JOHN F KENNEDY
CATHOLIC SCHOOL
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A Student and Parent Guide to Key Stage 3 Assessment and Reporting 2025-26

Key Stage 3 Assessment and Reporting 2025-26

At John F Kennedy Catholic School we recognise the importance of sharing information with you so that we can work in partnership to support the progress of your son or daughter. This booklet contains some of the information that you need as parents and carers to understand the way we assess students in the different subject areas and how we measure how well they are doing.

Making and Measuring Progress

As a school, we need to reach a judgement about how well your child is performing in each of his/her subject areas so that we can keep you informed of their progress. Teachers use assessment in a variety of forms to measure how well an individual is currently doing and this progress measure will be reported to you in each subject via a grade ranging from 1-9. The same 1-9 scale will be used across Key Stage 3 (Years 7-9) so you would therefore expect that your son/daughter makes progress on their end of year grade each year as they move through from Year 7 to completing Year 9. **It is quite possible however that as the complexity of the course content increases from Year 7 to 8 and 8 to 9 that a student's grade may fluctuate during the course of each year within their assessments.**

Level descriptors are used within each subject to help determine the grade the student is awarded. These level descriptors show the core knowledge, concepts and skills which will be assessed throughout Key Stage 3 within a subject. These level descriptors are provided for each subject within this booklet. Please refer to these descriptors when reports are issued to provide context surrounding the grade that your son/daughter has been given. The descriptors can also be used to provide information regarding how your son/daughter can improve to the next grade. Please navigate these via the contents page.

Students will be given an end of Key Stage target grade. This is the grade they should be working towards over the course of the Key Stage. Parents can compare their child's current working grades to the target grade to see if they are on track to achieve this.

Please note that although the GCSE grading criteria also uses 1-9, the grades awarded at Key Stage 3 and Key Stage 4 are **not directly comparable**. For example, if your son/daughter achieved a grade 9 by the end of KS3 in a subject, this would not necessarily mean that their predicted grade upon entering KS4 would also be a 9.

Students in Year 7 tend to achieve levels 1-5

Students in Year 8 tend to achieve levels 1-7

Students in Year 9 tend to achieve levels 1-9

1 2 3 4 5 6 7 8 9

JOHN F KENNEDY CATHOLIC SCHOOL

KS3 ASSESSMENT

Reporting

During the course of the year, parents/carers will receive two reports.

Interim Report - will provide information about the progress your child is making in each subject area using our 1-9 grading system. An attitude to learning grade for Behaviour, Classwork and Homework will also be provided. These will be issued in January aligning with the assessments that will take place at the end of the autumn term.

End of Year Report - will provide information about the progress your child is making in each subject area using our 1-9 grading system. An attitude to learning grade for Behaviour, Classwork and Homework will also be provided. A form tutor comment will be included in the end of year report. These will be issued in July aligning with the end of year assessments that will take place.

Attitude to Learning Grades:

Excellent	You are consistently producing your best work/demonstrating excellent behaviour
Good	You are consistently producing a good standard of work/meeting expectations of behaviour
Inconsistent	Your standard of work/behaviour is not consistently meeting expectations
Failing	There are serious concerns about your standard of work/behaviour

Internal RAG reports - these are carried out internally twice a year and allow our Achievement Teams to monitor if any students are causing concern across several subjects. Achievement teams will contact parents/carers should this be the case to discuss intervention strategies.

You will also have the opportunity to discuss your child's progress with subject teachers at the relevant **Parent Consultation Evenings**.

Year 7 - Thursday 12th March 2025
Year 8 - Wednesday 25th March 2025
Year 9 - Tuesday 10th February 20256
Into KS4 Options Evening - Tuesday 3rd March

Extra Information

Students will carry out assessments during the year (please refer to the Assessment and Feedback Department Policies document). Please also encourage your son/daughter to share their exercise books with you to celebrate success and help encourage further progress.

Students will be set homework on Class Charts which you will also have access to as a parent. Please encourage your child to regularly check their account to ensure they are completing all homework on time.

Contact Information

There is always someone to help here at JFK. Your child's form tutor will be the first point of contact for any concern that you may have. It may be that they direct pastoral questions or concerns to your child's Achievement Leader or Assistant Achievement Leader, or they might refer academic concerns to the subject teacher concerned.

Subject KS3 Level Descriptors Contents Page

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Art

	Critical and Contextual Understanding	Experimentation	Practical Skills	Outcome
9	Students critically question their own and others' work confidently making reasoned judgements about the context of the work. They use their understanding to inform their thinking and practical work.	Students extend their ideas and sustain their investigations by responding to new possibilities through exploring the full potential of materials, techniques and processes.	Students use the differing qualities and potentials of materials and processes in a sophisticated and mature manner in order to create work of the highest quality.	Students are in constant command of their creative practice, recognising and using a variety of strategies to realise intentions that are personal, original, imaginative and visually informed by a variety of sources.
8	Students make personal and refined judgements about the work of artists showing an understanding of more complex issues. They can apply this knowledge and understanding to explore a range of imaginative ideas.	Students develop, express and realise ideas in an original way, confidently exploiting what they learn from taking creative risks and from their understanding of creative processes.	Students exploit the potential of materials and processes independently, demonstrating a consistent command of skills and techniques to produce high-quality outcomes.	Students show confidence when producing outcomes and fully realise intentions in a way that is highly developed, personal, original, imaginative, and informed by a variety of sources.
7	Students interpret and explain how artists communicate ideas and meaning within their work recognising the influence of historical, social and cultural contexts. They show some emerging understanding of this in their own ideas.	Students learn from taking creative risks that help them form and develop their ideas and to create purposeful, imaginative work with some originality.	Students demonstrate a confident understanding and use of materials, processes and the formal elements, combining these skilfully when producing work.	Students show confidence when producing outcomes which realise intentions in a way that is personal, original, imaginative, and is clearly informed by a variety of sources.
6	Students analyse and comment on how ideas and meanings are communicated by artists, and this influences their own ideas.	Students take creative risks, exploring and experimenting with ideas independently and inventively and use a range of appropriate	Students apply their technical knowledge and skills when creating work, using the qualities of materials, processes and the formal elements effectively.	Students produce outcomes that realise intentions in a way that is personal, original, imaginative, and is informed by a variety of sources.

		resources imaginatively to develop their work.		
5	Students consider and discuss the ideas, methods and approaches that are used by artists, relating these to both context and purpose.	Students take some creative risk when exploring, experimenting and responding to ideas and selecting information and resources in order to develop their work.	Students show technical knowledge and skills to manipulate the qualities of materials, processes and the formal elements appropriately.	Students produce outcomes that realise intentions in a way that is personal, imaginative, and is informed by sources.
4	Students compare and comment on differing ideas, methods and approaches used by artists relating these to the contexts in which the work was made.	Students use a variety of approaches to explore and experiment with ideas, information and resources to create a suitable outcome.	Students show knowledge and application of practical skills when using materials, techniques and processes purposefully.	Students produce outcomes which demonstrate an understanding of links to relevant artists and previous work in a personal manner and shows emerging individuality.
3	Students comment on similarities and differences between their own and others' work and use this understanding to inform ideas.	Students demonstrate some refinement of ideas through a basic use of resources and processes.	Students show knowledge and application of skill when using materials, techniques and processes with some competency.	Students produce a response which demonstrates an understanding of links to relevant artists and previous work.
2	Students comment on the differences in their own and others' work showing some basic critical understanding.	Students show literal and obvious refinement of work and use resources and processes with simplicity.	Students show some emerging skills when using a variety of materials and processes.	Students produce a response which shows a link to previous work.
1	Students describe what they think or feel about their own and others' work.	Students demonstrate basic and obvious ideas in response to objectives. Resources and processes demonstrate a basic understanding.	Students show some skill when using materials and processes.	Students produce outcomes that begin to express an idea or meaning.

Computing

	Digital Literacy	Computer Systems	Computational Thinking
9	I am aware of the dangers of the internet and can offer good advice on staying safe and using computers responsibly to a range of different audiences. I know the main threats to computer systems and have a strong understanding of how to keep systems safe. I can use real world examples extensively. I know the main laws around computing and can offer clear advice on different situations and how the law applies. I can create professional digital artefacts that utilise a range of sources and objects. The work is original. In both look and content the artefact meets the intended user's needs.	I can explain how the computer works and identify a variety of factors that affect the performance of a computer. I can give a detailed discussion on the role of networks and relate to real world situations. I can give a detailed description of how networks exchange information including the use of protocols. I can discuss the new technology of today and be able to realistically discuss how it will impact us. Making sensible conclusions I can discuss in detail the environmental issues of using technology drawing balanced conclusions.	I can design code independently to fully solve a stated problem I can use subprograms in my coded solutions that utilise parameters and local variables I can use a wide variety of code constructs like 2D lists as well as saving to files as required.
8	I am aware of the dangers of the internet and can offer good advice on staying safe and using computers responsibly. I know the main threats to computer systems and know how to keep systems safe. I can use real world examples . I know the main laws around computing and can offer good advice on different	I can explain how the computer works and identify the factors that affect the performance of a computer. I can give a detailed discussion on the role of networks and relate to different situations. I can give a detailed description of how networks exchange information including packet switching.	I can design coded solutions with minimal guidance to solve programming problems. I can use subprograms in my coded I can use a wide variety of code constructs like lists. With guidance I can save required data to a file.

	situations and how the law applies. I can create professional digital artefacts that utilise a range of sources and objects. The work is original. In both look and content the artefact largely meets the intended users needs	I can discuss the new technology of today and be able to realistically discuss how it will impact us. I can discuss in detail the environmental issues of using technology.	
7	I am aware of the dangers of the internet and can offer advice on staying safe and using computers responsibly I know the main threats to computer systems and know how to keep systems safe. I know the main laws around computing and can offer advice on different situations and how the law applies. I can create professional digital artefacts that utilise a range of sources and objects. The work attempts to match the intended users needs	I can explain how the computer works and identify the main factors that affect the performance of a computer. I can give a detailed discussion on the role of networks. I can discuss how networks exchange information including the usage of packet switching. I can discuss the new technology of today and how it could impact my future. . I can explain the negative impact of technology on the environment.	I can use a design plan to solve a programming problem and independently add some features to the solution. I can use subprograms in my coded with guidance I can use a wide variety of code constructs including if statements and for loops.
6	I am aware of the dangers of the internet and can offer advice on staying safe. I know the main threats to computer systems and can recommend ways to keep systems safe. I know the main laws around computing and can offer general advice on these laws. I can create high quality digital artefacts	I can describe the main parts of a computer and identify the impact of the cores on speed. I can discuss the role of networks and how networks exchange information and the role of the router. I can discuss the new technology of today with points on how this can impact me in the future.. I can explain some of the negative impacts	I can use a design plan to solve a programming problem and modify parts of the code. I can use a variety of code constructs including if statements and for loops.

	that utilise more than one source and object. The work attempts to match the intended users needs with limited success.	technology has on the environment. .	
5	I am aware of the dangers of the internet and can offer general advice on staying safe. I know the main threats to computer systems and state ways to keep systems safe. I know the main laws around computings. I can create good quality digital artefacts. The work attempts to match the intended users needs with limited success.There is limited copying from the internet in digital artefacts.	I can describe the main parts of a computer and identify the impact of the CPU on speed. I can discuss the role of networks and how networks exchange information. I can discuss the main new technologies of today and make general points on their impact. I can state some of the negative impacts technology has on the environment. .	I can follow a code plan and solve many of the errors I encounter independently. I can write simple code independently. I can use a variety of code constructs including if statements and for loops using guidance.
4	I am aware of the dangers of the internet and know to keep personal information private. I know the main threats to computer systems. I know some of the laws around computers. I can create digital artefacts. There is some copying from the internet in digital artefacts.	I can describe the main parts of a computer I can describe a network and the benefits they bring. I can explain the main new technologies of today . I can state a couple of the negative impacts technology has on the environment. .	I can follow a code plan and solve some of the errors I encounter independently. I can write very simple code independently. I can use a some code constructs including if statements using guidance.
3	I am aware of the dangers of the internet and have a general idea of what should not	I can state the main parts of a computer	I can follow a code plan and solve some of the errors I encounter independently.

