories, using key words; describe a range of causes and consequences, changes and continuities; begin to explain why some things have stayed the same in history and some things have changed; begin to explain why an event or person was significant	Produce supported inferences about the past using the detail of a source and own knowledge; start to use knowledge to explain why some sources are more useful than others	Start to explain why there are different interpretations, based on provenance; start to use knowledge to explain how convincing different interpretations are	Punctuation, including commas used correctly; some complex words spelled correctly; sentences sometimes varied writing is organised with accurate paragraphs and some connectives used
Secure	Explain, and start to link together, different features of the past; use accurate, relevant knowledge and key words to clearly support ideas; reach conclusions	Explain different types of causes and consequences and start to link them together; explain why something changed or stayed the same; explain some reasons why a person or event was significant	Make supported inferences about the past using the detail of a source and historical knowledge; use own contextual knowledge to make comments about the content as well as provenance; begin to question the quality and value of different types of evidence	Explain why and how different interpretations have developed; use own contextual knowledge to make a case for how convincing different interpretations are	Range of punctuation used accurately; spelling of more complex and historical words generally correct; sentences varied; paragraphing is clear and well-developed with links and connectives used
Confident	Analyse the past using detailed knowledge and key vocabulary which is relevant and accurate; reach supported judgements	Link together different causes and consequences of events; begin to justify which cause or consequence was most important; explain examples of change and/or continuity; recognise that changes can differ in scale and pace; explain with evidence why a person or event was significant	Explain how useful sources are to particular enquiries; use detailed contextual knowledge to support or challenge the evidence presented in sources; analyse the provenance of sources; compare the relative strengths and weaknesses of different sources	Start to draw conclusions on how convincing different interpretations are using detailed contextual knowledge; use more developed knowledge about the context in which the interpretations were produced to assess how convincing interpretations are	Full range of punctuation used accurately and for effect; spelling of irregular words generally accurate; sentences and paragraphs are accurately structured to explain and link ideas
Exceptional	Analyse and evaluate the past, using extensive, accurate and relevant historical knowledge; use key vocabulary, showing an excellent understanding of the period; reach substantiated judgements	Construct a multi-causal argument using relevant historical knowledge; recognise reasons for developments across periods, different societies and sub-groups and how that affects change and continuity; develop confidence when describing the pace, extent or features of change; analyse the significance of people and events in the past	Critically analyse and evaluate sources, examining both content and provenance, using extensive, accurate and relevant knowledge; compare sources and reach judgements on the most useful sources as evidence	Analyse how and why interpretations have been constructed and make a general case for or against the validity of different interpretations; construct an overall judgement about the validity of different interpretations; use extensive, relevant and accurate knowledge to reach judgements	Accurate spelling, punctuations and sentence structure; ideas are skilfully structured for purpose, using connectives to develop arguments and counter-arguments.
Beyond	Analyse, evaluate and reach well-substantiated judgements about the past; select extensive, accurate and relevant information, beyond that taught in class; reach substantiated judgements, developing own conclusions	Construct a focused and analytical multi-causal argument, using accurate and relevant knowledge to support ideas; write organised explanations of change and continuity considering the pace, extent and direction of change; analyse and evaluate why different events and people are seen as historically significant and consider why this might change over time	Consistently use relevant historical knowledge to analyse and evaluate the utility of a set of sources with reference to content and provenance; reach substantiated judgements on the nature of evidence	Analyse and evaluate a range of different interpretations by commenting on the evidence and methods used by historians; use extensive, relevant and accurate knowledge to support the testing of interpretations, including the context in which they were produced	Punctuation and sentence structure used imaginatively to create subtle effects; spelling virtually flawless; ideas are structured with sophistication to influence and provoke readers.

