ASSESSMENT POLICY

Date reviewed	September 2026
Frequency	Annually
Next review date	October 2027
Reviewed by	Academic Standards, SEND and Education Trips Committee

Signed: ..... **Dated:** 22.10.2026

Chair of Governors

Signed: ..... **Dated:** 22.10.2026

Principal

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1. RATIONALE

Assessment is integral to high-quality teaching and learning. It helps us to ensure that teaching is appropriate and that learners are making progress.

This policy intends to:

- Make clear our vision of the role of assessment as part of teaching and learning at Goldington Academy
- Provide clear guidelines on our approach to formative and summative assessment
- Make transparent the procedures in place for monitoring and evaluating assessment practices
- Define clear responsibilities in relation to assessment
- Provide clear definitions and purposes for different types of assessment

2. LEGISLATION AND GUIDANCE

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy reflects the recommendations in the Final Report of the Commission on Assessment without Levels.

It also takes into account the statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1.

3. PRINCIPLES OF ASSESSMENT

At Goldington Academy, we believe that effective assessment:

- **Distinguishes clearly** between different types of assessment and their purposes
- **Focuses on learning** rather than simply generating data
- **Is manageable** and does not add unnecessarily to teachers' workload
- **Is consistent** across departments while allowing for subject-specific approaches
- **Is inclusive** and applies to all pupils regardless of ability or need
- **Informs teaching** and enables teachers to adapt their practice to meet pupils' needs
- **Empowers pupils** to understand their own learning and make progress
- **Provides meaningful information** to parents/carers about their child's achievements and next steps

4. PURPOSE OF ASSESSMENT

For pupils, assessment is used:

- To provide information and feedback on their progress
- To increase pupil awareness of their strengths and areas for development
- To allow pupils to reflect upon and review their progress and that of others (self/peer assessment)
- To record formal and informal achievements
- To become actively involved in the learning process
- To motivate pupils to achieve their potential
- To develop self-esteem through regular recording of their achievements

For parents, assessment is used:

- To provide clear, meaningful and reliable information on their child's progress
- To strengthen the partnership between home and school

For the school, assessment is used:

- To help raise standards
- To fulfil statutory requirements
- To evaluate the effectiveness of curriculum provision
- To monitor the effectiveness of teaching and learning
- To identify strengths and weaknesses in pupil performance to inform planning
- To provide a full picture of pupils' achievements
- To identify pupils that are falling behind in their learning or need additional support (e.g. interventions such as 1-1 tuition, small group interventions), enabling them to make good progress and achieve well
- To provide accurate information to assist with monitoring progress - individually, departmentally and at whole school level
- To evaluate pupils' work using clear criteria that is consistently applied across the curriculum
- To encourage pupils to use assessments as indications of how to make improvements in their own work
- To facilitate effective communication about pupils' progress between teacher, pupil and parent
- To provide information to stakeholders to whom we are accountable: governors, DfE and others with legitimate interests within the community

5. ASSESSMENT APPROACHES

At Goldington we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

5.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents/carers** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

At Goldington Academy, in-school formative assessment includes:

Strategy	Purpose
Pupil self-evaluation and peer evaluation: Pupils are trained and encouraged, in oral or written form, to evaluate their own and their peers' achievements against the learning/enquiry question and success criteria	Empowers each pupil to realise his or her own learning needs and to have control over future targets; provides the teacher with more assessment information – the pupil's perspective.
Feedback: Given by the teacher that reflects the learning /enquiry question; can be oral or written	Tracks progress diagnostically, informs the pupil of successes and weaknesses and provides clear strategies for improvement.
Progress questions: Questions asked of individuals to challenge or broaden their understanding	Encourages pupils to enter into a dialogue with their teacher; promotes deeper thinking.
Quizzes/Exit tickets: Regular short recap quizzes at the start of a lesson or brief exit tickets at the end of a short block of work	Provides the teacher with instant feedback on students current understanding so that they can adapt teaching and accordingly
Observations: During lessons teachers observations provide valuable feedback on the	Feedback gain from observations on a day-to-day basis can be used to adapt

Strategy	Purpose
understanding of individual pupils and the class as a whole	learning within the same lesson or impact the planning for future lessons

5.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period, and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents/carers** to stay informed about the achievement, progress and wider outcomes of their child across a period

At Goldington Academy, in-school summative assessment includes:

Strategy	Purpose
Non-Statutory Tests: Externally produced tests, purchased by schools, to be voluntarily administered. E.g. Cognitive Ability Tests (CATs)	To provide information about pupils' knowledge and underlying ability, that can be used to identify areas of strength and where additional support may be required
End-of-Year Exams: All members of a cohort sitting the same test/exam. Internally set and marked.	To monitor and track progress. To provide information to parents, students and to the next year's teaching team.
In class assessment tasks/tests: Created by an individual teacher or department e.g. Longer writing tasks, etc.	To provide information about pupils' knowledge and understanding of a topic, skill or concept to help inform teacher assessments.

5.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to make sufficient progress and attainment

- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents/carers** to understand how pupils are performing in comparison with pupils nationally

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4.

COLLECTING AND USING DATA

Recording assessment

Formal assessment results, e.g. termly teacher assessments, end of year test results, etc. are recorded in Go 4 Schools.

There are also many informal assessments which take place alongside the formal. These may be recorded in teachers' planners, Excel spreadsheets, or on Go 4 Schools. They may also take the form of annotated notes or comments on pupils' work.

It is important that teachers' records are clear and concise. They should not be too detailed but be kept accurately for ease of monitoring pupil progress. Generally, the process of recording should not be unwieldy or time-consuming. Recording procedures should be reviewed regularly in order to remain effective.

It is up to individual departments to develop a recording system that is effective and meets their individual needs.

6. ASSESSMENT CYCLE

At Goldington Academy we collect teacher assessment data on a termly basis in all curriculum areas. There is a different assessment framework for KS3 (Years 7-9), than that used at KS4.

Key Stage 3 (Years 7, 8 and 9):

At Key Stage 3, we use a 1-3 grading system that refers to subject expectations:

	Showing the potential for a GCSE grade of
1 - Consistently working above subject expectations	7/8/9
2 – Working at subject expectations	4/5/6
3 – Working towards subject expectations	1/2/3
N – Not accessing subject expectations (ONLY USE in special cases e.g. attendance issues, significant EAL, substantial SEND, etc.)	n/a

Each department sets their own Key Stage 3 subject expectations based on their curriculum.

These assessment grades can be applied to a single piece of work or as a summary of work over a period of time, making it flexible and manageable across both core and foundation subjects.

No targets are set for students at Key Stage 3. Progress is measured against FFT 20 estimates, which will be used internally by teaching staff to ensure students are on track.

Key Stage 4 (Years 10 and 11):

At Key Stage 4, we use the GCSE 9-1 grading system.

Grade	
9	Highest grade
8	
7	
6	
5	Strong pass
4	Good pass
3	
2	
1	Lowest grade
U	No grade achieved

In Year 10, teacher assessments are submitted using GCSE fine grades (e.g. 5+, 5, 5-). These grades are then used to measure the amount of progress a student needs to make to achieve their FFT20 estimate using the following descriptors: 'working towards', 'on track', 'potential to exceed' and 'met or exceeded'.

In Year 11, teacher assessments are entered using GCSE whole grades. These grades are then used to measure the amount of progress a student needs to make to achieve their FFT20 estimate using the following descriptors: 'working towards', 'on track' and 'working above'.

All Key Stages:

Subject teachers are expected to review the data for the classes they teach at each data collection point and use the outcomes to impact future planning as part of quality first wave teaching.

Subject coordinators analyse the data for each year group, including specific pupil groups. The outcomes of this analysis are then used in departmental meetings, in professional conversations with colleagues and in organising interventions, to help raise standards. Coordinators are also required to discuss their findings following any analysis in meetings with their SLT link.

Formal assessment is also a systematic part of our school's assessment cycle, which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

The assessment cycle at Goldington Academy includes:

- Teacher Assessments
- Cognitive Ability Tests
- End of year exams
- Mock exams
- GCSE examinations
- KS4 Vocational assessments and examinations
- KS4 non-examined assessments

As assessment is integral to planning, teaching and learning day-to-day, the following methods are also important:

- Viewing process and end products
- Pupil self-assessment
- Peer assessment
- Assessment against specified success criteria
- Oral feedback – whole class, group or individual level
- End of unit testing

Frequency and methods used for departmental assessments are decided by individual departments.

7. INCLUSION

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We have the same high expectations of all pupils but will take into account the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below subject expectations, our assessment arrangements will consider progress relative to pupil starting points and take this into account alongside the nature of pupils' learning difficulties.

Cognitive ability tests (CATS) will be used to identify the more able learners, those students with low cognitive abilities and identify preferred learning styles, including any spatial or verbal bias.

8. TARGET SETTING

Key Stage 3:

At Key Stage 3, we do not set targets for individual students. This approach:

- reduces pressure and anxiety on the younger students whilst maintaining high expectations and the rigorous tracking of progress
- enables staff and students to focus on learning and progress rather than achieving a specific grade
- allows students to develop their skills and knowledge without being limited by predetermined expectations
- Enables teachers to provide formative feedback that focuses on improvement rather than target achievement

Instead, FFT 20 estimates are used by teaching staff internally, on a termly basis, to ensure that students are on track to achieve their potential, identify students that may be underperforming, plan appropriate interventions and ensure curriculum delivery is appropriately challenging.

Key Stage 4:

At Key Stage 4, all pupils are set challenging and realistic targets in all subject areas. FFT20 estimates and prior attainment data (including KS2 scaled scores) are used for target setting at the end of KS4. Pupils' progress towards these targets is tracked termly in all curriculum areas as part of our assessment cycle.

9. REPORTING TO PARENTS

Written Reports:

Detailed written reports are shared with parents of students in Years 7-10 at the end of the summer term. Parents also receive two interim reports each year, at the end of the Autumn and Spring terms. These interim reports provide parents with information about their child's teacher assessment (using the 1-3 system at KS3 or GCSE grades at KS4), attitude to learning in lesson, attitude to learning out of lesson, and behaviour for learning.

Students in Year 11 receive three interim reports each year, which are strategically placed throughout the year to provide maximum impact. The first report is shared in November to inform parents about the start their child has made in such a key year. Students' second interim report is published just after the completion of their mocks in late January/early February. This report also contains mock grades in addition to the normal progress, attainment, effort and behaviour information. The final interim report is available around Easter (depending on when it falls) to give parents and students an insight into where extra focus may be required in the last few weeks before their final exams. All Year 11 interim reports also include a GCSE predicted grade.

Written reports are shared with parents through Go 4 Schools. In addition to attainment data, they also contain attendance data and information about the number of behaviour and praise points a student has accumulated up to the date that the report has been published

Parent Consultation Evenings:

In addition to the written reports, further verbal reports are offered to parents during the year at Parent Consultation Evenings.

Results:

Year 11 students also receive their 'Candidate Statement of Results' for their KS4/GCSE qualifications on results day in August.

Supporting Parents' Understanding:

When students enter Year 7, parents receive information explaining the new KS3 assessment system. This helps parents understand their child's progress from the outset.

When students enter Year 10, parents receive a booklet with the first interim report explaining the GCSE grading system.

10. MARKING

Marking pupils' work is an important part of teacher assessment and should follow the guidelines in the whole school marking and feedback policy. It is instrumental in ensuring that a personalised learning journey for all children is realised.

Our aim is that written work is marked regularly. Over-marking and 'bulk-marking' are to be avoided. Selection of a few points to be corrected is more likely to be effective than criticism of all errors.

Where pupils are involved in self-marking it is important that they are clear about the criteria they should apply in marking and assessing their own work.

Time needs to be built into lessons for pupils to reflect on marking and respond to it. See Marking Policy for more detailed guidance.

11. ROLES AND RESPONSIBILITIES

11.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems, as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

11.2 Principal

The principal is responsible for:

- Ensuring this policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment, marking and feedback competently and confidently, including training and moderation opportunities

11.3 Assessment lead

The assessment lead is responsible for:

- Supporting the principal with assessment responsibilities
- Continuing professional development (CPD) for middle leaders/subject specialists on how assessment points should be planned and delivered and, for teachers, how to get pupils to the assessment points
- Tracking completed assessments and making sure they are moderated, data is collected and teachers respond to the results appropriately

11.4 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy, including for effective marking and feedback
- Creating and sharing clear mark schemes for the purposes of moderation
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

12. MONITORING

A key aspect of all Curriculum Coordinators' role is to monitor, evaluate and review the effectiveness of assessment practices within their department. This is achieved in a variety of ways including scrutinising work, lesson observations, pupil voice and analysis of data.

Assessment practices will be discussed regularly at departmental meetings to ensure they are effective and accurate.

