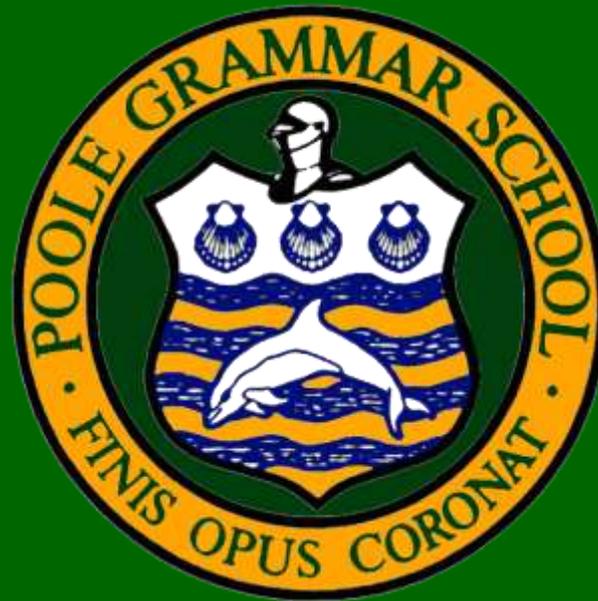


Poole Grammar School

Key Stage 3
(Year 7, Year 8 & Year 9)

‘Meeting expectations’ descriptors



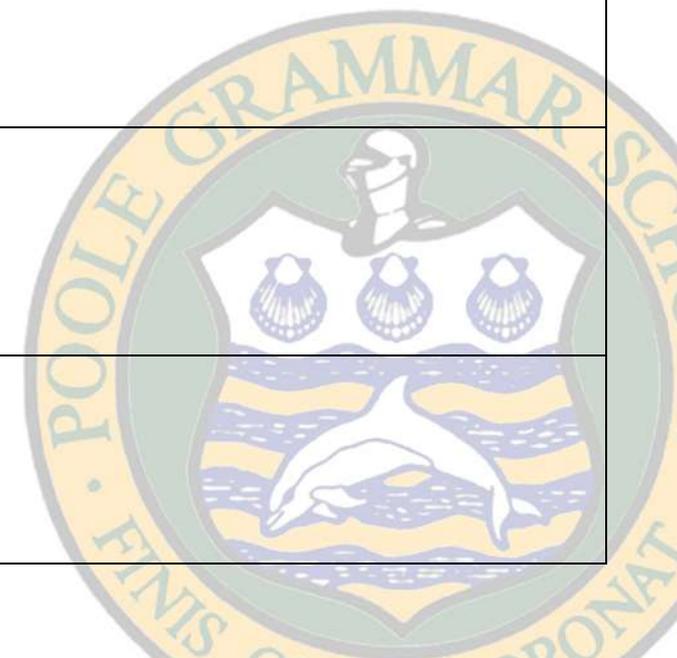
Key Stage 3 Art 'meeting expectations' descriptors

Students can:

| | Year 7 | Year 8 | Year 9 |
|--|---|---|--|
| Developing Ideas from Sources | <ul style="list-style-type: none"> • Comment on the ideas, methods and approaches used in other artists' work and place these works in context. • Can express their opinions about artists work in a clear and articulate manner. • Can use this understanding to extend their practical work. | <ul style="list-style-type: none"> • Analyse and comment on their own and others' work. • Place an artwork in its context and use this understanding to generate ideas of their own in an increasingly confident manner. | <ul style="list-style-type: none"> • Analyse and comment on their own and others' work, appreciating how codes and conventions are used to express ideas in different genres, styles and traditions. • Explain how their understanding of the work of others affects their own ideas, values and practice. |
| Refining Work | <ul style="list-style-type: none"> • Show emerging control of a range of materials and techniques and their ideas are refined and explored in a measured way as their work progresses. • Respond to peer/teacher feedback and refine their work as directed | <ul style="list-style-type: none"> • Show competent level of control of a range of materials and techniques and their ideas are refined • Take some creative risks when exploring, experimenting with materials, techniques and processes as they respond to their ideas. • Evaluate my work and make appropriate refinements. | <ul style="list-style-type: none"> • Show proficient control of a range of materials and techniques and their ideas are refined through sustained practice. • Express their ideas in often original ways. • Utilise what they have learned from taking creative risks, in the development of their ideas. |
| Record Observations | <ul style="list-style-type: none"> • Improve the accuracy of their studies when recording from either observation, memory and imagination. | <ul style="list-style-type: none"> • Respond to sources, using their research, with increasing skill and reflection as their work progresses. | <ul style="list-style-type: none"> • Record their ideas and observations in a confident manner, through independent research that is relevant to their intentions. |
| Presenting a Personal and Meaningful Response | <ul style="list-style-type: none"> • Produce a response with some understanding of the visual language that also realises their intentions. | <ul style="list-style-type: none"> • Produce an individual response that has been informed, to some extent, by the artists they have studied. | <ul style="list-style-type: none"> • Use their knowledge of the visual language to articulate their ideas in an increasingly skilful manner in their final outcome(s.) |