Key Learning Concepts: History

	Comprehension (Reading or Listening)	Translation	Oral or written communication (content)	Grammatical structures in speaking or writing (QofL)	Accuracy in spelling or pronunciation

Acquire	In reading or listening activities, understand single words or short phrases	Translate single key words in the target language with recognisable spelling	In writing and speaking activities, communicate simple ideas, supporting resources may be used. May include simple opinion(s)	In writing and speaking activities, use common present tense verbs in the first person in simple sentences	In writing and speaking activities, some words are spelt or pronounced correctly in single words or phrases
Establish	In reading or listening activities, understand a sentence	Translate short phrases in the target language with recognisable spelling	In writing and speaking activities, communicate ideas using key vocabulary, supporting resources may be used. May include simple connectives and opinions	In writing and speaking activities, use regular present tense verbs in the first person in simple sentences	In writing and speaking activities, some words are spelt or pronounced correctly in sentences
Consolidate	In reading or listening activities, understand linked sentences	Translate a simple sentence in the target language with increased accuracy	In writing and speaking activities, communicate ideas using key words in full sentences, supporting resources may be used	In writing and speaking activities, use pre-learnt complex phrases; may include negatives or modal verbs and attempt two tenses or pronouns	In writing and speaking activities, most simple words are spelt or pronounced correctly in longer sentences
Secure	In reading or listening activities, understand and extract details from a short passage of 4-6 sentences	Translate linked ideas in the target language with a high level of accuracy	In writing and speaking activities, communicate ideas using pre-learnt structures and phrases, supporting resources may be used. Will more complex connectives and justified opinions	In writing and speaking activities, use pre-learnt phrases; may include irregular verbs, a variety of pronouns, and attempt at least two tenses in longer sentences	In writing and speaking activities, spelling or pronunciation of most words is accurate in paragraphs
Confident	In reading or listening activities, understand a longer passage of 6-8 sentences, including some vocabulary from another topic	Translate linked sentences in the target language, including a variety of tenses	In writing and speaking activities, manipulate pre-learnt phrases to produce a personalised response, using minimal supporting resources	In writing and speaking activities, begin to use previously learnt grammatical rules to manipulate a variety of regular verbs and structures, with some errors expected	In writing and speaking activities, the majority of words are spelt or pronounced correctly in longer texts
Exceptional	In reading or listening activities, understand linked paragraphs, including some unseen vocabulary	Translate a short passage in the target language, including a variety of tenses, with a good level of accuracy	In writing and speaking activities, manipulates pre-learnt phrases to produce a personalised response with minimal or no supporting resources	In writing and speaking activities, adapts previously learnt grammatical rules to use a variety or verbs, tenses, pronouns and structures, with some errors possible	In writing and speaking activities, spelling or pronunciation is very accurate with only minor errors in more complex words
Beyond	In reading or listening activities, understand extended and authentic texts, including unseen wider vocabulary	Translate a passage in the target language, including a variety of tenses and complex structures, with a good level of fluency	In writing and speaking activities, communicate a wide range of ideas spontaneously with minimal or no supporting resources	In writing and speaking activities, confidently use tenses beyond perfect, present, future and conditional which may include irregular verbs or a variety of pronouns, with minor errors possible	In writing and speaking activities, spelling or pronunciation of even very complex words is accurate; pronunciation, accent and intonation are authentic

Key Learning Concepts: Languages

	Knowledge and Understanding of beliefs, teachings and sources	Knowledge and Understanding of practices and ways of life	Applying religious vocabulary	Evaluate	Analyse	Ability to express their own beliefs and ideas, using a variety of forms of expression, including creative forms and reasoned arguments