	be on. I know some threats to computer systems. I have a general idea of the laws around computing. I can create digital artefacts. There are large sections copied from the internet in digital artefacts.	I can describe a network and the state of the benefits they bring. I can briefly explain the new technologies of today . I can state the negative impacts technology has on the environment.	I can write very simple code independently. I can use some code constructs including if statements using guidance.
2	I am aware of the dangers of the internet. I can describe hacking. I can create simple multi page digital artefacts. There are large sections copied from the internet in digital artefacts.	I can state different types of computer. I can describe a network. I can state some new technologies of today. I can state a negative impact of technology on the environment.	I can write simple print and input statements. I can read simple code working out the output.
1	I have a basic awareness of the dangers of the internet. I can state what hacking is. I can create simple single page digital artefacts. There are large sections copied from the internet in digital artefacts.	I can state what a computer is. I can state what a network is. I can state one new technology of today.	I can do print statements to get code to run

Design & Technology (including Food Science)

	Design & Evaluate	Make & Evaluate	Technical Knowledge & Evaluate
9	**Clearly explain in detail**, referring to research influence, the main features of the design ideas. **Clearly explain in detail** how my design has been influenced by a **wide range** of social, moral, environmental or sustainability issues. **Make useful, effective and ambitious changes** to the design development. Use **exemplary** knowledge of their working properties to choose most of the materials, components or ingredients that I plan to use. **Objectively evaluate, scale model** (this could be computer simulation) & **effectively test** most features of my design ideas against the design criteria. ○ Consider the **user** when evaluating. **Generate** a design proposal that satisfies **all** of my design criteria. **Detailed** instructions for making that could be used by anyone, and **appropriate quality control checks**. **Identify all aspects** of the making processes that could affect how the final	Make a **finished product** that has a **high** level challenge that is well assembled, with an excellent overall standard. Demonstrate **excellent** skills using a **wide variety** of different tools or processes **correctly and accurately**. **Demonstrate** how **quality control checks** are applied during the making process. **Test all** features of the final product against the design criteria or the product manufacturing specification. **Show** that the outcome would be suitable for the target **market**. **Effectively evaluate** the **commercial viability** of the final product.	**Explain in detail** why **all** of the identified features are **important**. **Clearly Identify** the **target market** for the product. Carry out research to **identify all** of the design features and criteria. ○ Create a **detailed product analysis** to **investigate** a range of related products, explaining the reasons for **all** design features. ○ **Explain** how **all** design criteria link to the research and analysis. **Explain** in **detail** the research results influence the design.

	product meets each of the design criteria.		
8	**Explain in detail**, referring to research influence, the main features of the design ideas. **Explain in detail** how my design has been influenced by a **range** of social, moral, environmental or sustainability issues. **Make useful** and **effective changes** to the design development. Use knowledge of their working properties to choose most of the materials, components or ingredients that I plan to use. **Objectively evaluate, scale model** (this could be computer simulation) **& test** most features of my design ideas against the design criteria. ○ Consider the **user** when evaluating. **Generate** a design proposal that satisfies **most** of my design criteria. **Detailed** instructions for making that could be used by a non-expert, and **appropriate quality control checks**. **Identify all aspects** of the making processes that could affect how the final product meets each of the design criteria.	Make a **finished product** that has a **high** level challenge that is well assembled, with a good overall standard. Demonstrate **very good** skills using a **wide variety** of different tools or processes **correctly**. **Show** how **quality control checks** are applied during the making process. **Test most** features of the final product against the design criteria or the product manufacturing specification. **Show** that the outcome would be suitable for the target **market**. **Evaluate** the **commercial viability** of the final product.	**Explain** why **all** of the identified features are **important**. **Identify** the **target market** for the product. Carry out research to **identify most** of the design features and criteria. ○ Create a **detailed product analysis** to **investigate** related products, explaining the reasons for **all** design features. ○ **Explain** how **all** design criteria link to the research and analysis. **Explain** in **detail** the research results influence the design.
7	**Describe** how social, moral, environmental or sustainability issues have **influenced**	Make a **finished product** that has a medium to high level challenge that is well assembled, with	**Explain** why **most** of the identified features are **important**.

	more than one aspect of the design. **Explain** how design ideas have been developed and improved to create the final design proposal. Use knowledge of their working properties to choose most of the materials, components or ingredients that I plan to use. **Objectively evaluate, model** (this could be computer simulation) **& test** several features of my design ideas against the design criteria and describe the development of the product. ○ Consider the **user** when evaluating. **Generate** a final design proposal that satisfies **most** of my design criteria. Instructions for making, include **process times and operating parameters**, and **some quality control checks**. **Identify most** of the making processes that could affect how the final product meets each of the design criteria.	a good overall standard. Demonstrate **very good** skills using a **wide variety** of different tools or processes **correctly**. Carry out **many** quality control checks during making. **Modify** and **improve** the product after testing. Show that the outcome would be suitable for the target **user**.	Carry out research to **identify more than half** of design features and criteria. ○ Create a **product analysis** to **investigate** some features of at least 2 related products, including how they are made and what they are made of. ○ Show how **all** design criteria link to my research and analysis. **Explain** how the design is influenced by the results of **some** of the research.
6	**Describe** how social, moral, environmental or sustainability issues have **influenced** my design. **Explain** how design ideas **address** at least 5 different types of needs.	Make a **finished product** that has a medium level challenge, with some parts a high level challenge that is well assembled with a good overall standard. Demonstrate **good** skills using a **wide variety** of different tools or processes **correctly**.	**Explain** why **some** of the identified features are **important**. Carry out research to **identify some** design features and criteria. ○ Create a **product analysis** to **investigate** some features of

	Give reasons for the main features of my design ideas. **Evaluate, model & test** my design ideas against the design criteria and describe the development of the product. **Generate** a final design proposal that satisfies **some** of my design criteria. Instructions for making, include **alternative tools, processes** and **some quality control checks**. **Identify some** of the making processes that could affect how the final product meets each of the design criteria.	Carry out **some** quality control checks during making. **Test** and **explain** a few features of the **final product** against the design criteria or the product manufacturing specification. **Suggest** and **explain** at least 3 improvements for the final product.	at least 2 similar products. ○ Comment on the research findings and how this influences your design. ○ Link how **most** of the design criteria relates to the research. **State** at least **10 need**s in my specification.
5	Make **comments** about how social, moral, environmental or sustainability issues have **influenced** my design. **Identify** a number of different **techniques and modelling methods** that could be used to develop the work & the quality of the final product. Carry out **modelling and testing** against the design criteria. **Generate** a **final design proposal** that satisfies a **few** of the design criteria. Use **knowledge** of materials, components or ingredients' working properties to make an appropriate choice. **Generate** a step-by-step list of the stages	Make a **finished product** that has a medium level challenge that is well assembled with a good finish. Use a **wide variety** of different tools or processes **correctly**. **Test** and **explain** at least one feature of the **final product** against the design criteria or the product manufacturing specification. **Comment** about how suitable the final product is for the target user.	**Explain** why a **few** of the identified design features are **important**. Carry out **research** to identify some design features and criteria. **Describe** the **features** of at least two similar products. **State** at least **8 need**s in my specification.

	needed to make the product. ○ Include, in the instructions for making, details of how to use a few of the **processes and techniques**. ○ Include **safety** notes wherever needed.		
4	**Able** to make a comment about how my design ideas have been influenced by **environmental or sustainability** considerations. Comment on how well my design ideas will meet the **needs of the user**. Comment on how well my designs satisfy a few of the design criteria. Use **modelling** to **test** at least one feature of the proposed design. **Describe** some of the main stages needed to make the product. Identify the tools and equipment that could be used to make the product.	Make a **finished product** that has a low level challenge to a satisfactory standard. **Show** that I am aware of safe working practices for all of the processes used to make my product. Use a **variety** of **tools or processes correctly** (including CAM if appropriate), demonstrating adequate skill to meet the needs of the product. **Evaluate** the final product, identifying its good and bad features. Suggest at least two improvements that could be made to the product.	**Identify** the important design features that will be needed by the design. **Identify the constraints** (the things that limit what can be made). State at least **6 needs** in my specification.
3	**Generate** at least **three design ideas** with at least 5 annotations on each. **Develop initial design ideas** to create my final design. **Produce a written explanation, presentation drawing or model** of my final design.	Make a **finished product**. Carry out all **practical work safely** using a few tools or processes correctly. Work **independently**, with minimal help. **Test** the final product can do what it is needed to do.	**Identify the user** of the product. **Identify** at least 4 different types of **needs** that the product must satisfy.

	Can explain instructions for making the product. Sort the tasks or processes needed to make my product into the right order. Name the materials, components or ingredients, tools and equipment needed to make my product.	**Explain any differences** between the design I was making and my final product.	
2	**Generate** at least **two design ideas** with at least 3 annotations on each. **Develop initial design ideas** to create my final design. **Produce a written explanation, presentation drawing or model** of my final design. Can explain instructions for making the product. Name some of the materials, components or ingredients, tools and equipment needed to make my product.	Carry out all **practical work safely** using a few tools or processes correctly. Work **independently**, with some help. **Test** the final product can do what it is needed to do. **Explain any differences** between the design I was making and my final product.	**Identify the user** of the product. **Identify** at least 2 different types of **needs** that the product must satisfy.
1	**Generate one idea** with at least 3 annotations on each. **Produce a written explanation, presentation drawing or model** of my final design. Can explain some instructions for making the product.	Carry out most **practical work safely** using a few tools or processes correctly. **Verbally explain any differences** between the design I was making and my final product.	**Identify the user** of the product. **Identify** a **need** that the product must satisfy.

	Name a few of the materials, components or ingredients, tools and equipment needed to make my product.		

Drama

	Create & Develop (Including Knowledge and Understanding)	**Perform & Realise** (Including Knowledge and Understanding)	**Analyse & Evaluate** (Including Knowledge and Understanding)
9	- Demonstrate outstanding knowledge through the development of ideas / appropriate decisions taken. -Work in a variety of groups, showing sensitivity, commitment and initiative in achieving intentions for the piece to an outstanding degree.	- Show outstanding understanding of dramatic effect to engage the audience. - Use the elements of drama in a range of ways and to an outstanding level to communicate meaning.	- Regularly write or speak insightfully about contribution to rehearsals and performance using appropriate language to an outstanding degree. - Make outstanding links from one piece to another; showing a broader understanding of drama and theatre.
8	- Excellent and thorough character development. - Demonstrate an excellent level of understanding and purpose in the explorative use of dramatic form. - independently use varied techniques, skills, concepts and conventions to an excellent level when devising or directing.	- Participate effectively as part of an ensemble or as an individual in excellent performances. - Perform insightful, excellent original work. - Perform drama which shows excellent understanding of form and content.	- Discuss and evaluate the performance's appropriateness for the content with excellent use of subject specific terms. - Talk insightfully about pieces, showing excellent appreciation of the different forms, genres, styles and cultural traditions seen.
7	- Solve problems in rehearsal - offer highly relevant solutions which demonstrate awareness of the skills of the group. - Explore and use a range of highly relevant genres, and styles in rehearsal. Take necessary risks. - Be comfortable working with all techniques, including the abstract.	- Work highly effectively and independently with others for a variety of genres. - Show insight into dramatic effect, the narrative and the motivation of characters through the highly effective use of a range of dramatic skills.	- Insightfully show recognition and appreciation of different forms, genres and styles. - Regularly and insightfully analyse how effects are achieved, explaining intention and level of success.
6	- Collaborate, modify, reflect and adapt ideas to show relevant knowledge of the function of rehearsal. - Interpret shape and structure imaginatively, using a relevant range of forms and styles.	- Work effectively, responsibly and sensitively with others. Show commitment to the group. - Where appropriate, confidently use stylised performance techniques in an effective piece.	- Analyse how plots/ characters are portrayed in different performances using mature theatrical terms. - Maturely explain how a drama about a theme or issue suits the audience.

