



# **Year 8 Assessment**

## **A Guide for Parents**



# Ringwood School: Key Stage 3 Assessment

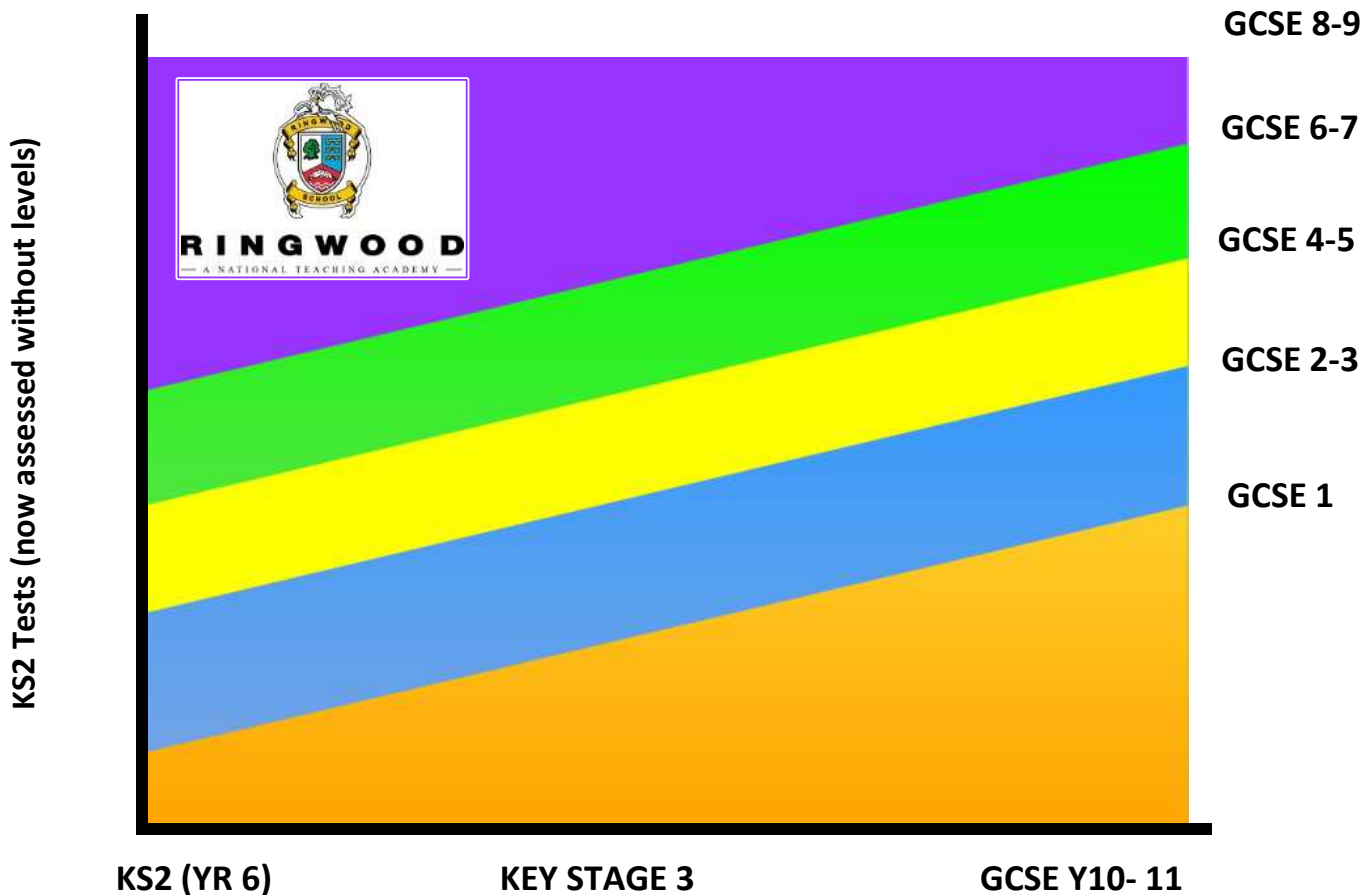
Ringwood School systematically tracks and monitors every student's achievement in order to recognise where they are making good progress or to implement relevant intervention, when necessary, should concerns come to light. Once a term, this information will be sent home to parents.

Our assessment system for Key Stage Three 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.

<b>FLIGHTPATHS</b>	
Mastery	Purple
Secure	Green
Developing	Yellow
Foundation	Blue
Entry	Orange

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 <b>(If they are working above the flightpath above the one they are targeted to be in)</b></p>	<p>On Flightpath <b>(If they are working in the flightpath that they are targeted to be in)</b></p>	<p>Below Flightpath <b>(If they are working in the flightpath below the one they are targeted to be in)</b></p>	<p>Well Below Flightpath <b>(If they are working in a flightpath more than one underneath the one they are targeted to be in.)</b></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><b>The student:</b></p> <ul style="list-style-type: none"> <li>enters the classroom appropriately and is ready to learn</li> <li>is equipped and organised, bringing everything they need to the lesson</li> <li>is engaged in the lesson and is ready to contribute and participate</li> <li>asks questions which show they are aiming to think like a scholar, pushing the learning of themselves and others forward</li> <li>tracks the teacher</li> <li>works to ensure work is organised, clearly presented and complete</li> <li>is resourceful when they are stuck and tries to become unstuck</li> <li>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</li> <li>understands and agrees that effort and practice are important, in order for them to get better at something</li> <li>aims to communicate, whether that is in writing or verbally, in an academic way, using terminology, form and style appropriately</li> <li>shows respect to their peers and their teachers</li> </ul>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>is organised and meets deadlines</li> <li>takes pride in producing home learning which shows that effort has been put in to it</li> <li>takes opportunities to address previously set targets when completing HL</li> <li>follows up on things they don't understand</li> <li>aims to use an appropriate written style in their home learning</li> <li>seeks help when required, to enable them to complete their home learning appropriately</li> </ul>

The student demonstrates the majority of these attributes:

Always

Mostly

Sometimes

Rarely

## Year 8 English Reading Skills: Assessment Descriptors

	Students will:							
	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
	<b>Identify and interpret explicit and implicit information and ideas.</b>	<b>Select and synthesise evidence from different texts.</b>	<b>Explain and comment upon how writers use language to achieve effects and influence readers.</b>	<b>Explain and comment upon how writers use structural features to achieve effects and influence readers.</b>	<b>Compare writers' ideas and perspectives and how these are conveyed across two or more texts.</b>	<b>Evaluate texts critically and deduce/infer information to produce an informed personal response.</b>	<b>Show understanding of the relationships between texts and the contexts in which they were written.</b>	<b>Apply subject terminology effectively.</b>
<b>Mastery</b>	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.
<b>Secure</b>	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.
<b>Developing</b>	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.
<b>Foundation</b>	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.
<b>Entry</b>	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.
	War Poetry	Much Ado about Nothing – Shakespeare	A selection of pre 19 <sup>th</sup> Century Fiction	Of Mice and Men				