Key Stage 3 Computer Science / ICT 'meeting expectations' descriptors

| | Year 7 | Year 8 | Year 9 |
|-------------------------------------|---|--|---|
| Coding | Able to solve simple coding challenges Skills: Sequence, Selection, Iteration Languages: Logo, Scratch, Small BASIC | Able to solve more advanced coding challenges Skills: Sequence, Selection, Iteration, Subroutines, Variables, Parameters. Languages: Logo, Scratch, Small BASIC, BBC Microbit. | Able to autonomously solve more advanced coding challenges using a professional programming environment; Skills: Sequence, Selection, Iteration, Subroutines, Variables, Parameters; Languages: Visual BASIC (Visual Studio) |
| Computer theory | A knowledge and understanding of: binary system; data representation (characters, images, sound), converting bases, networks (LAN, WAN, Internet). | A knowledge and understanding of: input, output, storage device, primary memory, secondary memory, software types, fetch-execute cycle, sorting, searching. | |
| Impact and use of technology | An understanding of when to use technology and how to do it safely Skills: Use of school system, Moodle, email, social media, internet e-safety. | An understanding of when to use technology and how to do it safely Skills: Use of school system, Moodle, email, social media, internet e-safety. | An understanding of when to use technology and how to do it safely Skills: Use of school system, Moodle, email, social media, internet e-safety. |
| Word processing and DTP | Able to create a simple document or poster Skills: format text, format images, add colours and effects, create basic tables, add hyperlinks, improve on design skills. | | MICROSOFT OFFICE SPECIALIST QUALIFICATION A demonstration of competency in the correct application of Word's principle features by creating and editing documents for a variety of purposes and situations. The creation and maintenance of professional looking reports, multi-column newsletters, résumés and business correspondence. |
| Spreadsheets | Able to build a simple spreadsheet model Skills: cell formatting, formulae, conditional formatting, use of basic controls, improve on design skills. | Able to build an advanced spreadsheet model Skills: cell formatting, formulae, conditional statements, conditional formatting, use of controls, absolute referencing, look-ups, improve on design skills. | MICROSOFT OFFICE SPECIALIST QUALIFICATION A demonstration of competency in the fundamentals of creating and managing worksheets and workbooks, creating cells and ranges, tables, applying formulae and functions and creating charts and objects. Creating and editing a workbook with multiple sheets using a graphic element to represent data visually. The creation of budgets, financial statements, team performance charts, invoices and data entry logs. |
| Computational thinking | Able to solve simple challenges Skills: decomposition, pattern recognition, abstraction, algorithms. | Able to solve more advanced challenges Skills: decomposition, pattern recognition, abstraction, algorithms. | |
| Presentations | Able to create a simple presentation Skills: use of slide transitions, use of animation, formatting text, adding links, improve on design skills. | Able to create an advanced presentation Skills: use of slide transitions, use of advanced animation, use of audio, use of video, formatting text, adding internal and external links, improve on design skills. | |
| Databases | Able to build a simple (one table) database Skills: Create tables, forms, reports, queries and add basic controls. | | |



