

## DEPARTMENT ASSESSMENT GRIDS FOR KEY STAGE 3



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Year 7/8 Attainment Indicators								
	<b>Working Towards</b> (National Standards)		<b>Secure 1</b> Meeting National Standards (Just)	<b>Secure 2</b> Meeting National Standards (Securely)	<b>Good 1</b> Working Above National Standards (Just)	<b>Good 2</b> Working Above National Standards (Securely)	<b>Outstanding 1</b> Significantly Above National Standards (Just)	<b>Outstanding 2</b> Significantly Above National Standards (Securely)
Indicative GCSE Level	1/2	3	4	5	6	7	8	9

Indicative Attainment KS4		ENGLISH
8 & 9	Outstanding 1 & 2 Significantly Above National Standards	<p>Outstanding - Significantly Above National Standards (Just = Outstanding 2 and Secure = Outstanding 1)</p> <p>Reading</p> <ul style="list-style-type: none"> <li>Shows perceptive engagement with how a writer shapes meaning in a text, using appropriate terminology with skill. (Just/ Secure)</li> <li>Makes precise and skilful use of evidence in analysis. (Just/Secure)</li> <li>Skilfully evaluates the effectiveness of a writer's work. (Just/Secure)</li> <li>Evaluates the writer's ideas and intentions behind the text. (Just/Secure)</li> <li>Makes perceptive points of comparison across two or more texts. (Just/Secure)</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>Skilfully maintains the correct register to match purpose. (Just/Secure)</li> <li>Assured crafting of vocabulary and linguistic devices for desired effects. (Just/Secure)</li> <li>Skilfully shapes the structure of a piece of writing. (Just/Secure)</li> <li>Highly effective fluency of paragraphs, including a wide range of discourse markers. (Just/Secure)</li> <li>Consistently secure varied sentence structures for effect. (Just/Secure)</li> <li>Consistently accurate use of a wide range of punctuation. (Just/Secure)</li> <li>Consistently accurate spelling of vocabulary, including ambitious, low frequency words. (Just/Secure)</li> </ul>
6 & 7	Good 1 & 2 Working Above National Standards	<p>Exceeding – Above National Standards ( Just = Good 2 Secure= Good 1)</p> <p>Reading</p> <ul style="list-style-type: none"> <li>Offers detailed analysis of how a writer shapes meaning in a text, using appropriate terminology. (Just/Secure)</li> <li>Effective use of evidence to support ideas, including the ability to embed quotations accurately. (Just/Secure)</li> <li>Coherent and thorough explanation of the effectiveness of a writer's work. (Just/Secure)</li> <li>Examines the ideas and intentions behind the text. (Just/Secure)</li> <li>Makes thoughtful points of comparison across two or more texts. (Just/Secure)</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>Carefully maintains the correct register to match purpose with the occasional slip in tone. (Just/Secure)</li> <li>Clear crafting of vocabulary and linguistic devices for desired effects. (Just/Secure)</li> <li>Carefully shapes the structure of a piece of writing. (Just/Secure)</li> <li>Consistent fluency of paragraphs, including a wide range of discourse markers. (Just/Secure)</li> <li>Secure varied sentence structures for effect with the occasional error. (Just/Secure)</li> <li>Accurate use of a wide range of punctuation with the occasional error. (Just/Secure)</li> <li>Accurate spelling of vocabulary, including ambitious, low frequency words with the occasional error. (Just/Secure)</li> </ul>