	- Try different, relevant techniques for a range of effects.		
5	- Work cooperatively and sensitively with others, contribute good, appropriate ideas and develop those of others. - Think about how images create meaning and experiment with objects, physicality, gesture and space to a good extent.	- Show a good, convincing character through the use of words, gestures and movement. - Show good knowledge of creating tension through sound, silence and stillness.	- Good use of drama-specific words to explain the ways in which the performance did or did not engage the audience. - Make good suggestions for ways to improve.
4	- Discuss mostly relevant ideas for the work when developing performance. - Develop each other's ideas with mostly relevant suggestions when devising work. - Suggest alternative ideas when creating a performance.	- Cooperate with others when performing a piece. - Show character through competent use of words, movement and gestures. - Competently stay in your role throughout the whole performance.	- Comment with reasonable accuracy on how pieces seen or produced can be improved. - Comment with reasonable accuracy on different ways content can be adjusted for varying effects.
3	- Think about how to create the beginning, middle and end of the performance with reasonable relevance to the subject matter. - Try out more techniques than only role-play. - Plan where the audience will be.	- Be a supportive actor - perform reasonably well. - Be able to begin and end a piece with a reasonably appropriate still image.	- Using some drama words, discuss the pieces you have seen in terms of their effectiveness.
2	- Think about how different stimuli can be used for a performance with some relevance E.G. scripts of plays, objects or images and discuss, with some relevance to the subject matter. - Listen to others when working with them.	- Work with others in role during a performance. - Create limited meanings when performing.	- Use drama words in a limited way to explain what you liked about a performance. - Evaluate own contribution
1	- Practise ideas for acting out stories with little thought for the outcomes/ product.	- Present a performance to an audience with very limited depth of character. - Very limited use of Drama techniques.	- Be able to say if you liked a performance or not, using very limited language.

English

	Writing	Reading
9	Ideas are communicated in a developed and engaging way, using a range of structures. There will be variety in how sentences open, with clearly deliberate decisions made to create effects. The student will 'break the rules' deliberately at times to create specific effects. Paragraphs are used consistently and independently. Single sentence paragraphs are made use of at appropriate moments. Experiments with the structure of the text e.g. non-linear, are effective. Language devices (e.g. similes) are used in appropriate and effective ways. Experiments with the devices are successful and engaging. Devices are matched to the audience and purpose, in subtle ways; the text feels 'real' in the case of articles, letters, etc. Full stops and capital letters are used with accuracy, regardless of the complexity of the structure. Embedded clauses are marked accurately with commas. More complex punctuation is used with accuracy, in well-selected places. More complex vocabulary is used appropriately. Spelling will be consistent across a wide range of vocabulary.	Ideas will be understood in an age appropriate text*. Comments on the text are 'big', exploring theme and purpose, as well as character and plot. Examples, including quotations, will be used to support these assertions; any quotations will be well-selected and embedded. Broad overview statements about a text or character (e.g. a thesis statement) can be made, perhaps drawing links between texts, will be supported with a range of detailed examples. The student will be able to make clear inferences connected to the text. These can be supported with a selection of examples from the text, explaining how they work together. Language devices can be identified in the text, with specific comments on their effect. Specific words or phrases can be identified as being significant in the text, with the student able to suggest associations (or connotations) of this independently. These comments are increasingly original. When reading more than one text, a student will be able to identify one or two clear differences between characters or feelings, and perhaps suggest a reason for these; they will be able to give an example from each text to support this, which will be connected in some way e.g. both examples deal with how a character reacts to a particular situation. A student can use their confident knowledge of context to draw conclusions based on their reading. A student's understanding of the concepts covered in class will be secure; they include it in responses in a confident way and are using it to illuminate aspects of a text. They can identify how different contexts might affect a text.

8	Ideas are communicated in a developed and engaging way, using a range of structures. There will be variety in how sentences open, with clearly deliberate decisions made to create effects. Paragraphs are used consistently and independently. Single sentence paragraphs are made use of at appropriate moments. Experiments with the structure of the text e.g. non-linear, are increasingly effective. Language devices (e.g. similes) are used in appropriate and effective ways. Experiments with the devices are successful and engaging. Devices are matched to the audience and purpose, in subtle ways; the text feels increasingly 'real' in the case of articles, letters, etc. Full stops and capital letters are used with accuracy, regardless of the complexity of the structure. Embedded clauses are marked accurately with commas. More complex punctuation is used with accuracy, in well-selected places. More complex vocabulary is used appropriately. Spelling will be consistent. Familiar complex vocabulary (e.g. key words or vocabulary explored in class) will tend to be accurate. More unfamiliar vocabulary may still be misspelt, but logically and consistently.	Ideas will be understood in an age appropriate text*. Comments on the text are increasingly 'big', exploring theme and purpose, as well as character and plot. Examples, including quotations, will be used to support these assertions; any quotations will be well-selected and increasingly embedded. Broad overview statements about a text or character (e.g. a thesis statement) can be made and supported with a range of examples. The student will be able to make clear inferences connected to the text. These can be supported with a selection of examples from the text, explaining how they work together. Language devices can be identified in the text, with specific comments on their effect. Specific words or phrases can be identified as being significant in the text, with the student able to suggest associations (or connotations) of this independently. When reading more than one text, a student will be able to identify one or two clear differences between characters or feelings, and perhaps suggest a reason for these; they will be able to give an example from each text to support this, which will be connected in some way e.g. both examples deal with how a character reacts to a particular situation. A student can use their increasing knowledge of context to draw conclusions based on their reading. A student's understanding of the concepts covered in class will be secure; they include it in responses in a largely relevant way and are using it to illuminate aspects of a text.
7	Ideas are communicated in a developed and engaging way, using a greater range of structures. There will be variety in how sentences open, with some clearly deliberate decisions made to create effects.	Ideas will be understood in an age appropriate text*. The writer or character's feelings can be identified at different stages of the text, alongside some suggestions about the themes or purpose of the text. Examples, including quotations, will be used to support these assertions.

	Paragraphs are used consistently and independently. Single sentence paragraphs are made use of at appropriate moments. The overall structure of the text is beginning to be used to create effects. Language devices (e.g. similes) are used in appropriate and effective ways. Experiments with the devices are successful and engaging, even if only in parts of the text. Devices are matched to the audience and purpose, in increasingly subtle ways. Full stops and capital letters are used with increasing accuracy, regardless of the complexity of the structure. Embedded clauses are marked accurately with commas. More complex punctuation is used with some degree of accuracy, in increasingly well-selected places. More complex vocabulary is used appropriately. Spelling will be consistent. Familiar complex vocabulary (e.g. key words or vocabulary explored in class) will tend to be accurate. More unfamiliar vocabulary may still be misspelt, but logically and consistently.	Broad overview statements about a text or character (e.g. a thesis statement) can be made and supported with two or three examples. The student will be able to make clear inferences connected to the text. These can be supported with a selection of examples from the text, explaining how they work together. Language devices can be identified in the text, with increasingly specific comments on their effect. Some single words or phrases can be identified as being significant in the text, with the student able to suggest some associations (or connotations) of this, in a more independent fashion. When reading more than one text, a student will be able to identify one or two clear differences between characters or feelings, and perhaps suggest a reason for these; they will be able to give an example from each text to support this, which will be connected in some way e.g. both examples deal with how a character reacts to a particular situation. A student can use their knowledge of context to draw conclusions based on their reading. A student's understanding of the concepts covered in class will be secure; they include it in responses in a largely relevant way and are beginning to use it to illuminate aspects of a text.
6	Ideas are communicated in a developed way, using compound and complex sentence structures. There will be increasing variety in how sentences open, with some clearly deliberate decisions made to create effects. Paragraphs are used consistently and independently. Single sentence paragraphs might be made use of at appropriate moments. Language devices (e.g. similes) are used in appropriate and	Ideas will be understood in an age appropriate text*. The writer or character's feelings can be identified at different stages of the text. Examples, including quotations, will be used to support these assertions. These ideas are explained using the student's own words in response to broad questions; they will be able to include an example to support this in their written response. Broad overview statements about a text or character (e.g. a thesis statement) can be made and supported with two or three examples.

	effective ways. The student might experiment with devices, in increasingly successful ways. Devices are matched to the audience and purpose, with prompting. Full stops and capital letters are used accurately with simple structures, and increasingly so in more complex structures. Embedded clauses are usually marked accurately with commas. More complex punctuation is used with some degree of accuracy, although not always in well-selected places. More complex vocabulary is being used appropriately. Spelling will be increasingly consistent. More complex vocabulary and patterns are consistently spelled, even if not accurate, e.g. the same errors are made.	The student will be able to make clear inferences connected to the text. These can be supported with a selection of examples from the text. Language devices can be identified in the text, with some broad comments on the effect of them; occasionally (in conjunction with the below), comments on the effect may be more specific. Some single words can be identified as being significant in the text, with the student able to suggest some associations (or connotations) of this, with prompting to do so. When reading more than one text, a student will be able to identify one or two clear differences between characters or feelings, and perhaps suggest a reason for these; they will be able to give an example from each text to support this, which will be connected in some way e.g. both examples deal with how a character reacts to a particular situation. A student can include relevant information from their knowledge of context alongside relevant examples from the text. A student's understanding of the concepts covered in class will be secure; they include it in responses in a largely relevant way.
5	Ideas are communicated in a developed way, using compound structures and embedded clauses. There will be increasing variety in how sentences open. Paragraphs are used more consistently and independently. Single sentence paragraphs might be made use of at appropriate moments. Language devices (e.g. similes) are used in increasingly appropriate ways, becoming more effective. There might be more experimentation with devices, which shows originality, even if not entirely successful. Devices are matched to the audience and purpose in a very	Ideas will be understood in an age appropriate text*. The writer or character's feelings can be identified at different stages of the text. Examples (which might include quotations) can be used to support these assertions. These ideas can be explained using the student's own words in response to broad questions; they will be able to include an example to support this in their written response. The student will be able to make clear inferences connected to the text, which are linked to something that has been read e.g. a character is angry because they have shouted. There will be nuance in the inference e.g. shouting could be fear, anger, excitement, as the student may use more clues around the text to support their inferences.

	obvious way, which might seem a bit 'clunky'. Full stops and capital letters are used increasingly accurately with simple structures; more complex structures may continue to cause problems and be inconsistently punctuated. When using embedded clauses, commas may not be used consistently accurately. Students may be beginning to use more complex punctuation, although not accurately. More complex vocabulary is being used more frequently and with increasingly appropriateness. Spelling will be increasingly consistent. More complex vocabulary and patterns are consistently spelled, even if not accurate, e.g. the same errors are made.	Language devices can be identified in the text, with some broad comments on the effect of them. Some single words can be identified as being significant in the text, with the student able to suggest some associations (or connotations) of this, in discussion and with support. When reading more than one text, a student will be able to identify one or two clear differences between characters or feelings, and perhaps suggest a reason for these; they will be able to give an example from each text to support this, which might be connected in some way e.g. both examples deal with how a character reacts to a particular situation. A student can make a link between their knowledge of context and their reading, although this might be contrived or confused in places. A student's understanding of the concepts covered in class will be secure; they may include irrelevant knowledge and vocabulary at times.
4	Ideas are communicated in an increasingly developed way, using compound structures, or an embedded clause. With prompting, students can alter how they open their sentences. With reminders, paragraphs might be used in a simple way e.g. TiPToP Language devices (e.g. similes) might be used in a simple way e.g. cliches, but in more appropriate places. The occasional device might be used in a more ambitious way, which may make it stand out in the text. There is a greater awareness of the audience and purpose of a text, so that the text is increasingly matched in terms of formality. Full stops and capital letters are used increasingly accurately with very simple structures; more complex structures may continue to cause problems.	Most ideas will be understood in an age appropriate text*. The student will be able to sequence events of the text and suggest how the writer or character feels at different moments. Examples (which might include quotations) can be used to support these assertions. These ideas can be explained using the student's own words in response to increasingly broad questions. The student will be able to make clear inferences connected to the text, which are linked to something that has been read e.g. a character is angry because they have shouted. There may be more nuance in the inference e.g. shouting could be fear, anger, excitement, as the student may use more clues around the text to support their inferences. Language devices can be identified in the text, although not necessarily the reasons behind the writer using them. When reading more than one text, a student will be able to identify one