Key Stage3 DESIGN TECHNOLOGY 'meeting expectations' descriptors

| | Year 7* | Year 8* | Year 9* |
|----------------------------|---|--|--|
| Research | <p>Identify the important features that will be needed in my design.</p> <p>Identify the constraints (the things that limit what can be made).</p> <p>State at least 6 needs in my specification.</p> | <p>Explain why a few of the identified features are important.</p> <p>Carry out research into a few of the features needed by the design.</p> <p>Describe the features of at least two similar products/processes.</p> <p>Use my research to identify some of the design criteria.</p> <p>State at least 8 needs in my specification.</p> | <p>Carry out research into some of the features needed by the design.</p> <p>Use product analysis to investigate some features of at least two similar products/processes.</p> <p>State at least 10 needs in my specification, some of which are measurable.</p> <p>Explain why some of the identified design features are important.</p> <p>Show how most of the design criteria link to my research.</p> |
| Developing an idea | <p>Make a comment about how my design ideas have been influenced by environmental or sustainability considerations.</p> <p>Comment about how well my design ideas will meet the needs of the users.</p> <p>Comment about how well my designs satisfy a few of the design criteria.</p> <p>Use modelling to test at least one feature of the proposed design.</p> <p>Choose at least one of the materials, components or ingredients that I plan to use based on some of its properties.</p> <p>Describe some of the main stages needed to make my product.</p> <p>Identify the tools and equipment that could be used to make my product.</p> | <p>Make comments about how my design has been influenced by either a social, moral, environmental or sustainability issue.</p> <p>Comment about how well my designs satisfy most of the design criteria.</p> <p>Identify a number of different techniques and modelling methods that could be used in my development work.</p> <p>Use modelling to test a few features of the proposed design against the design criteria.</p> <p>Generate a final design proposal that satisfies a few of the design criteria.</p> <p>Use knowledge of their working properties to choose a few of the materials, components or ingredients that I plan to use.</p> <p>Generate a step-by-step list of the stages needed to make the product.</p> <p>Include, in the instructions for making, details of how to use a few of the processes and techniques.</p> <p>Include safety notes wherever they are needed in the instructions for making.</p> <p>Identify which activities during making could affect how well my final product will meet the general requirements of the design.</p> | <p>Explain how my design ideas address at least 5 different types of need.</p> <p>Give reasons for the main features of my design ideas.</p> <p>Describe how my design ideas have been influenced by either a social, moral, environmental or sustainability consideration.</p> <p>Evaluate my design ideas against the design criteria.</p> <p>Use more than one type of modelling (including CAD where appropriate) to develop and evaluate my design.</p> <p>Describe how my design ideas have changed during the development of my final design proposal.</p> <p>Generate a final design proposal that satisfies some of my design criteria.</p> <p>Use knowledge of their working properties to choose some of the materials, components or ingredients that I plan to use.</p> <p>In the instructions for making, include alternative tools and processes that could be used.</p> <p>Include some quality control checks in my instructions for making.</p> <p>Identify some of the individual activities during making that could affect how well my final product will meet each of the design criteria.</p> |
| Fitness for purpose | <p>Make a finished product.</p> <p>Carry out all practical work safely.</p> <p>Work independently, without help.</p> <p>Use a few tools or processes correctly (including CAM if appropriate), demonstrating some basic skills in their use.</p> <p>Test whether my final product can do what it is needed to do.</p> <p>Explain any differences between the design I was making and my final product.</p> | <p>Make a product that has (at least) a medium level of challenge.</p> <p>Use a wide variety of different tools or processes correctly including CAD/CAM), demonstrating fair skills in their use.</p> <p>Make a final product that is generally well assembled and with a good finish.</p> <p>Test at least one feature of the final product against the design criteria or the product manufacturing specification.</p> <p>Explain how I tested the product and why I tested it this way.</p> <p>Comment about how suitable the final product is for the target user.</p> <p>Suggest simple improvements that could be undertaken to make it function better.</p> | <p>Make a product that has (at least) a medium level of challenge, with some parts having a high level of challenge.</p> <p>Select and use a wide variety of different tools or processes correctly (including CAM if appropriate), demonstrating good skills in their use.</p> <p>Carry out quality control checks for some features during the making of my product.</p> <p>Make a final product that is well assembled and to a good overall standard.</p> <p>Test a few features of the final product against the design criteria or the product manufacturing specification.</p> <p>Suggest at least three improvements to the final product and explained why these are needed. Sketch these and annotate clearly.</p> |

**Note: not all of these aspects will need to be covered to 'meet' the stated level. As the students undertake a rotation of Design, Electronics Food and Materials they can be covered in any one year. For example: as the Year 7 materials unit is largely an introduction to tools and processes when working with the materials provided they will not produce a specification, but have to meet certain demands to make the product function correctly.*

Key Stage 3 Drama 'meeting expectations' descriptors

| | Year 7 | Year 8 | Year 9 |
|---|--|--|--|
| Making Drama in rehearsal | <p>Can recognise and use a range of drama techniques with some confidence.</p> <p>Can co-operate within a group, make a positive contribution, and take some advice from others.</p> | <p>Can recognise and use a wide range of drama techniques with increased confidence and creativity</p> <p>Can take on a directorial role within a group as well as take direction from others and co-operate fully in group work during rehearsals.</p> | <p>Can use a wide range of complex drama techniques with full confidence in a highly creative way</p> <p>Can work collaboratively within a group either as an actor, director or designer - often making a very positive contribution to the rehearsal work.</p> |
| Performing Drama to teacher and peers | <p>Can play a role different to themselves and stay in role for most of a performance</p> <p>Can speak clearly, using their voice, body movement, facial expression effectively to portray some clear emotion</p> <p>Can perform in an engaging manner with some awareness of their audience</p> | <p>Can play a variety of roles different to themselves and consistently stay in role throughout</p> <p>Can use voice effectively considering tone, volume and expression in interpreting text and in improvisation Can use body language effectively.</p> <p>Can perform in a highly engaging manner with good awareness of audience</p> | <p>Can create an original character with some confidence. Showing a clear understanding of character and context of performance style, the play text or aims of devised piece.</p> <p>Can effectively use their voice and physicality to portray a character and interpret a text. Can perform dialogue with a range of meaning and subtext.</p> <p>Can perform in a highly engaging manner with acute awareness of audience</p> |
| Responding to Drama work of peers and productions seen | <p>Can give reasonable feedback to peers/teacher identifying some strengths and areas to develop of a piece of drama watched.</p> <p>Can answer some questions about their own performance work and identify some areas of success and for further development.</p> | <p>Can give clear feedback to peers/teacher identifying key strengths and areas to develop of a piece of drama in reasonable detail.</p> <p>Can answer questions about their own work and identify several areas of success and for further development.</p> | <p>Can give detailed feedback to peers/teacher identifying many strengths and areas to develop of a piece of drama in depth.</p> <p>Can answer a wide range of questions about their own work and identify fully areas of success and for further development.</p> |

