



Year 7 Assessment

A Guide for Parents



Ringwood School: Key Stage 3 Assessment

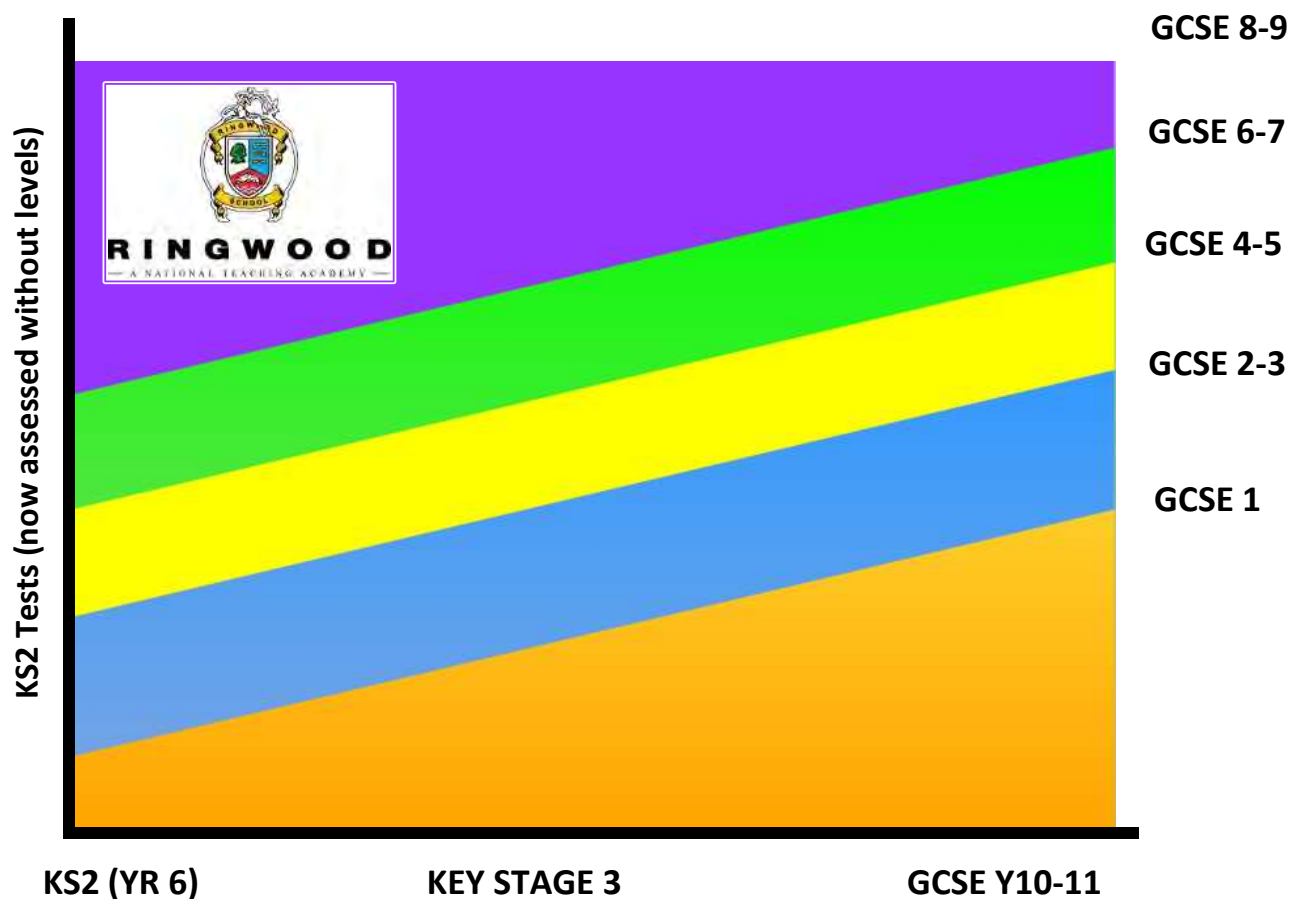
Ringwood School systematically tracks and monitors every student's achievement in order to recognise where they are making good progress or to implement relevant intervention, when necessary, should concerns come to light. Once a term, this information will be sent home to parents.

Our assessment system for Key Stage 3 is designed to identify whether your child is making good progress in Year 7, 8 and 9 and is therefore on track to meet their GCSE targets at the end of Year 11.

FLIGHTPATHS	
Mastery	GCSE 8-9
Secure	GCSE 6-7
Developing	GCSE 4-5
Foundation	GCSE 2-3
Entry	GCSE 1

In Year 7, each student will be assigned to a flightpath. These give a challenging and realistic indication of the GCSE outcomes that students should be aiming to achieve. The flightpaths are subject specific and are determined using students' prior attainment, nationally benchmarked targets and teachers' professional judgement.

These flightpaths map progress from Key Stage 2 to Key Stages 3 and 4 as shown below:



Each flightpath has a set of assessment descriptors, which reflect the skills, knowledge and understanding a student will demonstrate if they are working in that particular flightpath. These will be used by your child's teacher when assessing work completed in class and for home learning to identify the skills and knowledge your child has mastered and what they need to do to continue to make progress. Each piece of work will test some of the descriptors, but over time and using a range of types of assessment, your child's progress related to all of the descriptors will be carefully considered by their teacher. The standard your child has achieved in all of these assessments will then be used to determine the progress they are making.

This information will be reported to you and your son or daughter using these terms:

<p>Above Flightpath</p> <p>(If they are working above the flightpath above the one they are targeted to be in)</p>	<p>On Flightpath</p> <p>(If they are working in the flightpath that they are targeted to be in)</p>	<p>Below Flightpath</p> <p>(If they are working in the flightpath below the one they are targeted to be in)</p>	<p>Well Below Flightpath</p> <p>(If they are working in a flightpath more than one underneath the one they are targeted to be in.)</p>
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In this way, we are always looking at the **progress** students are making towards a challenging, realistic GCSE target. On students' work, you will see feedback which refers to next-steps targets. It will directly reference the assessment descriptors by showing students what they can now do and what they need to focus on next to improve and make even better progress.

The links between the old and new GCSE grade structures are shown below:

U	G	F	E	D	C	B	A	A*	
0	1	2	3	4	5	6	7	8	9

Talking to your child about their progress:

When a progress check is sent home, you may find some of the following questions useful when discussing it with your child:

- Which subject are you particularly pleased with? What is going well in this subject?
- Is there anything you do in these lessons which you could start to do in lessons which you don't find so easy?
- What are you going to work on next, to help you continue to make good progress?
- How can you stretch yourself to make the most progress possible?
- What do you think is hindering your progress in this subject?
- Are there any surprises here? If so, what do you think might help to explain them?

Please see the separate page which defines the five attitudinal areas which form part of the progress checks.

If you have any questions about our KS3 assessment approach, please talk to one of the leadership team

STARs attitude descriptors KS3 and KS4: Progress Checks

Attitude to learning in the classroom	Attitude to learning at home
<p>The student:</p> <ul style="list-style-type: none"> enters the classroom appropriately and is ready to learn is equipped and organised, bringing everything they need to the lesson is engaged in the lesson and is ready to contribute and participate asks questions which show they are aiming to think like a scholar, pushing the learning of themselves and others forward tracks the teacher works to ensure work is organised, clearly presented and complete is resourceful when they are stuck and tries to become unstuck responds to the feedback they are given, making sure they are clear about what they need to work on and actively trying to achieve targets they have been set understands and agrees that effort and practice are important, in order for them to get better at something aims to communicate, whether that is in writing or verbally, in an academic way, using terminology, form and style appropriately shows respect to their peers and their teachers 	<p>The student:</p> <ul style="list-style-type: none"> is organised and meets deadlines takes pride in producing home learning which shows that effort has been put in to it takes opportunities to address previously set targets when completing HL follows up on things they don't understand aims to use an appropriate written style in their home learning seeks help when required, to enable them to complete their home learning appropriately

The student demonstrates the majority of these attributes:

Always

Mostly

Sometimes

Rarely

Year 7 English Writing: Assessment Descriptors

	Students will:							
	AO5	AO5	AO5	AO5	AO6	AO6	AO6	AO6
	Skill # 1	Skill # 2	Skill # 3	Skill # 4	Skill # 5	Skill # 6	Skill # 7	Skill # 8
	Communicate clearly, effectively and imaginatively	Adapt tone, style and register for different forms, purposes, and audiences	Organise information and ideas, using structural and grammatical features	Use a range of language features to present ideas	Use a wide range of vocabulary for clarity, purpose and effect	Use a range of sentence structures for clarity, purpose and effect	Use a range of punctuation with accuracy and for effect	Show accurate spelling
Mastery	Communication of ideas is exceptional, subtly shaping the reader's response and making for a compelling read	Tone, style and register assuredly matched to purpose, form and audience; manipulative, subtle and increasingly abstract	Highly structured and developed writing, incorporating a range of integrated and complex ideas with subtly integrated discourse markers	Manipulative and subtly presented complex and original ideas with an exceptional range of devices e.g. satire, irony	Extensive and ambitious vocabulary with sustained crafting of linguistic devices; uses Standard English consistently and appropriately	Uses a full range of appropriate sentence forms for effect, and in an exceptional, varied and original way, enhancing meaning and feelings in text	Use punctuation in an original, manipulative, thoughtful way, intending to enhance meaning and create effect. Sentence demarcation is consistently secure and consistently accurate	Spell perfectly, including complex words with difficult sounds and rules
Secure	Communication of ideas is sophisticated and impressive, resulting in a significant impact on the reader	Tone, style and register consistently match purpose, form and audience, and are highly effective	Writing is engaging with a range of detailed connected ideas, and coherent paragraphs with integrated discourse markers	Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of appropriate linguistic devices e.g. figurative language, extended metaphors	Increasingly sophisticated use of varied vocabulary choices throughout the response, using Standard English appropriately	Uses a variety of controlled sentence forms for impressive effect. Sentence demarcation is secure and accurate	Make impressive use of a range of complex punctuation for effect	Generally accurate spelling, including complex and irregular words
Developing	Communication is clear, thoughtful and effective	Tone, style and register are shown with confidence and are generally matched to purpose, form and audience	Writing is engaging with a range of connected ideas, and paragraphs are usually coherent with range of discourse markers	Confident use of a range of devices which have been crafted to engage the reader e.g. emotive language, some figurative language	Varied use of vocabulary, with deliberate vocabulary choices evident throughout the majority of a piece of writing using Standard English with some confidence	Uses a variety of sentence forms for effect. Sentence demarcation is mostly secure and mostly accurate	Confidently and accurately use a range of punctuation for effect	Spell effectively with mistakes only on complex words
Foundation	Communication is mostly successful, with ideas communicated clearly and at times effectively	Sustained attempt to match purpose, form and audience; some control of register	Increasing variety of linked and relevant ideas, with some use of paragraphs and some use of discourse markers	A clear ability to use common devices for effect is demonstrated e.g. rhetorical questions, but they are not always consistently used.	Some varied use of vocabulary with some evidence of Standard English in use	Attempts a variety of sentence forms. Sentence demarcation is mostly secure and sometimes accurate	Range of punctuation is used, mostly with success	Some accurate spelling of more complex words
Entry	Simple success in communication of ideas	Simple awareness of purpose, form and audience; limited control of register	One or two relevant ideas, simply linked, with a random paragraph structure	Some use of devices in writing e.g. adjectives, senses, adverbs	Simple vocabulary; simple linguistic devices	Simple range of sentence forms. Occasional use of sentence demarcation	Some evidence of conscious punctuation. Use basic punctuation with some accuracy	Accurate basic spelling
	Creative writing	Writing to Persuade	Writing with the conventions of genre	Writing to explain, inform and instruct	Writing in character in response to a text			