## Year 8 English Writing Skills: 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
	<b>Communicate clearly, effectively and imaginatively</b>	<b>Adapt tone, style and register for different forms, purposes, and audiences</b>	<b>Organise information and ideas, using structural and grammatical features</b>	<b>Use a range of language features to present ideas</b>	<b>Use a wide range of vocabulary for clarity, purpose and effect</b>	<b>Use a range of sentence structures for clarity, purpose and effect.</b>	<b>Use a range of punctuation with accuracy and for effect.</b>	<b>Show accurate spelling</b>
<b>Mastery</b>	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. Sentence demarcation is consistently secure and consistently accurate.	Use punctuation in an original, manipulative, thoughtful way, intending to enhance meaning and create effect.	Spell perfectly, including complex words with difficult sounds and rules.
<b>Secure</b>	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.	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.
<b>Developing</b>	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.	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.
<b>Foundation</b>	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.	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.
<b>Entry</b>	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.
	Travel Writing	Exam Of Mice and Men	19 <sup>th</sup> Century fiction					

## Year 8 Mathematics: Algebra

BAND	SKILLS
<b>ENTRY</b>	
<b>FOUNDATION</b>	<p>Patterns in numbers.            Patterns in diagrams.            Substitute integers into simple formulae, e.g. <math>y = 5x + 3</math>, <math>C = 6n + 10</math>.            Sets of points with a common property e.g. on a straight line.            Understanding and using simple formulae or equations expressed in words.            Simple substitution using one symbol.            Collecting simple linear terms.            Give an algebraic expression for simple machines.            Writing expressions and formulae.            Solve 1 and 2 step equations.</p>
<b>DEVELOPING</b>	<p>Simplify linear expressions by collecting like terms.            Multiply a single term over a bracket, where the single term is a positive integer, e.g. <math>5(x+1)</math>, <math>7(a - 3)</math>.            Simplify expressions by multiplying a single term over a bracket, where the single term is a positive integer, and then collect like terms.            Using formulae.            Simplifying expressions.            Using brackets in simplification.</p>
<b>SECURE</b>	<p>Writing sequences from instructions - generating and describing integer sequences.            Fibonacci (&amp; related) sequences.            Finding rules for generating sequences.            Exploring sequences - generating terms of a linear sequence using term-to-term and position-to-term definitions of the sequence.            Finding the rule for a sequence - finding the nth term of an arithmetic sequence and justifying its form by referring to the practical from which it was generated.            Use T&amp;I to find approximate solutions of equations such as <math>x^3 + x = 20</math>, giving answers to 1 or 2 decimal places.            Simplify expressions by multiplying a single term over a bracket, where the single term could be a negative integer, and then collect like terms, e.g. simplify expressions like: <math>5(a + 3) - 2(a - 1)</math>.            Substitute numbers into more complicated formulae.            Multiply a single term over a bracket, where the single term could be a positive algebraic term, e.g. <math>x(x + 1)</math>, <math>2a(a - 3)</math>, and collect like terms.            Multiply a single term over a bracket, where the single term could be a positive or negative algebraic term, e.g. <math>x(x+1)</math>, <math>- 2a(a - 3)</math>.            Use and understand co-ordinates in four quadrants.            Names for sets of points e.g. <math>x=1</math>, <math>y=3</math>.            The relationship between co-ordinates and graphs, recognising that equations of the form <math>y = m + c</math> correspond to straight line graphs.            Plotting graphs of linear functions, and possibly quadratic functions, e.g. <math>y = x</math>, <math>y = x+1</math>, <math>y = x^2</math>, where <math>y</math> is given explicitly in terms of <math>x</math>, using paper and ICT.            Writing equations.            Solving equations.            Solving equations- balance method.            Problem solving.            Solve equations with unknowns on both sides, with or without brackets.</p>
<b>MASTERY</b>	<p>Using reciprocals to solve equations.            Using sequences in problem solving.            Substitute numbers into formulae involving powers of <math>x</math>.            Factorise simple expressions.            Expand double brackets.            Interpreting line graphs.            Drawing line graphs.</p>

	<p>Using travel graphs to solve distance/time problems.</p> <p>Exploring graphs.</p> <p>Gradients.</p> <p>Use <math>y = mx + c</math>.</p> <p>Rearranging equations into the form <math>y = mx + c</math>.</p> <p>Finding equations of given lines.</p> <p>Graphs of some special functions and real life situations.</p> <p>Matching graphs to real life situations.</p> <p>Solving simultaneous equations using the elimination method.</p> <p>Simultaneous equations in problems.</p> <p>Displaying inequalities on the number line.</p> <p>Using the number line to solve inequalities.</p> <p>Transforming formulae.</p> <p>Transforming formulae involving powers and roots.</p>
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### Year 8 Mathematics: Probability

BAND	SKILLS
<b>ENTRY</b>	
<b>FOUNDATION</b>	
<b>DEVELOPING</b>	<p>Using the probability scale.</p> <p>Listing all possible outcomes of an event.</p> <p>Understand that different outcomes may result from repeating an experiment.</p> <p>Calculating the probability of a single event using the probability scale.</p>
<b>SECURE</b>	<p>Identify all the outcomes when dealing with two combined events which are independent - exhaustive events.</p> <p>The probability of something not happening.</p> <p>Expected number of outcomes.</p> <p>Enumerate sets and unions/intersections of sets systematically, using tables, grids and Venn Diagrams.</p>
<b>MASTERY</b>	<p>Understanding and using relative frequency as an estimate of probability.</p> <p>Understanding and applying the addition of probabilities for mutually exclusive events.</p> <p>Independent events.</p> <p>Multiplication principle.</p> <p>Using tree diagrams to find probabilities.</p> <p>Understanding and using relative frequency as an estimate of probability.</p>



## Year 8 Mathematics: Number

BAND	SKILLS
<b>ENTRY</b>	<p>Making estimates based on familiar units.            Rounding to the nearest 10, 100.</p>
<b>FOUNDATION</b>	<p>Exploring number properties.            Factors, multiples, squares.            Understand the definition of Prime numbers up to 100.            Multiples and Lowest Common Multiple.            Factors and Highest Common Factor.            Make sensible estimates of a range of measures in relation to everyday objects. (R)            Reading calculator displays to the nearest whole number and knowing how to interpret results which have rounding errors.            Using calculators for calculations.            Reading, writing and ordering whole numbers.            Multiplying and dividing mentally.            Add several single digit number without a calculator.            Mentally using whole numbers addition and subtraction of two 2 digit numbers.            Multiply and divide 2 digit numbers by a single digit.</p>
<b>DEVELOPING</b>	<p>Know the Divisibility tests for 2, 3, 4, 5, 6, 9, 10.            Know and apply the order of operations (BIDMAS).            Approximating using decimal places.            Use index notation to express powers of whole numbers.            Using whole numbers, non-calculator method to multiply.            Using whole numbers, non-calculator method to divide.            Scales and number lines.            Interpreting negative numbers.            Using negative numbers.            Negative numbers on a calculator.            Finding square/cubes using a calculator.            Finding roots.</p>
<b>SECURE</b>	<p>Approximating using significant figures.            Reading and writing decimals.            Ordering decimals.            Mentally multiplying and dividing by decimals.            Using calculator Brackets and memory.            Adding and subtracting with negative numbers.            Multiplying and dividing with negative numbers.            Evaluating formulae with negative numbers.</p>