Key Stage 3 English 'meeting expectations' descriptors

| | Year 7 | Year 8 | Year 9 |
|------------------------|---|--|---|
| Knowledge | <p>Effective recall of Language knowledge to show grammar, punctuation, spelling and terminology. Effective Literature knowledge shows awareness of genre types and narrative elements. Effective in assessments means 60% or above. Reading / writing ages and (potential gaps) are assessed in first term. Literacy levels support.</p> | <p>Effective recall of Language knowledge to include grammar, punctuation and spelling and accurate terminology. Effective Literature knowledge includes clearer engagement with genre and longer narrative design. Effective in assessments means 65% or above. Reading / writing age variations are assessed and supported.</p> | <p>Effective recall of Language knowledge to include grammar, punctuation and spelling. Effective Literature knowledge to include awareness of genre types and narrative design with an extended grasp of terminology. Effective in assessments means 70% or above. Reading / writing age variations continue to be assessed and supported.</p> |
| Understanding | <p>Apply Language knowledge with item selection; identify writing techniques and interpret effects; text evaluation will show good understanding of explicit, and some understanding of implicit, meanings.</p> | <p>Apply Language knowledge with item selection; identify writing techniques and effects; text evaluation will show confident understanding of explicit, and firmer understanding of implicit, meanings.</p> | <p>Apply Language knowledge to questions that require item selection, interpretation of writing techniques and effects; text evaluation will show understanding of explicit, and strong understanding of implicit, and at times complex understanding of implicit, meanings.</p> |
| Problem solving | <p>Use Language skills and understanding of texts to effectively answer KS3 Board standard reading and writing tasks. In Year 7, an effective Language answer might be simple but is relevant, engaging and supported by evidence. An effective Literature answer will be largely relevant, detailed and use some terminology.</p> | <p>Use Language skills and understanding of texts to effectively answer KS3 Board standard reading and writing tasks. In Year 8, an effective Language answer is clear, engaging, and supported by relevant evidence and interpretation. An effective Literature answer will be relevant, detailed and use suitable terminology.</p> | <p>Use Language skills and understanding of texts to effectively answer KS3 Board standard reading and writing tasks. In Year 9, an effective Language answer is clear and relevant; evidence is well selected; interpretation may be confident and personal. The best work will have some sophistication. An effective Literature answer will be relevant, detailed and use terminology fluently.</p> |
| Skills | <p>Effectively use English knowledge and skills to respond to transactional and creative reading and writing tasks. Effectively identify relevant material and detail.</p> <ul style="list-style-type: none"> • Demonstrate understanding of different Language tasks. Combine, and contrast. • Write clearly about fiction and non-fiction texts. • Discuss explicit and, sometimes, implicit meanings. • Speak and write about a range of fiction and non-fiction texts read in and out of class. | <p>Effectively use English knowledge and skills to respond to transactional and creative reading and writing tasks. Effectively identify relevant material and detail.</p> <ul style="list-style-type: none"> • Demonstrate understanding of the range of Language tasks. Synthesize, contrast • Write clearly and in detail about fiction and non-fiction texts. • Discuss explicit and examine implicit meanings with increasing success. • Speak and write about a range of fiction and non-fiction texts read in and out of class. | <p>Effectively use English knowledge and skills to respond to transactional and creative reading and writing tasks. Effectively identify relevant material and detail with commentary of greater depth and some sophistication.</p> <ul style="list-style-type: none"> • Demonstrate full understanding of the range of Language tasks through points of greater complexity. Synthesize, contrast, evaluate. • Write clearly, in some detail and in greater depth, about fiction and non-fiction texts. • Discuss explicit meanings in context; consider implicit meanings with inferential insight. • Speak and write about a range of fiction and non-fiction texts read in and out of class. |

Key Stage 3 geography 'meeting expectations' descriptors

A student can...