Acquire	Pupils show some knowledge of beliefs and teachings and recognise that they are important.	Pupils can describe simple aspects of religious practice e.g. a festival or a pilgrimage. They recognise that these play an important part in religious life.	Pupils can use some of the most common religious and philosophical vocabulary.	Pupils are starting to see how people's beliefs influence their decisions and thoughts about ultimate questions and ethical issues.	Pupils recognise religious beliefs, arguments and ideas.	Pupils are starting to ask important questions about meaning, purpose and value. They can express their opinion and are able to give some reasons to support their views.
Establish	Pupils can describe religious beliefs and teachings and their importance. They are able to recognise similarities and differences in different beliefs and teachings. They can make links between the sources of the religion and it's beliefs and teachings	Pupils can identify the impact of religion. They are able to describe features of religion, e.g. festivals and worship, and recognise similarities and differences in religious practices and ways of life. They can describe some forms of religious expression.	Pupils' use of religious and philosophical vocabulary is developing but limited.	Pupils can recognise how religious beliefs and teachings inform answers to ultimate questions and ethical issues.	Pupils can identify and begin to describe religious beliefs, arguments and ideas.	Pupils can ask important questions. They can recognise and make links between their own attitudes and behaviour. They can recognise and identify what influences them.
Consolidate	Pupils show understanding of religious beliefs and teachings. They can make links between the beliefs and teachings of a religion and its impact and effect on other areas of religious life e.g. practices. They can describe some similarities and differences of beliefs and teachings both within and between religions. They can suggest meanings from teachings, sources, authorities and ways of life.	Pupils show understanding of religious practices. They can describe some differences and similarities in religious practices and ways of life both within and between religions. They can describe the impact of belief on believers' lives.	Pupils' use of religious and philosophical vocabulary is developing. They are using religious vocabulary/technical terminology with some success.	Pupils can describe how religious beliefs and teachings inform answers to ultimate questions and ethical issues.	Pupils can describe different religious beliefs, arguments and ideas.	Pupils can raise and suggest answers to questions of identity, belonging, meaning, purpose, truth, values and commitments. They can apply their ideas to their own and other people's lives.
Secure	Pupils can explain religious beliefs and teaching. They are able to explain how religious sources are used to provide answers to ultimate questions and ethical issues. They understand that there are similarities and differences in distinctive beliefs within and between religions and can suggest reasons for this.	Pupils can explain the impact of religion on believers' lives. They recognise diversity in religious practice and ways of life within and between religions.	Pupils successfully use a wider religious and philosophical vocabulary with confidence.	Pupils can explain how religious beliefs and teachings inform answers to ultimate questions and ethical issues.	Pupils can explain and compare different religious, beliefs, arguments and ideas.	Pupils can express their views and those of others, making informed responses to questions of identity, belonging, meaning, purpose, truth, values and commitments, as a result of their learning.
Confident	Pupils can give informed accounts of religions and beliefs, explaining the reasons for diversity within and between them. They can explain why the impact of religious beliefs, teachings and sources on individuals, communities and societies varies. They can interpret sources and teachings and explain how these might be used in different ways by different traditions to provide answers to ultimate questions and ethical issues. They are able to respond to beliefs and teachings with justifications.	Pupils can give informed accounts of religious practices and ways of life and can explain the reasons for diversity within and between religions. They can explain why the impact of religions and beliefs on individuals, communities and societies varies.	Pupils use a wide range of religious and philosophical vocabulary accurately and consistently.	Pupils can explain and justify how religious beliefs and teachings inform answers to ultimate questions and ethical issues.	Pupils can explain, compare and justify different religious beliefs, arguments and ideas.	Pupils express insight into their own and others' views on questions of identity, belonging, meaning, purpose, truth, values and commitments, using reasoning and examples to justify their argument. They respond to teachings and experiences, questions of meaning and purpose, and contemporary moral issues by relating them to their own and others' lives.
Exceptional	Pupils show a coherent understanding of a range of beliefs and teachings. They can account for the influence of history and culture on religious beliefs, teachings and practices. They can explain why beliefs are not the same for all people within the same religion or tradition. Pupils are able to analyse, explain and evaluate beliefs, teachings and sources of authority.	Pupils show a coherent understanding of a range of religious practices and ways of life. They analyse the impact of religion on people's ways of life. Pupils can account for the influence of history and culture on aspects of religious life and practice. They can explain why the consequences of belonging to a faith are not the same for all people within the same religion or tradition.	Pupils use an increasingly wide range of religious and philosophical vocabulary with almost faultless accuracy to consistently good effect.	Pupils can analyse and account for how religious beliefs and teachings inform answers to ultimate questions and ethical issues.	Pupils can compare and critically examine religious beliefs, arguments and ideas.	Pupils articulate personal and critical responses to questions of identity, belonging, meaning, purpose, truth and ethical issues, using appropriate evidence and examples in support. They can evaluate the significance of responses to questions of identity, belonging, meaning, purpose, truth, values and commitments.
Beyond	Pupils effectively analyse and critically evaluate a range of religions and beliefs. They critically evaluate the impact of religions and beliefs on differing communities and societies. They analyse differing interpretations of religious, spiritual and moral sources.	Pupils effectively analyse and critically evaluate a range of religious practices and ways of life. They contextualise interpretations of religion with reference to historical, cultural social and philosophical ideas. They critically evaluate the impact of religion and beliefs on the practices and ways of life of differing communities and societies. They interpret and evaluate varied forms of religious, spiritual and moral sources.	Pupils consistently use a comprehensive religious and philosophical vocabulary with faultless accuracy to enhance and support their demonstration of knowledge and understanding, and their explanations.	Pupils can critically analyse and evaluate how religious beliefs and teachings inform answers to ultimate questions and ethical issues.	Pupils can critically evaluate and appraise religious beliefs, arguments and ideas.	Pupils coherently analyse a wide range of viewpoints on questions of identity, belonging, meaning, purpose, truth, values and commitments. They synthesise a range of evidence, arguments, reflections and examples, fully justifying their own views and ideas, and providing a detailed evaluation of the perspectives of others. They can give an informed and well argued account of their own and others' views on identity, belonging, meaning, purpose, truth, values and commitments in the light of different religious and other world views.