<b>MASTERY</b>	<p>Rules for indices.          Know what a reciprocal is.          Direct proportion.          Inverse proportion.          Use estimations to check calculations.          Measurement to the nearest unit (R).          Possible error in measurement (R).          Estimating and approximating to check that the results of calculations are of the right order.          Know and use upper and lower bounds.          Expressing positive integers as products of primes.          Using index notation to represent powers and roots.</p>
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### Year 8 Mathematics: Ratio, Proportion and Rates of Change

BAND	SKILLS
<b>ENTRY</b>	<p>Idea of 100% being the whole.          Recognising and using simple fractions.</p>
<b>FOUNDATION</b>	<p>Fractions of quantities.          The use of % in everyday situation e.g. clothing.          Recognising, understanding and using simple percentages.</p>
<b>DEVELOPING</b>	<p>Understanding and using Equivalent fractions. Add and subtract fractions with the same denominator.          Percentages of quantities (financial literacy VAT, tax).          Writing ratios.          Using ratios.          Equivalent ratios.</p>
<b>SECURE</b>	<p>Fractional increase or decrease.          Adding and subtracting fractions with different denominators (inc. mixed numbers for T/E groups).          Fractions and ratio.          Increasing (or decreasing) in a given ratio.          Sharing in a given ratio.          Converting Fractions to decimals.          Fractions x integer and multiplying fractions.          Best Value.          Accuracy of Measurement.          Estimating percentages.          Writing percentages as a fraction or decimal.          Percentage Changes.          A number as a percentage of another number.</p>

<b>MASTERY</b>	<p>Fractions x integer and multiplying fractions inc. mixed numbers.</p> <p>Speed.</p> <p>Density.</p> <p>Other Compound Measures.</p> <p>Percentage increase or decrease.</p> <p>Mentally multiplying and dividing by decimals.</p> <p>Using the calculator to multiply and divide decimals.</p> <p>Expressing positive integers as products of primes.</p> <p>Reverse %.</p> <p>Decimal Multiplier and compound interest.</p>
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### Year 8 Mathematics: Statistics

BAND	SKILLS
<b>ENTRY</b>	<p>Extracting specific information from tables and lists.</p> <p>Drawing/interpreting pictograms.</p> <p>Reading and interpreting line graphs.</p>
<b>FOUNDATION</b>	<p>Interpreting bar charts.</p> <p>Find the mean, median, mode and range of discrete data.</p> <p>Bar line graphs.</p> <p>Grouping data.</p> <p>Frequency diagrams.</p> <p>Reading and interpreting pie charts.</p>
<b>DEVELOPING</b>	<p>Collecting Data and surveys.</p> <p>Inserting, interrogating and interpreting data.</p> <p>Organizing and analysing data.</p>
<b>SECURE</b>	<p>Constructing and interpreting more complex pie charts.</p> <p>Scatter Graphs and Correlation (emphasis on relationships).</p> <p>Construct and interpret stem and leaf diagrams.</p> <p>Designing and using a questionnaire to survey opinion (taking account of bias) collating and analysing results.</p> <p>Design and use a questionnaire or experiment to test a hypothesis e.g. design a questionnaire with multiple responses.</p>
<b>MASTERY</b>	<p>Drawing a line of best fit by inspection on a scatter diagram.</p> <p>Comparing the mean, median, mode and range of a frequency distribution.</p> <p>Analysing data from frequency tables.</p> <p>Analysing data from frequency distributions for grouped discrete data.</p> <p>Analysing data from frequency distributions for continuous data.</p> <p>Analysing data: quartile, interquartile range, spread and outliers.</p> <p>Cumulative Frequency Graphs.</p> <p>Specifying an issue for which data are needed.</p>

## Year 8 Mathematics: Geometry and Measures

BAND	SKILLS
<b>ENTRY</b>	Sorting 2D and 3D dimensional shapes and giving reasons for each method of sorting. Perimeter & area of squares and rectangles. Metric units for length, area and volume. Finding volumes of cubes and cuboids. Recognising (reflective) symmetry in a variety of shapes in 2 and 3 dimensions. Rotational symmetry. Perpendicular and parallel lines. vertical and horizontal lines. Types of angle.
<b>FOUNDATION</b>	Making cubes. Constructing circles. Constructing squares, rectangles, triangle. Perimeter & area of squares, rectangles & triangles. Conversion within metric units e.g. cm to mm. Reflecting simple shapes in a mirror line. Recognising congruence of shapes. Rotational symmetry - centre, order. Measuring angles, including reflex. Drawing angles, including reflex. Estimation of angles, including reflex. Naming angles e.g. ABC.
<b>DEVELOPING</b>	Perimeter & area of compound shapes made up of squares, rectangles & triangles. Properties of special triangles and quadrilaterals. Reading scale drawings. Solving problems using conversion of metric units. Reflecting simple shapes in a mirror line, incl diagonal. Translation (by a vector if appropriate). Enlarge a shape by a whole number scale factor. Angle facts - straight line, round a point, in a triangle.
<b>SECURE</b>	Naming polygons. Properties of special quadrilateral and other polygons. Plans and elevations. Using isometric paper to draw 3D shapes. Making scale drawings. Finding areas of simple plane figures (not circles) using formula. Finding volumes of simple solids (Not cylinders) Using appropriate formula. Finding the circumference of circles. Introduce pi. Finding areas of circles using the formulae. Centres of Enlargement. Drawing Enlargements. Drawing Enlargements with a fractional scale factor. Solving problems with angle facts - straight line, round a point, in a triangle. Interior angles of a triangle.

	<p>Angles in special triangles.          Exterior angles of a triangle.</p>
<p><b>MASTERY</b></p>	<p>Constructions based on rhombus properties - including using straight edge and compasses to construct: the mid-point and perpendicular bisector of a line segment the bisector of an angle; the construction of special angles.          Locus, lines and curves.          Loci-regions.          Pythagoras' Theorem.          Using Pythagoras' Theorem.          Pythagorean Triples.          Calculating areas of quadrilaterals including parallelograms, trapezia, kites.          Calculating areas of part circles.          Calculating volumes of prisms incl cylinders.          Calculating compound measures e.g. speed, density.          Similar shapes, congruent triangles.          Enlargement with negative scale factors.          Enlargement and similarity, length, area ratios for similar shapes.          Bearings and applications to navigation and surveying.          Trigonometry (finding unknown lengths and angles using sin, cos, tan).</p>

## Year 8 Science: Assessment Descriptors

These descriptors all relate to content covered in Year 8, a list of which appears below.