4 & 5	Secure 1 & 2 Meeting National Standards	<p>Meeting – At National Standards Moderate = Secure 1 Consistent = Secure 2</p> <p>Reading</p> <ul style="list-style-type: none"> <li>Explains how a writer shapes meaning in a text, using appropriate terminology. (Just/Secure)</li> <li>Clear use of evidence to support ideas, including the attempts to embed quotations accurately. (Just/Secure)</li> <li>Straightforward explanations of the effectiveness of a writer's work. (Just/Secure)</li> <li>Explains the ideas and intentions behind the text. (Just/Secure)</li> <li>Makes clear points of comparison across two or more texts. (Just/Secure)</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>Generally maintains the correct register to match purpose but some slips in tone. (Just/Secure)</li> <li>Some range of vocabulary and linguistic devices for desired effects. (Just/Secure)</li> <li>Straightforward shaping to the structure of a piece of writing. (Just/Secure)</li> <li>Mostly fluent paragraphs, including a wide range of discourse markers but occasional errors. (Just/Secure)</li> <li>Varied sentence structures for effect with the occasional error. (Just/Secure)</li> <li>Range of punctuation with the occasional error. (Just/Secure)</li> <li>Accurate spelling of vocabulary but some errors on more ambitious words. (Just/Secure)</li> </ul>
3	Towards 2 ( National Standards)	<p>Working Towards National Standards</p> <p>Reading</p> <ul style="list-style-type: none"> <li>Identifies how a writer shapes meaning in a text, occasionally using appropriate terminology. (Just/Secure)</li> <li>Use of evidence to support ideas. (Just/Secure)</li> <li>Attempts to explain the effectiveness of a writer's work. (Just/Secure)</li> <li>Attempts to explain the ideas and intentions behind the text. (Just/Secure)</li> <li>Identifies points of comparison across two or more texts. (Just/Secure)</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>Attempts to maintain the correct register to match purpose but frequent slips in tone. (Just/Secure)</li> <li>Some range of vocabulary and linguistic devices. (Just/Secure)</li> <li>Simple attempts to shape the structure of a piece of writing. (Just/Secure)</li> <li>Some use of paragraphs, including discourse markers but often with errors. (Just/Secure)</li> <li>Some range of sentence structures with the occasional error. (Just/Secure)</li> <li>Simple range of punctuation with the occasional error. (Just/Secure)</li> <li>Accurate spelling of high frequency words but errors on more ambitious words. (Just/Secure)</li> </ul>
1/2	Towards 1 ( National Standards)	<p>Working Towards National Standards</p> <p>Reading</p> <ul style="list-style-type: none"> <li>Basic awareness of a writer making deliberate choices. (Just/Secure)</li> <li>References made to text to support ideas. (Just/Secure)</li> <li>Offers an opinion about the text. (Just/Secure)</li> <li>Basic awareness of why a text might have been created. (Just/Secure)</li> <li>Basic identification points of similarities/ differences across two or more texts. (Just/Secure)</li> </ul> <p>Writing</p>

		<ul style="list-style-type: none"> <li>• Occasional attempts to maintain the correct register to match purpose but frequent slips in tone. (Just/Secure)</li> <li>• Basic range of vocabulary and linguistic devices. (Just/Secure)</li> <li>• Limited attempts to shape the structure of a piece of writing. (Just/Secure)</li> <li>• Infrequent use of paragraphs. (Just/Secure)</li> <li>• Infrequent range of sentence structures with the occasional error. (Just/Secure)</li> <li>• Infrequent use of punctuation with the occasional error. (Just/Secure)</li> <li>• Some accurate spelling of high frequency words but errors on more ambitious words. (Just/Secure)</li> </ul>
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MATHEMATICS						
Indicative GCSE Attainment Level @KS4		Algebra	Number	Solving Problems	Geometry & Measures	Probability & Statistics
8 & 9	<p>Outstanding 1 or Outstanding 2.</p> <p>Significantly Above National Standards</p> <p>(Outstanding 1: meeting GCSE grade 8) (Outstanding 2: meeting GCSE grade 9)</p>	<p>Square a linear expression, and expand and simplify the product of two linear expressions of the form <math>(x + n)</math> or <math>(x - n)</math> and simplify the corresponding quadratic expression</p> <p>Use algebraic and graphical methods to solve simultaneous linear equations in two variables</p> <p>Solve inequalities in one variable and represent the solution set on a number line</p> <p>Use formulae from mathematics and other subjects</p> <p>Substitute numbers into expressions and formulae</p> <p>Derive a formula and, in simple cases, change its subject</p>	<p>Understand and use proportionality</p> <p>Calculate the result of any proportional change using multiplicative methods</p> <p>Understand the effects of multiplying and dividing by numbers between 0 and 1</p> <p>Add, subtract, multiply and divide fractions</p> <p>Make and justify estimates and approximations of calculations; estimate calculations by rounding numbers to one significant figure and multiplying and dividing mentally</p> <p>Use a calculator efficiently and appropriately to perform complex calculations with numbers of any size, knowing not to round</p>	<p>Solve increasingly demanding problems and evaluate solutions; explore connections in mathematics across a range of contexts: number, algebra, shape, space and measures, and handling data; refine or extend the mathematics used to generate fuller solutions</p> <p>Give reasons for choice of presentation, explaining selected features and showing insight into the problems structure</p> <p>Justify generalisations, arguments or solutions</p> <p>Appreciate the difference between mathematical explanation and experimental evidence</p>	<p>Understand and apply Pythagoras' theorem when solving problems in 2-D</p> <p>Calculate lengths, areas and volumes in plane shapes and right prisms Enlarge 2-D shapes, given a centre of enlargement and a fractional scale factor, on paper and using ICT; recognise the similarity of the resulting shapes</p> <p>Find the locus of a point that moves according to a given rule, both by reasoning and using ICT</p> <p>Recognise that measurements given to the nearest whole unit may be inaccurate</p>	<p>Suggest a problem to explore using statistical methods, frame questions and raise conjectures; identify possible sources of bias and plan how to minimise it</p> <p>Select, construct and modify, on paper and using ICT suitable graphical representation to progress an enquiry including frequency polygons and lines of best fit on scatter graphs</p> <p>Estimate the mean, median and range of a set of grouped data and determine the modal class, selecting the statistic most appropriate to the line of enquiry</p> <p>Compare two or more distributions and make inferences, using the shape of the distributions and measures of average and range</p> <p>Understand relative frequency as an estimate of probability and use this to compare outcomes of an experiment</p> <p>Examine critically the results of a</p>