Key Learning Concepts: Ethics Religion and Philosophy

	Discussion skills	Application of dramatic devices	Awareness of audience	Performance focus	Appreciation and evaluation skills
Acquire	Explain drama ideas to the group; usually listen carefully and build on the ideas of others	Convey meanings, using some dramatic devices and attempt characterisation	Show some awareness of performing for an audience and creating purpose	Act in front of an audience in groups, and sometimes stay in role	Occasionally make comments about performance and be able to discuss these in a group
Establish	Develop and explain drama ideas, and adapt them as a result of negotiation	Convey meanings to an audience, and vary vocal tone, using bodies to help to communicate at times	Purpose is beginning to be established with some attempts to match style to appeal to an audience	Stay in role throughout drama exercises and most of the time in performance	Make comments about and assess performers using appropriate language
Consolidate	In discussion develop, explain and combine own and other pupils' drama ideas with some success	Convey different meanings and atmospheres to an audience, using some dramatic devices; use different styles of drama	Purpose is clearly established with consistent attempts to match style to appeal to an audience	Stay in role throughout drama exercises and in performance	Assess performances and back up ideas with at least one practical example
Secure	In discussion accept and at times delegate responsibility for development of drama	Convey different meanings, atmospheres and feelings to an audience, using a full range of dramatic devices and different styles of drama	Purpose is clear, constantly maintained and adapted for a range of audiences	Perform improvisation confidently	Assess performers, using key vocabulary and back up ideas with specific examples
Confident	In discussion accept and delegate responsibility for development of drama, and at times set tasks for others	Use dramatic devices with creativity; use different styles of drama with increasing success	Demonstrate imaginative exploration of material to sustain interest with some adaptation of form and style	Improvise with imagination and confidence to an audience; have a good understanding of how to interpret scripts	Assess performances with understanding, and evaluate in detail all aspects of practical work
Exceptional	In discussion students can consistently accept and delegate responsibility for developing drama, setting tasks for others	Use dramatic devices with skill and precision; use different styles of drama with expertise	Demonstrate creative selection and adapt a wide range of forms using a well- judged, instinctive narrative voice to explore different perspectives	Improvise with imagination, flair and confidence to an audience. Interpret scripts with creativity, and perform with skill	Advise other students with subtlety and help them make progress
Beyond	In discussion accept, share and delegate responsibility for developing original and inspirational drama	Organise, use and train others to use dramatic devices using considerable skill	Convincingly take on different perspectives and personas including parody and satire in order to explore societal issues	Perform improvisation and scripts with expertise and precision; acting is exciting, innovative and technically excellent	Evaluate and analyse at all stages of the dramatic process informing the development of the drama