Departmental meetings will be used to moderate judgements to ensure consistency in assessment practices across the department. This is particularly important at Key Stage 3 to ensure that subject expectations are being applied consistently.

Curriculum Coordinators will analyse data at each data collection point, and the outcomes will be discussed with their SLT link as part of their regular meetings.

13. GDPR

All assessment data will be collected, processed, and retained securely in accordance with the UK General Data Protection Regulation (UK GDPR), the Data Protection Act 2018, and the school's data-protection and retention policies. Access will be restricted to authorised staff and used only for legitimate educational purposes, including monitoring attainment, progress, and intervention. Key assessment data will be recorded and stored on Go 4 Schools, with appropriate safeguards in place to protect its confidentiality, accuracy, and security.

REVIEW

This policy will be reviewed annually. At every review, the policy will be shared with all staff and the governing body.

LINKS TO OTHER POLICIES/DOCUMENTS

This policy should be read in conjunction with the:

- National Curriculum Key Stage 3 and 4
- Monitoring, Evaluation and Review Policy
- Marking and Feedback Policy
- Exams Non-examination Assessment Policy
- Exams Policy

14. APPENDICES

Appendix 1 – Key Stage 3 Assessment Framework

Summative Assessment Grade Set (Years 7, 8 & 9)

At Key Stage 3, students are assessed using a 1-3 system that refers to subject expectations:

Grade	Description	Showing the potential for a GCSE grade of
1	Consistently working above subject expectations	7/8/9
2	Working at subject expectations	4/5/6
3	Working towards subject expectations	1/2/3

Each department sets their own Key Stage 3 subject expectations based on their curriculum.

Guidance for Teachers

The 1-3 system can be applied to:

- A single piece of work
- A summary of work over a period of time
- Performance in tests or assessments

For tests, departments may choose to set percentage scores or use year group ranking:

Grade	Interpretation (if using percentage scores/ranking students)
1 - Consistently working above subject expectations	Achieving over 75%/in the top 25% of the cohort or percentage of students with an FFT20 estimate of grade 7-9
2 - Working at subject expectations	Achieving 25% - 75%/in the middle 50% of the cohort percentage of students with an FFT20 estimate of grade 4-6
3 - Working towards subject expectations	Achieving less than 25%/in the bottom 25% of the cohort percentage of students with an FFT20 estimate of grade 1-3

However, departments have flexibility to determine their own criteria based on their specific curriculum and assessment methods, as long as these are clearly documented and consistently applied.

Subject Expectations

Each department must:

- Define clear subject expectations for each year group (7, 8, and 9)
- Base these expectations on their curriculum content and progression model
- Document these expectations in their departmental assessment guidance
- Ensure all teachers in the department understand and apply these expectations consistently
- Review and update expectations annually

English:

Year 7 Reading

Skill Area	Grade 3 – Working towards subject expectations	Grade 2 – Working at subject expectations	Grade 1 – Consistently working above subject expectations
Knowledge and interpretation, supported with textual references	Demonstrates a basic grasp of key ideas; makes simple inferences; references are limited, surface-level, or sometimes irrelevant.	Demonstrates a generally sound understanding; makes mostly accurate inferences; uses relevant textual evidence with some development.	Demonstrates detailed and perceptive understanding; explores inference with precision; integrates evidence fluently and effectively.
Analysis of language and structure	Identifies basic literary techniques and structural features; recognises text form; uses simple or limited analytical language.	Explains how language and structural choices contribute to meaning; comments with some clarity; uses a range of analytical verbs.	Analyses language and structure with sophistication; evaluates effects on meaning; uses precise and sophisticated terminology to zoom in on details.
Writer's purpose and viewpoint	Identifies the main purpose with limited awareness of viewpoint; minimal consideration of reader impact.	Explains purpose and viewpoint clearly; begins to explore how the reader is affected.	Analyses purpose and viewpoint in depth; evaluates effects on the reader with insight and precision.
Contextual understanding	Gives basic or generalised comments about context, themes, and ideas.	Explains how context, themes, and ideas influence meaning with some clarity.	Analyses the influence of context, themes, and ideas with depth, insight and clear links to meaning.

Year 7 Writing

Skill Area	Grade 3 – Working towards subject expectations	Grade 2 – Working at subject expectations	Grade 1 – Consistently working above subject expectations
Producing texts suited to purpose and audience	Begins to adapt style to purpose but this is not always maintained; ideas are sometimes relevant but lack detail or development.	Writes with generally clear purpose and audience; adapts style and tone with some consistency; develops ideas with some supporting detail or examples.	Writes confidently and effectively for a range of audiences and purposes; crafts a clear and controlled voice; develops ideas fully with relevant, engaging detail.
Structure and organisation	Orders ideas in a basic or inconsistent way; openings, endings, and paragraphing may be unclear or irregular; limited use of connectives.	Organises writing with a clear beginning, middle and end; uses paragraphs appropriately; uses a range of connectives to link ideas with some clarity.	Structures writing coherently and effectively; uses well-developed paragraphs and a range of discourse markers; creates clear, logical progression with effective openings and endings.
Varied sentence structure	Mostly uses simple or compound sentences; limited variety; occasional attempts at more complex structures.	Uses a range of sentence structures, including varied openings and lengths, to create some effect.	Uses a wide variety of sentence structures confidently and deliberately to enhance meaning and maintain reader interest.
Sentence accuracy	Sometimes uses basic punctuation (capital letters, full stops, question marks, exclamation marks) accurately, but errors are frequent.	Usually punctuates sentences correctly; attempts more complex punctuation but may make some errors.	Uses a wide range of punctuation accurately and deliberately for clarity and effect.
Vocabulary and spelling	Spells some common words correctly; vocabulary is simple with occasional attempts to be descriptive.	Spells most common words accurately; uses a range of vocabulary with some attempts to create effect.	Spells most words accurately, including more complex vocabulary; uses ambitious and precise vocabulary effectively.

Year 8 Reading

Skill Area	Grade 3 – Working towards subject expectations	Grade 2 – Working at subject expectations	Grade 1 – Consistently working above subject expectations
Knowledge and Interpretation (with textual references)	Shows some basic understanding of the text; makes simple or partially developed inferences; uses evidence but may be limited or not fully integrated.	Shows clear and developed understanding; explores inferred meaning with relevant evidence; begins to embed evidence effectively.	Demonstrates skilful, detailed understanding; develops precise and confident interpretations; fluently embeds evidence from across the text.
Language and Structural Analysis	Comments on language choices and structural features in a simple way; uses basic analytical language.	Explains how language and structural techniques contribute to meaning and effect; shows some development of a formal analytical style.	Confidently analyses language and structure in depth; links techniques to themes and purpose; uses a clear, academic style.
Writer's Purpose and Viewpoint	Identifies main purpose and shows some awareness of viewpoint; makes simple comments on reader impact.	Explains purpose and viewpoint clearly; explains how effects on the reader are created.	Analyses purpose and viewpoint in depth; evaluates techniques and their precise effects on the reader.
Contextual Understanding	Comments on some contextual features with limited development.	Explains how context contributes to meaning with some clarity.	Analyses the impact of context with confidence; may consider alternative interpretations.
Comparison Across Texts	Identifies basic similarities and differences between texts.	Explains similarities and differences with some precision and supporting detail.	Analyses similarities and differences with clarity, precision, and insight.

Year 8 Writing

Skill Area	Grade 3 – Working towards subject expectations	Grade 2 – Working at subject expectations	Grade 1 – Consistently working above subject expectations
Producing texts suited to purpose and audience	Shows some awareness of purpose and audience; style may be inconsistent; ideas are relevant but not always fully developed.	Writes clearly for a defined purpose and audience; uses appropriate style and tone; develops ideas with detail and relevant examples.	Writes confidently and imaginatively for a wide range of audiences and purposes; convincingly controls tone and style; develops ideas fully and engagingly.
Structure and organisation	Organises writing with a basic beginning and ending; uses paragraphs	Organises ideas in a clear, logical way; uses paragraphs and a range of	Structures writing in sophisticated and sometimes imaginative

	and simple connectives with some clarity.	connectives to guide the reader effectively.	ways (e.g. flashback, shifts); uses a wide range of discourse markers fluently; creates a clear, controlled overall structure.
Varied sentence structure	Uses some variation in sentence openings and lengths; begins to experiment with more complex sentences.	Uses a range of sentence structures and openings to add interest and clarity (including subordinate clauses).	Uses a wide range of sentence structures and linguistic devices deliberately to suit purpose and maintain reader interest.
Sentence accuracy	Uses some punctuation accurately but errors occur, particularly with more complex sentences and commas.	Punctuates most sentences correctly; begins to use punctuation for effect.	Uses a wide range of punctuation accurately and convincingly for effect.
Vocabulary and spelling	Spells most common words accurately; uses vocabulary that is appropriate with some attempts at effect.	Spells many common words accurately, including some more complex vocabulary; uses more adventurous and relevant word choices.	Spells most complex words correctly; uses a wide range of ambitious and precise vocabulary convincingly.

Year 9 Reading

Skill Area	Grade 3 – Working towards subject expectations	Grade 2 – Working at subject expectations	Grade 1 – Consistently working above subject expectations
Knowledge and interpretation, supported with textual references	Demonstrates a general understanding of the text; makes some inferences with limited development; uses references but they may not always be well integrated.	Demonstrates clear and detailed understanding; develops interpretations and uses embedded evidence from across the text.	Demonstrates precise and confident understanding; evaluates interpretations; fluently embeds and selects evidence from across the text.
Analysis of language and structure	Identifies techniques and comments on structural choices in a basic way; limited use of analytical language.	Clearly explains and analyses how language and structural choices contribute to meaning; uses a generally academic style.	Evaluates how language and structural choices contribute to meaning and themes; uses a confident, academic analytical style.
Writer's purpose and viewpoint	Identifies the main purpose and gives a general overview; makes some supported comments on reader effect.	Explains purpose and how viewpoint is developed; analyses how techniques create effects on the reader.	Evaluates purpose and viewpoint in depth; critically assesses how techniques shape reader response.

Contextual understanding	Shows some awareness of the context in which texts are written.	Explains how context contributes to meaning with some clarity.	Evaluates the impact of context, considering alternative interpretations in relation to when the text was written and read.
Comparison	Identifies similarities and differences between texts.	Explains similarities and differences with clear supporting detail.	Analyses and evaluates similarities and differences with precision and insight

Year 9 Writing

Skill Area	Grade 3 – Working towards subject expectations	Grade 2 – Working at subject expectations	Grade 1 – Consistently working above subject expectations
Producing texts suited to purpose and audience	Writes with some awareness of audience and purpose; ideas are relevant and developed with some detail, but control of tone and style may be inconsistent.	Writes effectively for a range of audiences and purposes; creates a clear and appropriate voice; develops ideas with detail and clarity.	Crafts highly imaginative and convincing texts; consciously controls tone and style for a wide range of challenging audiences and purposes; develops ideas in a sophisticated and engaging way.
Structure and organisation	Organises ideas clearly and logically; uses paragraphs and connectives to guide the reader with general success.	Structures writing coherently with effective openings, development and endings; uses a range of discourse markers to shape meaning.	Structures writing in deliberate and imaginative ways for effect (e.g. shifts in time, extended metaphor); consistently crafts whole texts with control and sophistication.
Varied sentence structure	Uses a range of sentence structures and varied openings (e.g. subordinate clauses) to add interest.	Uses a wide variety of sentence structures effectively to maintain reader interest and suit purpose.	Uses an ambitious and highly varied range of sentence structures, consciously selected to enhance meaning and suit audience and purpose.
Sentence accuracy	Punctuates most sentences correctly and begins to use punctuation for effect.	Uses a wide range of punctuation accurately and effectively for clarity and impact.	Uses ambitious punctuation with control and precision, with only occasional errors, to craft meaning and style
Vocabulary and spelling	Spells many common words accurately; uses increasingly adventurous vocabulary with some control.	Spells most words accurately, including complex vocabulary; uses ambitious word choices effectively.	Spells complex words accurately with rare errors; uses a wide, precise and consciously crafted vocabulary for sophisticated effect.

Mathematics:

Year 7 - 9

Skill Area	Grade 3 – Working towards subject expectations	Grade 2 – Working at subject expectations	Grade 1 – Consistently working above subject expectations
	- Performs calculations with integers, decimals and fractions with developing accuracy, but requires support to apply methods consistently. - Can solve straightforward problems when guided or provided with appropriate scaffolding. - Uses some mathematical vocabulary but explanations are often incomplete or lack precision. - Demonstrates a partial understanding of key mathematical concepts but has gaps that limit progress. - Benefits from regular practice and teacher support to improve fluency, accuracy and confidence.	- Performs calculations with integers, decimals and fractions with approximately a 70% success rate. - Applies appropriate methods to solve routine problems with increasing confidence. - Uses mathematical vocabulary appropriately to explain methods and answers, although explanations may lack detail. - Demonstrates a secure understanding of the key concepts expected for their stage of learning.	- Calculates fluently and accurately with integers, decimals and fractions in a range of contexts. - Selects and applies efficient methods independently to solve increasingly complex problems. - Justifies solutions using precise mathematical vocabulary and clear mathematical reasoning. - Demonstrates a secure understanding of mathematical concepts and can make connections between different topics. - Checks and evaluates the reasonableness of answers independently.