	When using embedded clauses, commas may not be used consistently accurately. More complex vocabulary is being used more frequently and with increasingly appropriateness. Simple words, from the KS2 spelling lists, are spelled accurately. More complex vocabulary will be recognisable, and may be spelled phonetically.	or two clear differences between characters or feelings, and perhaps suggest a reason for these; they will be able to give an example from each text to support this. A student can include some of the context which is relevant to the text, but they may not make the relevance obvious. A student's understanding of the concepts covered in class will be reasonably secure, but may not add anything to their understanding of a text e.g. being able to identify a sonnet but unable to say why this is relevant.
3	Ideas are communicated in a simple way; they might be developed a little further using compound structures. With reminders, paragraphs might be used in a simple and limited way. Language devices (e.g. similes) might be used in a simple way e.g. cliches, but in more appropriate places. Writing will likely seem 'neutral' in tone; it will not sound 'chatty', but may also not be as formal as certain situations demand. Full stops and capital letters are used increasingly accurately with very simple structures. The majority of the vocabulary chosen will be basic and limited; the occasional more complex piece of vocabulary is included with increasing appropriateness. Simple words, from the KS2 spelling lists, are spelled accurately. More complex vocabulary will be recognisable, and may be spelled phonetically.	Most ideas will be understood in an age appropriate text*. The student will be able to sequence events of the text and perhaps suggest how the writer or character feels at different moments. These ideas can be explained using the student's own words in response to clear, broken down comprehension questions. The student will be able to make increasingly clear inferences connected to the text, which are linked to something that has been read e.g. a character is angry because they have shouted. When reading more than one text, a student will be able to identify one or two clear differences between characters or feelings, and perhaps suggest a reason for these. A student can include some context, but it tends to be bolted on, or unnecessary. A student's understanding of the concepts covered in class will be broad and generalised, e.g. believing all antagonists are 'evil'.
2	Ideas are communicated in a simple and basic way; simple	Simple ideas will be understood in an age appropriate text* - identifying

	sentences will be used in an increasingly grammatically- accurate way. Ideas will be increasingly clear. With support in planning, paragraphs might be used in a simple and limited way. Language devices (e.g. similes) might be used in a simple way e.g. cliches, and not necessarily at an appropriate place in the piece. Writing will lack formality when formality is needed; it may sound 'chatty' and reflect how the student speaks. Full stops and capital letters are increasingly used to mark the beginnings and ends of sentences, although still not fully accurately. The majority of the vocabulary chosen will be basic and limited; students may at times substitute in a word which is more complex, although not necessarily appropriate. Simple words are spelled accurately, which may include some from the upper KS2 spelling list.	the main character, for example, and the broad plot. The student will be able to sequence simple events of the text. These ideas can be explained using the student's own words - likely orally before being written down, and in response to clear, broken down comprehension questions. The student will be able to make simple inferences connected to the text, which are linked to something that has been read e.g. a character is angry because they have shouted. The simplicity may lead to misunderstandings. A student may not understand the context of a text fully enough to help them make good understanding of it; their understanding might be quite broad e.g. women were regularly abused in Shakespeare's day. A student's understanding of the concepts covered in class will be broad and not always applied correctly e.g. calling all poems 'sonnets'
1	The ideas being communicated are simple and basic, likely in simple sentences (e.g. subject + verb + object). They may not always be clear without asking for clarification. Paragraphs are rarely used. Writing will lack formality when formality is needed; it may sound 'chatty' and reflect how the student speaks.	Simple ideas will be understood in an age appropriate text* - identifying the main character, for example, and the broad plot. These ideas can be explained using the student's own words - possibly orally rather than written down, and in response to clear, broken down comprehension questions. Inferences will be insecure and more like 'guesses' than 'educated guesses'. A student's understanding of context will be limited.

	Full stops and capital letters may be used infrequently and not necessarily accurately. Vocabulary chosen is basic and somewhat limited, but does usually make sense. Simple words are spelled accurately, usually those on the lower KS2 spelling list.	A student's understanding of the concepts covered in class will be limited.
*'Age appropriate text' refers to appropriate for the student's reading age, rather than biological age.		

Food Science

	A01: Demonstrate Knowledge and Understanding of nutrition, food, cooking and preparation	A02 - Apply Knowledge and understanding of nutrition, food, cooking and preparation	A03 - Plan, prepare, cook and present dishes, combining appropriate techniques	A04 - Analyse, evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others
9	Demonstrate knowledge and understanding of nutrition, food, cooking and Preparation You can describe in detail the methods of cooking, storing, and preserving food in exceptional detail. You can explain how ingredients are combined to make a product and how the ingredients work together to create a product with exceptional detail. You understand and can explain in exceptional detail where the food commodities come from and how they are manufactured into foods. You are aware of and can in exceptional detail explain various food provenance issues, Including explaining where and	Apply knowledge and understanding of nutrition, food, cooking and preparation You can investigate the working characteristics and the functional and chemical properties of ingredients with exceptional detail. You understand that certain ingredients form specific functions and can explain these in exceptional detail. You can adapt recipes competently and accurately using this knowledge. You understand that when food it cooked it changes the properties of the food and can explain this in exceptional detail You understand and can explain the different cooking methods and the effect that they have on all foods	Plan, prepare, cook and present dishes, combining appropriate techniques You can follow a recipe/plan with exceptional confidence and independence making contingencies for any problems that arise. You can choose Equipment that is appropriate for the task and used with exceptional care, attention and independence You can demonstrate a range of high level practical skills which are executed with exceptional confidence and independence. You demonstrate exceptional time management. You can demonstrate exceptional temperature control during the storing/cooking/testing for	Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others You can fully analyse with exceptional detail the dishes you have produced. You can analyse with exceptional detail the nutritional content of the dishes you have produced suggesting ways to improve the nutritional content making justified suggestions for improvement. You can discuss with exceptional detail the source and function of nutrients also describing the characteristics of unsatisfactory nutritional intake. You can analyse with exceptional detail the scientific and biological changes that have occurred during

	how foods are grown, reared and caught, Food miles, the impact of food production and packaging on the environment, etc. You can describe in exceptional detail giving examples and suggestions for various food production issues including food safety & hygiene, food spoilage, contamination of food, food allergies and moral issues. You can define with exceptional detail the micro and macronutrients, describing their functions and source along with discussing issues with unsatisfactory nutritional intake.	and any nutritional benefits/downfalls off certain methods of cooking. You understand and can explain in exceptional detail why sometimes recipes don't work out. E.g. a cake that doesn't rise or a lumpy sauce.	readiness and serving of dishes.	the process of cooking. You can describe the dishes you have produced using in depth descriptors in relation to the sensory properties; taste, texture, aroma and appearance, presentation and food styling. You can suggest with exceptional detail modifications to the dishes you have produced to make them suitable for a specific audience (vegan, coeliac, teenagers, etc)
8	You can describe in detail the methods of cooking, storing, and preserving food in outstanding detail. You can explain how ingredients are combined to make a product and how the ingredients work together to create a product with outstanding detail. You understand and can explain in exceptional detail where the food commodities come from and how they are manufactured into foods.	You can investigate the working characteristics and the functional and chemical properties of ingredients with outstanding detail. You understand that certain ingredients form specific functions and can explain these in outstanding detail. You can adapt recipes competently and accurately using this knowledge. You understand that when food it	You can follow a recipe/plan with outstanding confidence and independence making contingencies for any problems that arise. You can choose Equipment that is appropriate for the task and used with outstanding care, attention and independence You can demonstrate a range of high level practical skills which are executed with outstanding confidence and independence.	You can fully analyse with outstanding detail the dishes you have produced. You can analyse with outstanding detail the nutritional content of the dishes you have produced suggesting ways to improve the nutritional content making justified suggestions for improvement. You can discuss with outstanding detail the source and function of nutrients also describing the characteristics of unsatisfactory

	You are aware of and can in outstanding detail explain various food provenance issues, Including explaining where and how foods are grown, reared and caught, Food miles, the impact of food production and packaging on the environment, etc. You can describe in outstanding detail giving examples and suggestions for various food production issues including food safety & hygiene, food spoilage, contamination of food, food allergies and moral issues. You can define with outstanding detail the micro and macronutrients, describing their functions and source along with discussing issues with unsatisfactory nutritional intake.	cooked it changes the properties of the food and can explain this in outstanding detail You understand and can explain the different cooking methods and the effect that they have on all foods and any nutritional benefits/downfalls off certain methods of cooking. You understand and can explain in outstanding detail why sometimes recipes don't work out. E.g. a cake that doesn't rise or a lumpy sauce.	You demonstrate outstanding time management. You can demonstrate outstanding temperature control during the storing/cooking/testing for readiness and serving of dishes.	nutritional intake. You can analyse with outstanding detail the scientific and biological changes that have occurred during the process of cooking. You can describe the dishes you have produced using in depth descriptors in relation to the sensory properties; taste, texture, aroma and appearance, presentation and food styling. You can suggest with outstanding detail modifications to the dishes you have produced to make them suitable for a specific audience (vegan, coeliac, teenagers, etc)
7	You can describe in detail the methods of cooking, storing, and preserving food in exceptional detail. You can explain how ingredients are combined to make a product and how the ingredients work together to create a product with excellent detail.	You can investigate the working characteristics and the functional and chemical properties of ingredients with excellent detail. You understand that certain ingredients form specific functions and can explain these in excellent detail. You can adapt recipes competently and accurately using	You can follow a recipe/plan with excellent confidence and independence making contingencies for any problems that arise. You can choose Equipment that is appropriate for the task and used with excellent care, attention and independence You can demonstrate a range of	You can fully analyse with excellent detail the dishes you have produced. You can analyse with excellent detail the nutritional content of the dishes you have produced suggesting ways to improve the nutritional content making justified suggestions for improvement.

	You understand and can explain in excellent detail where the food commodities come from and how they are manufactured into foods. You are aware of and can in excellent detail explain various food provenance issues, Including explaining where and how foods are grown, reared and caught, Food miles, the impact of food production and packaging on the environment, etc. You can describe in excellent detail giving examples and suggestions for various food production issues including food safety & hygiene, food spoilage, contamination of food, food allergies and moral issues. You can define with excellent detail the micro and macronutrients, describing their functions and source along with discussing issues with unsatisfactory nutritional intake.	this knowledge. You understand that when food it cooked it changes the properties of the food and can explain this in excellent detail You understand and can explain the different cooking methods and the effect that they have on all foods and any nutritional benefits/downfalls off certain methods of cooking. You understand and can explain in excellent detail why sometimes recipes don't work out. E.g. a cake that doesn't rise or a lumpy sauce.	high level practical skills which are executed with excellent confidence and independence. You demonstrate excellent time management. You can demonstrate excellent temperature control during the storing/cooking/testing for readiness and serving of dishes.	You can discuss with excellent detail the source and function of nutrients also describing the characteristics of unsatisfactory nutritional intake. You can analyse with excellent detail the scientific and biological changes that have occurred during the process of cooking. You can describe the dishes you have produced using in depth descriptors in relation to the sensory properties; taste, texture, aroma and appearance, presentation and food styling. You can suggest with excellent detail modifications to the dishes you have produced to make them suitable for a specific audience (vegan, coeliac, teenagers, etc)
6	Demonstrate knowledge and understanding of nutrition, food, cooking and	Apply knowledge and understanding of nutrition, food, cooking and preparation	Plan, prepare, cook and present dishes, combining appropriate techniques	Analyse and evaluate different aspects of nutrition, food, cooking and preparation,