Key Learning Concepts: Drama

	Notation	Performing	Composing	Listening	Analysing
Acquire	Begin to show awareness of basic notations for rhythm and pitch.	Use voice and body percussion demonstrating some control.	Use instruments creatively to produce an appropriate soundscape.	Listen with concentration and be able to offer a simple description about a musical excerpt.	Answer simple direct questions correctly.
Establish	Understand and be able to use traditional notations for rhythm and pitch with some support. Understand the theory of TAB notation.	Play and perform in solo and/or ensemble contexts with increasing accuracy of rhythm and pitch.	Improvise and compose music/soundscapes that are appropriate to a stimulus.	Listen with attention to detail and be able to describe elements such as instrumentation, rhythm, pitch, dynamics and tempo simply but accurately.	Developing an understanding of the music's context and purpose *(e.g. you can answer a direct question about the music's context simply but correctly).*
Consolidate	Understand and be able to use traditional notations for rhythm and pitch with increasing confidence and accuracy. Be able to de-code TAB notation to prepare a performance.	Play and perform in solo and/or ensemble contexts with largely accurate rhythm and pitch.	Compose a rudimentary response to a stimulus using musical devices.	Listen with attention to detail and be able to describe elements such as instrumentation, rhythm, pitch, dynamics and tempo with some use of Italian terminology.	Demonstrate an understanding of the music's context and purpose *(e.g. you can identify a number of the music's features which are specific to its musical style).*
Secure	Understand and be able to use traditional notations for rhythm and pitch with confidence and accuracy. Be able to interpret TAB notation accurately.	Play and perform in solo and/or ensemble contexts with secure rhythm, pitch and technique.	Compose for different occasions using appropriate musical devices within given structures producing a musical response to a stimulus.	Listen with attention to detail and be able to describe elements such as instrumentation, rhythm, pitch, dynamics, tempo, articulation, texture and structure using some Italian terminology.	Be able to identify musical features included in a musical excerpt.
Confident	Use staff and TAB notations with independence and ease including accidentals. Be able to transfer this knowledge to unfamiliar music.	Perform musically, with fluency, accuracy and expression; make subtle adjustments in ensemble playing. (Grade 1 - 2)	Sustain and develop musical ideas with consideration of the music's purpose.	Be able to describe elements such as instrumentation, rhythm, pitch, dynamics, tempo and structure using Italian terminology confidently.	Compare musical excerpts recognising features that are similar and different.
Exceptional	Read staff and TAB notation with ease by 'sight', including changes of key signature.	Play and perform making significant contributions to the performance, explaining your choices. (Grade 3-4)	Develop and extend musical ideas creatively.	Be able to describe elements such as instrumentation, rhythm, pitch, dynamics, tempo, articulation and structure using Italian terminology confidently.	Demonstrate a deeper understanding of the musical style by linking musical elements to their impact on the listener.
Beyond	Read and interpret a wide range of music with complete independence.	Play and perform to equivalent Grade 5.	Create music that uses structure and form intelligently.	Be able to describe elements such as instrumentation, rhythm, pitch, dynamics, tempo, articulation, texture, sonority and structure using Italian terminology with ease.	Critically comment on a wide range of music and understand its historical context.

Key Learning Concepts: Music

	Artist research (AO1)	Skills and experimentation (AO2)	Visual research (AO3)	Drawing (AO3)	Sketchbook presentation and reflective annotation (AO4)	Design, final piece and evaluation (AO4)
Acquire	Present artists work, record some basic facts about artist	Begin to experiment using materials suggested by teacher	Present images relevant to project	Draw or trace simple outlines from secondary imagery	Present work in book with basic information including a title	Make final piece with basic level of skill
Establish	Describe work using limited artistic vocabulary; express a basic personal opinion; understand how work can be influenced by other artists	Begin to experiment using materials suggested by teacher showing some level of skill	Resource relevant and good quality imagery selected for use within the project	Draw simple outlines with a degree of accuracy; attempt to record tone	Begin to present work with some consideration of audience; annotate using key words and some sentences	Attempt to plan intended outcome; make final piece with some level of skill
Consolidate	Describe work using relevant artistic vocabulary; express a personal opinion	Experiment using materials suggested by teacher showing reasonable skill	Independently resource a range of relevant and good quality imagery for use within the project	Demonstrate good hand to eye coordination, showing accurate shape and proportion; effective use of tone	Present work showing some consideration of audience; annotate using key words	Plan outcome; make final piece with reasonable level of skill
Secure	Visually respond to research showing some understanding of artists work through technique, describe work through CFPM technique.	Experiment using materials and techniques suggested by teacher showing confident skill	Independently select a range of images chosen from primary & secondary resources	Use tone including an attempt at directional shading	Independently present work with consideration of audience; annotate using artistic vocab using sentences	Make an intended outcome showing consideration of materials, scale and time management; make final piece with good level of skill
Confident	Understand the context or influences that contribute to a piece of art	Use selected materials appropriate for intentions and experiment showing excellent level of skill/technique	Select appropriate primary & secondary images relevant to theme; consider composition, subject matter, tone, contrast, texture, focus	Sensitive use of tone including directional shading	Annotate work using artistic vocab using full sentences to describe techniques	Make an intended outcome showing consideration of materials, scale and time management; annotate using key words; make final piece with confident level of skill
Exceptional	Independently select appropriate artist; visually respond to research showing a detailed understanding of artists work either thorough technique or artists intention	Use selected materials appropriate for intentions and experiment with a range of materials showing excellent level of skill/techniques	Take your own photographs appropriate to the project	Sensitive use of tone including subtle directional shading and appropriate use of contrasting tones	Annotate using artistic vocabulary and ideas skilfully	Use material with skill and accuracy to trial ideas and link to the work of chosen artists through annotation; make final piece with excellent level of skill
Beyond	Develop further responses experimenting with different materials or techniques	Confidently select appropriate for intentions and experiment showing outstanding level of skill	Consistently compose photographs and images relevant to the project considering composition, subject matter, tone, contrast, texture, focus and audience	Consistent ability to record accurate forms showing a fluent understanding of line, tone and proportion; challenging subject matter selected and drawn from primary resources; experiment with different drawing techniques	Present work imaginatively combining images, confident reflective annotation with the inclusion of relevant artefacts to enhance ideas	Confidently use material with skill and accuracy to trial ideas and link to the work of chosen artists through annotation; make final piece with refined level of skill