<b>Flightpath:</b>	<b>Descriptor:</b>	
<b>Mastery</b>	Outstanding knowledge and understanding. Explain and link more abstract ideas. Apply theory in new and abstract 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.	
<b>Secure</b>	Detailed knowledge and understanding. Explain more abstract ideas. Apply theory in a greater range of new contexts. To use mathematical procedures to use data effectively. Demonstrates practical excellence and communicate effectively.	
<b>Developing</b>	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.	
<b>Foundation</b>	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.	
<b>Entry</b>	Limited knowledge and understanding of basic scientific ideas. Describe simple ideas. Limited use of scientific vocabulary. Limited use of maths skills. Safely carries out practical work with support.	
<b>Biology:</b>	<b>Chemistry:</b>	<b>Physics:</b>
The skeletal and muscular systems Gas exchange systems Human reproduction Digestion Genetics and Evolution	Materials Reactions of metals Atmosphere and climate change Neutralisation reactions Compounds Rocks and structure of the Earth	Sound Waves Light Waves Electricity Magnetism Simple machines Energy resources

## Year 8 Modern Foreign Language: Assessment Descriptors

	<b>AT1 – Listening</b>	<b>AT2 – Speaking</b>	<b>AT3 - Reading</b>	<b>AT4 – Writing</b>
<b>Mastery (8-9)</b>	<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, involving some more complex language, recognising two time frames.</p> <p>The listener can deduce meaning from a variety of short and longer spoken texts, involving some more complex and unfamiliar language and more abstract material, including short narratives and authentic material.</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, extract information, evaluate and draw conclusions.</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 across a range of contexts.</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 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>The reader shows independent interest and curiosity for the countries where the language is spoken and uses their own time to explore the culture and current affairs of those countries by reading authentic materials.</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 successfully 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 faultless.</p>
<b>Secure (6-7)</b>	<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, involving some more complex language, recognising two time frames.</p> <p>The listener can deduce general 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 most key information, important themes and ideas in more extended spoken text adapted as appropriate, by</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 structures and/or vocabulary. The message is usually conveyed with little ambiguity.</p> <p>The speaker asks at least one question, replies to most questions clearly and develops some answers. He/she gives and justifies opinions.</p> <p>Generally good pronunciation and intonation but with some inconsistency in more challenging language.</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 across a range of contexts.</p> <p>Very 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 recognising the relationship between events in two different time frames.</p> <p>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</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. Can use more than one time frame.</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.</p>

	<p>being able to answer questions and extract information.</p>	<p>Good exchange in which the speaker sometimes reacts naturally to the questions asked, but may at times rely on pre-learnt responses. There may be some hesitation before a reply but the delivery generally has a reasonable pace.</p>	<p>material, as well as short narratives and authentic material addressing relevant contemporary and cultural themes.</p> <p>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.</p> <p>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.</p> <p>The reader translates a short passage from French into English and mostly expresses the same meaning without translating word for word.</p>	<p>Very good knowledge of vocabulary and structures; translations into the TL are highly accurate.</p>
<p><b>Developing (4-5)</b></p>	<p>Good understanding of clear standard speech using familiar language across a range of specified contexts.</p> <p>Good identification of the overall message, key points, details 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 texts, involving some unfamiliar language.</p> <p>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.</p> <p>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.</p> <p>Generally good pronunciation and intonation with some errors.</p> <p>Reasonable exchange in which the speaker sometimes reacts naturally to the questions asked, but may at times rely on pre-learnt responses. There may be some hesitation before a reply but the delivery generally has a reasonable pace.</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 across a range of contexts.</p> <p>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 recognising the relationship between events in two different time frames.</p> <p>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.</p> <p>The reader recognises and responds to some of the key information, important 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>	<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.</p> <p>Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using more of a variety of appropriate linking words, often successfully. Reasonably accurate. There may be some major errors, and frequent minor errors and the intended meaning is sometimes unclear.</p> <p>Good knowledge of vocabulary and structures; translations into the TL are generally accurate.</p>
<p><b>Foundation (2-3)</b></p>	<p>Basic understanding of clear standard speech using familiar language.</p> <p>Some identification of the overall message, key points, details and opinions in a variety of short and slightly longer 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, important themes 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</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 across a range of contexts.</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>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>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>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>Limited knowledge of vocabulary and structures; translations into the TL are often inaccurate.</p>
<b>Entry (1)</b>	<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. 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 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>Limited understanding and response to different types of written language and of general details within texts using high frequency familiar language across a range of contexts.</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 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>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 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>

## Year 8 History: Assessment Descriptors

Flightpath:	Assessment descriptors:
<b>Mastery</b>	<p><b>Knowledge and understanding:</b> Linked explanation (PEEL) and maybe able to rank order in terms of importance (addresses significance) Explaining similarity/differences between events with explicit, sustained and direct comparison. Explains turning points or consequences.</p> <p><b>Sources:</b> Explains similarity/difference using author, audience, time and place. Sets questions and devising answers (with prompting) Makes valid inferences about usefulness of a source</p> <p><b>Interpretations:</b> Uses knowledge to corroborate or challenge interpretations.</p>
<b>Secure</b>	<p><b>Knowledge and understanding:</b> Can write an answer in the PEE structure. Writes a multi-causal, not linked. Explains similarity/difference and recognises turning points.</p> <p><b>Sources:</b> Can explain similarity or difference using provenance. Can make inferences and generates questions from the sources. Can make inferences about why sources are useful from the provenance with reasons and links these to the content of the source</p> <p><b>Interpretations:</b> Starting to explain the similarity/difference between interpretations</p>
<b>Developing</b>	<p><b>Knowledge and understanding:</b> Is able to write in the PEE structure.</p> <p><b>Sources:</b> Understands key messages and ideas Makes inferences and these are supported. Describing similarity or difference. Can make inferences about why sources are useful from the provenance with reasons but unlinked to the content of the source</p> <p><b>Interpretations:</b> Is able to identify similarity or difference between interpretations.</p>
<b>Foundation</b>	<p><b>Knowledge and understanding:</b> Is able to write a detailed description describing several features. Will be able to offer a basic explanation of 1 reason.</p> <p><b>Sources:</b> Makes valid inferences but these are unsupported. Can identify valid similarities or differences. Is able to describe the source/idea/ inferences Recognise sources are useful for something but provide just stock evaluation</p> <p><b>Interpretations:</b> Understands that there are different interpretations.</p>
<b>Entry</b>	<p><b>Knowledge and understanding:</b> Can write simple sentences and descriptions. Is able to state/identify reasons</p> <p><b>Sources:</b> With direction can find examples of a given point or inference. With prompting starting to identify similarity/difference.</p>