Science:

Year 7-9

Skill Area	Grade 3 – Working towards subject expectations	Grade 2 – Working at subject expectations	Grade 1 – Consistently working above subject expectations
	Students can recall some basic scientific facts, but may need support to use them in context. Students can read and extract simple information from scientific data with guidance. Students can apply their knowledge to simple, familiar situations with support and make basic predictions. Students can describe key scientific ideas but may find it difficult to compare or link topics. Students can follow a method to carry out an investigation and record results but need support to draw conclusions and comment on reliability.	Students can recall key scientific facts and use them in familiar contexts. Students can interpret and use scientific data with some support and identify simple limitations. Students can apply their knowledge to familiar situations and make straightforward predictions. Students can describe and compare key scientific ideas and recognise links between topics. Students can carry out investigations following a method, use results to form conclusions, and comment on the reliability of data.	Students can recall a wide range of scientific facts and apply them to various contexts. Students can evaluate scientific data independently and identify weaknesses in the information. Students can apply their knowledge to complex, unfamiliar situations and predict outcomes. Students can compare key scientific information effectively and make connections between different topics. Students can conduct valid investigations with analysis to support conclusions and make judgements about the best technique to produce reliable data.

Computing:

Year 7

Skill Area	Grade 3 – Working towards subject expectations	Grade 2 – Working at subject expectations	Grade 1 – Consistently working above subject expectations
		Students are able to independently use the majority of the software features learned with minimal teacher help. They have a secure knowledge of the software learned. *For example, able to navigate most of the schools' internal systems and create instruction manuals with minimal help, able to complete most of the OSA with minimal help, able to design own computer or interactive PowerPoint with minimal help. All to a good standard.*	Students are able to independently use all software features learned with no teacher help and are even able to explore further untaught functionalities on their own. They have mastered the software learned. *For example, able to easily navigate all of the schools' internal systems and create instruction manuals, complete all of the OSA, design own computer or interactive PowerPoint. All of this without any teacher help and to a very good standard.*

Year 8

Skill Area	Grade 3 – Working towards subject expectations	Grade 2 – Working at subject expectations	Grade 1 – Consistently working above subject expectations
		Students are able to independently use the majority of the software features learned with minimal teacher help. They have a secure knowledge of the software learned. *For example, able to use most Excel features (plotting graphs, writing a formula, using conditional formatting…) with minimal help, able to successfully use AI to handle files and extract meaning from*	Students are able to independently use all software features learned with no teacher help and are even able to explore further untaught functionalities on their own. They have mastered the software learned. *For example, able to use all Excel features without any help (plotting graphs, writing a complex formula, using conditional formatting, IF statements). Additional*

		data analysis, create quizzes and graphical representation and use appropriate prompts with minimal help, able to produce their own digital design in photoshop with minimal help using background removal tools, altering transparencies, resizing images, changing layer colours, etc. All to a good standard of work.	*non-taught functions could be freezing panes, pivot tables, complex conditional formatting, new functions like =percentile () Able to efficiently and creatively use AI to handle files and extract meaning from data analysis, create quizzes and graphical representation and use appropriate prompts with no help, able to produce their own digital design in photoshop with no help using background removal tools, altering transparencies, resizing images, changing layer colours, etc. Additional non-taught functions they could be seen to use are the blur tool, smudge tool, layer warping, adding glow... All independently with no help and to a very good standard of work.*

Year 9

Skill Area	**Grade 3 – Working towards subject expectations**	**Grade 2 – Working at subject expectations**	**Grade 1 – Consistently working above subject expectations**
		Students are able to recall the majority of the computing content they have been exposed to and are able to independently apply their knowledge to a number of scenarios. *Tests are organised so that roughly half of the questions are recall and half are applied thinking. Students should be getting ≈50% or over to be working at subject expectations. Teacher discretion should*	Students are able to recall most if not all of the computing content they have been exposed to and are able to independently apply their knowledge to almost any scenario. *Tests are organised so that roughly half of the questions are recall and half are applied thinking. Students should be getting ≈70-75% or over to be working above subject expectations. Teacher*

		also be used on whether this level of knowledge and recall is also consistently displayed in classroom tasks.	*discretion should also be used on whether this level of knowledge and recall is also consistently displayed in classroom tasks.*

History:

Year 7

Skill Area	Grade 3 – Working towards subject expectations	Grade 2 – Working at subject expectations	Grade 1 – Consistently working above subject expectations
Written tasks	Writing includes one/some aspects of the PEE structure, though it is unlikely to be well structured as a piece of writing. Usually characterised through a paragraph or less of writing. Writing may not make sense, and the argument can be hard to follow. A point is usually made at the beginning of a paragraph which links to the question. 1-2 pieces of evidence in support of a point. These are usually lacking in depth/detail/specificity. It is unlikely to see explanation at this level, and definitely not soundly based on given evidence.	Writing is structured and includes most aspects of the PEE paragraph, though it may not be developed fully. Usually characterised through one paragraph of writing. Writing makes sense and the argument can be followed. A clear point is made at the beginning of a paragraph which directly addresses the question and makes a valid judgement. 2-3 pieces of evidence in support of a point. These may lack in depth/detail/specificity. Explanations may be in evidence though these will often not be fully developed. Analytical thinking may be implicit.	Writing confidently includes every aspect of the PEE structure. This can be accomplished in a single paragraph or potentially two paragraphs (though two paragraphs are not the expectation for this level in Year 7). Writing is fluent and argument reads well. A clear point is made at the beginning of a paragraph which directly addresses the question and makes a judgement. 2-3 pieces of detailed and well described evidence in support of a point. Explanations of evidence relate explicitly to the question and link back to the point of their paragraph. These may not be fully developed at this stage though some level of justification will be seen.

	Verbal responses are of a limited quality. Little use of historical vocabulary as appropriate to task.	Perhaps there will not be an explanation, but there will be detailed evidence which clearly relates to the point they have made which shows a good degree of understanding. Verbal responses are of a good quality and explain thinking. Some use of historical vocabulary as appropriate to task.	Strong use of historical vocabulary as appropriate to task. Links between paragraphs, if there are more than one, may be in evidence. Verbal responses are of a high quality and explain thinking well.
Source based assessments	Features from the source have been identified. These may or may not be relevant to the question and may essentially be seen as a description of the source/repetition of it. A lack of focus on the question in relation to the source's utility/reliability/bias. Contextual knowledge used to support is unrelated to the source or not used to help explain how the source is useful/reliable or conveys a bias. Contextual knowledge may not be evident at all. Answers will often only deal with either the content or the provenance.	Features from the source have been identified. These will be relevant to the question, though there may be too much description of the source/repetition of it. The answer will be focused on the question in relation to the source's utility/reliability/bias, though it may be less clear as to why. Contextual knowledge used to support is related to the source but may not be used well to help explain how the source is useful/reliable or conveys a bias. Answers may deal with the content and/or the provenance.	Features from the source have been identified. These will be relevant to the question. The answer will be focused on the question in relation to the source's utility/reliability/bias, though it may still be unclear as to why. Contextual knowledge used to support is related to the source and should be used to help explain how the source is useful/reliable or conveys a bias. Answers should deal with the content and the provenance, though one well developed paragraph linking to several features of the content/provenance would be enough.

Year 8

Skill Area	Grade 3 – Working towards subject expectations	Grade 2 – Working at subject expectations	Grade 1 – Consistently working above subject expectations
Written tasks	Writing includes one/some aspects of the PEE structure, though it is unlikely to be well structured as a piece of writing. Usually characterised through a paragraph or less of writing. Writing may not make sense, and the argument can be hard to follow. A point is usually made at the beginning of a paragraph which links to the question. 1-2 pieces of evidence in support of a point. These are usually lacking in depth/detail/specificity. It is unlikely to see explanation at this level, and definitely not soundly based on given evidence. Verbal responses are of a limited quality. Little use of historical vocabulary as appropriate to task.	Writing is structured and includes most aspects of the PEE paragraph. Usually characterised through one paragraph of writing. Writing makes sense and the argument can be followed. A clear point is made at the beginning of a paragraph which directly addresses the question and makes a valid judgement. 2-3 pieces of evidence in support of a point. Explanations of evidence relate explicitly to the question and link back to the point of their paragraph. These may not be fully developed at this stage but must show some kind of understanding of the need to explain in relation to the question. Verbal responses are of a good quality and explain thinking.	Writing confidently includes every aspect of the PEE structure. This can be accomplished in a single well-developed paragraph, though it could be seen across two well-structured paragraphs. Writing is fluent and argument reads well. A clear point is made at the beginning of a paragraph which directly addresses the question and makes a judgement. 2-3 pieces of detailed and well described evidence in support of a point. Explanations of evidence relate explicitly to the question and link back to the point of their paragraph. Explanations should show clear signs of being developed in relation to the question. Strong use of historical vocabulary as appropriate to task. Links between paragraphs, if there are more than one, may be in evidence. Verbal responses are of a high quality and explain thinking well.

		Some use of historical vocabulary as appropriate to task.	
Source based assessments	Features from the source have been identified. These may or may not be relevant to the question and may essentially be seen as a description of the source/repetition of it. A lack of focus on the question in relation to the source's utility/reliability/bias. Contextual knowledge used to support is unrelated to the source or not used to help explain how the source is useful/reliable or conveys a bias. Contextual knowledge may not be evident at all. Answers will often only deal with either the content or the provenance	Features from the source have been identified. These will be relevant to the question. The answer will be focused on the question in relation to the source's utility/reliability/bias. It should also be clear why it is useful/reliable/biased. Contextual knowledge used to support is related to the source and may begin to explain how the source is useful/reliable or conveys a bias. Answers may deal with the content and/or the provenance.	Features from the source have been identified. These will be relevant and specific to the question. The answer will be focused on the question in relation to the source's utility/reliability/bias. It will be clear why it is useful/reliable/biased. Contextual knowledge used to support is related to the source and will be used to help explain how the source is useful/reliable or conveys a bias. Answers will deal with the content and the provenance.

Year 9

Skill Area	Grade 3 – Working towards subject expectations	Grade 2 – Working at subject expectations	Grade 1 – Consistently working above subject expectations
Written tasks	Writing includes one/some aspects of the PEE structure, though it is unlikely to be well structured as a piece of writing. Usually characterised through a paragraph or less of writing. Writing may not make sense, and the	Writing is structured and includes most aspects of the PEE paragraph. Usually characterised through one paragraph of writing, though there may be more than one.	Writing confidently includes every aspect of the PEE structure. This is accomplished across two paragraphs. Writing is fluent and argument reads well. A clear point is made at the beginning of a

	argument can be hard to follow. A point is usually made at the beginning of a paragraph which links to the question. 1-2 pieces of evidence in support of a point. These are usually lacking in depth/detail/specificity. It is unlikely to see explanation at this level, and definitely not soundly based on given evidence. Verbal responses are of a limited quality. Little use of historical vocabulary as appropriate to task.	Writing makes sense and the argument can be followed. A clear point is made at the beginning of a paragraph which directly addresses the question and makes a valid judgement. 2-3 pieces of detailed evidence in support of a point. Explanations of evidence relate explicitly to the question and link back the point of their paragraph. These may not be fully developed at this stage but must show some kind of understanding of the need to explain in relation to the question. Verbal responses are of a good quality and explain thinking. Some use of historical vocabulary as appropriate to task.	paragraph which directly addresses the question and makes a judgement. 2-3 pieces of detailed and well described evidence in support of a point. Explanations of evidence relate explicitly to the question and link back to the point of their paragraph. These are well developed in relation to the question and answer it effectively. Strong use of historical vocabulary as appropriate to task. Links between paragraphs, if there are more than one, are likely to be in evidence. A conclusion may well be seen as appropriate to assessment tasks. This will begin to explore their argument in a more complex way, e.g. exploring links between factors or examining the relationship between aspects of their answer. This is not a requirement.