| | Year 7 | Year 8 | Year 9 |
|---|---|--|---|
| Knowledge and understanding – physical geography | <p>Can explain how different landforms are created.</p> <p>Is able to identify and explain some ways that environmental damage can be reduced.</p> | <p>Can explain how different landforms are created and compare and contrast different landforms.</p> <p>Is able to identify and explain a range of ways that environmental damage can be reduced.</p> | <p>Can explain how different landforms are created and compare and contrast different landforms, with some understanding of how they are inter-connected.</p> <p>Is able to identify, explain and evaluate a range of ways that environmental damage can be reduced.</p> |
| Knowledge and understanding – human geography | <p>Can compare and contrast human geographical processes in different locations.</p> <p>Is able to identify some impacts of human activity on society, economy and the environment using some case-studies.</p> <p>Can identify and explain some ways that sustainable development can be achieved.</p> | <p>Can compare and contrast, in some detail, human geographical processes in different locations.</p> <p>Is able to identify a range of impacts of human activity on society, economy and the environment using a range of case-studies.</p> <p>Can identify and explain a range of ways that sustainable development can be achieved.</p> | <p>Can compare and contrast, in detail, human geographical processes in different locations.</p> <p>Is able to identify and explain the impacts of human activity on society, economy and the environment using a wide range of case-studies.</p> <p>Can identify and explain a wide range of ways that sustainable development can be achieved.</p> |
| Geographical skills | <p>Can describe locations in terms of continents, oceans, compass points and latitude and longitude.</p> <p>Is able to mostly accurately use, interpret and analyse a range of graphical, digital and cartographical data sources.</p> <p>Can collect and present basic data from fieldwork.</p> <p>Is able to conduct independent research on geographical issues with guidance.</p> <p>Can write effectively using some specialist terminology.</p> | <p>Can describe locations accurately in terms of countries, regions, compass points and grid references.</p> <p>Is able to accurately use, interpret and analyse a range of graphical, digital and cartographical data sources.</p> <p>Can collect a range of fieldwork data and present it appropriately.</p> <p>Is able to conduct independent research on geographical issues with some guidance.</p> <p>Can write effectively using a range of specialist terminology.</p> | <p>Can describe locations very accurately in terms of countries, regions, compass points and grid references.</p> <p>Is able to accurately use, interpret, analyse and evaluate a wide range of graphical, digital and cartographical data sources.</p> <p>Can accurately collect, present and evaluate fieldwork data appropriately.</p> <p>Is able to conduct independent research on geographical issues with little guidance.</p> <p>Can write extended answers effectively using a wide range of specialist terminology.</p> |

Key Stage 3 History 'meeting expectations' descriptors

| | YEAR 7 | YEAR 8 | YEAR 9 |
|--|---|--|---|
| Knowledge and Communication | <p>Key features of answer described. Some relevant evidence given in reasonable English with some historical terms used in a structured way.</p> <p>Usually accurate spelling and grammar.</p> | <p>Mostly accurate knowledge with a clear understanding of key features.</p> <p>Mostly accurate spelling and grammar.</p> | <p>Clear understanding of key features with relevant knowledge.</p> <p>Selective, organised and structured work. Good and accurate spelling and grammar</p> |
| Analysis (Significance) | <p>Identifies and explains differences between the significance of two or more factors.</p> <p>Gives a conclusion (an answer to a question).</p> | <p>Identifies and explains differences between the significance of two or more factors.</p> <p>Linking reasons to form conclusions.</p> | <p>Answers build up multiple reasons for the relative significance of the factors to produce a sustained argument.</p> <p>It should have a clear and substantiated conclusion.</p> |
| Analysis (Consequence) | <p>Can explain the connection between many consequences and can link reasons together.</p> <p>Gives a conclusion (an answer to a question).</p> | <p>Can deal with three consequences in a more extended explanation.</p> <p>Linking reasons to form conclusions.</p> | <p>Answers build up more reasons and stages of consequences to produce a sustained argument.</p> <p>It should have a clear and substantiated conclusion.</p> |
| Analysis (Continuity and change) | <p>Can explain the change and continuity and can link them together.</p> <p>Gives a conclusion (an answer to a question).</p> | <p>Can deal with multiple changes and continuity in a more extended explanation.</p> <p>Linking reasons to form conclusions based on the extent of change.</p> | <p>Answers build up more changes and continuities to produce a sustained argument about the extent of change.</p> <p>It should have a clear and substantiated conclusion.</p> |
| Analysis (Similarity and difference) | <p>Can explain similarity and differences and can link them together.</p> <p>Gives a conclusion (an answer to a question).</p> | <p>Can compare similarities and differences or identify different types of similarities and differences.</p> <p>Linking reasons to form conclusions.</p> | <p>Compares similarities/differences and identifies different types of similarities and differences.</p> <p>Answer should have a clear and substantiated conclusion.</p> |
| Evaluation | <p>Answers may recognise, describe and may explain, simple similarities or differences in sources or interpretations. Asks questions of the evidence.</p> <p>Comments on various aspects of provenance – tone, origin, purpose etc.</p> | <p>Use of provenance to evaluate source.</p> <p>Understands value of evidence to particular enquiry.</p> | <p>Answers will sustain an explanation of the differences or similarities in sources or interpretations. Evidence of independent consideration, testing the view with other knowledge.</p> <p>Full use of provenance.</p> |