## Year 8 Geography: Assessment Descriptors

	<b>1: Knowledge</b>	<b>2: Geographical Understanding</b>	<b>3: Applying knowledge and understanding</b>	<b>4: Skills and techniques</b>	<b>5: SPGST</b>
<b>Mastery</b>	<p>Demonstrate a <b>detailed</b> breadth and depth of knowledge of:</p> <ul style="list-style-type: none"> <li>- Locations, places, processes, environments.</li> <li>- Different scales, including global.</li> <li>- Social, political and cultural contexts.</li> </ul>	<p>Demonstrate a <b>sophisticated</b> geographical understanding of:</p> <ul style="list-style-type: none"> <li>- Concepts and how they are used in relation to places, environments and processes.</li> <li>- the inter-relationship between places, people, environments and processes.</li> <li>- changes in places and processes over space and time.</li> <li>- the inter-relationship between geographical phenomena at different scales and in different contexts.</li> </ul>	<p><b>Precisely</b> apply <b>relevant</b> knowledge and understanding. Skills and approaches are appropriately and creatively <b>applied</b> to real world contexts. To interpret, analyse and evaluate geographical <b>information and issues in a sophisticated manner</b> to make well-evidenced arguments and judgements drawing on their <b>detailed</b> geographical knowledge and understanding.</p>	<p><b>Judiciously</b> 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>
<b>Secure</b>	<p>Demonstrate a <b>wider</b> breadth and depth of knowledge of:</p> <ul style="list-style-type: none"> <li>- Locations, places, processes, environments.</li> <li>- Different scales, including global.</li> <li>- Social, political and cultural contexts.</li> </ul>	<p>Demonstrate a <b>detailed</b> geographical understanding of:</p> <ul style="list-style-type: none"> <li>- Concepts and how they are used in relation to places, environments and processes.</li> <li>- the inter-relationship between places, people, environments and processes.</li> <li>- changes in places and processes over space and time.</li> <li>- the inter-relationship between geographical phenomena at different scales and in different contexts.</li> </ul>	<p>Apply <b>relevant</b> knowledge and understanding. Skills and approaches are appropriately <b>applied</b> to real world contexts. To interpret, analyse and evaluate geographical <b>information and issues in a detailed manner</b> to make well-evidenced arguments and judgements drawing on their <b>wider</b> geographical knowledge and understanding.</p>	<p>Select, adapt and use a <b>variety</b> 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><b>Developing</b></p>	<p>Demonstrate a <b>range</b> of knowledge of:</p> <ul style="list-style-type: none"> <li>- Locations, places, processes, environments.</li> <li>- Different scales, including global.</li> <li>- Social, political and cultural contexts.</li> </ul>	<p>Demonstrate a <b>clear</b> geographical understanding of:</p> <ul style="list-style-type: none"> <li>- Concepts and how they are used in relation to places, environments and processes.</li> <li>- the inter-relationship between places, people, environments and processes.</li> <li>- changes in places and processes over space and time.</li> <li>- the inter-relationship between geographical phenomena at different scales and in different contexts.</li> </ul>	<p>Apply knowledge and understanding.</p> <p><b>Relevant</b> skills and approaches are appropriately used in a real world context.</p> <p>To interpret, analyse and evaluate geographical <b>information and issues in a clear manner</b> to make well-evidenced arguments and judgements drawing on their <b>range of</b> geographical knowledge and understanding.</p>	<p>Select and use a variety of <b>relevant</b> 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><b>Foundation</b></p>	<p>Demonstrate <b>limited</b> knowledge of:</p> <ul style="list-style-type: none"> <li>- Locations, places, processes, environments.</li> <li>- Different scales, including global.</li> <li>- Social, political and cultural contexts.</li> </ul>	<p>Demonstrate a <b>limited</b> geographical understanding of:</p> <ul style="list-style-type: none"> <li>- Concepts and how they are used in relation to places, environments and processes.</li> <li>- the inter-relationship between places, people, environments and processes.</li> <li>- changes in places and processes over space and time.</li> <li>- the inter-relationship between geographical phenomena at different scales and in different contexts.</li> </ul>	<p><b>Limited</b> skills and approaches are appropriately used in a real world context.</p> <p>To interpret and evaluate geographical <b>information and issues in a limited manner</b> to make <b>brief</b> arguments and judgements drawing on their <b>limited</b> geographical knowledge and understanding.</p>	<p><b>Use a limited</b> 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><b>Entry</b></p>	<p>Demonstrate <b>some</b> knowledge of:</p> <ul style="list-style-type: none"> <li>- Locations, places, processes, environments.</li> <li>- Different scales, including global.</li> <li>- Social, political and cultural contexts.</li> </ul>	<p>Demonstrate a <b>basic</b> geographical understanding of:</p> <ul style="list-style-type: none"> <li>- Concepts and how they are used in relation to places, environments and processes.</li> <li>- the inter-relationship between places, people, environments and processes.</li> <li>- changes in places and processes over space and time.</li> <li>- the inter-relationship between geographical phenomena at different scales and in different contexts.</li> </ul>	<p><b>Basic</b> skills and approaches are used in a real world context.</p> <p>To interpret and evaluate geographical <b>information and issues in a basic manner</b> to make <b>brief</b> arguments and judgements drawing on their <b>basic</b> geographical knowledge and understanding.</p>	<p><b>Use</b> a variety of <b>basic</b> 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>

<b>The BIG picture</b>	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.					
<b>Year 8</b>	Europe Spain	Geological processes Tectonic processes Migration Meteorological processes	Demographic Transition model The Rock cycle	Population pyramids Climate graphs Synoptic charts	Literacy: Expecations for spelling, punctuation, grammar and specialist terminology. Literacy appropriate for audience
<b>Y8 Content</b>	Population and migration The Power Within British Weather and Climate Geography Rocks Welcome to Europe Mapping Festivals				Literacy: Expecations for spelling, punctuation, grammar and specialist terminology. Literacy appropriate for audience

## Year 8 Ethics and Philosophy: Assessment Descriptors

Flightpath:	Assessment descriptors:
<b>Mastery</b>	<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>
<b>Secure</b>	<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>
<b>Developing</b>	<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>

<b>Foundation</b>	<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>
<b>Entry</b>	<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 8 IT and Computing: Assessment Descriptors

We continue to work on these Digital Literacy skills across Key Stage 3, as they often take longer for students to really embed as good practice.

	Entry	Foundation	Developing	Secure	Mastery
Key terms	<b>Recall, select and communicate</b>		<b>Apply Knowledge, understanding and skills</b>		<b>Analyse and evaluate</b>
Digital Literacy	<p>Is able to:</p> <ul style="list-style-type: none"> <li>• Download/save assets to their user area.</li> <li>• Use a folder structure.</li> <li>• Conduct themselves in an appropriate manner for an ICT room.</li> <li>• Send and receive emails.</li> <li>• Access the LZ at school.</li> <li>• Understand the need to be safe online.</li> <li>• Use headers and footers with support.</li> </ul>	<p>Is able to:</p> <ul style="list-style-type: none"> <li>• Set up a folder structure with guidance and name files appropriately.</li> <li>• Use technology safely, respectfully &amp; responsibly.</li> <li>• Recognise acceptable/unacceptable behaviour when using IT systems, including the internet.</li> <li>• Identify a range of ways to report concerns about content and contact online.</li> <li>• Use email effectively including open, save, and attach files.</li> <li>• Use headers and footers with occasional prompting.</li> <li>• Understand that assets must not be used without the owner's permission.</li> <li>• Identify some risk associated with working with computers - RSI etc.</li> </ul>	<p>Is able to:</p> <ul style="list-style-type: none"> <li>• Set up a folder structure with little guidance and understand its purpose.</li> <li>• Use IT systems, including the internet, with maturity.</li> <li>• Understand what Copyright is.</li> <li>• Utilise formatting to produce suitable outcomes, with some guidance.</li> <li>• Recognise inappropriate content, contact or conduct online and know where and how to report concerns.</li> <li>• Explain why health and safety is important when using computers and how to minimise risk.</li> <li>• Carry out basic trouble shooting – check monitor, replace mouse, etc.</li> </ul>	<p>Is able to:</p> <ul style="list-style-type: none"> <li>• Independently set up and use an effective folder structure which uses clear naming conventions.</li> <li>• Offer appropriate advice to others about being safe online.</li> <li>• Know how to protect their online identity and privacy.</li> <li>• Evaluate the trustworthiness of digital artefacts.</li> <li>• Use advanced formatting to produce near professional documents.</li> <li>• Proactively adhere to health and safety guidelines.</li> <li>• Identify risks and hazards in and IT suite.</li> <li>• Use extended email skills and suitable choice of tone in email for different situations.</li> </ul>	<p>Is able to:</p> <ul style="list-style-type: none"> <li>• Use versioning for their file names.</li> <li>• Independently select appropriate formatting to present professional outcomes which have been checked for error.</li> <li>• Understand digital footprints and the impact this may have on them.</li> <li>• Be discerning in evaluating digital content.</li> <li>• Evaluate ethical issues surrounding the use of digital technology; including legal frameworks.</li> <li>• Analyse and justify how technology impacts society.</li> </ul>