Year 7 English Reading: Assessment Descriptors

Year 7	Lang AO1 (a)	Lang AO1 (b) Lit AO1 (b)	Lang AO2 (a) Lit AO2	Lang AO2 (b) Lit AO2	Lang AO3	Lang AO4 Lit AO1 (a)	Lit AO3	Lang AO2 (c) Lit AO2
	Skill # 1	Skill # 2	Skill # 3	Skill # 4	Skill # 5	Skill # 6	Skill # 7	Skill # 8
	Identify and interpret explicit and implicit information and ideas	Select and synthesise evidence from different texts	Explain and comment upon how writers use language to achieve effects and influence readers	Explain and comment upon how writers use structural features to achieve effects and influence readers	Compare writers' ideas and perspectives and how these are conveyed across two or more texts	Evaluate texts critically and deduce/infer information to produce an informed personal response	Show understanding of the relationships between texts and the contexts in which they were written	Apply subject terminology effectively
Mastery	Read and appreciate with critical opinion to reach a perceptive interpretation of text(s)	Embed a judicious range of quotations which supports the point accurately	Shows a detailed appreciation and perceptive understanding of language, analysing the effects of the writers' choices of language	Shows a detailed appreciation and perceptive understanding of structural features, analysing the effects of the writers' choices of structural features	Shows a perceptive understanding of the differences between ideas and perspectives presented by this and/or different writers	Critically evaluates the text in a detailed and perceptive way, offering a perceptive, personal response within a coherent and detailed interpretation of texts	Offer sustained exploration of contextual/generic factors with detailed links between context, wider text and task	Use a full range of subject terminology with accuracy
Secure	Begin to read with clear critical opinion to reach a thoughtful interpretation of text(s)	Select a thoughtful range of quotations, which are usually embedded appropriately to support the point being made	Shows a thoughtful understanding of language, analysing the effects of the writers' choices of language	Shows a thoughtful understanding of structural features, analysing the effects of the writers' choices of structural features	Shows a thoughtful understanding of the differences between ideas and perspectives presented by this and/or different writers	Evaluates the text in a thoughtful way, offering an appropriate, personal response within an appropriate interpretation of texts	Offer thoughtful consideration of contextual/generic factors with considered and specific links between context, wider text and task	Use a range of subject terminology appropriately
Developing	Identifies most relevant points clearly to present a sensible interpretation of text(s)	Use quotations that clearly supports the point being made	Shows a clear understanding of language, clearly explaining the effects of the writers' choices of language	Shows a clear understanding of structural features, clearly explaining the effects of the writers' choices of structural features	Shows a clear understanding of the differences between ideas and perspectives presented by this and/or different writers	Begins to evaluate the text in a clear way, offering a consistent personal response within a sensible interpretation of texts	Offer clear understanding of contextual/generic factors shown by comments that link context, wider text and task	Use a range of subject terminology
Foundation	Identifies some relevant points to present an interpretation of text(s)	Use relevant quotations, sometimes accurately, to support the point being made	Identify various features of writers' language, with some explanation of the effect of writers' choices of language	Identify various features of writers' structural features, with some explanation of the effect of writers' choices of structural features	Shows some understanding of the differences between ideas and perspectives presented by this and/or different writers	Will sometimes evaluate the text as a means of offering a sense of a personal response within some interpretation of texts	Offer some exploration of contextual/generic factors in comments that are broadly connected to context, wider text and task	Uses some subject terminology
Entry	Identifies the simple and most obvious points to offer a broad interpretation of the text	Use limited or no quotations that attempt to support the point being made	Identify some basic features of writers' language and make simple comments on the effect of writers' choices of language	Identify some basic features of writers' structural features and make simple comments on the effect of writers' choices of structural features	Shows simple, sometimes limited understanding of the differences between ideas and perspectives presented by this and other writers	Make simple, sometimes limited comments that may occasionally evaluate the text as a means of interpretation and personal response	Make limited attempt at exploring contextual/generic factors based upon context, wider text and task	Apply some simple terminology, albeit rarely
Texts covered	Extracts from Mary Shelley <i>Frankenstein</i> Bram Stoker's <i>Dracula</i> Susan Hill – <i>The Woman in Black</i>		Charles Dickens - <i>A Christmas Carol</i> Shakespeare – extracts from <i>Macbeth</i> , <i>Romeo and Juliet</i> Poetry across Time					

Year 7 Mathematics: Algebra

BAND	SKILLS
ENTRY	<p>Recognise and extend number sequences formed by counting from any number in steps of constant size, extending beyond zero when counting back.</p> <p>Recognise multiples up to 10×10; know and apply simple tests of divisibility.</p> <p>Understand and use the relationships between the four operations, (for example multiplication is the opposite of division).</p>
FOUNDATION	<p>Know squares to at least 10×10.</p> <p>Generate and describe simple integer sequences.</p> <p>Identify factors of two digit numbers.</p> <p>Recognise and extend number sequences.</p> <p>Read and plot coordinates in the first quadrant.</p> <p>Use simple tests of divisibility.</p> <p>Use brackets.</p> <p>Use letter symbols to represent unknown numbers or variables.</p> <p>Generate coordinate pairs that satisfy simple rules and plot them.</p> <p>Generate coordinate pairs using mappings and plot them.</p>
DEVELOPING	<p>Use letter symbols to represent unknown numbers or variables; know the meanings of the words term, expression and equation.</p> <p>Solve mathematical problems explaining patterns and relationships.</p> <p>Recognise the first few triangle numbers, squares of numbers to at least 12×12, and the corresponding roots.</p> <p>Understand that algebraic operations follow the same conventions and order as arithmetic operations.</p> <p>Use function machines.</p> <p>Express simple functions (in words, then) using symbols.</p>
SECURE	<p>Express simple functions in words, then using symbols.</p> <p>Generate sequences from practical contexts and describe the general term in simple cases.</p> <p>Solve word problems and investigate in a range of contexts.</p> <p>Use squares, and positive and negative square roots.</p> <p>Recognise and use multiples, factors (divisors), common factor, highest common factor and lowest common multiple in simple cases, and primes (less than 100).</p> <p>Simplify linear algebraic expressions by collecting like terms; begin to multiply a single term over a bracket (integer coefficients).</p> <p>Use simple formulae from mathematics and other subjects, substitute positive integers into simple linear expressions and formulae and, in simple cases, derive a formula.</p> <p>Use index notation for small positive integer powers.</p> <p>Substitute integers into simple formulae.</p> <p>Construct and solve simple linear equations with integer coefficients (unknown on one side only) using an appropriate method (e.g. inverse operations).</p> <p>Generate coordinate pairs that satisfy a simple linear rule: plot the graphs of simple linear functions, where y is given explicitly in terms of x, recognise straight – line graphs parallel to the x-axis or y-axis.</p> <p>Begin to plot and interpret the graphs of simple linear functions arising from real-life situations.</p> <p>Generate points in all four quadrants and plot the graphs of linear functions.</p>

MASTERY	<p>Generate terms of a linear sequence using term-to-term and position-to-term definitions of the sequence on paper.</p> <p>Begin to use linear expressions to describe the nth term of an arithmetic sequence.</p> <p>Find the prime factor decomposition of a number.</p> <p>Use the prime factor decomposition of a number to find highest common factor and lowest common multiple.</p> <p>Substitute integers into simple formulae including scientific formulae, including examples that lead to an equation to solve, and positive integers into expressions involving small powers.</p> <p>Construct and solve linear equations with integer coefficients (unknown on either or both sides, with and without brackets) using appropriate methods (e.g. inverse operations, transforming both sides in the same way).</p> <p>Identify the necessary information to solve a problem; represent problems mathematically making correct use of symbols, words, diagrams, tables and graphs.</p> <p>Recognise that equations of the form $y = mx + c$ correspond to straight - line graphs.</p> <p>Represent problems and interpret solutions in algebraic or graphical form, using correct notation.</p> <p>Plot graphs of non-linear functions (e.g. $x^2 + 3$, $5 - x^2$, x^3).</p>
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Year 7 Mathematics: Probability

BAND	SKILLS
ENTRY	
FOUNDATION	Use vocabulary and ideas of probability.
DEVELOPING	Find and justify probabilities based on equally likely outcomes in simple contexts using words.
SECURE	<p>Understand and use the probability scale from 0 to 1.</p> <p>Identify all the possible mutually exclusive outcomes of a single event.</p> <p>Collect data from a simple experiment and record in a frequency table; estimate probabilities based on this data.</p> <p>Compare experimental and theoretical probabilities in simple contexts.</p> <p>Understand that: if an experiment is repeated there may be, and usually will be different outcomes; increasing the number of times an experiment is repeated generally leads to better estimates of probability.</p>
MASTERY	<p>Know that if the probability of an event occurring is p, then the probability of it not occurring is $1-p$.</p> <p>Find and record all possible mutually exclusive outcomes for two successive events in a systematic way, using diagrams and tables.</p> <p>Calculate probabilities for two mutually exclusive events by listing outcomes or using tables to record possible outcomes.</p> <p>Enumerate sets and unions/intersections of sets systematically, using tables, grids and Venn Diagrams.</p>

Year 7 Mathematics: Number

BAND	SKILLS
ENTRY	<p>Order whole numbers in figures and words.</p> <p>Calculate a temperature rise and fall across 0°C.</p> <p>Know multiplication facts and squares to least 10 x 10.</p> <p>Add and subtract mentally pairs of two digit numbers.</p> <p>Consolidate mental methods: find a difference by counting up; add or subtract a multiple of 10 then adjust.</p> <p>Common uses of decimals, e.g. money, measurement. (R)</p> <p>Add several numbers.</p>
FOUNDATION	<p>Use multiplication facts to solve division problems.</p> <p>Use informal pencil and paper methods to support, record or explain additions and subtractions.</p> <p>Develop calculator skills and use a calculator effectively.</p> <p>Consolidate the rapid recall of number facts, including positive integer complements to 100 and multiplication facts to 10 x 10, and quickly derive associated division facts.</p> <p>Solve problems involving addition and subtraction of money (R)</p> <p>Use decimal notation for tenths and hundredths; know what each digit represents in numbers with up to two decimal places.</p> <p>Divide £.p by a two digit number to give £.p. (R)</p> <p>Use standard column procedures to add and subtract whole numbers and decimals with up to two decimal places.</p> <p>Use doubling and halving.</p> <p>Partition to multiply mentally a two digit number by a single digit.</p> <p>Use, read and write standard metric units of length, mass, capacity. (R)</p> <p>Suggest suitable units and measuring equipment to estimate or measure length, mass or capacity. (R)</p> <p>Use all four operations to solve word problems, including time. (R)</p>
DEVELOPING	<p>Multiply and divide 2 digit numbers by a single digit. (m)</p> <p>Solve word problems involving addition, subtraction, multiplication or division.</p> <p>Use decimal notation for tenths and hundredths; know what each digit represents in numbers with up to two decimal places.</p> <p>Divide £.p by a two digit number to give £.p. (R)</p> <p>Round positive whole numbers to the nearest 10, 100 or 1000.</p> <p>Round decimals to the nearest whole number or 1 decimal place.</p> <p>Use all four operations to solve word problems, including time. (R)</p> <p>Read and interpret scales on a range of measuring instruments.(R)</p>

<p>SECURE</p>	<p>Make and justify estimates and approximations of calculations. Use a non-calculator method to multiply with whole numbers. With whole numbers, use a non-calculator method to divide. Understand negative numbers as positions on a number line. Order, add and subtract positive and negative numbers in context. Multiply and divide with negative numbers. Use index notation to express powers of whole numbers. Understand and use decimal notation and place value; multiply and divide integers and decimals by 10, 100, 1000 and explain the effect. Extend mental methods of calculation to include decimals, fractions and percentages. Solve simple word problems mentally. Multiply and divide three-digit by two-digit whole numbers; extend to multiplying and dividing decimals with one or two places by single digit whole numbers. (M) Check a result by considering whether it is of the right order of magnitude and by working the problem backwards. Know and use the order of operations, including brackets. Extend mental methods of calculation to include squares and square roots, cubes and cube roots. Carry out calculations with more than one step using brackets and the memory; use the square root and sign change keys. Use names and abbreviations of units of measurement to measure, estimate, calculate and solve problems in everyday contexts involving length, area, mass, capacity and time. (R) Convert one metric unit to another (e.g. grams to kg). (R)</p>
<p>MASTERY</p>	<p>Finding squares / cubes using a calculator. Reading and writing decimals. Ordering Decimals. Use a calculator to solve problems and interpret the display on a calculator in different contexts (fractions, decimals, money, metric measures, time). Compare and order decimals in different contexts; know that when comparing measurements they must be in the same units. Recall known facts (e.g. $7 \times 6 = 42$) and use known facts to derive unknown facts (e.g. 0.7×600). Mentally multiply and divide by decimals. Use a calculator to multiply / divide decimals. Use calculator brackets and memory. Round positive whole numbers to any given power of 10; round decimals to 1, 2 or 3 decimal places. Multiply with decimals (e.g. 0.03×0.8, 34.26×0.4) Divide integers by decimals (e.g. $674 \div 0.02$) - understand where to put the decimal point by considering equivalent calculations.</p>