	preparation You can describe in detail the methods of cooking, storing, and preserving food in excellent detail. You can explain how ingredients are combined to make a product and how the ingredients work together to create a product with excellent detail. You understand and can explain in excellent detail where the food commodities come from and how they are manufactured into foods. You are aware of and can in excellent detail explain various food provenance issues, Including explaining where and how foods are grown, reared and caught, Food miles, the impact of food production and packaging on the environment, etc. You can describe in excellent detail giving examples and suggestions for various food production issues including food safety & hygiene, food spoilage, contamination of food, food allergies and moral issues. You can define with excellent	You can investigate the working characteristics and the functional and chemical properties of ingredients with excellent detail. You understand that certain ingredients form specific functions and can explain these in excellent detail. You can adapt recipes competently and accurately using this knowledge. You understand that when food it cooked it changes the properties of the food and can explain this in excellent detail You understand and can explain the different cooking methods and the effect that they have on all foods and any nutritional benefits/downfalls off certain methods of cooking. You understand and can explain in excellent detail why sometimes recipes don't work out. E.g. a cake that doesn't rise or a lumpy sauce.	You can follow a recipe/plan with excellent confidence and independence making contingencies for any problems that arise. You can choose Equipment that is appropriate for the task and used with excellent care, attention and independence You can demonstrate a range of high level practical skills which are executed with excellent confidence and independence. You demonstrate excellent time management. You can demonstrate excellent temperature control during the storing/cooking/testing for readiness and serving of dishes.	including food made by themselves and others You can fully analyse with excellent detail the dishes you have produced. You can analyse with excellent detail the nutritional content of the dishes you have produced suggesting ways to improve the nutritional content making justified suggestions for improvement. You can discuss with excellent detail the source and function of nutrients also describing the characteristics of unsatisfactory nutritional intake. You can analyse with excellent detail the scientific and biological changes that have occurred during the process of cooking. You can describe the dishes you have produced using in depth descriptors in relation to the sensory properties; taste, texture, aroma and appearance, presentation and food styling. You can suggest with excellent detail modifications to the dishes you have produced to make them suitable for a specific audience (vegan, coeliac, teenagers, etc)

	detail the micro and macronutrients, describing their functions and source along with discussing issues with unsatisfactory nutritional intake.			
5	You can describe in detail the methods of cooking, storing, and preserving food in developed detail. You can explain how ingredients are combined to make a product and how the ingredients work together to create a product with developed detail. You understand and can explain in developed detail where the food commodities come from and how they are manufactured into foods. You can recognise and can, in developed detail, explain various food provenance issues, Including explaining where and how foods are grown, reared and caught, Food miles, the impact of food production and packaging on the environment, etc. You can describe in developed detail giving examples and suggestions for various food production issues including	You can investigate the working characteristics and the functional and chemical properties of ingredients with developed detail. You understand that certain ingredients form specific functions and can explain these in developed detail. You can adapt recipes competently and accurately using this knowledge. You understand that when food it cooked it changes the properties of the food and can explain this in developed detail You understand and can explain in developed detail the different cooking methods and the effect that they have on all foods and any nutritional benefits/downfalls off certain methods of cooking. You understand and can explain in developed detail why sometimes recipes don't work out. E.g. a cake that doesn't rise or a lumpy sauce.	You can Follow a recipe/plan with a developed confidence and independence making contingencies for any problems with very little assistance. You can choose equipment that is appropriate for the task and use with care and attention with very little assistance. You can demonstrate a range of medium and high level skills with very little assistance You demonstrate good time management with very little assistance. You demonstrate good temperature control during the storing/cooking/testing for readiness and serving of dishes with very little assistance.	You can fully analyse with developed detail the dishes I have produced. You can analyse with developed detail the nutritional content of the dishes I have produced suggesting ways to improve the nutritional content making justified suggestions for improvement. You can discuss with developed detail the source and function of nutrients also describing the characteristics of unsatisfactory nutritional intake. You can analyse with developed detail the scientific and biological changes that have occurred during the process of cooking. You can describe the dishes I have produced using in depth descriptors in relation to the sensory properties; taste, texture, aroma and appearance, presentation and food styling. You can suggest with developed

	food safety & hygiene, food spoilage, contamination of food, food allergies and moral issues. You can define with developed detail the micro and macronutrients, describing their functions and source along with discussing issues with unsatisfactory nutritional intake.			detail modifications to the dishes I have produced to make them suitable for a specific audience (vegan, coeliac, teenagers, etc)
4	You can describe in detail the methods of cooking, storing, and preserving food in developing detail. You can explain how ingredients are combined to make a product and how the ingredients work together to create a product with developing detail. You understand and can explain in developing detail where the food commodities come from and how they are manufactured into foods. You can recognise and can, in developing detail, explain various food provenance issues, Including explaining where and how foods are grown, reared and caught,	You can investigate the working characteristics and the functional and chemical properties of ingredients with developing detail. You understand that certain ingredients form specific functions and can explain these in developing detail. You can adapt recipes competently and accurately using this knowledge. You understand that when food it cooked it changes the properties of the food and can explain this in developing detail You understand and can explain in developing detail the different cooking methods and the effect that they have on all foods and any nutritional benefits/downfalls	You can follow a recipe/plan with a developing confidence and independence making contingencies for any problems with very little assistance. You can choose equipment that is appropriate for the task and use with care and attention with very little assistance. You can demonstrate a range of medium and high level skills with very little assistance You demonstrate good time management with very little assistance. You demonstrate good temperature control during the storing/cooking/testing for readiness and serving of dishes with very little assistance.	You can fully analyse with developing detail the dishes I have produced. You can analyse with developing detail the nutritional content of the dishes I have produced suggesting ways to improve the nutritional content making justified suggestions for improvement. You can discuss with developing detail the source and function of nutrients also describing the characteristics of unsatisfactory nutritional intake. You can analyse with developing detail the scientific and biological changes that have occurred during the process of cooking. You can describe the dishes I

	Food miles, the impact of food production and packaging on the environment, etc. You can describe in developing detail giving examples and suggestions for various food production issues including food safety & hygiene, food spoilage, contamination of food, food allergies and moral issues. You can define with developing detail the micro and macronutrients, describing their functions and source along with discussing issues with unsatisfactory nutritional intake.	off certain methods of cooking. You understand and can explain in developing detail why sometimes recipes don't work out. E.g. a cake that doesn't rise or a lumpy sauce.		have produced using in depth descriptors in relation to the sensory properties; taste, texture, aroma and appearance, presentation and food styling. You can suggest with developing detail modifications to the dishes I have produced to make them suitable for a specific audience (vegan, coeliac, teenagers, etc)
3	Demonstrate knowledge and understanding of nutrition, food, cooking and Preparation You can describe in some detail the methods of cooking, storing, and preserving food. You can explain with some detail how ingredients are combined to make a product You can understand and can explain in with some detail where the food commodities come from	Apply knowledge and understanding of nutrition, food, cooking and preparation You can investigate the working characteristics and the functional and chemical properties of ingredients with some assistance You can understand that certain ingredients form specific functions and can explain these with some detail. You can adapt recipes with some assistance.	Plan, prepare, cook and present dishes, combining appropriate techniques You can follow a recipe/plan with a developing confidence and independence with some assistance You can choose equipment that is appropriate for the task and use with care with some assistance. You can demonstrate a range of medium and low level skills. You can demonstrate a developing	Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others You can attempt to analyse the dishes you have produced with some detail. You can recall the cooking techniques used within the practical You can discuss the ingredients and equipment you have used.

	You can recognise and can, in some detail, explain some food provenance issues You can describe with some detail various food production issues including food safety & hygiene You can define with some detail the main nutrients, describing their functions and source.	You can understand that when food it cooked it changes the properties of the food and can explain this in some detail.	management of time with some assistance. You can demonstrate temperature control during the storing/cooking/testing for readiness and serving of dishes with some assistance.	You can describe the dishes you have produced using descriptors that cover all the sensory attributes. You can attempt to analyse the nutritional content, listing the main nutrients present in the dish You can attempt analyse the scientific and biological changes that have occurred during the process of cooking.
2	You can describe in basic detail the methods of cooking, storing, and preserving food. You can explain with basic detail how ingredients are combined to make a product You can understand and can explain in with basic detail where the food commodities come from You can recognise and can, in basic detail, explain some food provenance issues You can describe with basic detail various food production issues including food safety & hygiene	You produce basic investigations into the properties of food with assistance. You understand that certain ingredients form specific functions and can explain these with basic detail. You understand that when food it cooked it changes the properties of the food and can explain this in basic detail.	You can follow a recipe/plan with assistance You can choose equipment with assistance You can demonstrate a range of low level practical skills with assistance You can demonstrate timekeeping skills with assistance.	You can attempt to analyse the dishes I have produced with basic detail. You can recall the basic cooking techniques used within the practical You can discuss the ingredients and equipment I have used. You can describe the dishes I have produced using basic descriptors.

	You can define with basic detail the main nutrients, describing their functions and source.			
1	You can describe in limited detail the methods of cooking, storing, and preserving food. You can explain with limited detail how ingredients are combined to make a product You can understand and can explain in with limited detail where the food commodities come from You can recognise and can, in limited detail, explain some food provenance issues You can describe with limited detail various food production issues including food safety & hygiene You can define with limited detail the main nutrients, describing their functions and source.	You produce limited investigations into the properties of food with assistance. You understand that certain ingredients form specific functions and can explain these with limited detail. You understand that when food it cooked it changes the properties of the food and can explain this in limited detail.	You can follow a recipe/plan with assistance You can choose equipment with assistance You can demonstrate a range of low level practical skills with assistance You can demonstrate timekeeping skills with assistance.	You can attempt to analyse the dishes I have produced with limited detail. You can recall the basic cooking techniques used within the practical You can discuss the ingredients and equipment I have used.

Geography

	Knowledge & Understanding	Skill development	In general
9	Pupils use their detailed knowledge and understanding of the geography of the UK and the wider world to explain and predict change in the physical and human characteristics of places over time across a wide range of locations, contexts and scales. They explain complex interactions within and between physical and human processes and show how these interactions help change places and environments. They analyse complex geographical patterns. They understand alternative approaches to development and their implications for the quality of life in different places. They assess the relative merits of different ways of tackling environmental issues and justify their views about these different approaches. They show how considerations of sustainable development can affect their own lives as well as the planning and management of environments and resources.	They draw selectively on geographical ideas and theories, and accurately uses a wide range of appropriate skills and sources of evidence. They carry out geographical investigations independently at different scales. They evaluate a wide range of sources critically and present coherent arguments and effective, accurate and well-substantiated conclusions.	Produces highly detailed and geographical work at all times. Applies terminology correctly. Evaluates own work and findings.
8	Pupils use their knowledge and understanding of the geography of the UK and the wider world to analyse the physical and human characteristics of places. They explain changes in the characteristics of places over time by drawing on their knowledge and understanding of a wide range of locations, contexts and scales. They analyse the interactions within and	Drawing on their knowledge and understanding, they show independence in identifying appropriate geographical questions and issues, and in using an effective sequence of investigation. They select a wide range of skills and use them effectively and accurately. They evaluate critically a range of sources, they present full and coherently argued summaries of their investigations and reach substantiated	Writes in good geographical detail at all times. Analyses information with ease and offers reasonable suggestions to account for what is shown. Clearly appreciates wider influences on situations and processes.

	between physical and human processes and show how these interactions create diversity and interdependence and help change places and environments. They describe and analyse the geographical patterns these interactions create at a range of scales and the changes that result. They analyse different approaches to developing places and environments and explain the causes and consequences of environmental change. They show how the interaction between people and environments can result in complex and unintended changes. They understand and describe a range of views about environmental interaction.	conclusions.	Shows an ability to evaluate situations and offers reasonable explanation.
7	Pupils make links in their knowledge and understanding of the geography of the UK and the wider world. They use these links to analyse the physical and human characteristics of places, drawing on their knowledge of a wide range of locations, contexts and scales. They explain interactions within and between physical and human processes and show how these interactions create diversity and interdependence and help change places and environments. They identify and analyse the geographical patterns that result from these interactions at a range of scales. They understand that many factors influence the decisions made about sustainable and other approaches to developing places and environments, and use this understanding to explain the resulting changes. They appreciate that the	Drawing on their knowledge and understanding, they plan their own sequences of investigation into relevant geographical questions and issues and use a wide range of geographical skills accurately when carrying these out. They evaluate sources by considering critically their origin, nature and purpose, present well argued summaries of their investigations, use accurate geographical vocabulary and begin to reach substantiated conclusions.	Describe confidently. Explains in increasing detail using good terminology. Beginning to show an understanding of national and global links. Map skills are well developed. Offers some basic evaluations.