<b>ICT and Computing Skills</b>	<p>Will be able to:</p> <ul style="list-style-type: none"> <li>• Choose software for a given task.</li> <li>• Access a pre-existing database and use it to find information.</li> <li>• Add, edit and delete data.</li> <li>• Use basic tools in Photoshop.</li> <li>• Plan an image to create.</li> <li>• Utilise before and after images to show tools and techniques used.</li> <li>• Create a plan for an algorithm for a given scenario, with support.</li> <li>• Write a basic sequence of instructions in a textual language.</li> </ul>	<p>Will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the terms field, record, table, and database.</li> <li>• Create and complete a data capture form.</li> <li>• Enter data into a database.</li> <li>• Reuse digital assets for a given audience.</li> <li>• Keep a record of sources that images have been gathered from.</li> <li>• Talk about whether images have been photoshopped.</li> <li>• Use basic Photoshop skills-selecting and cropping tool.</li> <li>• Create an algorithm plan with occasional support.</li> <li>• Use variables, selection and repetition in a textual language.</li> </ul>	<p>Will be able to:</p> <ul style="list-style-type: none"> <li>• Identify different data types and what they would be used for.</li> <li>• Create complex queries using advanced search criteria.</li> <li>• Create and format a simple data entry form within a database.</li> <li>• Use a wizard to create a basic report to display information from a database.</li> <li>• Choose appropriate digital artefacts for a given purpose.</li> <li>• Explain why/how photos have been photoshopped.</li> <li>• Use basic Photoshop techniques-black &amp; white, cropping etc.</li> <li>• Combine assets together with some success.</li> <li>• Create an algorithm plan and attempt to also flowchart/pseudo code the solution.</li> <li>• Use lists and loops in a textual language.</li> <li>• Attempt debugging.</li> </ul>	<p>Will be able to:</p> <ul style="list-style-type: none"> <li>• Use validation in a database to help ensure quality data.</li> <li>• Develop complex reports using queries they have created.</li> <li>• Plan and create digital assets for a given audience.</li> <li>• Identify 'Photoshopped' images and comment on reasons why photos may be edited.</li> <li>• Combine different images to create a final product.</li> <li>• Use more complex Photoshop techniques; combining images, word art etc.</li> <li>• Use flowcharts/pseudo code with some room for development.</li> <li>• Use for and while loops, concatenation and utilise inbuilt functions.</li> <li>• Debug with only occasional prompting.</li> </ul>	<p>Will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the need for validation within a database.</li> <li>• Fully format a professional report using specified data.</li> <li>• Create a GUI front end menu for the database.</li> <li>• Effectively design and created digital assets for a wider audience.</li> <li>• Use multiple Photoshop techniques to create a near professional final image.</li> <li>• Comment on moral issues that may arise from the use of Photoshop.</li> <li>• Understand legal issues surrounding the use of existing images.</li> <li>• Create flowchart/pseudo code plan for a given scenario.</li> <li>• Write an efficient and fully working sequence of instructions including procedures.</li> <li>• Use different data types within textual programming.</li> <li>• Debug with confidence and without prompting.</li> </ul>
<b>Key Skills</b>	<p>Working towards developing resilience and needing considerable support in developing a 'have a go attitude'</p>	<p>Working with some resilience and a good 'have a go attitude', requiring some support.</p>	<p>Working with resilience, mostly independently. A positive 'have a go attitude' only occasionally requiring support.</p>	<p>Working with resilience, independently. A positive 'have a go attitude' only occasionally requiring support.</p>	<p>Working confidently, independently as well as part of a team, with resilience and an analytical mind, looking beyond the information provided.</p>

## Year 8 Music: Assessment Descriptors

<b>Flightpath</b>	<b>Performing:</b>	<b>Composing:</b>	<b>Knowledge and understanding:</b>
<b>Mastery</b>	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.
<b>Secure</b>	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.
<b>Developing</b>	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.
<b>Foundation</b>	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.
<b>Entry</b>	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 8:

In Year 8, students perform and create Blues pieces and repertoire from musical theatre with more complex rhythms, textures, melody and harmony.

They compose pieces which require them to use melody, harmony, instrumentation and rhythm to create different moods.

Students listen to blues pieces, repertoire from musical theatre and programme music and are asked to identify melodic, rhythmic and harmonic features as well as how the music is used to create mood and dramatic effect.

## Year 8 Assessment Descriptors Per Unit

### Soap Opera Assessment Criteria

	Criteria 1	Criteria 2	Criteria 3	Criteria 4
<b>Mastery</b>	Create a character that fully suits the style of the piece in keeping with the scenario.	To show confident use of facial expression, vocal expression and body language.	There is awareness of the audience for all of the work and creative use of space.	Communicate the plot comprehensively and expand it.
<b>Secure</b>	Create a character that mostly suits the style of the piece in keeping with the scenario.	To show good use of facial expression, vocal expression and body language	There is awareness of audience for the majority of the work and good use of space.	Communicate the plot clearly with some extra detail.
<b>Developing</b>	Create a character that generally suits the style of the piece in keeping with the scenario.	To have an occasional use of facial expression, vocal expression and body language.	There is an occasional understanding of audience awareness and a satisfactory use of space.	Communicate the basic plot without much or any expansion.
<b>Foundation</b>	Create a character that is limited and/or is not consistent with the scenario.	To have limited use of facial expression, vocal expression and body language	There is limited audience awareness and use of space.	The plot does not make sense or only parts of the plot are communicated.
<b>Entry</b>	No character is communicated.	No use of facial expression, vocal expression and body language	There is no understanding of audience awareness or use of space.	No coherent plot has been communicated.