Year 7 Mathematics: Ratio, Proportion and Rates of Change

BAND	SKILLS
ENTRY	<p>Extend written methods to multiply $HTU \times U$.</p> <p>Extend written methods to divide $HTU \div U$.</p> <p>Use fraction notation to describe parts of shapes.</p>
FOUNDATION	<p>Recognise when two simple fractions are equivalent, including relating hundredths to tenths.</p> <p>Extend written methods to multiply $TU \times TU$.</p> <p>Round up or down after division depending on the context.</p> <p>Find simple fractions of whole number quantities.</p>
DEVELOPING	<p>Change an improper fraction to a mixed number.</p> <p>Relate fractions to division (fractions of an amount).</p> <p>Find simple percentages of whole number quantities.</p> <p>Use fraction notation to describe parts of shapes and to express a smaller number as a fraction of a larger one; simplify fractions by cancelling all common factors and identify equivalent fractions.</p>
SECURE	<p>Solve simple problems using ideas of ratio and proportion ('one for every...' and 'one in every.....').</p> <p>Understand the relationship between ratio and proportion; use direct proportion in simple contexts; use ratio notation.</p> <p>Reduce a ratio to its simplest form.</p> <p>Calculate simple fractions of quantities and measurements (whole number answers); multiply a fraction by an integer.</p> <p>Begin to add and subtract simple fractions and those with common denominators; calculate simple fractions of quantities and measurements; multiply a fraction by an integer.</p> <p>Convert terminating decimals to fractions (e.g. $0.23 = 23/100$) and simplify; use a diagram to compare two or more simple fractions.</p> <p>Understand percentage as 'the number of parts of 100'; recognize the equivalence of percentages, fractions and decimals; calculate simple percentages and use Percentages to compare simple proportions (financial literacy – VAT, tax).</p>
MASTERY	<p>Divide a quantity into two parts in a given ratio.</p> <p>Solve simple problems about ratio and proportion using informal strategies.</p> <p>Use the equivalence of fractions, decimals and percentages to compare proportions.</p> <p>Divide a quantity into two or more parts in a given ratio.</p> <p>Use the unitary method to solve simple word problems involving ratio and direct proportion.</p> <p>Extend mental methods of calculation to include decimals, fractions and percentages.</p> <p>Recall fraction to decimal conversions; know that a recurring</p> <p>Calculate fractions of quantities, \times and \div integers by fractions.</p> <p>Express one given number as a percentage of another.</p> <p>Find the outcome of a given percentage increase or decrease.</p> <p>Percentage increase and decrease.</p> <p>Use the equivalence of fractions, decimals and percentages to compare proportions.</p> <p>Reverse percentage calculations, compound percentage problems.</p>

Year 7 Mathematics: Statistics

BAND	SKILLS
ENTRY	<p>Draw and interpret frequency tables and bar charts.</p> <p>Solve problems by representing, extracting and interpreting data in tables, graphs, charts and diagrams.</p> <p>Carry out a survey and represent the data in a bar chart and line graph.</p> <p>Decide which data would be relevant to an enquiry and possible sources.</p>
FOUNDATION	<p>Draw and interpret line graphs.</p> <p>Find the mode and range for a set of data.</p> <p>Plan how to collect and organise small sets of data; design a data collection sheet or questionnaire to use in a simple survey.</p> <p>Collect small sets of data from surveys and experiments, as planned.</p>
DEVELOPING	<p>Calculate statistics for small sets of discrete data: mean, mode, median and range.</p> <p>Construct frequency tables for discrete data, grouped where appropriate in equal class intervals.</p> <p>Construct graphs and diagrams to represent data including bar-line graphs and frequency diagrams for grouped discrete data.</p>
SECURE	<p>Find the modal class for grouped data.</p> <p>Calculate the mean from a simple frequency table, using a calculator for a larger number of items.</p> <p>Compare two simple distributions using the range and one of the mode, median or mean including discussion about simple spread of data.</p> <p>Interpret diagrams and graphs, including line graphs, bar charts and pie charts.</p> <p>Draw conclusions based on the shape of graphs and simple statistics for a single distribution (i.e. mean median, mode and range)</p> <p>Interpret tables, graphs and diagrams for continuous data.</p> <p>Recognise when it is appropriate to use the mean, median, mode and range and use these to compare two distributions.</p> <p>Construct and interpret simple pie charts.</p> <p>Write a short report of a statistical enquiry and illustrate with appropriate diagrams, graphs and charts, using ICT as appropriate; justify the choice of what is presented.</p>
MASTERY	<p>Construct stem and leaf diagrams. Calculate median and range.</p> <p>Plan how to collect data to solve a problem or answer a question posed, including sample size and selection.</p> <p>Design a data collection sheet with different types of questions: closed, multiple choice, open ended.</p> <p>Collect data as planned and construct frequency tables with given equal class intervals for sets of continuous data.</p> <p>Construct graphs and diagrams to represent data including bar-line graphs, pie charts and frequency diagrams for grouped discrete data.</p> <p>Interpret diagrams and graphs (including pie charts) and draw simple conclusions based on the shape of the graphs.</p> <p>Write a short report of a statistical enquiry and illustrate with appropriate diagrams, graphs and charts, using ICT as appropriate; justify the choice of what is presented.</p>

Year 7 Mathematics: Geometry and Measures

BAND	SKILLS
ENTRY	<p>Measure and draw lines to the nearest millimetre.</p> <p>Record estimates and readings from scales to a suitable degree of accuracy.</p> <p>Use correctly the vocabulary, notation and labelling conventions for lines, angles and shapes.</p> <p>Draw and measure acute angles.</p> <p>Recognise reflection symmetry.</p> <p>Recognise where a shape will be after a reflection.</p> <p>Recognise line symmetry for 2 - D shapes</p> <p>Recognise properties of rectangles.</p> <p>Classify triangles (isosceles, equilateral, scalene), using criteria such as equal sides, equal angles, lines of symmetry.</p> <p>Read and plot coordinates in the first quadrant.</p>
FOUNDATION	<p>Understand, measure and calculate perimeters of rectangles and regular polygons.</p> <p>Calculate areas by counting squares.</p> <p>Understand that area is measured in square centimetres (cm²).</p> <p>Identify parallel and perpendicular lines.</p> <p>Distinguish between, estimate and draw acute and obtuse angles.</p> <p>Recognise where a shape will be after a translation.</p> <p>Recognise and be able to determine the order of rotational symmetry for 2 - D shapes.</p> <p>Visualise 3-D shapes from 2-D drawings and identify different nets for an open cube.</p>
DEVELOPING	<p>Use names and abbreviations of units of measurement to measure estimate, calculate and solve problems in everyday contexts involving length and area.</p> <p>Know and use the formula for area of a rectangle.</p> <p>Distinguish between, estimate and draw acute, obtuse and reflex angles.</p> <p>Use a ruler and protractor to construct triangles given two sides and the included angle (SAS) or two angles and the included side (ASA).</p> <p>Use straight edge and compasses to construct a triangle given three sides.</p> <p>Transformation of a 2 - D shape by reflection in given mirror lines.</p> <p>Transformation of a 2 - D shape by translation.</p> <p>Begin to identify and use angle, side and symmetry properties of triangles and quadrilaterals: solve geometric problems involving these properties, using step-by-step deduction and explaining reasoning with diagrams and text.</p> <p>Use conventions and notation for 2-D coordinates in all four quadrants; find coordinates of points determined by geometric information.</p>

SECURE	<p>Calculate the perimeter and area of shapes made from rectangles.</p> <p>Calculate the surface area of cubes and cuboids.</p> <p>Know and use the following angle facts to calculate unknown angles: sum of angles at a point, on a straight line, vertically opposite angles and angles in a triangle.</p> <p>Use a ruler, protractor and compass to construct triangles and nets of 3D shapes e.g. cuboid, regular tetrahedron, square-based pyramid, triangular prism.</p> <p>Transformation of a 2 - D shape by rotation about a given point.</p> <p>Use 2-D representations to visualise 3-D shapes and deduce some of their properties.</p> <p>Classify quadrilaterals by their geometric properties.</p> <p>Understand the language and notation associated with enlargement; enlarge 2-D shapes, given a centre of enlargement and a positive whole number scale factor.</p>
MASTERY	<p>Solve word problems and investigate in a range of contexts: length, perimeter and area.</p> <p>Deduce and use formulae for the area of a triangle, parallelogram and trapezium.</p> <p>Know and use the formula for the volume of a cuboid.</p> <p>Area and circumference of a circle.</p> <p>Area of sectors (Half and quarter circles).</p> <p>Perimeter of sectors.</p> <p>Make simple scale drawings.</p> <p>Identify alternate and corresponding angles and use to calculate unknown angles.</p> <p>Understand the following proofs: the sum of the angles of a triangle is 180° and of a quadrilateral is 360°; the exterior angle of a triangle is equal to the sum of the two interior opposite angles.</p> <p>Use straight edge and compasses to construct the bisector of an angle.</p> <p>Use straight edge and compasses to construct the mid-point and perpendicular bisector of a line segment.</p> <p>Transform 2 - D shapes by simple combinations of rotations, reflections and translations.</p> <p>Solve geometrical problems using side and angle properties of equilateral, isosceles and right-angled triangles and special quadrilaterals.</p> <p>Enlarge 2-D shapes, given a centre of enlargement and a positive fractional scale factor.</p> <p>Enlarge 2-D shapes, given a centre of enlargement and a negative scale factor.</p>

Year 7 Science: Assessment Descriptors

These descriptors all relate to content covered in Year 7, a list of which appears below.

Flightpath:	Descriptor:	
Mastery	Outstanding knowledge and understanding. Explain and link some abstract ideas. Apply theory in new contexts. To use mathematical procedures to use data effectively. To use ingenuity in practical design, demonstrate practical excellence and communicate practical ideas fluently in simple practical work.	
Secure	Detailed knowledge and understanding. Explain abstract ideas. Apply theory in new contexts. To use mathematical procedures to use data effectively. Demonstrates practical excellence and communicate effectively.	
Developing	Competent knowledge and understanding. Uses appropriate vocabulary to describe and explain ideas. Apply theory to a given context. To use mathematical procedures to use data with support. Demonstrates good practical skills and communicates clearly.	
Foundation	Some knowledge and understanding of some basic scientific ideas. Can use appropriate vocabulary when describing simple ideas. Limited application of theory. Can use basic maths with support. Safely carries out practical work and communicates some ideas.	
Entry	Limited knowledge and understanding of basic scientific ideas. Describe simple ideas. Recognises some scientific vocabulary. Limited use of maths skills. Safely carries out practical work with support.	
Biology: Cells and Organisation in animals Cells and Respiration Nutrition Plants (including cells, photosynthesis and reproduction) Relationships in an ecosystem	Chemistry: Particles Pure and impure substances including separating techniques Atoms and elements The Periodic Table Chemical Reactions (specifically acids and alkalis)	Physics: Energy in Matter Forces Balanced Forces Forces and motion Describing Motion Pressure Space Physics

Year 7 French: Assessment Descriptors

	AT1 – Listening	AT2 – Speaking	AT3 – Reading	AT4 – Writing
Mastery	<p>Excellent understanding of clear standard speech using familiar language across a range of specified contexts.</p> <p>Excellent identification of the overall message, key points, details and opinions in a variety of short and longer spoken passages.</p> <p>The listener can deduce meaning from a variety of short and longer spoken texts, involving some more complex and unfamiliar language.</p> <p>The listener recognises and responds to key information, important themes and ideas in more extended spoken text, including authentic sources (spoken by native speakers at reduced speed), adapted as appropriate, by being able to answer questions and extract information.</p>	<p>Excellent language with a variety of linguistic structures and a good range of vocabulary. References to two time frames are mostly successful. There are some minor errors and other, more major, errors occur when complex structures and/or vocabulary are attempted. The message is conveyed with very little ambiguity.</p> <p>The speaker asks at least one question and replies to nearly all questions clearly and consistently develops most answers. He/she gives and justifies opinions convincingly.</p> <p>Consistently good pronunciation and intonation throughout, with only the occasional lapse.</p> <p>Very good exchange in which the speaker usually reacts naturally to the questions asked. Usually responds promptly and there is some flow of language.</p>	<p>Excellent understanding and response to different types of written language and of general and specific details within texts using high frequency familiar language.</p> <p>Excellent identification of the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language and often recognising the relationship between events in two different time frames.</p> <p>The reader deduces meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some more complex language and unfamiliar material, as well as short narratives and authentic material addressing relevant contemporary and cultural themes.</p> <p>The reader recognises and responds to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from adapted literary texts.</p> <p>The reader demonstrates full understanding by being able to scan for particular information, organise and present relevant details, draws inferences in context and recognises implicit meaning where appropriate.</p> <p>The reader translates a short passage from French into English to express the same meaning clearly without translating word for word.</p>	<p>An excellent response which is fully relevant and detailed, conveying a lot of information clearly. Opinions are expressed and justified. Very good variety of appropriate vocabulary and structures. Can use more than one time frame. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear.</p> <p>More complex sentences are handled with confidence, producing a fluent piece of coherent writing.</p> <p>Excellent knowledge of vocabulary and structures; translations into the TL are virtually flawless.</p>
Secure	<p>Very good understanding of clear standard speech using familiar language across a range of specified contexts.</p> <p>Very good identification of the overall message, key points, details and opinions in a variety of short and longer spoken passages.</p>	<p>Very good language with a variety of linguistic structures and a range of vocabulary. References to two time frames are attempted and are sometimes successful. Errors are generally minor or more major when they occur using complex</p>	<p>Very good understanding and response to different types of written language and of general and specific details within texts using high frequency familiar language.</p> <p>Very good identification of the overall message, key points, details and opinions in a variety of short and longer written</p>	<p>A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Quite a lot of information is conveyed. Opinions are expressed and justified.</p>