Key Learning Concepts: Art

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

Key Learning Concepts: Design and Technology

	Strand 1: Computational Thinking Problem Solving & Algorithms	**Strand 2: Programming** Scratch, Python	**Strand 3: Data Representation** Databases, Binary & Boolean Logic	**Strand 4: Computers** Hardware, Software & Operating Systems	**Strand 5: Networking** Internet, Networking & Security/ E-safety	**Strand 6: Information Technology** Digital Literacy, Graphic Design & AI	**Sentence structure, spelling, punctuation and grammar**
Acquire	Defines what an algorithm is. Reproduces/ Follows algorithms step-by-step.	Observes that programs execute by following precise instructions. Executes, checks and changes programs.	Recognises that digital content can be represented in many forms. Distinguishes between some of these forms and can explain the different ways that they communicate information.	Recognises that a range of digital devices can be considered a computer. Recognises and can use a range of input and output devices.	Obtains content from the world wide web using a web browser. Knows what to do when concerned about content or being contacted. Understand ways to stay safe online.	Demonstrates use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online.	Basic punctuation used; some sentences written accurately; simple words usually spelled correctly
Establish	Understands that computers need precise instructions. Demonstrates care and precision to avoid errors.	Knows that users can develop their own programs, and can demonstrate this by creating a simple program. Detects and corrects simple semantic errors.	Understands the difference between data and information. Knows why sorting data in a flat file can improve searching for information.	Explains the function of the main internal parts of basic computer architecture. Outlines the concepts behind the input-process-output cycle.	Navigates the web and can carry out simple web searches. Explains the difference between a web browser and a search engine. Explain the potential dangers of the internet	Demonstrates how to store and edit digital content using appropriate file and folder names.	Basic punctuation used correctly; most sentences written accurately; common words usually spelled correctly
Consolidate	Demonstrates simple algorithms using loops, and selection. Detects and corrects errors i.e. debugging, in algorithms.	Demonstrates how arithmetic operators, if statements, and loops, are used within programs. Declares and assigns variables.	Classifies different types of data (text, number) and understands how these are used in different situations.	Explains the difference between hardware and software, and their roles within a computer system. Gives examples of how data is stored on a computer.	Understands the importance of communicating safely and respectfully online, and the need for keeping personal information private.	Shows an awareness for the quality of digital content collected. Shares their experiences of technology in school and beyond the classroom.	Punctuation, including commas, used correctly; sentences sometimes varied; some complex words spelled correctly
Secure	Constructs solutions (algorithms) that use repetition and two-way selection. Solves problems through decomposition.	Uses logical reasoning to predict the behaviour of programs.	Illustrates how digital computers use binary to represent all data. Summarises the relationship between data representation and data quality.	Classifies a range of software including operating systems, utility and application software.	Summarises the difference between the internet and internet service e.g. world wide web. Analyse the importance of e-safety and the use of the internet	Uses a variety of software to manipulate and present digital content: data and information. Creates digital content to achieve a given goal.	Range of punctuation, including speech marks, used accurately; sentences varied; spelling of more complex words correctly.
Confident	Uses logical reasoning to predict outputs, showing an awareness of inputs.	Builds programs that implement algorithms to achieve given goals. Has practical experience of a high-level textual language.	Illustrates how bit patterns represent numbers, images and sound.	Uses a range of application software to carry out designated tasks.	Demonstrates data transmission between digital computers over networks. Discuss the legalities surrounding young people on social media platforms	Undertakes creative projects that collect, analyse, and evaluate data to meet the needs of a known user group.	Punctuation used accurately and for effect; spelling of irregular words generally accurate;
Exceptional	Finds where information can be filtered out in generalising problem solutions (abstraction).	Designs, writes and debugs modular programs using functions. Selects appropriate variables.	Examines how processors' instruction sets relate to low-level instructions carried out by a computer.	Investigates the differences between different Operating Systems, and the advantages and disadvantages of these.	Examines the importance of network security including simple security techniques such as strong passwords. Analyse effects social media has on the lives of young people	Makes judgements about digital content when evaluating and repurposing it for a given audience.	Punctuation and sentence structure used to affect meaning; spelling accurate
Beyond	Develops solutions to complex problems independently. Evaluates the effectiveness of algorithms and models for similar problems.	Uses a range of operators and expressions e.g. Boolean, and applies them in the context of program control. Understands and applies parameter passing.	Models the relationship between binary and electrical circuits, including Boolean logic through the use of logic tables. Considers the advances in technology. Analyses and evaluates data and information.	Uses the command line to model tasks commonly completed with the use of a GUI. Develop understanding of how Operating Systems manage files. Select appropriate combination of commands to control a computer system effectively using just a command line.	Builds models to demonstrate how cryptography is used for encrypting and decrypting data. Experiments with some common network security methods, including public key encryption. Debates the ethical and moral implications on cryptography.	Uses criteria to evaluate the quality of solutions, can identify improvements making refinements to the solution. Debates ethical issues surrounding the application of information technology beyond school.	Punctuation and sentence structure used imaginatively to create subtle effects; spelling virtually flawless