## Year 8 Assessment Descriptors Per Unit

### Scary Play Assessment 1

	Criteria 1	Criteria 2	Criteria 3	Criteria 4
<b>Mastery</b>	To learn and recall lines without the need for a script	To show confident use of facial expression, vocal expression, body language, to achieve convincing characterisation	There is awareness of the audience for all of the work and creative use of space in the chosen stage form.	Create effective rapport to show the relationships with most or all the other characters.
<b>Secure</b>	To learn and recall lines but may hesitate or need 1 prompt.	To show good use facial expression, vocal expression, body language to achieve good characterisation	There is awareness of audience for the majority of the work and good use of space in the chosen stage form.	Create good rapport with at least one character or more on stage.
<b>Developing</b>	To learn and recall lines but may need 2 prompts.	To have an occasional use of facial expression, vocal expression, body language to show satisfactory characterisation	There is an occasional understanding of audience awareness and a satisfactory use of space in the chosen stage form.	Create occasional rapport with one or more characters on stage.
<b>Foundation</b>	To rely heavily on prompting in performance.	To have limited use of facial expression, vocal expression, body language to show basic characterisation.	There is limited audience awareness and use of space in the chosen stage form.	There is little rapport with any characters on stage.
<b>Entry</b>	To be fully dependent on script in performance.	There is little to no facial expression, vocal expression, body language.	There is no understanding of audience awareness or use of space in the chosen stage form.	No rapport with any other characters.

Year 8 Assessment Descriptors Per Unit

Scary Play Assessment 2 Devised

	<b>Criteria 1</b>	<b>Criteria 2</b>
<b>Mastery</b>	Communicate the plot comprehensively and link ideas to the play	You are an excellent group member and actively listen to ideas and always fully participate in every lesson.
<b>Secure</b>	Communicate the plot clearly with some links to the play	You are a good group member and you listen to ideas and participate consistently.
<b>Developing</b>	Communicate the basic plot with occasional links to the play.	You can be a supportive group member and you listen to ideas and sometimes participate.
<b>Foundation</b>	The plot does not make sense or is under developed with limited links to the play	You offer limited support to the group because you rarely listen and have inconsistent participation.
<b>Entry</b>	No coherent plot has been communicated and no links to the play.	You struggle to work in a group. You find it hard to listen and don't participate.

## Year 8 Assessment Descriptors Per Unit

### Slapstick Comedy Assessment

	<b>Criteria 1</b>	<b>Criteria 2</b>	<b>Criteria 3</b>	<b>Criteria 4</b>
<b>Mastery</b>	Communicate the plot comprehensively and expand it.	To show confident use of facial expression, vocal expression, body language, to achieve convincing characterisation	To make some creative use of techniques and execute them with confidence	Create effective rapport to show the relationships with most or all the other characters.
<b>Secure</b>	Communicate the plot clearly with some extra detail.	To show good use facial expression, vocal expression, body language to achieve good characterisation	To use techniques and execute them correctly	Create good rapport with at least one character or more on stage.
<b>Developing</b>	Communicate the basic plot without much or any expansion.	To have an occasional use of facial expression, vocal expression, body language to show satisfactory characterisation	To use techniques and execute most of them correctly	Create occasional rapport with one or more characters on stage.
<b>Foundation</b>	The plot does not make sense or only parts of the plot are communicated.	To have limited use of facial expression, vocal expression, body language to show basic characterisation.	To use some techniques.	There is little rapport with any characters on stage.
<b>Entry</b>	No coherent plot has been communicated.	There is little to no facial expression, vocal expression, body language.	To not use any appropriate techniques	No rapport with any other characters.

## Year 8 Art: Assessment Descriptors

	<b>ENTRY</b>	<b>FOUNDATION</b>	<b>DEVELOPING</b>	<b>SECURE</b>	<b>MASTERY</b>
<b>Year 8</b>	Demonstrates <b>basic</b> ability	Demonstrates <b>emerging competent</b> ability	Demonstrates <b>competent and consistent</b> ability	Demonstrates <b>competent and assured</b> ability	Demonstrates <b>confident and assured</b> ability
<b>Skill and Application</b>	<ul style="list-style-type: none"> <li>• Straightforward control when using art materials.</li> <li>• Superficial understanding of the formal elements.</li> <li>• Some refinement and review.</li> </ul>	<ul style="list-style-type: none"> <li>• Emerging control of a range of art materials.</li> <li>• Broadening ability to apply the formal elements.</li> <li>• Competent ability to review and refine.</li> </ul>	<ul style="list-style-type: none"> <li>• Competent and consistent control of a range of materials.</li> <li>• Consistent understanding of the formal elements.</li> <li>• Consistent ability to review and refine.</li> </ul>	<ul style="list-style-type: none"> <li>• Assured use of a range of art materials.</li> <li>• Consistent and thorough understanding of the formal elements.</li> <li>• Regular review and refinement.</li> </ul>	<ul style="list-style-type: none"> <li>• Purposeful and assured use of a range of art materials.</li> <li>• Effective understanding of the formal elements.</li> <li>• Sustained review and refinement.</li> </ul>
<b>Recording</b>	<ul style="list-style-type: none"> <li>• Basic ability when recording what is observed.</li> <li>• Written communication is more regular.</li> </ul>	<ul style="list-style-type: none"> <li>• Broadening ability to record what is observed.</li> <li>• Written communication is clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Competent and consistent ability to record what is observed.</li> <li>• Written communication to record ideas and insights is clear and appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Competent and assured ability to record what is observed.</li> <li>• Written communication is clear and coherent.</li> </ul>	<ul style="list-style-type: none"> <li>• Skilful and confident ability to record what is observed.</li> <li>• Written communication is perceptive and assured.</li> </ul>
<b>Evaluating and Analysing</b>	<ul style="list-style-type: none"> <li>• Straightforward level of analysis and understanding, with limited evidence of review.</li> <li>• Small selections of keywords are understood and are used to describe and analyse an artwork/artist.</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to show individual opinion and uses relevant vocabulary.</li> <li>• Selections of keywords are understood to describe and analyse an artwork/artist.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis shows individual opinion and uses relevant vocabulary.</li> <li>• Varieties of keywords are understood and are used to describe, analyse and evaluate an artwork/artist.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis is assured and uses a range of relevant vocabulary.</li> <li>• Keywords are used with confidence to describe, analyse and evaluate.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis is insightful and sustained.</li> <li>• Keywords are used purposefully and with confidence to describe, analyse and evaluate.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Outcomes are straightforward with basic links to prior learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes are competent showing emerging skill and some creativity.</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes show consistent control and understanding.</li> <li>• Links to prior learning are clear and consistent.</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes are assured and effective.</li> <li>• Realisation of ideas shows relevant and intelligent connections to prior learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes are imaginative and refined.</li> <li>• Clear, creative and consistent connections with prior learning.</li> </ul>

## Year 7/8 Design & Technology: Assessment Descriptors

<b>DESIGN</b>					
	<b>ENTRY</b>	<b>FOUNDATION</b>	<b>DEVELOPING</b>	<b>SECURE</b>	<b>MASTERY</b>
<b>Writing a Specification</b>	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.
<b>Design ideas</b>	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.
<b>Communication Techniques</b>	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.
<b>Design Development</b>	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.
<b>2D &amp; 3D modelling (traditional &amp; CAD)</b>	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.
<b>Final Design</b>	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.

<b>MAKING</b>					
	<b>ENTRY</b>	<b>FOUNDATION</b>	<b>DEVELOPING</b>	<b>SECURE</b>	<b>MASTERY</b>
<b>Production planning</b>	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.
<b>Using drawings to make outcomes</b>	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.
<b>Complexity of task</b>	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.
<b>Health &amp; safety awareness</b>	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.
<b>Selecting tools, equipment and processes</b>	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.