	<p>The listener can deduce general meaning from a variety of short and longer spoken texts, involving some unfamiliar language. The listener recognises and responds to most key information, important themes and ideas in more extended spoken text adapted as appropriate, by being able to answer questions and extract information.</p>	<p>structures and/or vocabulary. The message is usually conveyed with little ambiguity. The speaker asks at least one question, replies to most questions clearly and develops some answers. He/she gives and justifies opinions. Generally good pronunciation and intonation but with some inconsistency in more challenging language. Good exchange in which the speaker sometimes reacts naturally to the questions asked, but may at times rely on pre-learned responses. There may be some hesitation before a reply but the delivery generally has a reasonable pace.</p>	<p>passages, involving some more complex language and sometimes recognising the relationship between events in two different time frames. The reader mostly deduces meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing relevant contemporary and cultural themes. The reader recognises and responds to the majority of the key information, important themes and ideas in more extended written text and authentic sources, including some extracts from adapted literary texts. The reader demonstrates solid understanding by being able to scan for particular information, organise and present relevant details, draws inferences in context and recognises implicit meaning where appropriate. The reader translates a short passage from French into English and mostly expresses the same meaning without translating word for word.</p>	<p>Good variety of appropriate vocabulary and structures. A mainly fluent piece of coherent writing with occasional errors is produced. There may be occasional major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. Very good knowledge of vocabulary and structures; translations into the TL are highly accurate.</p>
<p>Developing</p>	<p>Good understanding of clear standard speech using familiar language across a range of specified contexts. Good identification of the overall message, key points, details and opinions in a variety of short and medium-length spoken passages. The listener can deduce general meaning from a variety of short texts, involving some unfamiliar language. The listener recognises and responds to some key information, important themes and ideas in more extended spoken text by being able to answer questions and extract information.</p>	<p>Good language with some attempts at more complex structures which are sometimes successful. References to two time frames are made and are occasionally successful. There may be minor errors and occasional more serious ones, but they do not generally impede comprehension. The message is mostly conveyed although there may be some ambiguity. The speaker is able to ask at least one simple question and gives understandable replies to most questions and develops at least one answer. He/she gives some opinions, often justifying them. Generally good pronunciation and intonation with some errors. Reasonable exchange in which the speaker sometimes reacts naturally to the questions asked, but may at times rely on pre-learned</p>	<p>Good understanding and response to different types of written language and of general and specific details within texts using high frequency familiar language. Good identification of the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language and occasionally recognising the relationship between events in two different time frames. The reader sometimes deduces meaning from a variety of short and longer written texts from a range of specified contexts, including more accessible authentic sources involving occasional complex language. The reader recognises and responds to some of the key information, important</p>	<p>A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified. Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. Reasonably accurate. There may be some major errors, and frequent minor errors and the intended meaning is sometimes unclear. Good knowledge of vocabulary and structures; translations into the TL are generally accurate.</p>

		<p>responses. There may be some hesitation before a reply but the delivery generally has a reasonable pace.</p>	<p>themes and ideas in more extended written text and authentic sources.</p> <p>The reader demonstrates some understanding by being able to scan for particular information, organise and present relevant details.</p> <p>The reader translates a short passage from French into English and sometimes expresses the same meaning with some word for word translation.</p>	
Foundation	<p>Basic understanding of clear standard speech using familiar language.</p> <p>Some identification of the overall message, key points and opinions in a variety of short and medium-length spoken passages.</p> <p>The listener can deduce general meaning from a variety of short spoken texts.</p> <p>The listener recognises and responds to some key information and ideas in short to medium length texts by being able to answer questions and extract information.</p>	<p>Basic language which involves mainly simple linguistic structures and vocabulary, with some repetition, but there may be attempts to use more complex linguistic structures and more varied vocabulary. There may be some success in using 2 time frames but there may be errors, some of which impede comprehension. The message is partially conveyed or conveyed and information lacks clarity from time to time.</p> <p>The speaker attempts to ask at least one simple question, although this might not always be successful, and gives understandable replies to most questions. The replies may be short and/or repetitive but occasionally extended. Students can give additional details when prompted. Gives opinions; some of which are simply justified.</p> <p>Reasonable pronunciation and intonation but some inconsistency at times.</p> <p>Basic exchange in which the speaker may show some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.</p>	<p>Some understanding and response to different types of written language and of general and specific details within texts using high frequency familiar language.</p> <p>Some identification of the overall message, key points, details and opinions in a variety of short written passages, involving mainly simple language.</p> <p>The reader recognises and responds to some of the key basic information, important themes and ideas in short, simple texts.</p> <p>The reader demonstrates basic understanding by being able to scan for particular information.</p> <p>The reader attempts to translate a short passage from French into English and sometimes expresses the same meaning with regular word for word translation.</p>	<p>A basic response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.</p> <p>The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Verb and tense formations are sometimes correct.</p> <p>Limited knowledge of vocabulary and structures; translations into the TL are often inaccurate.</p>
Entry	<p>Limited understanding of clear standard speech using familiar language.</p> <p>Some identification of the overall message, key points and opinions in some short spoken passages.</p> <p>The listener recognises and responds to some key information, in short texts by being able to answer basic questions and extract basic information.</p>	<p>Limited language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success.</p> <p>There may be frequent errors, which often impede communication.</p> <p>The speaker replies to some questions but the answers are likely to be short and/or repetitive with occasional attempts at</p>	<p>Limited understanding and response to different types of written language and of general details within texts using high frequency familiar language.</p> <p>Limited identification of the overall message, key points and opinions in a variety of short written passages, involving simple language.</p> <p>The reader recognises and responds to a limited amount of the key basic</p>	<p>A limited response which conveys a very small amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be expressed.</p> <p>The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major</p>

		<p>longer responses. He/she has only limited success in giving additional details. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives basic opinions.</p> <p>Pronunciation not always understandable and comprehension is sometimes delayed.</p> <p>Limited exchange in which the speaker may show a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times with inability to answer some questions.</p>	<p>information, important themes and ideas in short, simple texts.</p> <p>The reader demonstrates limited understanding and struggles to scan for particular information.</p> <p>The reader attempts to translate a short passage from French into English, but the meaning is often unclear with regular word for word translation.</p>	<p>and minor errors. Little or no awareness of style and register. There is only limited success with verb and tense formations.</p> <p>Very limited knowledge of vocabulary and structures; translations into the TL are highly inaccurate.</p>
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Year 7 History: Assessment Descriptors

Flightpath:	Assessment descriptors:
Mastery	<p>Knowledge and understanding: Can write an answer in the PEE structure. Writes a multi-causal, not linked. Explains similarity/difference and recognises turning points.</p> <p>Sources: can explain similarity or difference using provenance.</p> <p>Can make inferences and generates questions from the sources.</p> <p>Can make inferences about why sources are useful from the provenance with reasons and links these to the content of the source.</p> <p>Interpretations: starting to explain the similarity/difference between interpretations</p>
Secure	<p>Knowledge and understanding: is able to write in the PEE structure.</p> <p>Sources: understands key messages and ideas</p> <p>Makes inferences and these are supported. Describing similarity or difference.</p> <p>Can make inferences about why sources are useful from the provenance with reasons but unlinked to the content of the source.</p> <p>Interpretations: Is able to identify similarity or difference between interpretations.</p>
Developing	<p>Knowledge and understanding: Is able to write a detailed description describing several features. Will be able to offer a basic explanation of 1 reason.</p> <p>Sources: makes valid inferences but these are unsupported. Can identify valid similarities or differences. Is able to describe the source/idea/inferences.</p> <p>Recognise sources are useful for something but provide just stock evaluation.</p> <p>Interpretations: understands that there are different interpretations.</p>
Foundation	<p>Knowledge and Understanding: can write simple sentences and descriptions. Is able to state/identify reasons.</p> <p>Sources: with direction can find examples or make inferences.</p> <p>With prompting starting to identify similarity/difference.</p>
Entry	<p>Knowledge and Understanding: with structure and support understands what is being said in basic text.</p> <p>With support can give a limited, short description.</p> <p>With support can take information from a source at face value.</p> <p>Starting to identify a relevant point in relation to the question.</p>

KS3 Geography: Assessment Descriptors

	1: Knowledge	2: Geographical Understanding	3: Applying knowledge and understanding	4: Skills and techniques	5: SPGST
Mastery	<p>Demonstrate a detailed breadth and depth of knowledge of:</p> <ul style="list-style-type: none"> - Locations, places, processes, environments. - Different scales, including global. - Social, political and cultural contexts. 	<p>Demonstrate a sophisticated geographical understanding of:</p> <ul style="list-style-type: none"> - Concepts and how they are used in relation to places, environments and processes. - the inter-relationship between places, people, environments and processes. - changes in places and processes over space and time. - the inter-relationship between geographical phenomena at different scales and in different contexts. 	<p>Precisely apply relevant knowledge and understanding. Skills and approaches are appropriately and creatively applied to real world contexts. To interpret, analyse and evaluate geographical information and issues in a sophisticated manner to make well-evidenced arguments and judgements drawing on their detailed geographical knowledge and understanding.</p>	<p>Judiciously select, adapt and use a variety of skills (cartographic, graphical, numerical, statistical and use of qualitative and quantitative data) and techniques to investigate questions, hypotheses and issues and communicate findings. The range of skills includes maps, Geographical Information Systems (GIS) and researching secondary evidence including digital sources.</p>	<p>In the context of the level of demand of the question, learners spell, punctuate and use grammar with consistent accuracy and also use specialist terminology with consistent accuracy.</p>
Secure	<p>Demonstrate a wider breadth and depth of knowledge of:</p> <ul style="list-style-type: none"> - Locations, places, processes, environments. - Different scales, including global. - Social, political and cultural contexts. 	<p>Demonstrate a detailed geographical understanding of:</p> <ul style="list-style-type: none"> - Concepts and how they are used in relation to places, environments and processes. - the inter-relationship between places, people, environments and processes. - changes in places and processes over space and time. - the inter-relationship between geographical phenomena at different scales and in different contexts. 	<p>Apply relevant knowledge and understanding. Skills and approaches are appropriately applied to real world contexts. To interpret, analyse and evaluate geographical information and issues in a detailed manner to make well-evidenced arguments and judgements drawing on their wider geographical knowledge and understanding.</p>	<p>Select, adapt and use a variety of skills (cartographic, graphical, numerical, statistical and use of qualitative and quantitative data) and techniques to investigate questions, hypotheses and issues and communicate findings. The range of skills includes maps, Geographical Information Systems (GIS) and in researching secondary evidence including digital sources.</p>	<p>In the context of the level of demand of the question, learners spell, punctuate and use grammar with consistent accuracy and also use specialist terminology with consistent accuracy.</p>