			Verbal responses are of a high quality and explain thinking well.
Source based assessments	Features from the source have been identified. These may or may not be relevant to the question and may essentially be seen as a description of the source/repetition of it. A lack of focus on the question in relation to the source's utility/reliability/bias. Contextual knowledge used to support is unrelated to the source or not used to help explain how the source is useful/reliable or conveys a bias. Contextual knowledge may not be evident at all. Answers will often only deal with either the content or the provenance.	Features from the source have been identified. These will be relevant and specific to the question. The answer will be focused on the question in relation to the source's utility/reliability/bias. It will be clear why it is useful/reliable/biased. Contextual knowledge used to support is related to the source and may begin to explain how the source is useful/reliable or conveys a bias. Answers may deal with the content and/or the provenance.	Features from the source have been identified. These will be relevant and specific to the question. The answer will be focused on the question in relation to the source's utility/reliability/bias. It will be clear why it is useful/reliable/biased. Contextual knowledge used to support is related to the source and will be used to help explain how the source is useful/reliable or conveys a bias. This knowledge will be specific and detailed and really help them in answering the question. Answers will deal with the content and the provenance, with both aspects of the source being analysed well in relation to the question.

Geography:

Year 7

Skills Area	Grade 3 – Working towards subject expectations	Grade 2 – Working at subject expectations	Grade 1 – Consistently working above subject expectations
Strand 1 – Demonstrating greater fluency with world knowledge by drawing on increasing breadth and depth of content and contexts.	May struggle with describing places and environments. Might use an example with some features, but with limited geographical understanding.	Demonstrates secure knowledge of places and environments. Uses appropriate examples and can describe features with some accuracy across familiar contexts.	Demonstrates extensive and accurate knowledge across a range of places. Applies knowledge to unfamiliar contexts and makes clear links between different topics and locations. Shows depth in examples.
Strand 2 – Understanding of concepts, physical and human processes, and interactions that shape place over time space.	May find describing some physical and human processes (e.g., erosion, urbanisation difficult and unable to recognise simple interactions between them. Shows limited understanding of how places change over time.	Explains most physical and human processes (e.g., erosion, urbanisation) and recognises most interactions between them. Shows understanding of how places change over time.	Explains complex processes clearly and links physical and human geography in depth. Analyses interactions over time and space, showing clear understanding of concepts such as, cause and effect, and scale.
Strand 3 – Competence in geographical enquiry through, analysis and inference of geographical information from resources and/or observations and collecting geographical data in the field. To include communicating findings in depth and links to	Data sources are often misunderstood. Struggles with inferences and communicates findings with little structure. Limited awareness of fieldwork and enquiry processes.	Uses simple data and sources to answer questions. Attempts inference and communicates findings with some structure. Demonstrates awareness of fieldwork and enquiry processes.	Analyses a range of sources to form well-supported conclusions. Makes detailed inferences and justifies ideas using evidence. Communicates findings clearly and links to geographical ideas or theories where appropriate.

geographical theories.			
Strand 4 – Geographical skills through interpretation and analysis of geographical information, recognising maps and numeracy skills. Linking data sets and looking for patterns, issues and predictions.	Uses maps, graphs, and data with limited accuracy (e.g., grid references, simple interpretation). May find identifying basic patterns and trends challenging.	Uses maps, graphs, and data with reasonable accuracy (e.g., grid references, simple interpretation). Identifies basic patterns and trends.	Interprets and evaluates a wide range of geographical data confidently. Links different data sets, identifies patterns and anomalies, and makes justified predictions about future changes. Demonstrates strong map and numeracy skills.
Strand 5 – Communicate showing high levels of fluency, articulation and complex specialist vocabulary. This may include written or spoken.	Can communicates ideas but with inconsistent use of appropriate geographical terminology. Writing and/or speaking demonstrates some knowledge and understanding.	Communicates ideas clearly using appropriate geographical terminology. Writing and/or speaking is mostly structured and demonstrates clear knowledge and understanding.	Communicates with high levels of fluency and precision. Uses a wide range of specialist vocabulary accurately. Produces well-structured, detailed and coherent explanations both written and verbally.

Year 8

Skills Area	Grade 3 – Working towards subject expectations	Grade 2 – Working at subject expectations	Grade 1 – Consistently working above subject expectations
Strand 1 – Demonstrating greater fluency with world knowledge by drawing on increasing breadth and depth of content and contexts.	Demonstrates limited knowledge across a range of places, environments and contexts. Can use some examples with limited links between locations.	Demonstrates secure knowledge across a range of places, environments and contexts. Uses accurate examples and begins to make links between topics and locations.	Demonstrates detailed and wide-ranging knowledge across global contexts. Confidently applies knowledge to unfamiliar situations and makes clear, well-developed links between topics, themes and places.

Strand 2 – Understanding of concepts, physical and human processes, and interactions that shape place over time space.	Limited explanations but can describe physical and human processes and lacks understanding of how they interact to shape places over time and space. Can use some appropriate terminology with scaffolds.	Explains physical and human processes clearly and shows understanding of how they interact to shape places over time and space. Uses appropriate terminology with growing confidence.	Analyses complex physical and human processes and their interactions in detail. Demonstrates clear understanding of interdependence, feedback and change over time and space. Applies concepts in unfamiliar contexts.
Strand 3 – Competence in geographical enquiry through, analysis and inference of geographical information from resources and/or observations and collecting geographical data in the field. To include communicating findings in depth and links to geographical theories.	Aided with scaffolds they can use sources to answer questions with limited detail. Can communicate findings with some structure. Demonstrates limited understanding of enquiry processes, including how to collect fieldwork data.	Analyses data and sources to answer questions with increasing detail. Makes supported inferences and communicates findings clearly. Demonstrates understanding of enquiry processes, including how to collect fieldwork data.	Independently analyses a range of complex data sources to form well-justified conclusions. Makes perceptive inferences supported by evidence. Communicates findings in depth and begins to link outcomes to geographical ideas.
Strand 4 – Geographical skills through interpretation and analysis of geographical information, recognising maps and numeracy skills. Linking data sets and looking for patterns, issues and predictions.	Can interpret maps, graphs and data with scaffolds but may find identifying patterns and trends difficult. Uses numeracy skills with scaffolds.	Accurately interprets maps, graphs and data. Identifies patterns and trends and begins to explain relationships between data sets. Uses numeracy skills with confidence.	Critically analyses and evaluates a wide range of geographical data. Links multiple data sets, identifies patterns, anomalies and relationships, and makes reasoned predictions about future changes. Demonstrates strong and confident map and numeracy skills.

Strand 5 – Communicate showing high levels of fluency, articulation and complex specialist vocabulary. This may include written or spoken.	Communicates with limited use of geographical terminology. Writing and/or speaking may be unstructured, with limited developed explanations.	Communicates clearly using a range of geographical terminology. Writing and/or speaking is structured, with some developed explanations.	Communicates with precision, clarity and confidence. Uses a wide and accurate range of specialist vocabulary. Produces detailed, well-structured and developed explanations, both written and spoken.

Year 9

Skill Area	Grade 3 – Working towards subject expectations	Grade 2 – Working at subject expectations	Grade 1 – Consistently working above subject expectations
Strand 1 – Demonstrating greater fluency with world knowledge by drawing on increasing breadth and depth of content and contexts.	Demonstrates some knowledge of a few places, environments and contexts. Can use examples with scaffolds to begin to apply knowledge to unfamiliar situations.	Demonstrates secure and detailed knowledge across a wide range of places, environments and contexts. Uses well-selected examples and begins to apply knowledge to unfamiliar situations.	Demonstrates comprehensive, accurate and wide-ranging knowledge. Applies knowledge confidently to unfamiliar and synoptic contexts, making perceptive links between topics, places and global issues.
Strand 2 – Understanding of concepts, physical and human processes, and interactions that shape place over time space.	Describe some physical and human processes using limited detail understanding of how they interact to shape places over time and space. With scaffolds uses some appropriate concepts (e.g., sustainability, interdependence).	Explains physical and human processes in detail and shows clear understanding of how they interact to shape places over time and space. Uses appropriate concepts with accuracy (e.g., sustainability and interdependence).	Analyses and evaluates complex interactions between physical and human processes. Demonstrates deep understanding of key geographical concepts and applies them fluently in unfamiliar contexts, including recognising feedback loops and long-term change.
Strand 3 – Competence in geographical enquiry through, analysis and inference of	Can interpret data and sources to form basic conclusions. Makes limited inferences and communicates findings with	Analyses a range of data and sources to form supported conclusions. Makes clear, reasoned inferences and communicates findings effectively. Shows secure	Independently interrogates complex data and sources to produce well-justified, critical conclusions. Makes perceptive and sophisticated inferences,

geographical information from resources and/or observations and collecting geographical data in the field. To include communicating findings in depth and links to geographical theories.	scaffolds. Limited understanding of enquiry processes, including fieldwork and data collection.	understanding of enquiry processes, including fieldwork and data collection.	fully supported by evidence. Communicates findings in depth, linking clearly to geographical theories or models where appropriate.
Strand 4 – Geographical skills through interpretation and analysis of geographical information, recognising maps and numeracy skills. Linking data sets and looking for patterns, issues and predictions.	Can make basic interpretations using maps, graphs and data. Identifies patterns, trends and relationships with scaffolds. May find explaining causes and implications difficult and will need scaffolds for numeracy skills.	Confidently interprets and analyses maps, graphs and data. Identifies patterns, trends and relationships and begins to explain causes and implications. Uses numeracy skills accurately.	Critically evaluates a wide range of geographical data. Synthesises multiple data sets, identifies patterns, anomalies and relationships, and makes well-justified predictions and judgements about future outcomes. Demonstrates high-level map and numeracy skills.
Strand 5 – Communicate showing high levels of fluency, articulation and complex specialist vocabulary. This may include written or spoken.	Communicates with basic use of some geographical terminology. Produces basic answers lacking structure and examples.	Communicates clearly and effectively using a wide range of geographical terminology. Produces structured, developed explanations with appropriate examples.	Communicates with precision, fluency and confidence. Uses complex and sophisticated geographical vocabulary accurately. Produces detailed, coherent and analytical responses, with well-developed arguments in both written and spoken forms.

French

Year 7

Skill Area	Grade 3 – Working towards subject expectations	Grade 2 – Working at subject expectations	Grade 1 – Consistently working above subject expectations
Listening	Can recognise a few cognates and a limited amount of familiar language and vocabulary.	Can understand some main points from a spoken passage containing familiar language with repetition. Can recognise cognates, SSCs and key vocabulary in listening gap-fills/dictation tasks.	Can understand the main points and some details from short spoken passages containing familiar language in simple sentences with repetition. Can recognise some SSCs and key vocabulary in listening gap-fills/dictation tasks
Speaking	Can answer simple questions using short phrases from memory or using familiar language and vocabulary.	Can successfully pronounce key French phonics, with some errors. Can give a basic response to simple questions when dealing with familiar topics.	Can ask and answer simple questions in a range of familiar topics. Can extend answers using simple connectives and give short answers from memory. Can successfully articulate key French phonics, even in unfamiliar words.
Reading	Can recognise a few cognates and a limited amount of familiar language and vocabulary.	Can understand some main points from a written passage containing familiar language. Can answer questions related to texts in the Target Language. Is able to use dictionary/vocab list to find out the meaning of new vocabulary.	Can understand some details in short written passages about familiar topics. Can answer questions related to texts in the Target Language. Can use context to work out the meaning of unfamiliar words.

Writing	Can write short sentences, with support, in a limited range of topics using familiar language and vocabulary.	Can write short sentences using a dictionary or vocab list for support and substitute words and phrases to personalise work. Can use some key verbs in the present tense, largely with “je” pronoun.	Can write short paragraphs on familiar topics, mostly from memory. Can look up new vocabulary to personalise work. Can successfully use some key verbs in the present tense with different pronouns.

Year 8

Skill Area	**Grade 3 – Working towards subject expectations**	**Grade 2 – Working at subject expectations**	**Grade 1 – Consistently working above subject expectations**
Listening	Can understand the main points and some details from short spoken passages containing familiar language in simple sentences with repetition. Can recognise some SSCs and key vocabulary in listening gap-fills/dictation tasks	Can pick out the main points of shorter extracts and understand familiar language in familiar contexts. Extracts might need to be repeated 3 times before pupil understands. Can identify a good number of key SSCs in dictations in listening/dictations.	Understands a lot of what is heard and work out the gist of short extracts. Understands familiar topics and pick out some details. Can generally identify 2 different tenses when listening.
Speaking	Can ask and answer simple questions in a range of familiar topics. Can extend answers using simple connectives and give short answers from memory. Can successfully articulate key French phonics, even in unfamiliar words.	Can respond to some questions in a range of familiar topics. Answers are quite short but may be developed occasionally. Can use simple connectives and apply simple grammar rules. Will be able to reproduce certain key	Can hold a short conversation with simple opinions and justifications. Can generally use 2 different tenses talking about themself. Pronunciation is recognisable and accent is quite good.