Key Learning Concepts: Computing and ICT

	Developing skills in physical activity	Being creative and making decisions	Leadership and communication	Health and fitness
Acquire	Explore simple skills and copy, remember, repeat and explore simple actions	Vary skills, actions and ideas suited to the activity	Give simple/basic comments on a performance or in a group discussion	Show awareness of how to exercise safely and how the body feels during an activity
Establish	Select and use skills, actions and ideas appropriate to the activity	Apply skills, actions and ideas with co-ordination and some control	Describe the skills and qualities of a leader. Shares ideas with others when working co-operatively in team/group situations	Understand how to exercise safely and described how the body feels during an activity
Consolidate	Link skills, techniques and ideas and apply them appropriately to the activity	Perform skills and actions with control and fluency	Identify strengths and weaknesses in performances. Lead a session for a small number of students	Explain and describe basic safety principles for exercising and describe the effects of exercise on the body, health and fitness
Secure	Select and combine skills, techniques and ideas	Apply skills with consistency and accuracy showing control and fluency	Lead a group of students in a planned session and suggests ways to improve performance	Explain how the body reacts during different types of exercise. Warm up and recover in ways that suit the activity
Confident	Consistently and accurately combine skills, techniques and ideas	Apply skills with consistency and accuracy showing precision in ways that suit the activity in a competitive situation	Lead collective feedback sessions analyse the strengths and weaknesses of performance.	Explain how to prepare for and recover from activities and how different activities contribute to health and fitness.
Exceptional	Select and combine advanced skills, techniques and ideas, adapting them accurately to the demands of the activity	Consistently show precision, originality control and accuracy of advanced skills and in a competitive situation	Analyse and comment on work, showing understanding of skills/tactics and concepts. Explain ways to improve performance	Explain the principles of practice and training and apply them effectively. Plan an appropriate exercises and activity programme
Beyond	Consistently use advanced skills with precision, fluency and originality	Consistently show precision, originality and flair in advanced skills and competitive situations.	Plan, perform and evaluate an effective session using high levels of corrective feedback. Critically analyse performance.	Consistently apply knowledge and understanding of health and fitness in all aspects of their work

Key Learning Concepts: Physical Education