<p>Developing</p>	<p>Demonstrate a range of knowledge of:</p> <ul style="list-style-type: none"> - Locations, places, processes, environments. - Different scales, including global. - Social, political and cultural contexts. 	<p>Demonstrate a clear geographical understanding of:</p> <ul style="list-style-type: none"> - Concepts and how they are used in relation to places, environments and processes. - the inter-relationship between places, people, environments and processes. - changes in places and processes over space and time. - the inter-relationship between geographical phenomena at different scales and in different contexts. 	<p>Apply knowledge and understanding.</p> <p>Relevant skills and approaches are appropriately used in a real world context.</p> <p>To interpret, analyse and evaluate geographical information and issues in a clear manner to make well-evidenced arguments and judgements drawing on their range of geographical knowledge and understanding.</p>	<p>Select and use a variety of relevant skills (cartographic, graphical, numerical, statistical and use of qualitative and quantitative data) and techniques to investigate questions, hypotheses and issues and communicate findings.</p> <p>The range of skills includes maps, Geographical Information Systems (GIS) and in researching secondary evidence including digital sources.</p>	<p>In the context of the level of demand of the question, learners spell, punctuate and use grammar with considerable accuracy and also use specialist terminology with considerable accuracy.</p>
<p>Foundation</p>	<p>Demonstrate limited knowledge of:</p> <ul style="list-style-type: none"> - Locations, places, processes, environments. - Different scales, including global. - Social, political and cultural contexts. 	<p>Demonstrate a limited geographical understanding of:</p> <ul style="list-style-type: none"> - Concepts and how they are used in relation to places, environments and processes. - the inter-relationship between places, people, environments and processes. - changes in places and processes over space and time. - the inter-relationship between geographical phenomena at different scales and in different contexts. 	<p>Limited skills and approaches are appropriately used in a real world context.</p> <p>To interpret and evaluate geographical information and issues in a limited manner to make brief arguments and judgements drawing on their limited geographical knowledge and understanding.</p>	<p>Use a limited range of skills (cartographic, graphical, numerical, statistical and use of qualitative and quantitative data) and techniques to investigate questions, hypotheses and issues and communicate findings.</p> <p>The range of skills includes maps, Geographical Information Systems (GIS) and in researching secondary evidence including digital sources.</p>	<p>In the context of the level of demand of the question, learners spell, punctuate and use grammar with reasonable accuracy and also use specialist terminology with reasonable accuracy; any errors do not hinder meaning in the response.</p>
<p>Entry</p>	<p>Demonstrate some knowledge of:</p> <ul style="list-style-type: none"> - Locations, places, processes, environments. - Different scales, including global. - Social, political and cultural contexts. 	<p>Demonstrate a basic geographical understanding of:</p> <ul style="list-style-type: none"> - Concepts and how they are used in relation to places, environments and processes. - the inter-relationship between places, people, environments and processes. - changes in places and processes over space and time. - the inter-relationship between geographical phenomena at different scales and in different contexts. 	<p>Basic skills and approaches are used in a real world context.</p> <p>To interpret and evaluate geographical information and issues in a basic manner to make brief arguments and judgements drawing on their basic geographical knowledge and understanding.</p>	<p>Use a variety of basic skills (cartographic, graphical, numerical, statistical and use of qualitative and quantitative data) and techniques to investigate questions, hypotheses and issues and communicate findings.</p> <p>The range of skills includes maps, Geographical Information Systems (GIS) and in researching secondary evidence including digital sources.</p>	<p>In the context of the level of demand of the question, learners spell, punctuate and use grammar with reasonable accuracy and also use specialist terminology with reasonable accuracy; any errors do not hinder meaning in the response.</p>

The BIG picture	Demonstrate breadth and depth of knowledge of: - Locations, places, processes and environments. - Different scales, including global. - Social, political and cultural contexts. <i>Know like a geographer</i>	Demonstrate geographical understanding of: - Concepts and how they are used in relation to places, environments and processes. - The inter-relationship between places, people, environments and processes. - Changes in places and processes over space and time. - The inter-relationship between geographical phenomena at different scales and in different contexts. <i>Think like a geographer</i>	Apply knowledge, understanding, skills and approaches appropriately and creatively to real world contexts. To interpret, analyse and evaluate geographical information and issues to make well-evidences arguments and judgements drawing on their geographical knowledge and understanding. <i>Apply like a geographer</i>	Select, adapt and use a variety of skills (cartographic, graphical, numerical, statistical and use of qualitative and quantitative data) and techniques to investigate questions, hypotheses and issues and communicate findings. The range of skills includes maps, Geographical Information Systems (GIS) and in researching secondary evidence including digital sources. <i>Study like a geographer</i>	Literacy: Expecations for spelling, punctuation, grammar and specialist terminology. Literacy appropriate for audience
To be able to answer mulitple choice, short answer, levels of response and extended prose questions.					
Year 7	Continents and oceans of the World The British Isles Ringwood	River processes Settlement processes	The water cycle	Map skills Photograph intepretation Field sketching Enquiry skills Decision making	Literacy: Expecations for spelling, punctuation, grammar and specialist terminology. Literacy appropriate for audience
Y7 Content	School Skills Welcome to Britain Rivers Flooding Settlement Where is Ringwood CBD?				Literacy: Expecations for spelling, punctuation, grammar and specialist terminology. Literacy appropriate for audience

Year 7 Ethics and Philosophy: Assessment Descriptors

Flightpath:	Assessment descriptors:
Mastery	<p>Shows perceptive and detailed knowledge and understanding of beliefs, teachings, practices and arguments</p> <p>Astutely and precisely selects relevant sources (e.g. sacred text) to support ideas (recall of prior learning)</p> <p>Accurately and consistently demonstrate knowledge and understanding of different philosophical and ethical arguments relating to the areas of study</p> <p>Totally convincing and consistent analysis, evaluation and discussion around the issues raised within the area of study</p> <p>In depth reflection upon significant common and divergent views within religious views and their practices (recall of prior learning)</p> <p>Profound empathetic consideration demonstrated with regards to the issues raised for those practicing their religious beliefs in Great Britain</p> <p>Uses sophisticated subject terminology in a way which is integrated and adds to the depth of knowledge and understanding</p> <p>Highly structured and developed writing, incorporating a range of complex ideas, seamlessly integrated</p> <p>Seamlessly embedded discourse markers and connectives ensure complete cohesion within written response</p> <p>Accurate spelling, punctuation and grammar used</p> <p>Sophisticated response to feedback</p>
Secure	<p>Shows a clear and sustained knowledge and understanding of beliefs, teachings, practices and arguments</p> <p>Selects relevant sources effectively (e.g. sacred text) to support ideas (recall of prior learning)</p> <p>Effectively demonstrate knowledge and understanding of different philosophical and ethical arguments relating to the areas of study</p> <p>Consistent analysis, evaluation and discussion around the issues raised within the area of study</p> <p>Reflection upon some significant common and divergent views within religious views and their practices (recall of prior learning)</p> <p>Empathetic consideration demonstrated with regards to the issues raised for those practicing their religious beliefs in Great Britain</p> <p>Subject terminology is quite wide ranging and increasingly sophisticated</p> <p>Structured and developed writing, incorporating a range of ideas, integrated well</p> <p>Discourse markers and connectives used mostly ensure fluidity of written response</p> <p>Mostly accurate spelling, punctuation and grammar used</p> <p>Consistent response to feedback</p>
Developing	<p>Shows straightforward knowledge and understanding of beliefs, teachings, practices and arguments</p> <p>Selects only relevant sources (e.g. sacred text) which mainly supports ideas (recall of prior learning)</p> <p>Shows straightforward knowledge and understanding of different philosophical and ethical arguments relating to the areas of study</p> <p>Some analysis, evaluation and discussion around the issues raised within the area of study</p> <p>Basic reflection upon some significant common and divergent views within religious views and their practices (recall of prior learning)</p> <p>Sympathetic consideration demonstrated with regards to the issues raised for those practicing their religious beliefs in Great Britain</p> <p>Uses some terminology accurately; at times this is not confident or secure</p> <p>Writing is mostly engaging, with ideas connected and often developed with some use of discourse markers to link ideas within paragraphs</p> <p>Some accurate spelling, punctuation and grammar demonstrated</p> <p>Basic response to feedback given</p>

Foundation	<p>Shows basic knowledge and understanding of beliefs, teachings, practices and arguments</p> <p>At times provides relevant sources (e.g. sacred text) to support ideas (recall of prior learning)</p> <p>At times demonstrates knowledge and understanding of different philosophical and ethical arguments relating to the areas of study</p> <p>Some erratic analysis, evaluation and discussion around the issues raised within the area of study</p> <p>Limited reflection upon some significant common and divergent views within religious views and their practices (recall of prior learning)</p> <p>Basic, sympathetic consideration demonstrated with regards to the issues raised for those practicing their religious beliefs in Great Britain</p> <p>Is beginning to use some terminology appropriately but often does not use it relevantly</p> <p>Attempts to write in appropriate paragraphs, with limited use of discourse markers to link between them</p> <p>Basic spelling, punctuation and grammar used</p> <p>Limited response to feedback given</p>
Entry	<p>Shows no/limited understanding of beliefs, teachings, practices and arguments</p> <p>Does not provide relevant sources (e.g. sacred text) to support ideas (recall of prior learning)</p> <p>Does not demonstrate knowledge and understanding of different philosophical and ethical arguments relating to the areas of study</p> <p>No/limited analysis, evaluation or discussion around the issues raised within the area of study</p> <p>No/limited reflection upon some significant common and divergent views within religious views and their practices (recall of prior learning)</p> <p>Basic, awareness demonstrated with regards to the issues raised for those practicing their religious beliefs in Great Britain</p> <p>No/Limited attempts to use subject terminology</p> <p>Vocabulary is simple and straightforward</p> <p>No punctuation used</p> <p>No/limited response to feedback</p>

At KS3 in Ethics and Philosophy the depth of knowledge is structured and develops across interlinking topics within religious and secular beliefs.

At KS3 in Ethics and Philosophy the skills sets remain the same. Accordingly, written assessments should become more in-depth and sophisticated in style of writing, vocabulary used and content based, when using prior learning and current knowledge to achieve and show progress in designated flightpath.

Year 7 IT and Computing: Assessment Descriptors

	Entry	Foundation	Developing	Secure	Mastery
Key terms	Recall, select and communicate		Apply Knowledge, understanding and skills		Analyse and evaluate
Digital Literacy	<p>Is able to:</p> <ul style="list-style-type: none"> Download/save assets to their user area Use a folder structure Conduct themselves in an appropriate manner for an ICT room Send and receive emails Access the LZ at school Understand the need to be safe online Use headers and footers with support 	<p>Is able to:</p> <ul style="list-style-type: none"> Set up a folder structure with guidance and name files appropriately Use technology safely, respectfully & responsibly Recognise acceptable/unacceptable behaviour when using IT systems, including the internet Identify a range of ways to report concerns about content and contact online Use email effectively including open, save, attach files Use headers and footers with occasional prompting Understand that assets must not be used without the owner's permission Identify some risks associated with working with computers-RSI etc. 	<p>Is able to:</p> <ul style="list-style-type: none"> Set up a folder structure with little guidance and understand its purpose Use IT systems, including the internet, with maturity Understand what copyright is Utilise formatting to produce suitable outcomes, with some guidance Recognise inappropriate content, contact or conduct online and know where and how to report concerns Explain why Health and Safety is important when using computers and how to minimise risk Carry out basic trouble shooting – check power and basic hardware connections 	<p>Is able to:</p> <ul style="list-style-type: none"> Independently set up and use an effective folder structure which uses clear naming conventions Offer appropriate advice to others about being safe online Know how to protect their online identity and privacy Evaluate the trustworthiness of digital sources Use advanced formatting to produce near professional documents Proactively adhere to Health and Safety guidelines Identify risks and hazards in an IT suite Use extended email skills and suitable choice of tone in email for different situations 	<p>Is able to:</p> <ul style="list-style-type: none"> Use versioning for their file names Independently select appropriate formatting to present professional outcomes which have been checked for error Understand digital footprints and the impact this may have on them Be discerning in evaluating digital content Evaluate ethical issues surrounding the use of digital technology; including legal frameworks Analyse and justify how technology impact society
ICT and Computing Skills	<p>Will be able to:</p> <ul style="list-style-type: none"> Identify flowchart shapes Identify variables in two different programming languages and will be able to fix basic errors with support 	<p>Will be able to:</p> <ul style="list-style-type: none"> Identify input and outputs in addition to being able to identify variables and describe their purpose Recall skills to create programs with some support 	<p>Will be able to:</p> <ul style="list-style-type: none"> Create a simple sequence of instructions using a variable to control an output 	<p>Will be able to:</p> <ul style="list-style-type: none"> Model a real world system Use multiple variables and undertake testing to make sure the program works as planned 	<p>Will be able to:</p> <ul style="list-style-type: none"> Develop their own complex system independently Successfully annotate how their decisions make their program efficient

	<ul style="list-style-type: none"> • Discuss how computers need precise instructions to operate • Identify everyday computer controlled systems. • Create a plan for a given scenario • Create a single page website with some content • Create a hyperlink • Use a spreadsheet including basic formulas, with assistance • Carry out basic formatting of a spreadsheet • Communicate information through a simple chart 	<ul style="list-style-type: none"> • To run their program, identify and fix basic errors with some independence • Discuss how computer systems can be used to control things in everyday life • Collect suitable content for use in a given project • Create a multipage website with suitable text/images • Create a working navigation button for a website • Use basic formula in a spreadsheet, independently and debug any issues • Produce two different types of charts 	<ul style="list-style-type: none"> • Design, run their program, identify and fix basic errors independently • Undertake testing to make sure the program works as anticipated • Consider the benefits and draw backs of using Computer Systems vs Humans • Create a consistent multipage website with suitable text/images/multimedia • Select appropriate software to create navigation buttons including links • Use basic functions in a spreadsheet including SUM, MIN, MAX, AVERAGE • Display formula view as well as data view in a spreadsheet • Decide on the most appropriate chart for a data set and give reasons for choice 	<ul style="list-style-type: none"> • Identify and fix bugs with increasing confidence • Be able to justify their programming choices • Plan, implement and evaluate the effectiveness of a given model related to real world • Create a complex multi-page website which is consistent with a range of original content • Create a suitable, working and consistent navigation structure for a website • Use more complex spreadsheet functions such as COUNTIF and IF • Select and utilise appropriate charts and add appropriate labels and headings 	<ul style="list-style-type: none"> • Write and run their own programs confidently • Identify and rectify any bugs completely independently with confidence • Analyse new technologies that have been invented to support people with additional needs in their own homes and be able to evaluate how this improves people's lives • Create a complex multipage consistent website which is of near professional quality with a wide range of original content which meets the needs of the user • Create automated features such as roll overs, mouse overs and explain their function • Combine formulas and functions with confidence and professionalism • Use a wide range of formatting techniques to create a professional spreadsheet
Key Skills	Working towards developing resilience and needing considerable support in developing a 'have a go attitude'	Working with some resilience and a good 'have a go attitude', requiring some support	Working with resilience, mostly independently. A positive 'have a go attitude' only occasionally requiring support	Working with resilience, independently. A positive 'have a go attitude' only occasionally requiring support	Working confidently, independently as well as part of a team, with resilience and an analytical mind, looking beyond the information provided