MATHEMATICS						
Indicative GCSE Attainment Level @KS4		Algebra	Number	Solving Problems	Geometry & Measures	Probability & Statistics
		<p>Find the next term and nth term of quadratic sequences and functions and explore their properties</p> <p>Plot graphs of simple quadratic and cubic functions, e.g. <math>y = x^2</math>, <math>y = 3x^2 + 4</math>, <math>y = x^3</math></p>	<p>during intermediate steps of a calculation</p>		<p>by up to one half of the unit in either direction</p> <p>Understand and use measures of speed (and other compound measures such as density or pressure) to solve problems</p>	<p>statistical enquiry, and justify the choice of statistical representation in written presentation</p>
6 & 7	<p>Good 1 or Good 2</p> <p>Working Above National Standards</p> <p>(Good 1: meeting GCSE grade 6)</p> <p>(Good 2: meeting GCSE grade 7)</p>	<p>Use systematic trial and improvement methods and ICT tools to find approximate solutions to equations such as <math>x^3 + x = 20</math></p> <p>Construct and solve linear equations with integer coefficients, using an appropriate method</p> <p>Generate terms of a sequence using term-to-term and position-to-term definitions of the sequence, on paper and using ICT</p>	<p>Use the equivalence of fractions, decimals and percentages to compare proportions</p> <p>Calculate percentages and find the outcome of a given percentage increase or decrease</p> <p>Divide a quantity into two or more parts in a given ratio and solve problems involving ratio and direct proportion</p> <p>Use proportional reasoning to solve a problem, choosing the</p>	<p>Solve problems and carry through substantial tasks by breaking them into smaller, more manageable tasks, using a range of efficient techniques, methods and resources, including ICT; give solutions to an appropriate degree of accuracy</p> <p>Interpret, discuss and synthesise information presented in a variety of mathematical forms</p> <p>Present a concise,</p>	<p>Classify quadrilaterals by their geometric properties</p> <p>Solve geometrical problems using properties of angles, of parallel and intersecting lines, and of triangles and other polygons</p> <p>Identify alternate and corresponding angles: understand a proof that the sum of the angles</p>	<p>Design a survey or experiment to capture the necessary data from one or more sources; design, trial and, if necessary, refine data collection sheets; construct tables for large discrete and continuous sets of raw data, choosing suitable class intervals; design and use two-way tables</p> <p>Select, construct and modify, on paper and using ICT, Pie charts for categorical data, Bar charts and frequency diagrams for discrete and continuous data, Simple time graphs for time series and Scatter graphs</p>