Key Stage 3 Mathematics 'meeting expectations' descriptors

| | Year 7 | Year 8 | Year 9 |
|---------------------------|---|---|---|
| Procedural Fluency | <p>Correctly recall most key knowledge rapidly and accurately. They remember most of the material covered in Y6 of the NC. For example, such as multiplication tables, angle properties and essential vocabulary. Answer most routine questions from Number, Algebra, Statistics and Shape.</p> <p>Students are meeting expectations in the way they recall such key knowledge in assessments</p> | <p>Correctly recall and apply with confidence most of the key knowledge from Y7 and some of the new key knowledge in Y8. This is identified in the scheme of work.</p> <p>Students can solve most routine questions relating to topics in the Y8 scheme of work. They are meeting academic expectations in the way they recall and apply such key knowledge in homework and assessments</p> | <p>Correctly recall and apply with confidence all of the key knowledge from Y8 and some of the new key knowledge in Y9 as defined in the Programme of study. Students can solve most routine questions relating to topics in the Year 9 scheme of work.</p> <p>They are meeting academic expectations in the way they recall and apply such key knowledge in homework and end of half term assessments. Students' ability to develop self- help strategies to help them remember is also evolving</p> |
| Reasoning | <p>Students are able to explain their methods of solution</p> <p>Their work uses correct mathematical language and "grammar" in a mostly correct way.</p> <p>They convert this into sound performances in end of half term assessments</p> | <p>Students are using more sophisticated mathematical language in their discussions and written work.</p> <p>As their knowledge is growing they are able to connect important concepts from different topic areas. For example, they can apply properties number in an algebraic context</p> | <p>Students now have a wider range of mathematics to master. They are expected to be more mature in the way they revise and structure their learning around important concepts. This becomes evident from the way they connect topics and their use of correct language in explanations. It also comes through in written work and E O H T Assessments</p> |
| Problem Solving | <p>Pupils are beginning to solve non-routine problems by identifying relevant mathematical skills.</p> <p>They succeed on most routine questions and try to solve non-routine questions with partial success</p> | <p>The level of challenge in non-routine problems continues to evolve.</p> <p>Students are meeting expectations by succeeding on almost all routine questions and solving most non-routine questions successfully. Our expectation is that their ability to do this continues to grow</p> | <p>Pupils' problem-solving skill should now be reaching grade 5 GCSE standard if they are meeting expectations. This will mean that they can make relevant mathematical connections more independently and from across different areas of mathematics.</p> <p>They succeed on all routine questions and solve almost all non-routine questions successfully</p> |

Key Stage 3 Modern Foreign Languages (MFL) 'meeting expectations' descriptors

| | Year 7 | Year 8 | Year 9 |
|-------------------|--|--|---|
| GRAMMAR | <ul style="list-style-type: none"> - Demonstrate understanding of the present tense of regular verbs. - Use important irregular verbs (such as 'to have' and 'to be' amongst others) in the present tense. | <ul style="list-style-type: none"> - Use two to three tenses (present, past/perfect & future) in the 'I' form. | <ul style="list-style-type: none"> - Use three to four tenses (present, past/perfect, past/imperfect & future) in the 'I' form. - Use correct word order or adjective endings. |
| VOCABULARY | <ul style="list-style-type: none"> - Demonstrate a sound understanding of the relevant curriculum topics e.g. self, family, hobbies/past-times etc. - Use this vocabulary in their own speech and writing. - Use connectives and intensifiers to improve the quality of their language. | <ul style="list-style-type: none"> - Demonstrate a sound understanding of the relevant curriculum topics e.g. food/drink, town/home or local area etc. - Use this vocabulary in their own speech and writing. - Incorporate expressions of time or frequency. | <ul style="list-style-type: none"> - Demonstrate a sound understanding of the relevant curriculum topics e.g. holidays, free-time activities, media etc. - Use this vocabulary in their own speech and writing. - Understand how language can be used in formal and informal contexts. - Use a variety of complex structures e.g. modal verbs, negatives, connectives etc. - Speak with increasing confidence. |
| SKILLS | <ul style="list-style-type: none"> - Give opinions. - Produce and understand simple target language sentences/paragraphs in the present tense. - Translate short sentences into and from the target language. | <ul style="list-style-type: none"> - Justify opinions and use descriptions. - Produce, understand and translate longer paragraphs in the target language. - Start to speak spontaneously. | <ul style="list-style-type: none"> - Produce, understand and translate longer, detailed texts with good accuracy and a range of grammar rules. |

N.B. Progress in MFL is cumulative, therefore we expect students in Years 8/9 to show evidence of criteria from previous years.