		SSCs when reading aloud.	Can be understood by a sympathetic native speaker.
Reading	Can understand some details in short written passages about familiar topics. Can answer questions related to texts in the Target Language. Can use context to work out the meaning of unfamiliar words.	Can understand the main points of passages which contain language in familiar contexts and is able to cope with simple opinions and grammar. Can answer questions about the text with ease.	Understands a lot of what is read and can extract meanings and some details. Can generally understand references to 2 different tenses in short paragraphs and extended sentences, and identify opinions with reasons.
Writing	Can write short paragraphs on familiar topics, mostly from memory. Can look up new vocabulary to personalise work. Can successfully use some key verbs in the present tense with different pronouns.	Can write quite long sentences and use familiar vocabulary. Can use simple connectives to develop answers and apply simple grammar rules from memory.	Can write generally accurately using 2 tenses, opinions and reasons. Can write extended sentences and short paragraphs. Can apply simple grammar rules accurately.

Year 9

Skill Area	**Grade 3 – Working towards subject expectations**	**Grade 2 – Working at subject expectations**	**Grade 1 – Consistently working above subject expectations**
Listening	Can pick out the main points of shorter extracts and understand familiar language in familiar contexts. Extracts might need to be repeated 3 times before pupil understands.	Understands a lot of what is heard and work out the gist of short extracts. Understands familiar topics and pick out some details. Can generally identify 2 different tenses when listening.	Can understand the main points and details of spoken passages containing familiar language in unfamiliar contexts. Can identify at least 2 different tenses and understand opinions and reasons.

	Can identify a good number of key SSCs in dictations in listening/dictations.		Can easily recognise key SSCs so that they can attempt to spell unknown words
Speaking	Can respond to some questions in a range of familiar topics. Answers are quite short but may be developed occasionally. Can use simple connectives and apply simple grammar rules. Will be able to reproduce certain key SSCs when reading aloud.	Can hold a short conversation with simple opinions and justifications. Can generally use 2 different tenses talking about themself. Pronunciation is recognisable and accent is quite good. Can be understood by a sympathetic native speaker.	Can hold a short conversation using opinions and developed answers. Can use at least 2 tenses generally accurately and talk about themself and other people. Accent is understandable and pronounces words reasonably accurately.
Reading	Can understand the main points of passages which contain language in familiar contexts and is able to cope with simple opinions and grammar. Can answer questions about the text with ease.	Understands a lot of what is read and can extract meanings and some details. Can generally understand references to 2 different tenses in short paragraphs and extended sentences, and identify opinions with reasons.	Can understand the main points and details of written passages containing familiar language in unfamiliar contexts. Can apply their knowledge of grammar to deduce the meaning of words. Can recognise at least 2 different tenses.
Writing	Can write quite long sentences and use familiar vocabulary. Can use simple connectives to develop answers and apply simple grammar rules from memory.	Can write generally accurately using 2 tenses, opinions and reasons. Can write extended sentences and short paragraphs. Can apply simple grammar rules accurately.	Can write using at least 2 tenses generally accurately and include opinions and developed answers. Can adapt verbs according to who is doing the action and write longer passages.

			Grammar and spelling are clear and understandable.

Spanish:

Year 9

Skill Area	Grade 3 – Working towards subject expectations	Grade 2 – Working at subject expectations	Grade 1 – Consistently working above subject expectations
	The student can understand some of the spoken and written language they have covered in their Spanish lessons, and they try to speak to the best of their ability. Their written work is completed as required and shows some understanding of grammar and subject specific vocabulary. Their spelling may lack the accuracy required and there may be some significant errors in their work.	The student has a good understanding of most of the spoken and written language they have covered in their Spanish lessons, and they usually speak quite clearly and with confidence. Their written work is good, showing sound understanding of grammar and vocabulary. Their spelling is generally accurate, and they complete tasks as required, with some extension. There are some errors in their work, which may be minor or more significant.	The student has a very good understanding of the spoken and written language they have covered in their Spanish lessons, and they usually speak clearly and with confidence. Their written work is of a high standard, showing a good knowledge of grammar and a range of vocabulary. Their spelling is accurate, and they complete tasks fully, showing detail in their work. There may be some errors in their work, but these are only of a minor nature.

Art:

Year 7

Skill Area	Grade 3 – Working towards subject expectations	Grade 2 – Working at subject expectations	Grade 1 – Consistently working above subject expectations
	Students work with basic shapes to identify what they are drawing. Work lacks technical refinement and observation. Some knowledge and opinions are given when discussing artists' work, but this is limited and not always evident in written work. Students need more guidance with designs and how to respond to the work of an artist.	Technical refinement is good. Students' work has mostly accurate shapes and proportions. They understand the work of artists and can discuss and write about this with key facts and opinions. They show links between their work and designs. Lesson work and homework is generally well presented.	Technical refinement is very strong or outstanding. Students work with high levels of realism. They can interpret ideas of artists and write about them in depth. They show clear links between their work and designs. Work is consistently well presented, and students produce independent responses for final pieces within lessons and homework tasks.

Year 8

Skill Area	Grade 3 – Working towards subject expectations	Grade 2 – Working at subject expectations	Grade 1 – Consistently working above subject expectations
	Students work with basic shapes to identify what they are drawing. Work lacks technical refinement and observation. Some knowledge and opinions are given when discussing artists' work, but this is limited and not always evident in written work. Students need more guidance with designs and how to respond to the work of an artist. Students struggle to work on larger scales.	T echnical refinement is good. Students' work has mostly accurate shapes and proportions. They understand the work of artists and can discuss and write about this with key facts and opinions. They have mixed media and been able to identify at least one area they work well in. They show links between their work and designs. Lesson work and homework is generally well presented.	T echnical refinement is very strong or outstanding. Students work with high levels of realism. Students have a clear understanding of how to mix media and techniques that work best for them. They are willing to experiment in order to discover this. They can interpret ideas of artists and write about them in depth. They show clear links between their work and designs. They are confident working on a larger scale. Work is consistently well presented, and students produce independent responses for final pieces

			within lessons and homework tasks.

Year 9

Skill Area	Grade 3 – Working towards subject expectations	Grade 2 – Working at subject expectations	Grade 1 – Consistently working above subject expectations
	Students work with basic shapes to identify what they are drawing. Work lacks technical refinement and observation. Students have struggled with produce accurate prints. Some knowledge and opinions are given when discussing artists' work, but this is limited and not always evident in written work. Students need more guidance with designs/new processes. Their responses to artist work are limited.	Technical refinement is good. Students' work has mostly accurate shapes and proportions. They understand the work of artists and can discuss and write about this with key facts and opinions. They have learnt the technical process of printmaking techniques and have produced some accurate prints. They show links between their work and designs. Lesson work and homework is generally well presented.	Technical refinement is very strong or outstanding. Students work with high levels of realism. Students understand their strongest media/mixed media to work in. Students have developed skills in painting and printmaking to a high standard, and they have experimented with backgrounds and surfaces. They can interpret ideas of artists and write about them in depth. They show clear links between their work and designs. Work is consistently well presented, and students produce independent responses for final pieces within lessons and homework tasks.

Drama:

Years 7-9

Skill Area	Grade 3 – Working towards subject expectations	Grade 2 – Working at subject expectations	Grade 1 – Consistently working above subject expectations
Communication?	Student participated in the group and developed an idea for performance when prompted. Student listened to their groups ideas and took direction.	Student demonstrates good communication skills and can work confidently with others. Student is able to generate a number of clear and interesting ideas, which meet the assessment aims.	Students demonstrate excellent leadership skills and can work exceptionally well with others. Student generates an extensive range of inventive and creative ideas to meet the aims of the assessment.
Performance	Student used a narrow range of theatrical skills to create a performance. Student made a limited attempt to create a character. Students' performance provided little contribution to the effectiveness of the piece.	Student used a good range of theatrical skills to create a convincing performance. Student can create an effective character. Students' performance provided a considerable contribution to the effectiveness of the piece.	Students uses a wide range of theatrical skills to create a convincing performance. Student can create a very effective character. Students' performance provided an excellent contribution to the effectiveness of the piece.
Evaluation?	Student used limited dramatic vocabulary to comment on the effectiveness of drama. Student rarely contributed and needed prompting to speak or share.	Student uses a range of dramatic vocabulary to anaylse the effectiveness of drama. Through their contributions to class discussions and evaluations, student offered relevant comments, reflecting on the process of creating drama and the final outcome. Students' contributions enhance discussions regularly.	Student uses a wide range of dramatic vocabulary to anaylse the effectiveness of drama confidently. Through their contributions to class discussions and evaluations, student offers insightful or thought-provoking comments, reflecting on the process of creating drama and the final outcome. Students' contributions enhance discussions frequently.

Dance:

Year 7

Skill Area	Grade 3 – Working towards subject expectations	Grade 2 – Working at subject expectations	Grade 1 – Consistently working above subject expectations
	Students require support to consistently meet behaviour, participation, or learning expectations. In performance, they may find it difficult to recall or accurately perform taught routines and may show limited control or confidence. In choreography, they are beginning to develop dance skills and ideas but require further guidance and practice to reach the expected standard.	Students demonstrate positive behaviour and engage well in lessons. In performance, they can recall and perform taught routines with generally good control, accuracy, and growing confidence. In choreography, they create clear movement phrases that show secure understanding of key dance skills, choreographic devices, and performance techniques expected for their stage of learning.	Students consistently demonstrate excellent behaviour, engagement, and commitment to learning. In performance, they accurately recall and perform taught routines with strong technical control, confidence, expression, and attention to detail. In choreography, they create imaginative and purposeful movement, applying dance skills, devices, and terminology with creativity and independence.

Year 8

Skill Area	Grade 3 – Working towards subject expectations	Grade 2 – Working at subject expectations	Grade 1 – Consistently working above subject expectations
	Students require support to consistently meet behaviour, participation, or learning expectations. In performance, they may find it challenging to recall or accurately perform taught routines and may show inconsistent control, alignment, or confidence. In choreography, they are beginning to develop movement ideas but require further guidance to apply dance skills and choreographic devices with consistency.	Students demonstrate positive behaviour and engage well in lessons. In performance, they can recall and perform taught routines with good control, alignment, and confidence, applying the key skills taught in lessons. In choreography, they create clear movement phrases that demonstrate secure understanding of choreographic devices and an increasing ability to structure movement effectively.	Students consistently demonstrate excellent behaviour, engagement, and a mature approach to learning. In performance, they accurately recall and perform taught routines with strong control, correct alignment, focus, and expressive quality, showing increasing technical precision and confidence. In choreography, they create creative and purposeful movement phrases, making effective use of space, dynamics, transitions, and choreographic devices with growing

			independence and refinement.

Year 9

Skill Area	Grade 3 – Working towards subject expectations	Grade 2 – Working at subject expectations	Grade 1 – Consistently working above subject expectations
	Students require support to consistently meet behaviour, participation, or learning expectations. In performance, they may struggle to recall or accurately perform taught material and may show limited control, balance, posture, or projection. In choreography, they are developing their ability to generate and structure movement but require further support to apply choreographic devices and performance skills effectively.	Students demonstrate positive behaviour and a secure commitment to learning. In performance, they can accurately perform taught material with good control, posture, balance, and confidence, showing consistent application of technical and expressive skills. In choreography, they create structured and purposeful movement phrases that demonstrate secure use of choreographic devices, spatial awareness, and performance skills expected as preparation for GCSE study.	Students consistently demonstrate excellent behaviour, engagement, and independence in their learning. In performance, they perform taught material with a high level of technical accuracy, control, posture, balance, projection, and expressive intention, demonstrating strong performance quality across both baseline and ongoing assessments. In choreography, they create sophisticated and purposeful work, making assured use of space, dynamics, contact work, and choreographic devices to communicate ideas with creativity and clarity.

Music:

Year 7

Skill Area	Grade 3 – Working towards subject expectations	Grade 2 – Working at subject expectations	Grade 1 – Consistently working above subject expectations
	Students can perform simple parts with support but may struggle with accuracy, pulse, or rhythm. Compositions show limited development. Additional guidance is needed across performance, composition and listening skills.	Students perform with generally accurate rhythm and pitch. Compositions show a clear structure and use some musical elements effectively. Students can identify basic musical features and discuss music studied in lessons.	Students perform confidently and accurately, maintaining pulse and rhythm with a high level of control. Compositions are creative, structured, and show clear understanding of the musical elements. Students use appropriate musical terminology and work independently.

Year 8

Skill Area	Grade 3 – Working towards subject expectations	Grade 2 – Working at subject expectations	Grade 1 – Consistently working above subject expectations
	Students require support to perform accurately and maintain their part in group performances. Compositions contain basic ideas with limited development. Students often need prompting to explain musical features.	Students perform accurately with developing confidence and expression. Compositions show clear musical ideas and understanding of musical elements. Students identify and explain key musical features using appropriate terminology.	Students perform confidently in solo and ensemble contexts with strong technical control and expression. Compositions demonstrate creativity and effective development of ideas. Students analyse music confidently using subject-specific vocabulary.