MATHEMATICS						
Indicative GCSE Attainment Level @KS4		Algebra	Number	Solving Problems	Geometry & Measures	Probability & Statistics
		<p>Write an expression to describe the <math>n</math>th term of an arithmetic sequence</p> <p>Plot the graphs of linear functions, where <math>y</math> is given explicitly in terms of <math>x</math>; recognise that equations of the form <math>y = mx + c</math> correspond to straight-line graphs</p> <p>Construct functions arising from real-life problems and plot their corresponding graphs; interpret graphs arising from real situations</p>	<p>correct numbers to take as 100%, or as a whole</p> <p>Add and subtract fractions by writing them with a common denominator, calculate fractions of quantities (fraction answers), multiply and divide an integer by a fraction</p>	<p>reasoned argument, using symbols, diagrams, graphs and related explanatory texts</p> <p>Use logical argument to establish the truth of a statement</p>	<p>of a triangle is <math>180^\circ</math> and of a quadrilateral is <math>360^\circ</math></p> <p>Devise instructions for a computer to generate and transform shapes and paths</p> <p>Visualise and use 2-D representations of 3-D objects</p> <p>Enlarge 2-D shapes, given a centre of enlargement and a positive whole-number scale factor</p> <p>Know that translations, rotations and reflections preserve length and angle and map objects onto congruent images</p> <p>Use straight edge</p>	<p>Find and record all possible mutually exclusive outcomes for single events and two successive events in a systematic way</p> <p>Know that the sum of probabilities of all mutually exclusive outcomes is 1 and use this when solving problems</p> <p>Communicate interpretations and results of a statistical survey using selected tables, graphs and diagrams in support</p>

MATHEMATICS						
Indicative GCSE Attainment Level @KS4		Algebra	Number	Solving Problems	Geometry & Measures	Probability & Statistics
					<p>and compasses to do standard constructions</p> <p>Deduce and use formulae for the area of a triangle and parallelogram, and the volume of a cuboid; calculate volumes and surface areas of cuboids</p> <p>Know and use the formulae for the circumference and area of a circle</p>	
4 & 5	<p>Secure 1 or Secure 2</p> <p>Meeting National Standards</p> <p>(Secure 1: meeting GCSE grade 4) (Secure 2: meeting GCSE grade 5)</p>	<p>Construct, express in symbolic form, and use simple formulae involving one or two operations</p> <p>Use and interpret coordinates in all four quadrants</p>	<p>Use understanding of place value to multiply and divide whole numbers and decimals by 10, 100 and 1000 and explain the effect</p> <p>Round decimals to the nearest decimal place and order negative numbers in context</p> <p>Recognise and use number patterns and relationships</p>	<p>Identify and obtain necessary information to carry through a task and solve mathematical problems</p> <p>Check results, considering whether these are reasonable</p> <p>Solve word problems and investigations from a range of contexts</p>	<p>Use a wider range of properties of 2-D and 3-D shapes and identify all the symmetries of 2-D shapes</p> <p>Use language associated with angle and know and use the angle sum of a triangle and that of angles at a point</p>	<p>Ask questions, plan how to answer them and collect the data required</p> <p>In probability, select methods based on equally likely outcomes and experimental evidence, as appropriate</p> <p>Understand and use the probability scale from 0 to 1</p> <p>Understand and use the mean of discrete data and compare two</p>

MATHEMATICS						
Indicative GCSE Attainment Level @KS4		Algebra	Number	Solving Problems	Geometry & Measures	Probability & Statistics
			<p>Use equivalence between fractions and order fractions and decimals</p> <p>Reduce a fraction to its simplest form by cancelling common factors</p> <p>Understand simple ratio</p> <p>Use known facts, place value, knowledge of operations and brackets to calculate including using all four operations with decimals to two places</p> <p>Use a calculator where appropriate to calculate fractions/percentages of quantities/measurements</p> <p>Understand and use an appropriate non-calculator method for solving problems that involve multiplying and dividing any three digit number by any two-digit</p>	<p>Show understanding of situations by describing them mathematically using symbols, words and diagrams</p> <p>Draw simple conclusions of their own and give an explanation of their reasoning</p>	<p>Reason about position and movement and transform shapes</p> <p>Measure and draw angles to the nearest degree, when constructing models and drawing or using shapes</p> <p>Read and interpret scales on a range of measuring instruments, explaining what each labelled division represents</p> <p>Solve problems involving the conversion of units and make sensible estimates of a range of measures in relation to everyday situations</p> <p>Understand and</p>	<p>simple distributions, using the range and one of mode, median or mean</p> <p>Understand that different outcomes may result from repeating an experiment</p> <p>Interpret graphs and diagrams, including pie charts, and draw conclusions</p> <p>Create and interpret line graphs where the intermediate values have meaning</p>