Key Stage 3 Music 'meeting expectations' descriptors

| | Year 7 | Year 8 | Year 9 |
|---------------------------------|---|---|--|
| Performing | <p>Sing and play confidently and fluently, maintaining an appropriate pulse.</p> <p>As appropriate, follow basic shapes of music (including staff and other notations) through singing and playing short passages of music when working as a musician.</p> | <p>Sing and play confidently and fluently, maintaining a clear pulse.</p> <p>Follow and lead simple performance directions, demonstrating understanding of these through singing and playing (including, but not limited to, dynamics and tempo, starting and stopping.</p> | <p>Demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.</p> <p>Maintain a strong sense of pulse and recognise when going out of time.</p> <p>Sing and/or play music with a convincing and secure sense of style and good control of the technical demands of the style.</p> |
| Composing | <p>Create and notate simple rhythmic patterns, melodies and accompaniments.</p> <p>Use voice, sounds, technology and instruments in creative ways.</p> | <p>Compose music which shows a coherent development of musical ideas and fulfils a brief.</p> <p>Use a variety of musical devices, timbres, textures, techniques etc. when creating and making music.</p> <p>Create music which demonstrates understanding of structure and discuss the choices made.</p> | <p>Compose music with increased understanding of melody, harmony, structure and texture.</p> <p>Explore the expressive potential of musical resources and conventions used in selected genres, and traditions.</p> <p>Demonstrate understanding of the use of DAW and Notation software (eg. Cubase / Dorico / Soundtrap / Noteflight, etc)</p> |
| Listening and Appraising | <p>Communicate ideas, thoughts and feelings through language, and other art forms, giving justifications of reasons for responses.</p> <p>Offer comments about own and others' work and ways to improve; accept feedback and suggestions from others.</p> <p>Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.</p> | <p>Communicate ideas, thoughts and feelings through use of appropriate technical language, through discussion.</p> <p>Critique own and others' work, offering specific comments and justifying these.</p> <p>Demonstrate ability to use notations for rhythm & melody in listening (dictation) tasks.</p> | <p>Make and justify personal judgements on music heard and show understanding within the genres, styles and traditions studied, making connections between the structural, expressive and contextual aspects of music.</p> <p>Critique own and others' work, offering specific comments and justifying these.</p> <p>Demonstrate increasing ability to use notations for rhythm & melody in listening (dictation) tasks.</p> |

Key Stage 3 PSHE 'Meeting Expectations' descriptors

| | Year 7 | Year 8 | Year 9 |
|----------------------------------|---|--|--|
| Health and Wellbeing | Students can manage transitions between important stages in life, and explain ways to maintain a healthy self-concept, promote self-confidence and self-esteem. They can explain how to respond in an emergency situation e.g. First Aid. | Students can identify choices for health and wellbeing that are safe or unsafe, they can describe ways to promote physical, sexual, mental and emotional health. They can explain the role of social media in influencing lifestyle choices. | Students can explain a range of support and health services and when to get help, they can explain the personal and social risks associated with substance misuse. |
| Relationships | Students can describe different ways to build and manage positive relationships, can demonstrate how to show respect to others and promote equality and inclusion. They can explain how to respond to unhealthy relationships including bullying. | Students can recognise and explain how to challenge unhealthy relationship behaviour and are able to explain appropriate strategies to use in given situations. They can describe appropriate sources of advice and support for relationships and sexual health. | Students can explain and manage peer influence and pressure, they explain the concept of consent in a variety of contexts. They can describe appropriate sources of advice and support for relationships, sexual health and pregnancy and explain why and when to access them. |
| Living in the Wider World | Students are able to explain rights and responsibilities that promote inclusion for all, and the benefits of living in a diverse community. They can explain how to be ambitious and enterprising and challenge career stereotypes. | Students can demonstrate a range of skills and attributes for employability, and can reflect on personal strengths and areas for development. They can explain ways to benefit from positive online behaviours, and manage online risks. | Students can take account of feedback in order to improve, and can make informed decisions about next steps and career choices. They can describe a range of employment rights and responsibilities and explain how to budget and identify financial risks. |

Key Stage 3 PE and Games 'meeting expectations' descriptors
Students...:

| | Year 7 | Year 8 | Year 9 |
|-------------------------------|---|---|--|
| Attitude | Approach lessons with a keen and enthusiastic attitude willing to give their best. | Approach lessons with a keen and enthusiastic attitude willing to give their best. | Approach lessons with a keen and enthusiastic attitude willing to give their best. |
| Knowledge & skills | <p>Acquire knowledge associated with a range of sports including key strategies and techniques.</p> <p>Show precision, control and fluency to achieve success in a range of skills.</p> | <p>Develop advanced knowledge and consistent skills, including strategies and techniques, associated with performance.</p> <p>Consistently show precision, control and fluency whilst performing a range of techniques.</p> | <p>Show advanced and deeper knowledge on how to perform skills, including strategies and techniques.</p> <p>Consistently perform under pressure within a range of sports. Demonstrate precision, control and fluency to achieve success.</p> |
| Performance analysis | <p>Demonstrate an ability to analyse performance.</p> <p>Develop confidence to comment on their own and others performance of skills and techniques.</p> | <p>Demonstrate ability to analysis their own and others performance.</p> <p>Make suggestions on how to improve performance across a range of sports.</p> | <p>Utilise their knowledge on how to analyse performance. This should include individual and team sports, showing understanding of skills and techniques.</p> <p>Make relevant suggestions on how improve their own and others performance.</p> |
| Fitness & health | <p>Acquire basic knowledge of fitness and health, including key concepts of physical activity and prevention of injury.</p> <p>Can describe what effects exercise has on their body and its relationship with health and fitness.</p> | <p>Acquire knowledge of fitness and health to include key concepts of activity and prevention of injury. Explain how to prepare for and recover from activities. Understand the basic principles of training.</p> <p>Can explain what effects exercise has on the body. Describe how regular exercise is important for developing health and fitness.</p> | <p>Acquire specific knowledge of the types of fitness to design and perform activities independently. This includes key concepts of various activities including improvement of fitness.</p> <p>Can explain how different types of exercise contributes to fitness and health and describe how they might get involved in activities and exercise outside of school.</p> |