Year 9

Skill Area	Grade 3 – Working towards subject expectations	Grade 2 – Working at subject expectations	Grade 1 – Consistently working above subject expectations
	Students show developing performance skills but require support to maintain accuracy and confidence. Compositions demonstrate a basic understanding of	Students perform accurately and with some expression. Compositions are organised and demonstrate effective use of musical elements. Students can identify, describe and explain	Students demonstrate strong musicality and technical control. Compositions are imaginative, well-structured and stylistically aware.

	structure and musical elements.	features of music, using key musical terms.	

Physical Education:

Year 7

Skill Area	Grade 3 – Working towards subject expectations	Grade 2 – Working at subject expectations	Grade 1 – Consistently working above subject expectations
Invasion games	Performs basic skills with some control and accuracy. Moves into space when prompted. Understands simple attacking and defending principles. Begins to work cooperatively with teammates.	Performs core skills consistently in game situations. Maintains possession through effective passing and movement. Applies simple attacking and defending tactics. Communicates effectively with teammates.	Demonstrates excellent technical skills and tactical understanding Influences the outcomes of games through effective decision-making and leadership. Adapts strategies effectively throughout different game situations Communicates, leads and supports teammates positively.
Net & wall	Performs basic shots with some control and consistency. Understands the purpose of maintaining a rally. Begins to move into position to return the ball/shuttle. Starts to use space effectively during play.	Performs a range of shots with reasonable consistency. Maintains rallies with a partner. Uses movement and positioning effectively. Understands basic attacking and defensive play.	Demonstrates excellent control, consistency and shot selection. Uses advanced tactics to influence the outcome of games Adapts play effectively against different opponents. Shows leadership and supports others positively.
Striking and Fielding	Performs basic striking and fielding skills with some control. Throws and catches successfully in simple situations. Understands how runs are scored and prevented.	Strikes the ball consistently and attempts to place shots into space. Throws and catches with reasonable accuracy in game situations. Understands the roles and responsibilities of batters and fielders.	Demonstrates excellent skill execution and tactical awareness. Influences the outcome of games through effective decisions and leadership. Adapts tactics to the situation and opposition.

	Begins to work cooperatively within a team.	Applies simple tactics to score runs and prevent scoring.	Communicates effectively and supports team performance.
Gym & Dance	Performs a range of movements with some control. Links simple actions into a sequence or movement phase. Shows awareness of space, timing and body position. Begins to add creativity and personal ideas.	Performs sequences and routines with control and fluency. Demonstrates effective use of balance, travel, turns, jumps and shapes. Uses changes in level, direction, speed and dynamics. Creates and performs simple routines or choreography.	Performs highly challenging routines with exceptional control, creativity and expression. Demonstrates originality and sophisticated movement choices. Performs confidently with strong presentation quality. Leads, supports and develops the works of others.
	Pupils may need support with preparation, consistency, and effort during PE lessons. They are developing their skills and understanding and should continue to improve participation, teamwork, and response to feedback.	As well as meeting secure standards across a range of activities, pupils demonstrate a positive attitude towards PE. They arrive prepared with the correct kit, show consistent effort, listen carefully, participate positively, work well with others, and respond to feedback with a willingness to improve.	As well as meeting excelling standards across a range of activities, pupils consistently demonstrate excellent attitudes towards PE. They arrive prepared with the correct kit, show outstanding effort, respond positively to feedback, and take responsibility for their development. They contribute confidently, extend their learning through extracurricular opportunities, and act as positive role models.

Year 8

Skill Area	**Grade 3 – Working towards subject expectations**	**Grade 2 – Working at subject expectations**	**Grade 1 – Consistently working above subject expectations**
Invasion games	Performs basic skills with some control and accuracy. Begins to create and use space effectively.	Performs range of skills consistently in competitive situations. Maintains possession through effective passing, movement and decision-making.	Demonstrates excellent technical ability and tactical understanding Makes effective decisions under pressure and influences the outcome of games.

	Understands simple attacking and defending principles. Works cooperatively and communicates with teammates.	Applies simple attacking and defending tactics appropriately. Communicates effectively and contributes positively to team performance.	Adapts strategies Based on opponents and changing situations. Demonstrates leadership and supports the development of others.
Net & wall	Performs basic shots with some control and consistency. Maintains simple rallies and understands the importance of positioning. Begins to use space and placement to challenge opponents. Applies basic rules and tactics.	Performs a range of shots with control and consistency Maintains rallies and selects appropriate shots during games. Uses movement, positioning and space effectively. Applies attacking and defensive tactics to outwit opponents.	Demonstrates excellent control, consistency and shot selection. Uses advanced tactics and placement to influence games. Adapts play effectively against different opponents. Anticipates opponents' actions and responds effectively.
Striking and Fielding	Performs basic striking, throwing and catching skills with increasing control. Understands how to score and prevent runs. Begins to make simple tactical decisions. Works positively as part of a team.	Strikes the ball consistently and uses placement to create scoring opportunities. Throws and catches accurately in game situations. Applies effective fielding positions and tactics. Understands when to attack and defend.	Demonstrates excellent skill execution and tactical awareness. Influences the outcome of games through effective decision-making. Adapts tactics depending on the situation and opposition. Communicates effectively and leads team performance. Evaluates and improves performance independently.
Gym & Dance	Performs sequences and routines with improving control. Links movements together with increasing fluency. Shows awareness of space, timing and body position.	Performs sequences and routines with control, fluency and confidence. Demonstrates effective use of balance, travel, turns, jumps and shapes. Uses changes in level, direction, speed and dynamics effectively.	Performs complex routines with excellent control, creativity and expression. Demonstrates originality and sophisticated movement choices.

	Begins to develop creativity and personal ideas.		Uses composition, performance quality and technique effectively. Leads, supports and develops the work of others.
	Pupils working towards subject expectations may need support with preparation, consistency, and effort during PE lessons. They are developing their skills and understanding and should continue to improve their participation, teamwork, and response to feedback.	As well as meeting secure standards across a range of activities, pupils arrive prepared with the correct PE kit, show consistent effort, participate positively, and work well with others. They demonstrate respect, a positive attitude, and a willingness to respond to feedback and improve	Pupils arrive with correct PE kit, are punctual, demonstrate strong effort, respond well to feedback to improve performance, and regularly take part in extracurricular activities, with some representing the school in competitions.

Year 9

Skill Area	**Grade 3 – Working towards subject expectations**	**Grade 2 – Working at subject expectations**	**Grade 1 – Consistently working above subject expectations**
Invasion games	Performs a range of skills with increasing control and accuracy in games situations. Begins to make effective decisions when attacking and defending. Understands team roles and basic tactical strategies. Works positively and communicates with teammates.	Performs a wide range of skills consistently under pressure. Maintains possession through effective movement, passing and decision-making. Applies advanced attacking and defending tactics appropriately. Communicates effectively and contributes to team strategy,	Demonstrates excellent technical ability and tactical awareness Influences the outcome of games through creativity, decision-making and leadership. Adapts strategies effectively according to opponents and game situations. Leads, supports and develops others positively. Critically evaluates performance and independently applies feedback.
Net & Wall	Performs a range of shots with improving control and accuracy.	Performs a variety of shots with accuracy and consistency.	Demonstrates excellent control, consistency and tactical awareness.

	Begins to maintain rallies consistently in game situations. Uses basic positioning and movement to respond to opponents. Understands simple attacking and defensive tactics.	Maintains rallies under pressure and selects appropriate shots. Uses court positioning, movements and space effectively. Applies attacking and defensive tactics to outwit opponents.	Uses advanced shot selection, placement, and variation to influence games. Adapts strategies effectively against different opponents. Demonstrates leadership and support others' improvement. Applies feedback independently to refine performance.
Striking & fielding	Performs striking, throwing and catching skills with improving consistency. Begins to use space effectively when batting ad fielding. Understands how tactics can influence the outcome of games. Works cooperatively within a team.	Performs skills consistently and effectively in competitive situations. Uses placement, timing and decision-making to create scoring opportunities, Applies effective fielding stategies and positioning. Adapts tactics to score runs and prevent opponents scoring.	Demonstrates excellent skill execution and tactical understanding. Influences games through effective decision-making Adapts tactics based on opposition and changing situations. Supports and develops team performance.
	Pupils working towards subject expectations may need support with preparation, consistency, and effort during PE lessons. They are developing their skills, understanding, and confidence and should continue to improve their participation, teamwork, and response to feedback.	As well as meeting secure standards across a range of Year 9 activities, pupils arrive prepared with the correct PE kit, show consistent effort, participate positively, and work effectively with others. They demonstrate respect, an engaged and positive attitude, and a willingness to improve by responding to feedback and developing their skills.	Pupils consistently demonstrate excellent attitudes towards PE by arriving prepared with the correct PE kit, showing resilience, strong effort, and a commitment to improvement. They respond positively to feedback, confidently take on roles such as leading, officiating, and supporting others, and regularly extend their learning through extracurricular activities and school representation.

Design Technology:

Year 7

Skill Area	Grade 3 – Working towards subject expectations	Grade 2 – Working at subject expectations	Grade 1 – Consistently working above subject expectations
	Student can work safely in a workshop. Student can name and use the basic equipment in D&T. Student can prepare the areas for work and use the tools and equipment for that area in the safely. Student can follow instructions to make the products that are required with some extra support. Student can use CAD to make new designs.	Student can research and explore different cultures and needs. Student can identify and solve design and practical problems. Student can select specialist tools and equipment. Student can test and refine ideas and understand how to develop and adapt, being aware of their properties. Student can develop design criteria to look at the function and appeal and respond to needs. Student can use a variety of approaches to be creative. Student can complete basic skills, whilst responding to the needs of the client or cultures. Student can use and investigate new skills, processes and technologies, working independently and showing resilience. Student can use CAD with confidence and save my work correctly. Student can design using different techniques with	Student can use and develop communication of ideas, using all areas including modelling, to be able to select and use more complex and varied materials, tools and equipment. Competent use of CAD technologies independently investigating new concepts and practising beyond the classroom. Students can take in the views of others when refining ideas. Student often capable of working independently, showing resilience.

		some support for example isometric.	

Year 8

Skill Area	Grade 3 – Working towards subject expectations	Grade 2 – Working at subject expectations	Grade 1 – Consistently working above subject expectations
	Student can research and explore different cultures and needs. Student can identify and solve design and practical problems. Student can select specialist tools and equipment. Student can test and refine ideas and understand how to develop and adapt, being aware of their properties. Student can develop design criteria to look at the function and appeal and respond to needs.	Student can use a variety of approaches to be creative. Student can complete basic skills, whilst responding to the needs of the client or cultures. Student can use and investigate new skills, processes and technologies, working independently and showing resilience. Student can use CAD with confidence and save my work correctly. Student can use and develop communication of ideas, using all areas including modelling, to be able to select and use more complex and varied materials, tools and equipment. Competent use of CAD technologies independently investigating new concepts and practising beyond the classroom. Student can take in the views of others when refining ideas. Student is often capable of working independently, showing resilience.	Student understands the properties of materials and components to achieve different solutions. Student understands the developments in Design and Technology that impact on society and the environment. Student is always capable of working independently, showing resilience. Student can use a CAD and CAM with confidence and demonstrate a focused curiosity of the subject and further links to other subjects. Student can use mathematical modelling within their design ideas.

		Student can design using different techniques with some support for example isometric.	

Year 9

Skill Area	Grade 3 – Working towards subject expectations	Grade 2 – Working at subject expectations	Grade 1 – Consistently working above subject expectations
	Student can use a variety of approaches to be creative. Student can complete basic skills, whilst responding to the needs of the client or cultures. Student can use and investigate new skills, processes and technologies, working independently and showing resilience. Student can use CAD with confidence and save their work correctly. Student can use and develop communication of ideas, using all areas including modelling, to be able to select and use more complex and varied materials, tools and equipment. Competent use of CAD technologies independently investigating new concepts and practising beyond the classroom. Student can take in the views of others when refining ideas.	Student understands the properties of materials and components to achieve different solutions. Student understands the developments in Design and Technology that impact on society and the environment. Student is always capable of working independently, showing resilience. Student can use a CAD and CAM with confidence and demonstrate a focused curiosity of the subject and further links to other subjects Student can use mathematical modelling within their design ideas.	Student understands the different materials and components to achieve different solutions. Student understands the developments in Design and Technology that impact on society and the environment and how this can be changed in the future. Student is always capable of working independently, showing resilience and is self-reflective to work holistically within both linear and iterative design processes.

	Student is often capable of working independently, showing resilience. Student can design using different techniques with some support for example isometric.		