Year 7 Music: Assessment Descriptors

Flightpath	Performing:	Composing:	Knowledge and understanding:
Mastery	Students perform with an excellent level of fluency and accuracy, showing a sense of style and flair. Students will play confidently in an ensemble piece, possibly taking a leading role. Students show an understanding of expression, phrasing and articulation in their performances.	Students begin to show development of their composition ideas. They show an understanding of elements of music through compositions, and can explain their compositions using the correct vocabulary. Work shows musicality, individuality and creativity. The compositions are musically convincing.	Students are able to confidently describe the music they hear, perform or create with musical vocabulary. They show understanding of simple musical notation.
Secure	Students perform with a good level of fluency and accuracy, showing some sense of style. Students may attempt pieces with some technical challenges. They play with some confidence in an ensemble piece. Students begin to show understanding of some expression, phrasing and articulation in their performances.	Students begin to show some development of their composition ideas. They show some understanding of elements through compositions. Work shows some musicality.	Students are able to describe the music they hear, perform or create with some musical vocabulary. They are beginning to develop an understanding of musical notation.
Developing	Students begin to perform simple pieces with a developing level of fluency and accuracy. They show some ability to maintain a simple part in an ensemble performance. Students begin to demonstrate some expression and simple dynamics in their performances.	Students compose some simple ideas, which begin to show an understanding of the elements of music.	Students are able to describe the music they hear, perform or create with a limited musical vocabulary. They are beginning to show some understanding of musical notation.
Foundation	Students begin to perform simple pieces but there may be lapses of fluency or inaccuracies. Students show some ability to play a simple part in an ensemble performance, but there may be hesitations or some wrong notes.	Students compose simple ideas with some guidance	Students can describe the music they hear, perform or create using a basic musical vocabulary.
Entry	Students attempt to perform simple pieces but there may be lapses of fluency or inaccuracies. Students show some ability to play a simple part in an ensemble performance. Help or guidance is needed to stay in time.	Students compose some simple ideas with guidance.	Students describe music they hear, perform or create using simple musical vocabulary.

Content in Year 7:

In Year 7, students perform and create African drumming pieces with complex rhythms, textures and dynamics. They sing and play pieces using a range of notes and textures. They perform and create pieces which require them to play and record different layers of simple music, some of which is notated. Students listen to world music and orchestral music and are asked to identify instruments, textures, dynamics, effects and mood.

Year 7 Assessment Descriptors Drama Per Unit

Hansel and Gretel Flightpath Criteria

	Criteria 1	Criteria 2	Criteria 3	Criteria 4
Mastery	To show outstanding use of facial expression.	To show convincing characterisation.	To have a consistent awareness of audience.	To execute techniques with assurance.
Secure	To show confident use of facial expression.	To show broadly convincing characterisation.	To have awareness of audience for the majority of the work.	To execute techniques confidently.
Developing	To show good use of facial expression.	To have variable communication of characterisation.	To show general awareness of audience.	Can execute all chosen techniques.
Foundation	To have some use of facial expression.	Characterisation is basic.	There is an inconsistent understanding of audience awareness.	Some techniques can be executed.
Entry	To have limited use of facial expression.	Characterisation is superficial.	There is little or no audience awareness.	There is limited understanding of techniques.

Year 7 Assessment Descriptors Drama Per Unit

Anne Frank Flightpath Criteria

	Criteria 1	Criteria 2	Criteria 3	Criteria 4	Criteria 5
Mastery	To show outstanding use of facial expression and body language.	To show convincing characterisation and vocal expression.	To have a consistent awareness of audience.	To learn and recall lines and perform without a script showing mature expression.	Purposeful movement that communicates meaning.
Secure	To show confident use of facial expression and body language.	To show broadly convincing characterisation and vocal expression.	To have awareness of audience for the majority of the work.	To learn and recall lines without the need for a script with expression.	Confident use of movement which largely communicates meaning.
Developing	To show good use of facial expression and body language.	To have variable communication of characterisation and vocal expression.	To show general awareness of audience.	To learn and recall lines with the need for a prompt only once with some expression.	Some use of movement that communicates some meaning
Foundation	To have some use of facial expression and body language.	Characterisation and vocal expression are basic.	There is an inconsistent understanding of audience awareness.	To make reference to the script more than twice in performance. To deliver lines with a little expression	Limited movement or movement with no meaning
Entry	To have limited use of facial expression and body language.	Characterisation and vocal expression are superficial.	There is little or no audience awareness.	To be fully dependent on script in performance. To deliver lines with no expression.	No movement

Year 7 Assessment Descriptors Drama Per Unit

Flightpath Criteria for Crime and Punishment

	Criteria 1	Criteria 2	Criteria 4
Mastery	To confidently initiate ideas in a group.	To actively listen to ideas and to creatively develop the ideas of others.	To show understanding and be able to justify what works well and what needs improving in peer work using drama vocabulary.
Secure	To initiate ideas in a group.	To actively listen to ideas and to develop the ideas of others.	To identify what works well and what needs improving in peer work.
Developing	To sometimes initiate ideas in a group.	To listen to ideas and to sometimes develop the ideas of others	To identify what works well or what needs improving in peer work.
Foundation	To sometimes initiate ideas in a group that are not always relevant or clear.	To sometimes listen to ideas.	Through prompting they can give a basic response to peer work.
Entry	To listen to the ideas of others.	Suggestions do not always move the work forward.	Can sometimes through significant prompting can offer a response to peer work.

Year 7 Assessment Descriptors Drama Per Unit

Three Little Pigs Mask Flightpath Criteria

	Criteria 1	Criteria 2	Criteria 3
Mastery	To show outstanding use of body language, convincing characterisation and use of space in all work.	To have a consistent awareness of audience.	To adhere to the mask rules with creative use of body language.
Secure	To show confident use of body language, broadly convincing characterisation and use of space in most work.	To have awareness of audience for the majority of the work.	To generally adhere to the mask rules with creative use of body language.
Developing	To show good use body language and use of space. Variable communication of characterisation.	To show general awareness of audience.	Understands the mask rules but do not always sustain them in performance.
Foundation	To have an occasional use of body language and use of space. Characterisation is basic.	There is an inconsistent understanding of audience awareness.	Mask rules are not always understood and are inconsistent in performance.
Entry	To have limited use of body language and use of space. Characterisation is superficial.	There is little or no audience awareness.	Mask rules are not understood and are not sustained performance.

Year 7 Art: Assessment Descriptors

	ENTRY	FOUNDATION	DEVELOPING	SECURE	MASTERY
Year 7	Demonstrates limited ability	Demonstrates basic ability	Demonstrates emerging competent ability	Demonstrates competent and consistent ability	Demonstrates competent and assured ability
Skill and Application	<ul style="list-style-type: none"> • Elementary control of art materials • Partial and inconsistent application of the formal elements • Little, if any, review and refinement 	<ul style="list-style-type: none"> • Straightforward control when using art materials • superficial understanding of the formal elements • Some refinement and review 	<ul style="list-style-type: none"> • Emerging control of a range of art materials • Broadening ability to apply the formal elements • competent ability to review and refine 	<ul style="list-style-type: none"> • Competent and consistent control of a range of materials • Consistent understanding of the formal elements • Consistent ability to review and refine 	<ul style="list-style-type: none"> • Assured use of a range of art materials • Consistent and thorough understanding of the formal elements • Regular review and refinement
Recording	<ul style="list-style-type: none"> • Partial ability to accurately record what is observed • Drawing skills are unrefined • Written communication is basic 	<ul style="list-style-type: none"> • Basic ability when recording what is observed • Written communication is more regular 	<ul style="list-style-type: none"> • Broadening ability to record what is observed • Written communication is clear 	<ul style="list-style-type: none"> • Competent and consistent ability to record what is observed • Written communication to record ideas and insights is clear 	<ul style="list-style-type: none"> • Competent and assured ability to record what is observed • Written communication is clear and coherent
Evaluating and Analysing	<ul style="list-style-type: none"> • Literal analysis with unreflective written comments • A few keywords are used to describe the style of the artwork/artist 	<ul style="list-style-type: none"> • Straightforward level of analysis and understanding, with limited evidence of review • Small selections of keywords are understood and are used to describe and analyse an artwork/artist 	<ul style="list-style-type: none"> • Begins to show individual opinion and uses relevant vocabulary • Selections of keywords are understood to describe and analyse an artwork/ artist 	<ul style="list-style-type: none"> • Analysis shows individual opinion and consistently uses relevant vocabulary • Varieties of keywords are understood and are used to describe, analyse and evaluate an artwork/artist 	<ul style="list-style-type: none"> • Analysis is assured and uses a range of relevant vocabulary • Keywords are used with confidence to describe, analyse and evaluate
Outcomes	<ul style="list-style-type: none"> • Outcomes are unrefined with superficial links to prior learning 	<ul style="list-style-type: none"> • Outcomes are straightforward with basic links to prior learning 	<ul style="list-style-type: none"> • Outcomes are competent showing emerging skill and some creativity 	<ul style="list-style-type: none"> • Outcomes show consistent control and understanding • Links to prior learning are clear and consistent 	<ul style="list-style-type: none"> • Outcomes are assured and effective • Relevant and intelligent connections to prior learning

Year 7/8 Design & Technology: Assessment Descriptors

DESIGN					
	ENTRY	FOUNDATION	DEVELOPING	SECURE	MASTERY
Writing a Specification	I can write a statement of intent for what I am making.		I can write a statement of intent with some key requirements.		I can write a general list of requirements for my project.
Design ideas	I can produce a simple drawing for what I am making.		I can produce a simple drawing for what I am making that includes some detail and or notes.		I can produce more than one design simple ideas that include notes upon materials and processes that relate to my specification.
Communication Techniques	I can communicate my ideas using one method.		I can communicate my ideas using different methods.		I can use different communication techniques to show some understanding for my design.
Design Development	I can show some simple development of an initial idea.		I can show development of an initial idea that shows minor and cosmetic changes.		I can show development of alternative design ideas that show some key changes with reasons.
2D & 3D modelling (traditional & CAD)	I can make a simple model to show part of a final proposal.		I can make a simple model to show a final proposal.		I can model using some accuracy, to test an aspect of the final design proposal.
Final Design	I can produce a final design that considers a material and/or part, process and technique.		I can produce a final design that considers more than one material and/or part, process and technique.		I can produce a final design proposal that communicates my intentions and a range of details.

MAKING					
	ENTRY	FOUNDATION	DEVELOPING	SECURE	MASTERY
Production planning	I can write a basic production plan that shows forward planning before making starts.		I can write a basic production plan that includes a breakdown of tasks to be carried out in a sequence and includes some details of tools, equipment.		I can write a production plan that includes a breakdown of tasks to be carried out in a sequence and includes some details of tools, equipment.
Using drawings to make outcomes	I can read and interpret a part of a simple working drawing to manufacture or assemble specific parts within a loose tolerance.		I can read and interpret parts of simple working drawings to manufacture or assemble specific parts within a loose tolerance.		I can read and interpret parts of simple working drawings to manufacture or assemble specific parts within a given tolerance.
Complexity of task	I can attempt a challenging making task that involves making a simple component from a given material using a suitable tool.		I can attempt a challenging making task that involves making a simple component from a given material using a range of a suitable tools or equipment		I can attempt a challenging making task that involves making a component from a suitable material using a range of equipment and processes.
Health & safety awareness	I adhere to health and safety rules during product manufacture.		I give suitable consideration to health & safety at stages during product manufacture.		I give full consideration to health & safety throughout product manufacture.
Selecting tools, equipment and processes	I can select a basic tool, or process for an activity during the making of my product. I can produce a simple machine drawing.		I can select basic tools, equipment and processes at times during the making of my product. I can produce CAD machine drawings.		I can select a range of different tools, equipment and processes during the making of my product. I can produce CAD machine drawings for that ready for CAM machinery.