	environment in a place and the lives of the people who live there are affected by actions and events in other places. They recognise that human actions, including their own, may have unintended environmental consequences and that change sometimes leads to conflict		
6	Pupils use their knowledge and understanding of the geography of the UK and the wider world to describe and begin to analyse physical and human characteristics of places in a range of locations, contexts and scales. They explain physical and human processes and recognise that these interact to produce the distinctive characteristics of places. They begin to explain the ways in which physical and human processes lead to diversity and change in places. They identify geographical patterns at a range of scales. They recognise how conflicting demands on the environment may arise and compare sustainable and other approaches to managing environments. They appreciate that different values and attitudes, including their own, result in different approaches to environmental interaction and change.	Drawing on their knowledge and understanding, they suggest appropriate sequences of investigation into relevant geographical questions and issues and use geographical skills effectively when carrying these out. They evaluate sources to establish evidence for their investigations. They present their findings in a coherent way using appropriate methods and vocabulary and reach conclusions that are consistent with the evidence	Competent at geographically describing place and location. Can use and apply grid references and contour descriptions. Offers detailed explanations to account for patterns and processes.
5	Pupils show increasing depth of knowledge and understanding of aspects of the geography of the UK and the wider world. They use this to describe physical and human characteristics of places within a wider locational and contextual framework. They describe how physical and human	Drawing on their knowledge and understanding, they suggest relevant geographical questions and use appropriate geographical skills to investigate places and environments. They select and begin to evaluate sources to establish evidence for their investigations. They suggest plausible conclusions to their	Shows some confidence in describing places and processes. Links ideas to a wider concept of understanding be that locally or nationally. Locational terminology and explanation is diverse and accurate. Confident at using grid references and can

	processes can lead to similarities and differences in the environments of different places and in the lives of people who live there. They describe and begin to explain geographical patterns. They understand some ways that human activities cause environments to change. They demonstrate an awareness of sustainable development and recognise the range of views held about environmental interaction and change	investigations and present their findings both graphically and in writing using appropriate vocabulary.	describe relief basically using contours.
4	Pupils show knowledge and understanding of aspects of the geography of the UK and the wider world. They recognise and describe the physical and human features of places and begin to do this within a wider locational framework. They describe how physical and human processes can change the features of places and how these changes affect the lives and activities of people living there. They recognise and describe simple geographical patterns. They understand that people can both improve and damage the environment. They offer reasons for their own views about environmental change and recognise that other people may hold different views.	Drawing on their knowledge and understanding, they begin to suggest suitable geographical questions, and use a range of geographical skills to investigate places and environments. They use primary and secondary sources of evidence in their investigations and communicate their findings using appropriate vocabulary	Describes places with confidence, using a range of geographical terminology. Can explain processes using geographical terms. Can describe location using compass points, landmarks and attempts 6 figure referencing.
3	Pupils show their developing knowledge and understanding of places by describing the physical and human features of different localities and offering explanations for the location of some of those features. They recognise that different places may have both similar and different	They use skills and sources of evidence to respond to a range of geographical questions, and begin to use appropriate vocabulary to communicate their findings.	Is confident at describing places and can offer own explanations and reasons for geographical patterns / events / processes. Uses basic geographical vocab in a routine fashion.

	characteristics that influence the lives and activities of people living there. They recognise that people seek to improve and sustain environments. They offer simple reasons for their observations and views about these places and environments.		Can read maps and locate using compass directions and 4 fig references.
2	Pupils show their knowledge, skills and understanding in studies at a local scale. They describe physical and human features of places, and recognise and make observations about those features that give places their character. They show an awareness of places beyond their own locality. They express views on the environment of a locality and recognise how people affect the environment.	They carry out simple tasks and select information using resources that are given to them. They use this information and their own observations to help them ask and respond to questions about places and environments. They begin to use appropriate geographical vocabulary	Is reasonably confident about describing and distinguishing between human and physical features. Can describe places. Writes using a small range of geographical vocab. Can interpret basic map features and describe a simple route.
1	Pupils show their knowledge, skills and understanding in studies at a local scale. They recognise and make observations about physical and human features of localities. They express their views on features of the environment of a locality	They use resources that are given to them, and their own observations, to ask and respond to questions about places and environments.	Is able to make basic observations about place and can distinguish between basic human and physical features. Understands the concept of place. Write in simple form using few if any geographical references. Can interpret basic map features.

History

	AO 1: Knowledge/ Evidence	AO 2: Explaining Concepts: CAUSE / CONSEQUENCE/ SIGNIFICANCE	AO3: Sources	AO 4: Interpretations
9	I can place significance or weight to different pieces of evidence when constructing an argument.	I can create fluent and complex arguments that consider multiple factors before creating conclusions.	I can compare sources context, provenance and content in order to corroborate or prioritise information.	I can consider factors that influence an historians writing and interpretation such as time, place and purpose
8	I can link multiple events/factors to the historical context and use precisely selected evidence that strengthens my answer/ arguments.	I begin to analyse events, by prefacing/ comparing certain events/people over others to reach a judgement about the causes and the consequences of historical events of the period.	I can make links to other sources that will be useful in understanding the period studied and discuss further questions for enquiry.	I can identify the different historical arguments put forward in each interpretation and suggest reasons why information was selected or why there may be bias in the interpretations.
7	I can make clear links between different events/ factors.	I can identify and explain long-term and short-term causes of events and can organise and explain consequences or effects of events into categories/ factors (e.g. social, political, and economic).	I can place a source into its historical context by explaining the provenance of the source using my own knowledge. I can confidently analyse a source for its strengths and weaknesses.	I can analyse the argument presented in the interpretation by using quotes from the interpretation to support my idea.

6	I start to reach independent conclusions by evaluating evidence to make clear judgments. I use a range of accurate and precisely selected knowledge/ evidence to support my points. Where possible I use quotes from sources as evidence. I am increasingly specific in my use of dates and events. I can link multiple events in a PEEL paragraphs to show an in-depth understanding of the period.	I can make judgments and conclusions about why multiple events or people were more important than others I can prove these ideas with precisely selected knowledge/ evidence. I can link multiple events in a PEEL paragraphs that explain causes and effects of a historical period or explain an important event or person.	I can place a source into its historical context by explaining the provenance of the source using my own knowledge. I can confidently analyse a source for its strengths and weaknesses. I can explain in detail a source's usefulness by closely examining the provenance, strengths and weaknesses as well as its content/ information given within the source. I can make judgments that follow a line of reasoning and is supported by a range of historical knowledge and comments on the provenance of the source, as well as provides evidence from the source to assess how useful the source is to a historian.	I analyse the interpretation by considering the strengths and weaknesses of the interpretation. I can analyse the similarities and differences between two interpretations. I can explain similar or different aspects of the interpretation explain evidence that has been used or left out. I can begin to explain why this information has been included or left out. I can make a judgement and analysis of the interpretations and explain whether which interpretation is more convincing with support from my own detailed historical knowledge.

5	I start to reach independent conclusions by evaluating evidence to make clear judgments. I use a range of accurate knowledge/ evidence to support my points. Where possible I use quotes from sources as evidence. I am increasingly specific in my use of dates and events. I can link multiple events in a PEEL paragraphs to show an in-depth understanding of the period.	I can explain historical events in order and explain how events have causes and consequences on other events/people/historical periods. I begin to organise cause and effect into categories/ factors (e.g. social, political, and economic). I can make judgments and conclusions about why events or people were more important than others and prove these ideas with my historical knowledge/ evidence. I can link multiple events in a PEEL paragraphs that explain causes and effects of a historical period or explain an important event or person.	I am beginning to analyse the strengths and weaknesses of the source using the provenance of the source AND/OR the content/ information of the source before beginning to make some comment on its usefulness. I can explain a source's usefulness by discussing the provenance, strengths and weaknesses AND/OR its content/ information given within the source. I can reach a judgement on how useful the source is to a historian that is clearly explained using the provenance (origin, nature and purpose) AND/OR detailed knowledge and content/ information from the source to support my judgement.	I can explain the argument presented in the interpretation by using quotes from the interpretation to support my idea. I can explain the strengths and weaknesses of an interpretation by considering what the interpretation says and what it does not say. I can identify and explain similarities and differences between two interpretations. I can link the content of the two interpretations in a paragraph using a wide range of quotations/ points from the sources. I can make detailed analysis of the interpretations and explain whether I to agree or disagree with each interpretation by supporting my judgement with some historical knowledge.
4	I can select specific evidence to support opinions and judgements, as well as link events and people in a historical period. I use a range of accurate knowledge/ evidence to support my points. I am increasingly specific in my use of dates and events.	I can explain the effect of one event on another event. I can explain the consequences of events on other events/people/historical periods. I try to show a judgement/conclusion about why an event or person was important and support with some evidence. I can write PEE paragraphs that	I can make inferences from the source and support them with selected evidence or quotes from the source. I can discuss the usefulness of the source by using its content and provenance (origin, nature and purpose). I can begin to explain the strengths and weaknesses of the source with links to the provenance.	I can explain the view of the interpretation by making inferences supported by a variety of evidence from the interpretation. I start to explain that the historian is arguing a particular point by using evidence/ quotes from the interpretation. I can explain the similarities and differences between two

	I can write PEE paragraphs that describe or explain in detail a historical period.	explain causes and effects of a historical period or explain an important event or person.	I can make comments on how useful the source is to a historian that is clearly explained using the provenance (origin, nature and purpose) AND/OR detailed knowledge and content/ information from the source to support my judgement.	interpretations using evidence from the interpretation as evidence I begin to analyse the interpretations by examining their strengths and weaknesses to reach a judgement about whether I agree or disagree with an interpretation with a simple knowledge to support.
3	I can select specific evidence to support opinions and judgements. I can use detailed and specific facts/ evidence to support my ideas. I can write relevant and detailed comments that describe and explain a historical period.	I can describe how more than one event contributed to another. I can describe the effect an event had on other events/people/historical periods. I can describe why an event or person was important with at least two reasons or pieces of evidence. I can write relevant and detailed comments that describe and explain causes and effects of a historical period or explain an important event or person.	I can make inferences from the source by describing what I think the message is, but not always accurately. I can explain the meaning of a source using the provenance of the source (nature, origin and purpose) AND/OR information/ content from the source, to describe the meaning of the source. I can use provenance (nature, origin, purpose) AND/OR my own knowledge of a historical period to explain how useful the source is to a historian.	I can explain the information presented in the interpretation and link it to the historical period studied. I can explain the implicit information (read between the lines) in the interpretation and support it with evidence from the interpretation. I can explain similarities and differences between two interpretations. I begin to explain that the interpretation has used some information but has left out other information. I can make simple valid comments to agree or disagree with an interpretation with a simple reason.

2	I can link dates, events and people to a historical period and begin to expand on them in greater detail. I can use facts/ evidence to support my ideas. I can write relevant comments that describe and explain a historical period.	I can describe what caused events or what happened after events in the past in order. I can describe why an event or person was important with at least one reason. I can write relevant comments that explain why an event happened or what happened after the event.	I can make a general inference from the source based on information within the source. I can use the provenance of the source AND/OR information/ content from the source, to describe the meaning of the source. I can make comments on provenance (nature, origin, purpose) to explain how useful the source is to a historian.	I can use my own knowledge of the period studied to make simple comments on whether I agree or disagree with the interpretation. I can describe similarities and differences between interpretations. I can explain the view point given by the interpretation.
1	I begin to show some links between historical events/ facts. I can use simple facts to support my ideas. I can write simple/ generalised comments (one or more) appropriate to a historical period.	I can describe events in the past in order or describe an important event. I can show that one event comes after another by writing them in linked sentences. I can write simple/ generalised comments that tries to explain why an event happened or what happened after the event.	I can understand written and visual sources by identifying and describing meaning in the source. I can find information in a source and describe it's meaning in my own words. I can use my own knowledge of the period studied to explain if the source is useful or make comments on the source.	I can use the information in the interpretation to make a general inference about the historian's viewpoints. I can identify basic similarities and differences between interpretations. I can describe the view point given by the interpretation.