Cooking and Nutrition:

Year 7

Skill Area	Grade 3 – Working towards subject expectations	Grade 2 – Working at subject expectations	Grade 1 – Consistently working above subject expectations
Practical	Attempt practical work with peer or adult support Learn simple techniques with basic equipment Use an oven and hob safely with support from an adult Name basic equipment Attempt to manage time with support from an adult	Able to follow the practical, with minimal support from an adult Improve confidence and skills with all equipment Use an oven and hob safely Recall previous practical skills and apply to new recipes Manage their time throughout a practical, needing minimal reminders Working as a team	Able to follow the practical, without support from an adult Demonstrate confidence and techniques with a knife Know how to safely use an oven and a hob with confidence Taking a leadership role during practicals, supporting others in both cooking and clearing away Engaging in class discussions, recalling knowledge and applying to the new task Knowing the names of equipment Understanding a wide range of cooking methods Understanding heat management when working on a hob
Theory	Engage in class discussions and group work	Regularly participating in class discussions and sharing ideas	Consistently contributing to learning, engaging in

	Attempt all core areas of a lesson, with support from peers or an adult Show some understanding of new topics with additional support Try to use subject specific vocab in verbal settings Identify correct information regarding healthy eating	Completing all core work within a lesson Show application and some understanding of new topics Make some connects with prior learning Use resources provided to write PEE paragraphs Try to use subject specific vocab in written work Know all elements of the Eatwell Guide and how to identify healthy eating	class discussions and stretching knowledge Noticing patterns and linking previous learning to new topics Consistently trying to improve, adjusting knowledge and reflecting on their work Using subject specific vocab regularly throughout their writing Ensuring they complete stretch and challenge work during lessons Completing homework tasks with care and consideration – within the expected timeframes Using PEE writing structure when completing longer answers

Year 8

Skill Area	**Grade 3 – Working towards subject expectations**	**Grade 2 – Working at subject expectations**	**Grade 1 – Consistently working above subject expectations**
Practical	Complete practical work with peer or adult support Continue to use simple techniques with basic equipment, naming and identifying all with ease Use an oven and hob safely Attempt to manage time with support from an adult	Able to follow the practical, with minimal support from an adult, with some precision Improve confidence and skills with all equipment Use an oven and hob safely Recall previous practical skills and apply to new recipes	Able to follow the practical, without support from an adult. Complete work with speed Know how to safely use an oven and a hob with confidence Taking a leadership role during practicals, supporting others in both cooking and clearing away

		Manage their time throughout a practical, needing minimal reminders Working as a team	Engaging in class discussions, recalling knowledge and applying to the new task Knowing the names of equipment Understanding a wide range of cooking methods Understanding heat management when working on a hob
Theory	Engage in class discussions and group work Attempt all core areas of a lesson, with support from peers or an adult Show some understanding of new topics with additional support Start to make connections from prior learning Try to use subject specific vocab in verbal settings Identify correct information regarding healthy eating	Regularly participating in class discussions and sharing ideas Completing all core work within a lesson Show application and some understanding of new topics Make some connects with prior learning Use resources provided to write PEE paragraphs Try to use subject specific vocab in written work Know all elements of the Eatwell Guide and how to identify healthy eating	Consistently contributing to learning, engaging in class discussions and stretching knowledge Noticing patterns and linking previous learning to new topics Consistently trying to improve, adjusting knowledge and reflecting on their work Using subject specific vocab regularly throughout their writing Ensuring they complete stretch and challenge work during lessons Completing homework tasks with care and consideration – within the expected timeframes Using PEE writing structure when completing longer answers

Year 9

Skill Area	Grade 3 – Working towards subject expectations	Grade 2 – Working at subject expectations	Grade 1 – Consistently working above subject expectations
Practical	Complete practical work with peer or adult support Continue to use simple techniques with basic equipment Use an oven and hob safely with support from an adult Need prompting to stay on time during practical work	Able to follow the practical, with minimal support from an adult with some precision Improve confidence and skills with all equipment Use an oven and hob safely Recall previous practical skills and apply to new recipes Manage their time throughout a practical, needing minimal reminders Working as a team Multitasking throughout a practical, knowing when to step away from a pan and continue with other elements	Able to follow the practical, without support from an adult. Complete work with speed and precision Know how to safely use an oven and a hob with confidence Taking a leadership role during practicals, supporting others in both cooking and clearing away Engaging in class discussions, recalling knowledge and applying to the new task Knowing the names of equipment Understanding a wide range of cooking methods Understanding heat management when working on a hob Confidence working with electrical equipment such as stick blenders
Theory	Engage in class discussions and group work Attempt all core areas of a lesson, with support from peers or an adult Show some understanding of new topics with additional support	Regularly participating in class discussions and sharing ideas Completing all core work within a lesson Show application and some understanding of new topics Make some connects with prior learning	Consistently contributing to learning, engaging in class discussions and stretching knowledge Noticing patterns and linking previous learning to new topics Consistently trying to improve, adjusting knowledge and reflecting on their work

	Make some connections to prior knowledge Try to use subject specific vocab in verbal settings Identify correct information regarding healthy eating	Use resources provided to write PEE paragraphs Try to use subject specific vocab in written work Know all elements of the Eatwell Guide and how to identify healthy eating	Using subject specific vocab regularly throughout their writing Ensuring they complete stretch and challenge work during lessons Completing homework tasks with care and consideration – within the expected timeframes Using PEE writing structure when completing longer answers

RPE:

Year 7

Skill Area	Grade 3 – Working towards subject expectations	Grade 2 – Working at subject expectations	Grade 1 – Consistently working above subject expectations
	Students give one side of an argument supported by either description of evidence/religious teaching or a brief basic explanation that doesn't necessarily link directly to the question Or students can identify two sides of an argument but not supported with evidence or explanation. Pupils are able to explain concepts but might not use the correct vocabulary, or they may confuse their vocabulary (for example, they might call it the design argument but explain the first cause argument, or they might describe the	Students give one side of an argument supported by 1-2 pieces of evidence with simple explanation of evidence. Explanations won't be strong enough to link point, evidence and question stem clearly. Or pupils identify both sides of an argument and support with either a piece of evidence or simple explanation. Structure of assessment questions is generally adhered to, but the command word is not always strongly responded to (e.g. when discussing how a believer is 'influenced' by X, pupils may write a response about X in a well-	Students give one side of an argument supported by 2-3 pieces of detailed evidence with developed explanation linking point, evidence and question stem clearly together. Or pupils may identify two sides of an argument, supported with 1-2 pieces of evidence and explanations. Good use of complex subject specific vocabulary (e.g. – at the top end the pupil may use the phrase 'teleological augment' instead of design argument). The pupil's work, both verbal and bookwork, is continuously engaging

	first cause argument but call it the domino theory). Pupils are willing to answer knowledge-based Q and A or share some basic opinions verbally. Pupils are able to identify aspects of a religion but cannot fully explain the significance (for example, pupils are able to identify the 5Ks of Sikhism but cannot explain their significance/symbolism).	structured answer by the word 'influence' hasn't been fully engaged with). The pupil shares ideas in class and may give alternative ideas in response to other pupils but they aren't necessarily building on the argument. Pupils will use key subject specific vocabulary (for example, they will be able to identify the names of different arguments for God's existence, e.g. Design argument, First Cause etc). The pupil may make reference to the big question in their work but may not clearly link it to the beliefs/practices they are discussing. May link to religious books or teachings. Able to identify some sources of authority. They may identify that there are different denominations in a religion.	with the Big Question, and this is also evidenced in assessments. For example, pupils will be able to discuss the symbolism/meaning of Sikh beliefs and practices and they will also be able to link their significance clearly to the theme of equality and justice, though this may not be developed/complex in year 7. The pupil shares their own ideas in class and will build/counter other pupils' ideas respectfully. Pupils ask their own questions which philosophical thinking and understanding of the complexity of the topic. Shows a developed understanding that religions and worldviews are complex. That followers of the same religion may hold very different views or practice in very different ways. They may start to show an understanding of why this is the case. Explanations might be simplified to explaining that this is the result of being part of different denominations, rather than understanding the full complexity of unique worldviews. They may start to link this to how it affects their views on world events/complex issues (like civil rights, climate change etc). May start to link some religious stories/teachings

			to support their arguments but these are typically brief/not explained fully. Or pupils may use hypothetical scenarios to explain their philosophical reasoning. Starting to understand the influence of sources of authority on worldviews/positionality. Strong understanding of exam command words like 'influence'.

Year 8

Skill Area	Grade 3 – Working towards subject expectations	Grade 2 – Working at subject expectations	Grade 1 – Consistently working above subject expectations
	Students give one side of an argument supported by 1-2 pieces of evidence with simple explanation of evidence. Explanations won't be strong enough to link point, evidence and question stem clearly. Or pupils identify both sides of an argument and support with either a piece of evidence or simple explanation. Structure of assessment questions is generally adhered to, but the command word is not always strongly responded to (e.g. when discussing how a believer is 'influenced' by X, pupils may write a response about X in a well-structured answer by the word 'influence' hasn't been fully engaged with). For argument style	Students give one side of an argument supported by 2-3 pieces of detailed evidence with developed explanation linking point, evidence and question stem clearly together. Or pupils may identify two sides of an argument, supported with 1-2 pieces of evidence and explanations. Good use of complex subject specific vocabulary (e.g. naming some of the 5 pillars of Islam – zakat, sawm etc). The pupil may make reference to the big question in their work but may not clearly link it to the beliefs/practices they are discussing. Shows a good understanding that	Students give two sides of an argument supported by 2-3 pieces of detailed evidence for each. At least one side of the argument is fully developed with an explanation linking point, evidence and question stem clearly together. The other side of the argument may not be as well developed. Excellent use of complex subject specific vocabulary (e.g. – they may identify arguments against the problem of evil as theodicies). The pupil's work, both verbal and bookwork, is continuously engaging with the Big Question, and this is also evidenced in assessments. For example, pupils will be able to discuss the

	questions pupils may give different views but they are polarised by religion rather than understanding that people within the same religion can have opposing views. The pupil shares knowledge and/or some of their own ideas in class Pupils will use key subject specific vocabulary (for example, they will be able to identify the names of different arguments for God's existence, e.g. Design argument, First Cause etc). May link to religious books or teachings but not incorporated into answer. Able to identify some sources of authority. They may identify that there are different denominations in a religion which means they have different views but no real understanding of why (positionality etc).	religions and worldviews are complex. That followers of the same religion may hold very different views or practice in very different ways. They may start to show an understanding of why this is the case. Explanations might be simplified to explaining that this is the result of being part of different denominations, rather than understanding the full complexity of unique worldviews. They may start to link this to how it affects their views on world events/complex issues (like civil rights, climate change etc). May start to understand the influence of sources of authority on worldviews/positionality. May start to link some religious stories/teachings to support their arguments but these are typically brief/not explained fully. Or pupils may use hypothetical scenarios to explain their philosophical reasoning. Strong understanding of exam command words like 'influence'. For argument style questions pupils may give different views but they are polarised by religion rather than understanding that people within the same religion can have opposing views. Pupil shares ideas or responds to others' ideas	symbolism/meaning of Islamic beliefs and practices and they will also be able to link their significance clearly to the theme of equality and justice, though this may not be developed/complex in Year 7. The pupil shares their own ideas in class and will build/counter other pupils' ideas respectfully. Pupils ask their own questions which philosophical thinking and understanding of the complexity of the topic. Shows a developed understanding that religions and worldviews are complex. That followers of the same religion may hold very different views or practice in very different ways depending on different factors. They start to show an understanding of why this is the case. Explanations start to understand the complexity of unique worldviews. They may start to link this to how it affects their views on world events/complex issues (like responses to evil and suffering in the world etc). Starting to understand the influence of sources of authority on worldviews/positionality. Link to some religious stories/teachings (e.g.

		verbally in class but may not build on what's being said/follow the line of reasoning. May link to religious books or teachings which relate to their answer but not fully developed or explained.	Genesis) to support their arguments but these are typically brief/not explained fully. Or pupils may use hypothetical scenarios to explain their philosophical reasoning. Strong understanding of exam command words like 'influence'. Starting to focus answers on the absolute word in statement style questions to formulate a two-sided argument rather than structuring their answer religion vs religion. Starting to recognise golden threads throughout our topics in Year 7/8 (for example themes of charity, salvation etc).