<b>Competency using hand tools, equipment, machinery</b>	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.
<b>Recording manufacturing progress</b>	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.
<b>Precision &amp; Accuracy</b>	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.
<b>Adapting outcomes</b>	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.
<b>Setting up of machinery</b>	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
<b>Analysis</b>	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.
<b>Evaluate existing products</b>	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.
<b>Evaluate work of others</b>	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.
<b>Informing specification</b>	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.
<b>Evaluate against a specification</b>	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.
<b>User feedback</b>	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.
<b>Testing</b>	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.
<b>Summative evaluations</b>	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
<b>Materials &amp; Components</b>	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.
<b>Tools &amp; Equipment</b>	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.
<b>Industrial &amp; Commercial Processes</b>	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.
<b>Technology</b>	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.
<b>Sustainability</b>	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.
<b>Ethical Design &amp; Manufacture</b>	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.
<b>Systems &amp; Control &amp; electronic processes</b>	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 8 Design & Technology - Food and Nutrition: Assessment Descriptors

<b>PLANNING</b>					
<b>YEAR 7/8</b>	<b>ENTRY</b>	<b>FOUNDATION</b>	<b>DEVELOPING</b>	<b>SECURE</b>	<b>MASTERY</b>
<b>Getting ready to cook</b>	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
<b>Writing a timeplan</b>	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
<b>Research of ingredients</b>	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
<b>Understanding ingredients</b>	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
<b>Reasons for choice</b>	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**

<b>YEAR 7/8</b>	<b>ENTRY</b>	<b>FOUNDATION</b>	<b>DEVELOPING</b>	<b>SECURE</b>	<b>MASTERY</b>
<b>Preparing to cook</b>	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
<b>Weighing &amp; Measuring</b>	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
<b>Knife skills</b>	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
<b>Preparing fruit &amp; Vegetables</b>	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
<b>Using the cooker</b>	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
<b>Using equipment</b>	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
<b>Using cooking methods</b>	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
<b>Preparing, shaping &amp; combining</b>	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
<b>Using raising agents</b>	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
<b>Presenting food products</b>	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
<b>Time keeping &amp; hygiene</b>	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**

<b>YEAR 7/8</b>	<b>ENTRY</b>	<b>FOUNDATION</b>	<b>DEVELOPING</b>	<b>SECURE</b>	<b>MASTERY</b>
<b>Analysis</b>	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
<b>Evaluate existing products</b>	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
<b>Evaluate work of others</b>	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
<b>Sensory testing</b>	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
<b>Nutritional analysis</b>	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
<b>Costings</b>	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
<b>Creative improvements</b>	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
<b>Summative evaluations</b>	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
<b>Healthy Eating &amp; the Eatwell Guide</b>	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
<b>Main nutrients</b>	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
<b>Energy</b>	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
<b>Water</b>	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
<b>Nutritional requirements throughout life</b>	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
<b>Working characteristics of food</b>	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
<b>Food commodities</b>	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
<b>Food safety</b>	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
<b>Food choice</b>	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
<b>Food Provenance</b>	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
<b>DESIGN</b>				
<b>Writing a Specification</b>	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.
<b>Design ideas</b>	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.
<b>Final Design</b>	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.
<b>MAKING</b>				
<b>Complexity of task</b>	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.
<b>Health &amp; safety awareness</b>	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.
<b>Competency using equipment</b>	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.
<b>Precision &amp; Accuracy</b>	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.
<b>EVALUATE</b>				
<b>Analysis</b>	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.
<b>Evaluate existing products</b>	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.
<b>KNOWLEDGE &amp; UNDERSTANDING</b>				
<b>Materials &amp; Tools</b>	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 8 PE – Athletics / Swimming: Assessment Descriptors

	Entry	Foundation	Developing	Secure	Mastery
<b>Skill &amp; Application</b>	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 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 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.	I can perform all strokes in a competitive situation applying starts and turns effectively. I can demonstrate a variety of more advanced skills in athletics events and can apply these effectively in at least 2 disciplines.
<b>Strategies &amp; Tactics</b>	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).	I can perform starts and turns in my competitive swimming effectively. I can confidently apply sprint start technique, measured run ups and perform throwing events using the appropriate approach technique (e.g. Shift for shot) to improve my time/ distance.
<b>Evaluating &amp; Improving Performance</b>	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.	I can evaluate and devise a plan to correct a player's technical weakness e.g. shooting.
<b>Leadership &amp; Officiating</b>	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.	I can plan and lead a session for a small group. I can officiate a competitive situation.



## Year 8 PE – Compositional Activities: Assessment Descriptors

	<b>Entry</b>	<b>Foundation</b>	<b>Developing</b>	<b>Secure</b>	<b>Mastery</b>
<b>Skill &amp; Application</b>	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.	I can use most of the ADVANCED skills in a performance piece.
<b>Strategies &amp; Tactics</b>	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 some advanced compositional techniques to enhance my performance.	I can use a variety of advanced compositional techniques to enhance my performance.
<b>Evaluating &amp; Improving Performance</b>	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.	I can evaluate and devise a plan to correct a player's technical weakness e.g. shooting.
<b>Leadership &amp; Officiating</b>	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.	I can plan and lead a session for a small group. I can officiate a competitive situation.

## Year 8 PE – Games: Assessment Descriptors

	<b>Entry</b>	<b>Foundation</b>	<b>Developing</b>	<b>Secure</b>	<b>Mastery</b>
<b>Skill &amp; Application</b>	I can successfully replicate a basic core skill that I have seen	I can perform the basic 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	I can perform some of the advanced skills in a conditioned practice
<b>Strategies &amp; Tactics</b>	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 identify the tactical requirements of a performer in specific situations	I can create a tactical game plan	I can adapt my tactics based on the oppositions performance
<b>Evaluating &amp; Improving Performance</b>	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.	I can evaluate and devise a plan to correct a player's technical weakness e.g. shooting
<b>Leadership &amp; Officiating</b>	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.	I can plan and lead a session for a small group. I can officiate a competitive situation.

## Year 8 PE – HRE: Assessment Descriptors

	<b>Entry</b>	<b>Foundation</b>	<b>Developing</b>	<b>Secure</b>	<b>Mastery</b>
<b>Skill &amp; Application</b>	I can complete a fitness training/testing session.	I can demonstrate a basic level of fitness in most aspects.	I can demonstrate a intermediate level of fitness in most aspects.	I can demonstrate a good level of fitness in most aspects.	I can demonstrate a good level of fitness in most aspects and an excellent level in 1 or more.
<b>Strategies &amp; Tactics</b>	I can identify some aspects of fitness.	Give a basic explanation of some aspects of fitness.	Give a basic explanation of some aspects of fitness and how it links to performance.	Explain some of the aspects of fitness and link to performance. Begin to link to training.	Explain the majority of the aspects of fitness and link to performance. Can to link some to training methods.
<b>Evaluating &amp; Improving Performance</b>	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.	I can evaluate and devise a plan to correct a player's technical weakness e.g. shooting
<b>Leadership &amp; Officiating</b>	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.	I can plan and lead a session for a small group. I can officiate a competitive situation.