Competency using hand tools, equipment, machinery	I demonstrate some attention to detail and accuracy in the use of hand tools, machinery and equipment.	I demonstrate care and attention to detail and accuracy using a range of different tools, machinery and equipment.	I demonstrate care and attention to detail and accuracy using a range of different tools, machinery and equipment.
Recording manufacturing progress	I keep a record of my manufacturing, using photographs and limited written descriptions.	I keep a record of my manufacturing, using photographs and add written descriptions to most stages.	I keep a record of my manufacturing, using photographs and written descriptions for all stages in making.
Precision & Accuracy	I can produce and assemble simple or basic components. My final product is complete and functions with some success.	I can attempt to produce moderate challenging components although might not be fully finished. Final product functions with some success.	I can produce components that have been assembled and finished to a reasonable level. My final product functions adequately.
Adapting outcomes	I react to changing needs or circumstances and I make suitable changes to parts/or my product. Waste of materials is evident.	I react to changing needs or circumstances and I make suitable changes to parts/or my product. Limited waste of materials is evident.	I react to changing needs or circumstances and I make suitable changes to parts/or my product. No waste of materials is evident.
Setting up of machinery	I prepare and check one hand tool for use during the making of my product.	I prepare and check a range of different hand tools for use during the making of my product.	I set up my work piece for machining during the making of my product.

EVALUATE

	ENTRY	FOUNDATION	DEVELOPING	SECURE	MASTERY
Analysis	I can identify the need for research.			I can identify a range of needs for research.	I can produce an analysis that highlights a range of design needs and requirements.
Evaluate existing products	I can write an opinion generated analysis on a given product.			I can write a brief analysis of an existing product using important criteria.	I can write an analysis of an existing product using important criteria.
Evaluate work of others	I can write simple evaluation comments on the work of others.			I can write justified evaluation comments on the work of others.	I can write justified evaluation comments and suggest improvements on the work by others.
Informing specification	I can write a basic specification using some information found out from my research.			I can write a basic specification using main points found out from my research.	I can write a specification to include all important criteria using research collected.
Evaluate against a specification	I can write basic evaluation comments on design ideas and or my final outcome.			I can write basic evaluation comments with reasoning on design ideas and or my final outcome.	I can write an evaluation on my design ideas and or final outcome that relate to the design specification.
User feedback	I include user feedback within my evaluation work.			I devise a method to gain user feedback and include findings within my evaluation work.	I devise a method to gain relevant user feedback to inform evaluations on design ideas or final outcomes.
Testing	I carry out a performance or quality test and write up my findings.			I carry out and write up more than one test on my product to check the performance or quality.	I carry out and write up a range of given tests on my product to check the performance or quality.
Summative evaluations	I use a range information gathered to evaluate my final product.			I use a range information gathered to evaluate my final product. Reference given to success criteria.	I use a wide range of information gathered to evaluate my final product. Some limited reference to specification points, user group feedback, and performance/quality testing and sustainability issues.

KNOWLEDGE & UNDERSTANDING					
	ENTRY	FOUNDATION	DEVELOPING	SECURE	MASTERY
Materials & Components	I can recall, select and communicate knowledge and understanding on the basic aspects of a common resistant material. Answers to questions are short statements.			I can recall, select and communicate knowledge and understanding on the basic aspects of a common resistant material. Answers to questions are short statements with some attempt at reasoning.	I can recall, select and communicate knowledge and understanding on the basic aspects of common resistant materials. Answers to questions use sentences with reasoning.
Tools & Equipment	I can recall, select and communicate knowledge and understanding on the basic aspects of tools and equipment. Answers to questions are short statements.			I can recall, select and communicate knowledge and understanding of commonly used tools and equipment. Answers to questions are short statements with some attempt at reasoning.	I can recall, select and communicate knowledge and understanding of commonly used tools and equipment. Answers to questions use sentences with reasoning.
Industrial & Commercial Processes	I can recall, select and communicate knowledge and understanding on the basic aspects of common industrial and commercial processes. Answers to questions are short statements.			I can recall, select and communicate knowledge and understanding of commonly used tools and equipment. Answers to questions are short statements with some attempt at reasoning.	I can recall, select and communicate knowledge and understanding of commonly used tools and equipment. Answers to questions use sentences with reasoning.
Technology	I can recall, select, communicate and employ a knowledge and understanding on the basic aspects of ICT, Digital Media and CAD/CAM. Answers to questions are short statements.			I can recall, select, communicate and employ a knowledge and understanding of commonly used ICT, Digital Media and CAD/CAM. Answers to questions are short statements with some attempt at reasoning.	I can recall, select, communicate and employ a knowledge and understanding of commonly used ICT, Digital Media and CAD/CAM. Answers to questions use sentences with reasoning.
Sustainability	I can recall and communicate a basic understanding of how to minimise waste within design and manufacturing of products, renewable sources of energy and the sources and effects of climate change. Answers to questions are short statements.			I can recall and communicate a knowledge and understanding of how to minimise waste within design and manufacturing of products, renewable sources of energy and the sources and effects of climate change. I can undertake a basic life cycle assessment. Answers to questions are short statements with some attempt at reasoning.	I can recall and communicate a knowledge and understanding of how to minimise waste within design and manufacturing of products, renewable sources of energy and the sources and effects of climate change. I can undertake a basic life cycle assessment. Answers to questions use sentences with reasoning.
Ethical Design & Manufacture	I can recall and communicate a basic understanding of how design and technology impacts upon society and moral, social and cultural issues relating to design and manufacture. Answers to questions are short statements.			I can recall and communicate a knowledge and understanding of how design and technology impacts upon society and moral, social and cultural issues relating to design and manufacture. Answers to questions are short statements with some attempt at reasoning.	I can recall and communicate a knowledge and understanding of how design and technology impacts upon society and moral, social and cultural issues relating to design and manufacture. Answers to questions use sentences with reasoning.
Systems & Control & electronic processes	I can recall, select and communicate knowledge and understanding of basic aspects of the most commonly used simple electrical/electronic processes, systems and control. Answers to questions are short statements.			I can recall, select and communicate knowledge and understanding of basic aspects of a range of simple electrical/electronic processes, systems and control. Answers to questions are short statements with some attempt at reasoning.	I can recall, select and communicate knowledge and understanding of basic aspects of a range of simple electrical/ electronic processes, systems and control. Answers to questions use sentences with reasoning.

Year 7 Design & Technology - Food and Nutrition: Assessment Descriptors

PLANNING					
YEAR 7/8	ENTRY	FOUNDATION	DEVELOPING	SECURE	MASTERY
Getting ready to cook	I can prepare myself to cook and prepare food in a hygienic way. I can weigh & measure liquids & solids			I can accurately weigh & measure liquids & solids and independently prepare a hygienic working environment, ingredients & equipment	I can accurately weigh & measure liquids & solids. Confidently, & independently prepare a hygienic environment, ingredients & equipment with attention to finished product
Writing a timeplan	I can write a simple order of work for what I am making			I can write a plan for what I am making that includes times and special points and is used in the lesson	I can write a detailed timeplan for what I am making that includes accurate timings and special points that relate to hygiene & safety and use in the lesson
Research of ingredients	I can show how I have researched what I will make by the ingredients I have chosen and bring them into school storing them safely			I can research ingredients, know where to get them from and bring them into school storing them safely	I can research ingredients accurately and know where to get them from and bring them into school storing them safely and hygienically
Understanding ingredients	I know where ingredients come from, and can make into a food product			I know where ingredients come from, either plants or animals, and can make into a food product	I fully understand where ingredients come from, either plants or animals, and can make suitable choices as to which ingredients to use for making into a food product
Reasons for choice	I can explain why I am making that food product and who it's for			I can explain why I am making that food product, why its suitable and who it's for	I can explain why I am making that food product, why its suitable nutritionally and who it's for

MAKING

YEAR 7/8	ENTRY	FOUNDATION	DEVELOPING	SECURE	MASTERY
Preparing to cook	I can organise ingredients to cook and store them correctly before the lesson. I can prepare myself and the room in a hygienic way			I can organise ingredients to cook and store them correctly before the lesson. I can prepare myself and the room in a hygienic way and safe way	I can organise ingredients to cook and store them correctly before the lesson. I can prepare myself and the room in a hygienic way and safe way
Weighing & Measuring	I can measure liquid ingredients and weigh solid ingredients			I can measure liquid ingredients and weigh solid ingredients	I can measure liquid ingredients and weigh solid ingredients
Knife skills	I can use a knife safely adopting the claw & bridge grip on most recipes			I can use a knife safely adopting the claw & bridge grip confidently	I can use a knife safely adopting the claw & bridge grip with increasing speed and accuracy
Preparing fruit & Vegetables	I can wash fruit & vegetables to make safe to eat. I can prepare by peeling, grating & slicing, & shredding with some guidance			I can wash fruit & vegetables to make safe to eat & prepare by peeling, grating & slicing, shredding, scissor snip, crush, de-seed, de-skin	I can wash fruit & vegetables to make safe to eat & prepare by peeling, grating & slicing, shredding, scissor snip, crush, de-seed, de-skin with speed and accuracy
Using the cooker	I can use all parts of the cooker controlling heat to cook a range of dishes with help. Careful control and monitoring of the grill to toast and char/grill with help given			I can use all parts of the cooker controlling heat to cook a range of dishes. Careful control and monitoring of the grill to toast and char/grill	I can confidently use all parts of the cooker controlling heat to cook a range of dishes. I can control and monitor the grill to toast and char/grill
Using equipment	I can safely use all equipment in the food room with occasional guidance and only some prompts needed in identifying equipment			I can safely use all equipment including electrical & specialist in the food room	I can safely and confidently use all equipment including electrical & specialist in the food room
Using cooking methods	I can use the correct cooking methods both water based and dry heat, to cook a range of dishes including boiling, melting, simmering			I can use the correct cooking methods both water based and dry heat, to cook a range of dishes including boiling, melting, simmering, & frying	I can use the correct cooking methods both water based and dry heat, to cook a range of dishes including boiling, melting, simmering, & frying
Preparing, shaping & combining	I can be guided to use various skills including rolling, wrapping, coating, and shaping with fish and alternatives. I understand how to prepare high risk foods safely and I can demonstrate some understanding of cross – contamination			I can use various skills including rolling, wrapping, coating, and shaping with fish and alternatives. I understand how to prepare high risk foods safely and I can demonstrate an understanding of cross – contamination	I can use various skills including rolling, wrapping, coating, and shaping with fish and alternatives. I fully understand how to prepare high risk foods safely and I can demonstrate a full understanding of cross – contamination and can explain the impact this can have
Using raising agents	I understand how raising agents work and why we use them in certain recipes			I understand how raising agents work and why we use them in certain recipes	I understand how raising agents work and why we use them in certain recipes
Presenting food products	I can prepare my food to be presented at the end of making time			I can prepare my food to a high level to be presented at the end of making time	I can prepare my food to a high level to be presented at the end of making time
Time keeping & hygiene	I can make my dishes in the time given in the lesson, and can clear away to a good standard			I can make my dishes in the time given in the lesson, and can clear away to a high standard	I can efficiently make my dishes in the time given in the lesson, and can clear away quickly and efficiently

EVALUATE

YEAR 7/8	ENTRY	FOUNDATION	DEVELOPING	SECURE	MASTERY
Analysis	I can identify the need for research			I can identify a range of needs for research	I can produce an analysis that highlights a range of design needs and requirements
Evaluate existing products	I can write an opinion generated analysis on a given food product			I can write a brief analysis of an existing food product using important criteria	I can write an analysis of an existing food product using important criteria
Evaluate work of others	I can write simple evaluation comments on the work of others			I can write justified evaluation comments on the work of others	I can write justified evaluation comments and suggest improvements on the work by others
Sensory testing	I can plan sensory testing including star profile and/or ratings table and carry out the testing with some support. I am able to make basic comments correctly explaining the results from the sensory data			I can plan sensory testing including star profile and/or ratings table and carry out the testing. I am able to make comments correctly explaining the results from the sensory data	I can plan sensory testing including star profile and/or ratings table and carry out the testing fully. I am able to make detailed comments correctly explaining the results from the sensory data
Nutritional analysis	I can input a recipe, gain nutritional information and write basic comments about the nutritional results of the dish with some support			I can input a recipe, gain nutritional information and write comments about the nutritional results of the dish leading to further analysis	I can input a recipe, gain nutritional information and write detailed comments about the nutritional results of the dish leading to further analysis and conclusions
Costings	I can input a recipe, gain costings and write basic comments about the costings of the dish with some support			I can input a recipe, gain costings and write comments about the costings of the dish leading to further analysis	I can input a recipe, gain costings and write detailed comments about the costings of the dish leading to further analysis and conclusions
Creative improvements	I can suggest improvements for the dishes made			I can suggest improvements for the dishes made, outlining my strengths and weaknesses	I can suggest improvements for the dishes made, outlining my strengths, weaknesses and giving a conclusion
Summative evaluations	I use a range information gathered to evaluate my final product			I use a range information gathered to evaluate my final product. Reference given to success criteria	I use a wide range of information gathered to evaluate my final product in detail