Mathematics

9	● Select accurately and efficiently the most appropriate mathematical procedures to obtain a solution. ● Communicate a mathematical process coherently and accurately. ● Manipulate number and algebra efficiently applying it at the highest level. ● Present mathematical proofs algebraically.
8	● Perform procedures accurately. ● Interpret and communicate complex information accurately. ● Make deductions and inferences and draw conclusions. ● Construct substantial chains of reasoning, including convincing arguments and formal proofs. ● Generate efficient strategies to solve complex mathematical and non-mathematical problems by translating them into a series of mathematical processes. ● Make and use connections, which may not be immediately obvious, between different parts of mathematics. ● Interpret results in the context of the given problem. ● Critically evaluate methods, arguments, results and the assumptions made.
7	● Perform most procedures accurately. ● Interpret and communicate more complex information accurately. ● Make deductions and inferences and draw conclusions. ● Construct chains of reasoning, including convincing arguments and formal proofs. ● Generate efficient strategies to solve complex mathematical and non-mathematical problems by translating them into a series of mathematical processes. ● Make and use connections, which may not be immediately obvious, between different parts of mathematics. ● Interpret results in the context of the given problem. ● Begin to critically evaluate methods, arguments, results and the assumptions made.
6	● Perform more complex routine single- and multi-step procedures effectively by recalling, applying and interpreting notation, terminology, facts, definitions and formulae. ● Interpret and communicate information effectively. ● Make deductions, inferences and draw conclusions. ● Construct chains of reasoning, including arguments. ● Generate efficient strategies to solve mathematical and non-mathematical problems by translating them into mathematical processes, and begin to develop mathematical fluency. ● Interpret results in the context of the given problem. ● Start to critically evaluate methods and results.

5	● Perform routine single- and multi-step procedures effectively by recalling, applying and interpreting notation, terminology, facts, definitions and formulae. ● Interpret and communicate information effectively. ● Make deductions, inferences and draw conclusions. ● Construct chains of reasoning, including arguments. ● Generate strategies to solve mathematical and non-mathematical problems by translating them into mathematical processes, realising connections between different parts of mathematics. ● Interpret results in the context of the given problem. ● Evaluate methods and results.
4	● Perform routine single-step procedures effectively by recalling, and interpreting notation, terminology, facts, definitions and formulae. ● Interpret and communicate information. ● Make simple deductions, inferences and draw conclusions. ● Construct some chains of reasoning, including arguments. ● Begin to interpret results in the context of the given problem.
3	● Recall and use notation, terminology, facts and definitions; perform routine procedures, including multi-step procedures. ● Interpret and communicate basic information; make deductions and use reasoning to obtain results. ● Solve problems by translating mathematical and non-mathematical problems into mathematical processes. ● Provide some evaluation of methods or results. ● Interpret results in the context of the given problem.
2	● Recall and use notation, terminology, facts and definitions; perform routine procedures, including some multi-step procedures. ● Interpret and communicate basic information; make deductions and use reasoning to obtain results. ● Solve problems by translating simple mathematical and non-mathematical problems into mathematical processes. ● Provide basic evaluation of methods or results. ● Interpret results in the context of the given problem.
1	● Use basic mathematical notation. ● Recall names of common shapes. ● Provide some basic evaluation of methods or results. ● Interpret some results in the context of a given problem. ● Perform simple mathematical calculations.

Modern Foreign Languages

	Listening	Reading	Speaking	Writing
Exceptional performance				
9	Pupils show that they understand the gist of a range of authentic passages in familiar contexts. These passages cover a range of factual and imaginative speech, some of which expresses different points of view, issues and concerns. They summarise, report, and explain extracts, orally or in writing. **They show an understanding of a full range of tenses and can recognise complex structures.**	Pupils show that they understand a wide range of authentic texts in familiar contexts. These texts include factual and imaginative material, some of which express different points of view, issues and concerns, and which include official and formal texts. **They show an understanding of a full range of tenses and can recognise complex structures.**	Pupils take part in discussions covering a range of factual and imaginative topics. They give, justify and seek personal opinions and ideas in informal and formal situations. They deal confidently with unpredictable elements in conversations, or with people who are unfamiliar. They speak fluently, with consistently accurate pronunciation, and can vary intonation. They give clear messages and make few errors. **They use a full range of tenses and complex structures.**	Pupils communicate ideas accurately and in an appropriate style over a range of familiar topics, both factual and imaginative. They write coherently and accurately. **They use a full range of tenses and complex structures.**
Five tenses + complex structures				
8	Pupils show that they understand passages including some unfamiliar material and recognise attitudes and emotions. These passages include different types of spoken material from a range of sources. When listening to familiar and less familiar material, they draw inferences, and need	Pupils show that they understand texts including some unfamiliar material and recognise attitudes and emotions. These texts cover a wide variety of types of written material, including unfamiliar topics and more complex language. When reading for personal interest and for information, pupils consult a range of reference sources where appropriate. **They show an understanding of a full range of**	Pupils narrate events, tell a story or relate the plot of a book or film and give their opinions. They justify their opinions and discuss facts, ideas and experiences. They use a range of vocabulary, structures and time references. They adapt language to deal with unprepared situations. They speak confidently, with good pronunciation and intonation. Their	Pupils produce formal and informal texts in an appropriate style on familiar topics. They express and justify ideas, opinions or personal points of view and seek the views of others. They develop the content of what they have read, seen or heard. Their spelling and grammar are generally accurate. They use reference materials to extend their range

	little repetition. **They show an understanding of a full range of tenses**	**tenses**	language is largely accurate, with few mistakes of any significance. **They use a full range of tenses and attempt complex structures.**	of language and improve their accuracy. **They use a full range of tenses and attempt complex structures.**
Four tenses				
7	Pupils show that they understand longer passages and recognise people's points of view. The passages cover a range of material that contains some complex sentences and unfamiliar language in the **past**, **present, future** and **imperfect** or **conditional** tenses. They understand language spoken at near normal speed, and need little repetition.	Pupils show that they understand longer texts and recognise people's points of view. These texts cover a range of imaginative and factual material that contains some complex sentences and unfamiliar language in the **past**, **present, future** and **imperfect** or **conditional** tenses. Pupils use new vocabulary and structures found in their reading to respond in speech or writing. They use reference materials when these are helpful.	Pupils answer unprepared questions. They initiate and develop conversations and discuss matters of personal or topical interest. They improvise and paraphrase. Their pronunciation and intonation are good, and their language is usually accurate. They demonstrate a range of tenses including **past**, **present, future** and **imperfect** or **conditional**.	Pupils write articles or stories of varying lengths, conveying opinions and points of view. They write about real and imaginary subjects and use an appropriate register. They link sentences and paragraphs, structure ideas and adapt previously learnt language for their own purposes. They edit and redraft their work, using reference sources to improve their accuracy, precision and variety of expressions. They demonstrate a range of tenses including **past**, **present, future** and **imperfect** or **conditional**.
Three tenses				
6	Pupils show that they understand the difference between **present, past** and **future** events in a range of spoken material that includes familiar language in less familiar contexts. They identify and note the main points and specific details. They need little repetition.	Pupils show that they understand the difference between **present, past** and **future** events in a range of texts that include familiar language in less familiar contexts. They identify and note the main points and specific details. They scan written material for stories or articles of interest and choose	Pupils give a short prepared talk, expressing opinions and answering simple questions about it. They take part in conversations, using a variety of structures and producing more detailed or extended responses. They apply their knowledge of grammar in new contexts. Although they may be hesitant at	Pupils write texts giving and seeking information and opinions. They use descriptive language and a variety of structures. They apply grammar in new contexts. Although there may be a few mistakes, the meaning is usually clear.

		books or texts to read independently, at their own level. They are more confident in using context and their knowledge of grammar to work out the meaning of unfamiliar language.	times, pupils make themselves understood with little or no difficulty and with increasing confidence.	
Two tenses				
5	Pupils show that they understand the main points and opinions in spoken passages made up of familiar material from various contexts, including **present** and **past** or **future events.** They may need some repetition.	Pupils show that they understand the main points and opinions in written texts from various contexts, including **present** and **past** or **future events.** Their independent reading includes authentic materials. They are generally confident in reading aloud, and in using reference materials.	Pupils give a short prepared talk that includes expressing their opinions. They take part in short conversations, seeking and conveying information, opinions and reasons in simple terms. They refer to **recent/past** experiences or **future plans**, as well as **everyday activities (present tense)** and interests. They vary their language and sometimes produce more extended responses. Although there may be some mistakes, pupils make themselves understood with little or no difficulty.	Pupils write short texts on a range of familiar topics, using simple sentences. They refer to **recent/past experiences** or **future plans**, as well as to **everyday activities (present tense)**. Although there may be some mistakes, the meaning can be understood with little or no difficulty. They use (online) dictionaries or glossaries to check words they have learnt and to look up unknown words.
One tense + opinions and reasons				
4	Pupils show that they understand the main points and some of the detail from spoken passages made up of familiar language in simple sentences in the **present tense.** They identify and note **personal responses**, **opinions** and **reasons**. They may need some items to be repeated.	Pupils show that they understand the main points and some of the detail in short written texts from familiar contexts in the **present tense.** They identify and note **personal responses**, **opinions** and **reasons**. When reading on their own, as well as using a bilingual dictionary or glossary, they begin to use context to work out the	Pupils take part in simple conversations, supported by visual or other cues, they express their opinions, talk about themselves, others and everyday events in the **present tense.** They use extended phrases to express **personal responses**, **opinions and reasons.** They begin to use their knowledge of grammar to adapt	Pupils write short texts on familiar topics, adapting language that they have already learnt. They write about themselves, others and everyday events in the **present tense.** They use extended phrases to express **personal responses**, **opinions and reasons.** They draw largely on memorised language. They begin to use their knowledge

		meaning of unfamiliar words.	and substitute single words and phrases. Their pronunciation is generally accurate and they show some consistency in their intonation.	of grammar to adapt and substitute individual words and set phrases. They begin to use (online) dictionaries or glossaries to check words they have learnt.
One tense + opinions				
3	Pupils show that they understand the main points from short spoken passages made up of familiar language. They identify and note **personal responses** and **opinions**. They may need short sections to be repeated.	Pupils show that they understand the main points and **personal responses** and **opinions** in short written texts in clear printed script made up of familiar language in simple sentences. They are beginning to read independently, selecting simple texts and using an online dictionary or glossary to look up new words.	Pupils ask and answer simple questions and talk about their interests. They take part in brief prepared tasks, using visual or other clues to help them initiate and respond. They use short phrases to express **personal responses** and **opinions.** Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary questions or statements.	Pupils write a few short sentences, with support, using expressions that they have already learnt. They express **personal responses** and **opinions**. They write short phrases from memory and their spelling is readily understandable.
Basic phrases				
2	Pupils show that they understand a range of familiar spoken phrases. They respond to a clear model of standard language, but may need items to be repeated.	Pupils show that they understand familiar written phrases. They match sound to print by reading aloud familiar words and phrases. They use books or glossaries to find out the meanings of new words.	Pupils answer simple questions and give basic information. They give short, simple responses to what they see and hear, and use set phrases. Their pronunciation shows an awareness of sound patterns and their meaning is clear.	Pupils write one or two short sentences, following a model, and fill in the words on a simple form. They label items and write familiar short phrases correctly. When they write familiar words from memory, their spelling may be approximate.
Basic vocab				
1	Pupils show that they understand a few familiar spoken words and phrases.	Pupils recognise and read out a few familiar words and phrases presented in clear script in a	Pupils say single words and short, simple phrases in response to what they see and hear. They may need	Pupils write or copy simple words or symbols correctly. They label items and select appropriate words

	They understand speech spoken clearly, face to face or from a good- quality recording. They may need a lot of help, such as repetition or gestures.	familiar context. They may need visual clues.	considerable support from a spoken model and from visual clues. They imitate correct pronunciation with some success.	to complete short phrases or sentences.