Year 9

Skill Area	**Grade 3 – Working towards subject expectations**	**Grade 2 – Working at subject expectations**	**Grade 1 – Consistently working above subject expectations**
	Students give one side of an argument supported by 2-3 pieces of evidence with simple explanation of evidence. Explanations won't be strong enough to link point, evidence and question stem clearly. Or pupils identify both sides of an argument and support with some basic knowledge either side. Structure of assessment questions is generally adhered to, but the command word is not always responded to (e.g. when discussing how a	Students give two sides of an argument supported by 2-3 pieces of detailed evidence for each. At least one side of the argument is fully developed with an explanation linking point, evidence and question stem clearly together. The other side of the argument will not be as well developed. Good use of subject specific vocabulary (e.g. Naming the three poisons of Buddhism, or use of phrases like 'relative morality').	Students give two sides of an argument supported by 2-3 pieces of detailed evidence for each. Both sides are fully developed with an explanation linking point, evidence and question stem clearly together. Pupils may add a conclusion, but this is superficial and it is unlikely that pupils will make conclusive linking statements between paragraphs. Excellent use of complex subject specific vocabulary (e.g. – utilitarianism, altruism etc.

	believer is 'influenced' by X, pupils may write a response about X in a well-structured answer, but the word 'influence' hasn't been fully engaged with). Pupils give no source of authority/quote or religious teaching to support their answers. For argument style questions pupils may give different views but they are polarised by religion rather than understanding that people within the same religion can have opposing views. The pupil shares knowledge and/or some of their own ideas in class sometimes. Pupils will use key subject specific vocabulary (for example, they can identify some key vocab like 'eightfold path', but they don't go into any detail to explain it). May link to religious books or teachings but not incorporated into answer. Able to identify some sources of authority. For example, they recognise that school influences their worldviews. They may identify that there are different denominations in a religion which means they have different views but no real understanding of why (positionality etc).	The pupil makes clear reference to the Big Question but may struggle to tie ideas together between Big Questions. Shows a good understanding that religions and worldviews are complex. That followers of the same religion may hold very different views or practice in very different ways. They may start to show an understanding of why this is the case. Explanations might be simplified to explaining that this is the result of being part of different denominations, rather than understanding the full complexity of unique worldviews. They may start to link this to how it affects their views on world events/complex issues (like abortion, euthanasia etc). May start to understand the influence of sources of authority on worldviews/positionality but these will probably be limited to understanding how SofA close to them (parents, law etc) affect them rather than understanding a complex web of societal influences. May start to link some religious stories/teachings to support their arguments but these are typically brief/not explained fully. Or pupils	Or can start to explain the root origins of words to help explain them e.g. euthanasia meaning eu (good) thanatos (death)). The pupil's work, both verbal and bookwork, is continuously engaging with the Big Question, and this is also evidenced in assessments. Pupils might start to link across several Big Questions. For example, drawing links between the year 8 theme 'what will make our world a better place?' and the work of 'Engaged Buddhism' in year 9. Or they may draw on the Big Question 'what makes us human?' to determine their responses to questions on abortion in the Life unit. The pupil shares their own ideas in class and will build/counter other pupils' ideas respectfully. Pupils ask their own questions which philosophical thinking and understanding of the complexity of the topic. Willing to change their mind on a topic in debate with others. Shows a sound understanding that religions and worldviews are complex. That followers of the same religion may hold very different views or practice in very different ways depending on different factors. Clear understanding of why this is the case. Understand

		may use hypothetical scenarios to explain their philosophical reasoning. Strong understanding of exam command words like ‘influence’. May use a religious source of authority and quote in an answer but it will not be integrated in a meaningful way. For argument style questions pupils may give different views but they are polarised by religion rather than understanding that people within the same religion can have opposing views. Pupil shares ideas or responds to others' ideas verbally in class but may not build on what’s being said/follow the line of reasoning.	the complexity of unique worldviews on events/complex issues (like responses to laws on abortion, euthanasia etc). Clear understanding of the influence of sources of authority on worldviews/positionality. They start to understand the complex web of societal influences (this is apparent when they are discussing Dependent Origination in Buddhism, or factors affecting morality). Link to some religious stories/philosophical teachings (e.g. Bentham’s utilitarianism) to support their arguments but these are typically brief/not explained fully. Pupils may use hypothetical scenarios to explain their philosophical reasoning. Strong understanding of exam command words like ‘influence’. Can use a religious source of authority and quote in an integrated way in their answers. Focuses answers on the absolute word in statement style questions to formulate a two-sided argument rather than structuring their answer religion vs religion. Recognises golden threads throughout our topics across year 7-9 (for example themes of charity, salvation, morality etc).

Appendix 2 – Key Stage 4 Assessment Framework

Summative Assessment Grade Set (Years 10 & 11)

At Key Stage 4, students are assessed using GCSE 9-1 grades:

Year 10 - Fine Grades:

Grade	Description
9+	
9	
9-	
8+	
8	
8-	
7+	
7	
7-	
6+	
6	
6-	
5+	
5	Good Pass
5-	
4+	
4	Pass

Grade	Description
4-	
3+	
3	
3-	
2+	
2	
2-	
1+	
1	
1-	
U	Unclassified

Coding Explanation:

Coding	Description
"Integer"+	A student is working competently at that grade and potentially could achieve higher
"Integer"	A student is working comfortably within that grade
"Integer"-	A student is just working within that grade and potentially could achieve lower

Year 11 - Whole Grades:

In Year 11, assessments use whole GCSE grades (9, 8, 7, 6, 5, 4, 3, 2, 1, U) without the fine grade distinctions.

All assessment judgements must be supported by a body of evidence (e.g. observations, records of work, testing, etc.) and be moderated by colleagues in school and by colleagues in other schools to make sure assessments are fair, reliable, robust and valid.

Grade descriptors for each subject are available from JCQ and provide curriculum leaders and subject teachers with guidance on what skills students should be displaying in order to achieve a particular grade.

Appendix 3 – Measuring Progress

Key Stage 3 (Years 7, 8 & 9)

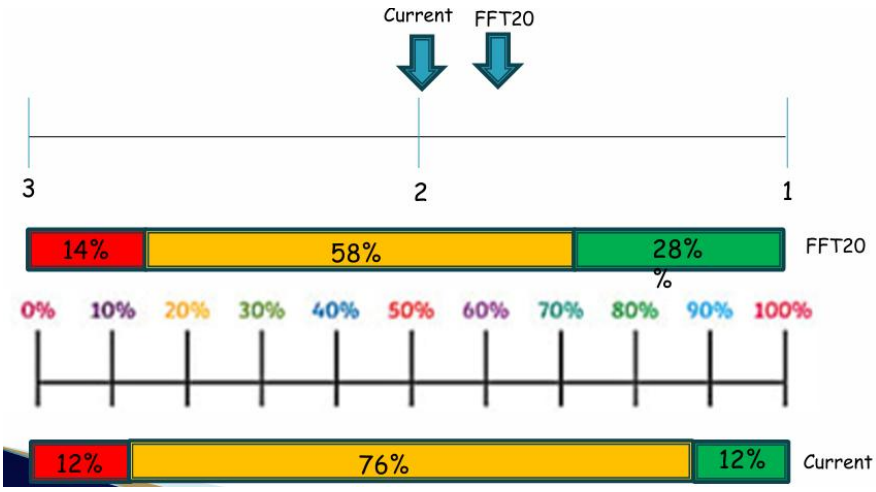
Progress at Key Stage 3 is tracked by comparing the percentages of students working at grades 1, 2 and 3 to the percentage of students FFT 20 estimates suggest should be working at grades 7-9, grades 4-6 and grades 1-3 respectively.

This approach allows us to:

- Monitor cohort progress against nationally trusted expectations
- Identify subjects or groups where intervention may be needed
- Maintain high expectations without setting individual targets for students

Progress is reviewed termly at each data collection point.

Example,



Key Stage 4 (Years 10 & 11)

Year 10:

Progress is measured using the following descriptors based on the gap between current teacher assessment and Key Stage 4 targets:

- **Met or exceeded** - Student has already achieved or exceeded their Key Stage 4 target
- **Potential to exceed** - Student is on track to exceed their Key Stage 4 target
- **On track** - Student is making expected progress towards their Key Stage 4 target
- **Working towards** - Student needs to accelerate progress to achieve their Key Stage 4 target

Year 11:

Progress is measured using the following descriptors based on the gap between current teacher assessments and Key Stage 4 targets:

- **Working above** - Student is on track to exceed their Key Stage 4 target

- **On track** - Student is making expected progress towards their Key Stage 4 target
- **Working towards** - Student needs to accelerate progress to achieve their Key Stage 4 target

Key Performance Indicators:

At KS4, progress is also reviewed against the main whole school key performance indicators after each data collection point:

- Grade 9-4 in English & mathematics
- Grade 9-5 in English & mathematics
- Progress 8
- Attainment 8
- EBaccalaureate Average Point Score (APS)
- Percentage entered for EBaccalaureate

In addition, residual analysis is used at a subject level to ascertain the distance between current teacher assessment and FFT estimates/Key Stage 4 targets.

Following Key Stage 4 data collection points, individual students' Progress 8 and Attainement 8 scores are reviewed and students that are falling behind are identified for interventions and/or mentoring.

Appendix 4 – Sharing Assessment Data with Pupils

Key Stage 3

At Key Stage 3, students are not set individual targets. Instead, they receive feedback on whether they are working at grade 1, 2 or 3 in relation to subject expectations, alongside improvement targets.

When pupils have completed a test or lengthy task, they may be given a grade of 1, 2 or 3. Teachers should explain to pupils that this reflects their understanding of the specific aspect(s) being assessed and how this relates to the subject expectations.

Teachers should emphasise:

- What the student has done well
- What the student needs to do to improve
- How their current performance relates to subject expectations

Assessment information is also shared with pupils regularly through:

- Verbal feedback in lessons
- Written feedback on work
- Assessment records in exercise books
- Termly review conversations

Key Stage 4

At Key Stage 4, students are made aware of their Key Stage 4 targets and how their current performance compares to these estimates.

Students receive:

- Regular feedback on their progress towards their Key Stage 4 targets
- Clear guidance on what they need to do to maintain or improve their trajectory
- Mock exam results with detailed feedback
- Predicted grades in Year 11

Assessment information is shared through:

- Verbal feedback in lessons
- Written feedback on work
- Progress tracking in exercise books
- Termly review conversations
- Mock exam results and analysis
- Interim reports showing predicted grades

Appendix 5 – Sharing Assessment Data with Parents

Key Stage 3

When Year 7 students receive their first interim report, parents receive information explaining the 1-3 grading system, including:

- What each grade (1, 2, 3) means in relation to subject expectations
- How progress is tracked
- Why no individual targets are set at Key Stage 3

This helps parents understand:

- How their child is performing against subject expectations
- That the focus is on developing strong foundations rather than meeting specific numerical targets

Parents are informed if any changes are made to the assessment system.

Key Stage 4

When students enter Year 10, parents receive a booklet with the first interim report explaining:

- The GCSE 9-1 grading system
- How progress is measured and reported

Reporting Throughout the Year

Interim Reports provide information on:

- Teacher assessment (1-3 at KS3, GCSE grades at KS4)
- Attitude to learning in lesson
- Attitude to learning out of lesson/Independent Learning
- Behaviour for learning

Year 11 receive three interim reports throughout the year, which in addition to the above, also include mock grades and predicted GCSE grades.

Full Reports (Summer Term for Y7-10) provide detailed information including:

- Attainment
- Attitude to learning in lesson
- Attitude to learning out of lesson/Independent Learning
- Behaviour for learning
- Understanding of curriculum content
- Subject-specific targets/areas for development

Parents also receive information about their child's attainment during Parent Consultation Evenings held regularly throughout the year. This may include outcomes of in-class tests, results from formal departmental assessments, or strengths and areas for development identified through day-to-day formative assessment.

Appendix 6 – Effort and Behaviour Grades

All students across all key stages are assessed on their effort and behaviour using A-D grades:

Grade	Attitude to Learning	Independent Learning	Behaviour for Learning
A: Highly Motivated	Determined, focused and never gives up. Actively pursues feedback and acts upon it. Evaluates own progress and adjusts accordingly.	High standard of homework and additional work produced. Asks for extension tasks. Attends, and takes an active role in, clubs and intervention sessions as appropriate.	Fully engaged in lessons and displays model behaviour
B: Engaged	Focused and positive in lessons. Receptive of feedback and acts upon it to improve work. Works hard to complete lesson work to a high standard.	Good standard of homework and additional work produced. Attends clubs and intervention sessions as appropriate.	Engaged in lessons, complying with behaviour expectations
C: Passive	Has a passive approach to lessons. Will act on feedback; however, this is not always completed to a high enough standard.	Homework is usually completed, but inconsistent in quality. Attends some after school sessions as appropriate.	Can be distracted or lack focus which has an impact on learning and sometimes receives warnings
D: Disengaged	Can actively avoid learning and the completion of work. Rarely attempts to act on feedback with enough effort to improve learning. Sometimes fails to complete tasks	Homework and additional work not completed regularly enough. Does not engage with learning in their own time. Can be unprepared for lessons. Revision or research is not completed.	Negative attitude, can be disruptive in class and often receives warnings/red & yellow cards

These grades are reported on all interim and full reports and help provide a holistic picture of each student's engagement with their learning.