KNOWLEDGE & UNDERSTANDING					
YEAR 7/8	ENTRY	FOUNDATION	DEVELOPING	SECURE	MASTERY
Healthy Eating & the Eatwell Guide	I can recall, select and communicate knowledge and understanding of healthy eating and the Eatwell Guide. Answers to questions are short statements			I can recall, select and communicate knowledge and understanding of healthy eating and the Eatwell Guide. Answers to questions are short statements with some attempt at reasoning	I can recall, select and communicate knowledge and understanding of healthy eating and the Eatwell Guide. Answers to questions are short statements with some attempt at reasoning
Main nutrients	I can recall, select and communicate knowledge and understanding of the main nutrients. Answers to questions are short statements			I can recall, select and communicate knowledge and understanding of the main nutrients. Answers to questions are short statements with some attempt at reasoning	I can recall, select and communicate knowledge and understanding of the main nutrients. Answers to questions are short statements with some attempt at reasoning
Energy	I can recall, select and communicate knowledge and understanding of Energy. Answers to questions are short statements			I can recall, select and communicate a knowledge and understanding of Energy. Answers to questions are short statements with some attempt at reasoning	I can recall, select and communicate a knowledge and understanding of Energy. Answers to questions use sentences with reasoning
Water	I can recall, select and communicate knowledge and understanding of Water. Answers to questions are short statements			I can recall, select and communicate knowledge and understanding of Water. Answers to questions are short statements with some attempt at reasoning	I can recall, select and communicate knowledge and understanding of Water. Answers to questions are short statements with some attempt at reasoning
Nutritional requirements throughout life	I can recall and communicate a basic understanding of the nutritional requirements throughout life. Answers to questions are short statements			I can recall and communicate a basic understanding of the nutritional requirements throughout life. Answers to questions are short statements with some attempt at reasoning	I can recall and communicate a basic understanding of the nutritional requirements throughout life. Answers to questions are short statements with some attempt at reasoning
Working characteristics of food	I can recall and communicate a basic understanding of how ingredients work. Answers to questions are short statements			I can recall and communicate a basic understanding of how ingredients work. Answers to questions are short statements that begin to apply knowledge	I can recall and communicate a basic understanding of how ingredients work. Answers to questions are short statements that begin to apply knowledge
Food commodities	I can recall, select and communicate knowledge and understanding of basic aspects of the most commonly used food groups and food commodities. Answers to questions are short statements			I can recall, select and communicate knowledge and understanding of the most commonly used food groups and food commodities. Answers to questions are short statements that begin to apply knowledge	I can recall, select and communicate knowledge and understanding of the most commonly used food groups and food commodities. Answers to questions are short statements that begin to apply knowledge
Food safety	I can recall and communicate a basic understanding of food safety. Answers to questions are short statements			I can recall, select and communicate knowledge and understanding of basic aspects of food safety. Answers to questions are short statements that begin to apply knowledge	I can recall, select and communicate knowledge and understanding of basic aspects of food safety. Answers to questions are short statements that begin to apply knowledge
Food choice	I can recall, select and communicate knowledge and understanding of food choice. Answers to questions are short statements			I can recall, select and communicate knowledge and understanding of food choice. Answers to questions are short statements that begin to apply knowledge	I can recall, select and communicate knowledge and understanding of food choice. Answers to questions are short statements that begin to apply knowledge
Food Provenance	I can recall, select and communicate knowledge and understanding of food provenance. Answers to questions are short statements			I can recall, select and communicate knowledge and understanding of food choice. Answers to questions are short statements that begin to apply knowledge	I can recall, select and communicate knowledge and understanding of food choice. Answers to questions are short statement that begin to apply knowledge

Year 7/8 Textiles: Assessment Descriptors - 2017

YEAR 7/8	ENTRY / FOUNDATION	DEVELOPING	SECURE	MASTERY
DESIGN				
Writing a Specification	I can write a statement of intent for what I am making.	I can write a statement of intent for what I am making with some design requirements.	I can write a statement of intent with some design requirements and reasons for their need.	I can write a detailed list of requirements for my product with full reasons for their need.
Design ideas	I can produce a simple drawing for what I am making.	I can produce a drawing for what I am making that includes some detail.	I can produce a drawing for what I am making that includes details and some written notes.	I can produce detailed drawing for what I am making that includes detailed written notes that relate to my specification.
Final Design	I can produce a final design relevant to my specification.	I can produce a final design that describes materials and techniques I intend to use.	I can produce a final design that considers more than one materials and techniques I intend to use.	I can produce a detailed final design that communicates my full intentions.
MAKING				
Complexity of task	I can attempt making task using a simple process.	I can attempt a challenging making task using more than one tool and process.	I can attempt a challenging making task using a broad range of tools and processes.	I can attempt a challenging making task using a broad range of tools and processes and explain the making process fully.
Health & safety awareness	I adhere to health and safety rules.	I adhere to health and safety rules fully and can articulate them verbally.	I give consideration to health & safety rules and explain them in my work.	I give full consideration to health & safety rules at every stage of making and explain them fully in my work.
Competency using equipment	I demonstrate limited competence in the use of basic equipment.	I demonstrate basic competence in the use of basic equipment.	I demonstrate some accuracy using a range of different equipment.	I demonstrate great attention to detail and good accuracy using a range of different equipment.
Precision & Accuracy	I can assemble simple materials to make a product.	I can assemble simple materials to make a product that fulfils the specification.	I can assemble moderately challenging materials and although my product might not be finished it fulfils the brief with some success.	I can assemble complicated components that have been finished to a high standard. My final product fulfils my specification fully.
EVALUATE				
Analysis	I can complete research.	I can identify the need for research to inform my ideas.	I can identify a range of uses for my research.	I can produce a detailed analysis of my research that highlights a range of design elements I need to consider in my own work.
Evaluate existing products	I can write basic facts about my research.	I can write an opinion on my research.	I can write a brief analysis of my research to help inform my work.	I can write a detailed analysis of my research and my findings fully inform my work.
KNOWLEDGE & UNDERSTANDING				
Materials & Tools	I can communicate my knowledge and understanding of textiles materials and processes. Answers to questions are limited.	I can communicate my knowledge and understanding of textiles materials and processes. Answers to questions are short statements.	I can communicate my knowledge and understanding of textiles materials and processes. Answers to questions are short statements with some attempt at reasoning.	I can communicate my knowledge and understanding of textiles materials and processes. Answers to my questions use full sentences with reasoning.

Year 7 PE – Athletics / Swimming: Assessment Descriptors

	Entry	Foundation	Developing	Secure	Mastery
Skill & Application	I can copy, repeat and explore water confidence and simple athletic skills and actions with basic control and coordination.	I can copy, remember, repeat and explore simple actions with control and coordination. I demonstrate a basic level of water confidence and confidence using athletics equipment.	I can swim two different core strokes/perform 2 athletic events with control and coordination. I can apply basic techniques (floating on front and back/standing throws/scissor kick etc.) in isolated practices.	I can swim three strokes including one more advanced stroke with control and fluency and can perform basic starting techniques in isolated practices. I can perform a variety of athletic events adhering to their specific rules.	I can swim three strokes and perform a variety of athletics events maintaining technique over the duration of the event. Performing core skills in competitive situations and some advanced skills in isolation.
Strategies & Tactics	I am starting to link these water confidence and simple athletic skills and actions in ways that suit the activities.	I can link basic water confidence and athletic skills to suit the stroke or event.	I can plan how to apply my skills to different events and races using a knowledge of pacing and rules (throw from neck in shot putt, stay in lane, touch with 1 or 2 hands in swimming).	I can apply my skills in swimming and athletics with competitive vigour. My performances demonstrate adherence to throwing, jumping principles (standing throws now demonstrate adherence to basic principles of chin, knee, toe etc.).	I can demonstrate starts and turns in my competitive swimming. I have confidence to apply sprint start technique, measured run ups and perform throwing events using the appropriate approach technique (e.g. shift for shot).
Evaluating & Improving Performance	I can make a comment about performance.	I can compare two performers and identify which is more successful.	I can identify strengths and weakness of a performance.	I can identify a strength and weakness in a performance and offer ways to improve.	I can evaluate and suggest how to improve a general weakness. Linking to how this will affect performance.
Leadership & Officiating	I can safely take part in a warm up. I can follow the rules of the game.	I can work with a partner to warm up safely. I can identify risks and hazards in a drill.	I can lead a pulse raiser with teacher support. I can ensure a drill is completed safely.	I can lead a small group warm up or skill activity with teacher support. I can explain basic rules.	I can lead a large group warm up. I can officiate a conditioned practice.

Year 7 PE – Compositional Activities: Assessment Descriptors

	Entry	Foundation	Developing	Secure	Mastery
Skill & Application	I can attempt basic CORE skills with teacher support.	I can perform basic CORE skills in isolated practices.	I can perform CORE skills in isolated practices.	I can perform the CORE skills in a performance piece showing body tension and fluency.	I can perform some advanced skills in isolation.
Strategies & Tactics	I can attempt to perform a set routine using basic core skills with teacher support.	I can perform a set routine using basic core skills.	I can select and order core skills appropriately in a performance piece.	I can use basic compositional techniques to make my performance interesting.	I can use advanced compositional techniques to enhance my performance.
Evaluating & Improving Performance	I can make a comment about performance.	I can compare two performers and identify which is more successful.	I can identify strengths and weakness of a performance.	I can identify a strength and weakness in a performance and offer ways to improve.	I can evaluate and suggest how to improve a general weakness. Linking to how this will affect performance.
Leadership & Officiating	I can safely take part in a warm up. I can follow the rules of the game.	I can work with a partner to warm up safely. I can identify risks and hazards in a drill.	I can lead a pulse raiser with teacher support. I can ensure a drill is completed safely.	I can lead a small group warm up or skill activity with teacher support. I can explain basic rules.	I can lead a large group warm up. I can officiate a conditioned practice.

Year 7 PE – Games: Assessment Descriptors

	Entry	Foundation	Developing	Secure	Mastery
Skill & Application	I attempt to replicate a basic core skill that I have seen with some success.	I can successfully replicate a basic core skill that I have seen.	I can perform the core skills in isolated practices.	I can perform the core skills in a conditioned practice.	I can perform the core skills in a competitive situation.
Strategies & Tactics	I can identify the different parts of the playing area.	I can identify the different roles required for performers in different parts of the playing area.	I can describe the tactical requirements of a performer.	I can apply the tactical requirements of a performer in specific situations.	I can create a tactical game plan.
Evaluating & Improving Performance	I can make a comment about performance.	I can compare two performers and identify which is more successful.	I can identify strengths and weakness of a performance.	I can identify a strength and weakness in a performance and offer ways to improve.	I can evaluate and suggest how to improve a general weakness. Linking to how this will affect performance.
Leadership & Officiating	I can safely take part in a warm up. I can follow the rules of the game.	I can work with a partner to warm up safely. I can identify risks and hazards in a drill.	I can lead a pulse raiser with teacher support. I can ensure a drill is completed safely.	I can lead a small group warm up or skill activity with teacher support. I can explain basic rules.	I can lead a large group warm up. I can officiate a conditioned practice.

Year 7 PE – HRE: Assessment Descriptors

	Entry	Foundation	Developing	Secure	Mastery
Skill & Application	I can take part In a fitness training/testing session.	I can complete a fitness training/testing session.	I can demonstrate a basic level of fitness in most aspects.	I can demonstrate an intermediate level of fitness in most aspects.	I can demonstrate a good level of fitness in most aspects.
Strategies & Tactics	I can identify an aspect of fitness.	I can identify some aspects of fitness.	I can give a basic explanation of some aspects of fitness.	I can give a basic explanation of some aspects of fitness and how it links to performance.	I can explain some of the aspects of fitness and link to performance. Can also explain how some fitness can be trained.
Evaluating & Improving Performance	I can make a comment about performance.	I can compare two performers and identify which is more successful.	I can identify strengths and weakness of a performance.	I can identify a strength and weakness in a performance and offer ways to improve.	I can evaluate and suggest how to improve a general weakness. Linking to how this will affect performance.
Leadership & Officiating	I can safely take part in a warm up. I can follow the rules of the game.	I can work with a partner to warm up safely. I can identify risks and hazards in a drill.	I can lead a pulse raiser with teacher support. I can ensure a drill is completed safely.	I can lead a small group warm up or skill activity with teacher support. I can explain basic rules.	I can lead a large group warm up. I can officiate a conditioned practice.