Music

	Performing	Composing	Listening and Appraising
9	Can play a more complex part in the performance with a strong sense of pulse and rhythm. Can hold a more challenging independent part with confidence, ease and flair. Successfully communicate a feeling, mood and an impressive sense of style.	Makes up rhythms and expressive melodies easily. Use of structure, harmony, notation. tempo and dynamics and effectively. Able to extend ideas with good effect.	Can describe music accurately and the effect it has. Can suggest ways to improve their own and other work recognising changes in tempo, use of instrumentation, texture and tonality.
8	Can play a more complex part in the performance with a strong sense of pulse and rhythm. Can hold an independent part with confidence, ease and flair. Successfully communicate a feeling, mood and secure sense of style.	Makes up rhythms and expressive melodies easily. Use of structure chords, notation. tempo and dynamics and effectively. Able to extend ideas	Can describe music accurately, suggest ways to improve and recognise changes in tempo, instrumentation, texture and key.
7	Can play a more complex part in the performance with a strong sense of pulse and rhythm. To hold an independent part with confidence and ease. Successfully communicate a feeling or mood showing awareness of style.	Makes up rhythms and expressive melodies easily. Use of structure chords, notation. tempo and dynamics and effectively.	Can describe music, suggest ways to improve and recognise changes in tempo, instrumentation and key
6	Can play more challenging music in performance with a clear sense of pulse and some accuracy. Can hold an independent part with confidence and communicate a feeling or mood.	Makes up simple rhythms and expressive melodies, uses chords, notation. tempo and dynamics effectively.	Can explain why music is together or not, suggest ways to improve and recognise changes in tempo, instrumentation and key
5	Can play simple music confidently with a clear sense of pulse and some accuracy. To hold an independent part and	Makes up simple rhythms and melodies, uses chords, notation. Use of tempo and dynamics with effect.	Can explain why music is together or not, suggest ways to improve and recognise changes in tempo and instrumentation.

	communicate a feeling or mood.		
4	Can play simple music confidently, play in time with a group and hold an independant part. Some communication of mood/feeling.	Makes up simple rhythms and melodies, with percussion.and notation. Use of tempo and dynamics	Can explain why music is together or not, suggest ways to improve and recognise changes.
3	Can repeat a simple pattern and stay in time. Creating an effect. Basic expression evident. Eg dynamics.	Makes up simple rhythms and melodies, with percussion.or notation. Aware of tempo and dynamics	Can hear/tell when music is together or not and suggest ways to improve.
2	Can repeat simple musical patterns mainly in time supported by others.	Makes up simple rhythms, clapping or with percussion	Can hear/tell when music is together or not and suggest why.
1	Can take part in a group performance, repeat simple patterns.	Makes up simple rhythms, clapping or with percussion	Can hear/tell when music is together or not.

Physical Education

	Justification (Head)	Fitness (Heart)	Kinaesthetics (Hands)
9	I have a thorough knowledge and understanding of the rules, laws, regulations, tactics and strategies. I can apply tactics and strategies and have the ability to adapt according to the situation. I am confident and successful when taking on a variety of roles.	As an inspirational leader, I demonstrate exceptional communication and motivation skills. I consistently demonstrate a positive and respectful attitude towards my peers. I take great pride in representing the school on a regular basis.	I demonstrate excellent advanced skills and techniques for all activities when in practice and competitive situations. I represent John F Kennedy Catholic School or higher in more than one activity.
8	I have an excellent knowledge and understanding of the rules, laws and regulations. I demonstrate an excellent knowledge and application of tactics and strategies. I am confident and successful when officiating.		I demonstrate excellent advanced skills and techniques for some activities when in practice and competitive situations. I represent John F Kennedy Catholic School or higher in one activity and have excellent levels of fitness.
7	When officiating, I display excellent communication, positioning and signalling. I have the confidence to assert authority by making instant and accurate decisions in any given situation. My decisions are well informed by good knowledge and understanding of the rules, laws and regulations.	I consistently demonstrate a positive and respectful attitude towards all my peers. I always give my best effort to each activity and inspire others to do the same. I work hard on developing my skills in extracurricular activities.	I demonstrate some advanced skills and techniques for all activities in practice situations and some competitive situations. I have a very good level of fitness, and represent a John F Kennedy Catholic School school team.
6	I show confidence and outstanding decision making skills that allow me to influence the game to my advantage. My decisions are well informed by good knowledge of tactics, strategies and formations.		I demonstrate some advanced skills and techniques for some activities in practice and some competitive situations. I regularly participate in physical activity outside of PE and have good levels of fitness
5	I can analyse and evaluate performance with close detail to technique and tactics. I	I recognise different abilities and I am empathetic of others. I often take it upon myself	I demonstrate good skills and techniques in pressured and competitive situations with

	am capable of implementing tactics and strategies including formations and game plans.	to coach/improve less able students. I always give my best efforts in both lessons and extra-curricular activities.	consistent success. I can apply skills into extra-curricular activities. I have an average level of fitness.
4	I often have an influence on the game through my tactical and strategic knowledge. I can direct players and teammates to follow specific instructions. This will include set plays and formations		I demonstrate competent skills and techniques in pressured and competitive situations, with some success. I have an average level of fitness.
3	I can analyse team's and individual performances and coach a team to improve their weaknesses. I can officiate games with success; showing independence, confidence and a good understanding of the rules and regulations of the sport. I have basic understanding of the different methods of training.	I often take on added responsibility within PE and extra-curricular activities. I demonstrate a positive and respectful attitude towards my peers.	I often attempt to replicate advanced skills and techniques into pressured and competitive situations with variable success
2	I am able to plan effective strategies that take advantage of my team's strengths, and/or exploit my opposition's weaknesses. I can take charge of a small sided game and enforce the main rules throughout. I have some confidence and can show some independence.		I can demonstrate basic skills and techniques in practice situations with consistent success.
1	I can accurately pinpoint a performer's strengths and areas for development giving detailed feedback. I understand and have knowledge of the components of fitness.		I demonstrate basic skills and techniques within practice situations with variable success.

Religious Education

	Understand	Discern	Respond
9	I can explain why I think that faith **may give meaning and purpose to someone's life**.	I can provide **coherent arguments** about which aspects of faith are important, **and appraise the argument arriving at a judgement** which is supported by sources of wisdom & authority.	I can explain why I think that **following** faith may give meaning and purpose to my life and the lives of others.
8	I can recognise and demonstrate that understanding **personal** faith makes a difference to Catholics and **members of other beliefs**. I can use key words accurately.	I can **make arguments about** which aspects of faith are important, and give reasons supported by sources of wisdom & authority to explain why.	I can explain why I think that understanding faith might have **meaning and purpose** to my life and the lives of others.
7	I can **recognise and demonstrate understanding of why** elements of faith are linked to Catholic beliefs. I can use **key words accurately**.	I can arrive at judgements about which elements of faith are important, and give reasons **supported by sources of wisdom & authority** to explain why.	I can give my **personal reasons** about why I feel people must follow faith and why faith is **important to the Catholic Church.**
6	I can **show the relationship** between Catholic belief & faith . I can use key words accurately, **most of the time**.	I can arrive at judgements about which aspects of faith are important and give reasons **supported by some evidence** to explain why.	I can **express my own feelings** about why I feel it is essential to understand faith. I can **explain why communities benefit** from knowing these teachings.
5	I can **make something clear and easy to understand** by talking about aspects of RC belief linked to faith. I can use **key words accurately, some of the time**.	I can say which aspects of faith are important, and give reasons **supported by limited evidence** to explain why.	I can write a detailed explanation, with examples, about why it is important to **understand** elements of faith and **how actions might be used** to show this.
4	I can **describe** some basic Catholic beliefs and teachings when explaining faith. I **try to use keywords**.	I can say which aspects of faith are important, and **give reasons to explain why.**	I can write a **detailed** explanation, with examples, about why it is important to **respond** to aspects of faith.
3	I can **identify some Catholic actions**, beliefs & words linked to faith.	I can say which aspects of faith are **most** important.	I can write an explanation **with examples**, about why faith is important.

2	I can **name** some aspects of faith.	I can say which aspects of faith **are important.**	I can give a **written explanation as to why I think** some aspects of faith **are important.**
1	I can recognise some aspects of faith.	I can say why faith helps groups or communities.	I can say why I think some aspects of faith are useful

Bold text indicates the key difference from the descriptor below. Students are awarded a ‘best fit’ level related to their response across the three AO strands.

Science

	AO1 - Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures	AO2 - Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures.	AO3 - Analyse information and ideas to: interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures.
	Practical skills (WS) criteria are assessed across all of the assessment objective strands and at all levels of assessment.		
9	Students have a thorough recall and understanding of a wide range of processes, procedures and methods. They are able to write clear, concise and well structured extended responses to questions. Students are able to use subject specific vocabulary effectively and appropriately in their writing. Students' knowledge and understanding in many cases goes beyond the specification.	Students are able to apply core principles and ideas to a novel context. They have excellent scientific literacy **and** skills which they can use to: - Explain complex scientific phenomena in a novel context accurately. - Give reasonings for methods and skills used. - Use complex maths skills to solve a multi step calculation. - Develop ideas and make connections between different data or areas of science.	Students are able to effectively interpret and evaluate a range of data sources (numerical, graphical, written). Students are able to develop practical procedures from their interpretation of context and data provided. Students will be able to confidently adapt, modify or enhance a novel or familiar practical procedure. Students should be able to evaluate the appropriateness and efficacy of a method or data to fit its purpose. Students are able to make judgements and draw conclusions from a range of sources. Students are able to succinctly evaluate evidence, providing well structured responses to longer answer questions that draw on their own knowledge and data/information sources provided.
8			

<table>
<tr><td>7</td><td></td><td rowspan="2">Students can confidently apply core principles and ideas to either a new or familiar context. They have good scientific literacy and skills which they can use to:
- Explain scientific phenomena in a familiar context accurately.
- Explain the results of an experiment or observation using accurate and appropriate vocabulary.
- Plot graphs accurately and rearrange complex equations.</td><td>Students are able to interpret and evaluate data and information (numerical/graphical/written) to form clear conclusions.
Students should be able to evaluate the appropriateness and efficacy of a method or data to fit its purpose.
Students should be able to adapt or modify a known method or technique to fit a novel context.
Students should be able to make accurate judgements from a range of data sources.
Students should be able to compare and contrast several pieces of data to form a coherent extended response to a question.</td></tr>
<tr><td>6</td><td rowspan="2">Students have a good working knowledge and understanding of the core ideas, principles, processes and methods required. They are able to write simple extended responses to questions.

Students have a good vocabulary which they are able to use effectively. Less frequently used subject specific key words may not be known or understood.</td></tr>
<tr><td>5</td><td rowspan="2">Students are able to apply their knowledge to familiar contexts and can give simple explanations of observations.
Students can plot a simple graph and use and rearrange equations.
They can apply their scientific skills to a familiar practical procedure and can suggest some safety precautions.</td><td>Students can interpret graphical or numerical data and form clear conclusions.
Students should be able to suggest modifications or improvements to a given practical method.
Students should be able to interpret and analyse data (numerical/graphical/written/diagrammatic) to draw simple conclusions to questions.
Students should be able to compare sets of data simply.
Students should be able to suggest the limitations of a particular set of data.</td></tr>
<tr><td>4</td><td>Students can recall core facts and key principles in science. They know some definitions for processes and methods. They can write short responses and explanations but may struggle with longer responses or the effective use of technical language.</td><td>Students can form simple conclusions or judgements from their own knowledge or from information provided.
Students will be able to make simple suggestions to improve a method or set of data.
Students will be able to make simple comparisons between data in similar forms (graphical/</td></tr>
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<tr><td>3</td><td>Students have a satisfactory scientific vocabulary which they use effectively in their writing.</td><td rowspan="2">Students are able to use their knowledge to offer simple explanations about a scientific process or practical procedure. They can use some scientific vocabulary in their responses.
Students can use simple equations to answer questions. They can plot simple graphs when provided with a scale.
Students are gaining confidence in suggesting methods, equipment or safety precautions when carrying out practical work.</td><td>numerical/diagrammatic) and draw simple conclusions.
Students can simply evaluate the efficacy of a procedure, method or test.</td></tr>
<tr><td>2</td><td rowspan="2">Students can recall some core facts and key words and are able to give short responses to questions. They may need visual cues to answer more complex questions.

Students have a limited scientific vocabulary.</td><td rowspan="2">Students can make simple analytical statements about information or simple data, which has been provided.
Students can interpret and draw simple conclusions about single forms (a graph or a table of results) of experimental data.
Students can make a simple judgement about the appropriateness of procedures chosen for an experiment.</td></tr>
<tr><td>1</td><td>Students have a limited scientific understanding of processes.
Students can offer simple explanations when given familiar practicals or when given visual prompts.
Students can make simple safety precaution suggestions for a familiar practical.</td></tr>
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