Key Stage 3 Religion and Philosophy 'meeting expectations' descriptors

| | Year 7 | Year 8 | Year 9 |
|------------------------|---|--|---|
| Key focus | <p>In year 7, students will look to develop their understanding of both religious and philosophical concepts.</p> <p>As the subject is not taught explicitly at primary/junior schools, the goal of year 7 is to 'level up' all students, and widen their experience of both world religions and philosophy.</p> | <p>In year 8, the central pedagogical focus is analysis – students ask why individuals hold particular views, and begin to examine historical philosophical ideas (and their influence on the modern day) in greater depth and detail.</p> <p>Students learn to compare and contrast differing worldviews, as well as building on their understanding from year 7.</p> | <p>In year 9, students build on their year 7 and 8 skills, and develop critical thinking; along with a deeper understanding of both religion and philosophy, the core skill in year 9 is the ability to reflect on a concept or idea, and express an informed opinion, backed up with reasoned facts and evidence.</p> <p>Expressing a developed opinion is the skill that unlocks grade 8 and 9 at RP, and assessment in this year corresponds to GCSE mark schemes, ensuring that students begin the GCSE with this key skill firmly embedded.</p> |
| Working towards | Students working towards this standard will become familiar with religious and philosophical ideas. | Students working towards progress this year will be able to articulate differences in worldviews and paradigms, and express a clear opinion of their own. | Students working towards progress will be able to express their own views and an understanding of alternative opinions. |
| Meeting | Students meeting this standard will gain an understanding of the concepts and understand how different individuals and cultures view the world in terms of spirituality and ethics. | Students meeting this standard will be able to perform clear analysis – they will be able to articulate why people hold differing views, and express their own. | Students meeting this standard will be able to demonstrate critical thinking, demonstrating both criticisms of competing views and justification of their own. |
| Exceeding | Students exceeding this standard will be able to express and justify their own views as well as articulating an understanding of the above concepts. | Students exceeding this year will be able to both analyse, and draw comparisons between differing ideas, and begin to offer a critical view of them. | Students exceeding the target will be able to think critically, and draw comparisons and examples from both the fields of religion and philosophy, along with ideas from across the curriculum. |

Key Stage 3 Science 'meeting expectations' descriptors

| | Year 7 | Year 8 | Year 9 |
|---------------------------------------|---|---|---|
| Investigative Skills | <p>Identify the independent and dependent variables.</p> <p>Decide on and follow a valid procedure when provided with suitable equipment</p> <p>Identify risks involved and carry out investigations safely.</p> <p>Record results clearly in a table</p> | <p>Make careful observations and identify patterns</p> <p>Select and use equipment and techniques that are appropriate for the measurements being made</p> <p>Identify control variables</p> <p>Interpret and draw appropriate scientific diagrams</p> | <p>Show awareness of potential sources of random and systematic error and how to deal with them</p> <p>Use 'accuracy' and 'precision' appropriately</p> <p>Determine whether results are reproducible or repeatable</p> <p>Quantify the resolution of different measuring instruments [*Physics]</p> |
| Mathematical and Data Handling | <p>Substitute values into an equation.</p> <p>Calculate a mean</p> <p>Plot two variables from experimental data to produce a scatter graph or bar chart with correctly labelled axes and plotting.</p> <p>Describe trends from a graph using data.</p> | <p>Use appropriate SI units and chemical symbols.</p> <p>Draw conclusions from data</p> <p>Solve simple formulae</p> | <p>Record data appropriately</p> <p>Calculate a mean taking anomalies into account and repeating readings, if necessary</p> <p>Appreciate the difference between correlation and causation [*Biology]</p> <p>Convert between standard form, prefix notation and normal numbers [*Physics]</p> <p>Solve formulae involving addition, subtraction, multiplication, division and indices using WISE UP format. [*Physics]</p> |
| Knowledge and Understanding | <p>Consistently recall accepted scientific facts</p> <p>Regularly use subject specific terminology in the correct context</p> <p>Use models and communicate scientific processes</p> | <p>Consistently recall and apply scientific facts</p> <p>Identify links between the three subject disciplines.</p> <p>Explain why theories change over time</p> <p>Use models while appreciating their limitations</p> <p>Link microscope properties with macroscopic effects</p> | <p>Consistently recall scientific knowledge and understanding to present reasoned explanations, including explaining data in relation to predictions and hypotheses</p> <p>Analyse and evaluate methods and approaches, identifying possible improvements</p> <p>Ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience</p> <p>Identify the big ideas that underpin scientific knowledge and understanding</p> |

* These skills are used across science, but they are mainly encountered in the subject named, during Y9.