MATHEMATICS						
Indicative GCSE Attainment Level @KS4		Algebra	Number	Solving Problems	Geometry & Measures	Probability & Statistics
			<p>number</p> <p>Solve simple problems involving ordering, adding, subtracting negative numbers in context</p> <p>Solve simple problems involving ratio and direct proportion</p> <p>Apply inverse operations and approximate to check answers to problems are of the correct magnitude</p>		<p>use the formula for the area of a rectangle and distinguish area from perimeter</p>	
3	<p>Working Towards National Standards 2</p> <p>Meeting GCSE grade 3</p>	<p>Begin to use simple formulae expressed in words</p> <p>Use and interpret coordinates in the first quadrant</p>	<p>Recognise and describe number patterns</p> <p>Recognise and describe number relationships including multiple, factor and square</p> <p>Use place value to multiply and divide whole numbers by 10 or 100</p> <p>Recognise approximate proportions of a whole and use simple fractions</p>	<p>Develop own strategies for solving problems</p> <p>Use their own strategies within mathematics and in applying mathematics to practical contexts</p> <p>Present information and results in a clear and organised way</p> <p>Search for a solution by trying out ideas of their</p>	<p>Use the properties of 2-D and 3-D shapes</p> <p>Make 3-D models by linking given faces or edges and draw common 2-D shapes in different orientations on grids</p> <p>Reflect simple shapes in a mirror line, translate</p>	<p>Collect and record discrete data</p> <p>Group data, where appropriate, in equal class intervals</p> <p>Continue to use Venn and Carroll diagrams to record their sorting and classifying of information</p> <p>Construct and interpret frequency diagrams and simple line graphs</p> <p>Understand and use the mode and range to describe sets of</p>

MATHEMATICS						
Indicative GCSE Attainment Level @KS4		Algebra	Number	Solving Problems	Geometry & Measures	Probability & Statistics
			<p>and percentages to describe these</p> <p>Order decimals to three decimal places</p> <p>Begin to understand simple ratio</p> <p>Use a range of mental methods of computation with all operations</p> <p>Recall multiplication facts up to <math>10 \times 10</math> and quickly derive corresponding division facts</p> <p>Use efficient written methods of addition and subtraction and of short multiplication and division</p> <p>Multiply a simple decimal by a single digit</p> <p>Solve problems with or without a calculator</p> <p>Check the reasonableness of results</p>	own	<p>shapes horizontally or vertically and begin to rotate a simple shape or object about its centre or a vertex</p> <p>Choose and use appropriate units and instruments</p> <p>Interpret, with appropriate accuracy, numbers on a range of measuring instruments</p> <p>Find perimeters of simple shapes and find areas by counting squares</p>	data

MATHEMATICS						
Indicative GCSE Attainment Level @KS4		Algebra	Number	Solving Problems	Geometry & Measures	Probability & Statistics
			with reference to the context or size of numbers			
1 & 2	Working Towards National Standards 1  Meeting GCSE grade 1 or 2	<p>Recognise a wider range of sequences</p> <p>Begin to understand the role of '=' (the 'equals' sign)</p> <p>Recognise sequences of numbers, including odd and even numbers</p>	<p>Understand place value in numbers to 1000</p> <p>Use place value to make approximations</p> <p>Recognise negative numbers in contexts such as temperature</p> <p>Use simple fractions that are several parts of a whole and recognise when two simple fractions are equivalent</p> <p>Begin to use decimal notation in contexts such as money</p> <p>Count sets of objects reliably</p> <p>Begin to understand the place value of each digit; use this to order numbers up to 100</p> <p>Begin to use halves and quarters and relate the</p>	<p>Select the mathematics they use in a wider range of classroom activities</p> <p>Try different approaches and find ways of overcoming difficulties that arise when they are solving problems</p> <p>Begin to organise their work and check results</p> <p>Use and interpret mathematical symbols and diagrams</p> <p>Understand a general statement by finding particular examples that match it</p> <p>Review their work and reasoning</p> <p>Use mathematics as an integral part of classroom activities</p>	<p>Classify 3-D and 2-D shapes in various ways using mathematical properties such as reflective symmetry for 2-D shapes</p> <p>Begin to recognise nets of familiar 3-D shapes, e.g. cube, cuboid, triangular prism, square-based pyramid</p> <p>Recognise shapes in different orientations and reflect shapes, presented on a grid, in a vertical or horizontal mirror line</p> <p>Describe position and movement</p> <p>Use a wider range</p>	<p>Gather information</p> <p>Construct bar charts and pictograms, where the symbol represents a group of units</p> <p>Use Venn and Carroll diagrams to record their sorting and classifying of information</p> <p>Extract and interpret information presented in simple tables, lists, bar charts and pictograms</p> <p>Sort objects and classify them using more than one criterion</p> <p>Understand vocabulary relating to handling data</p> <p>Collect and sort data to test a simple hypothesis</p> <p>Record results in simple lists, tables, pictograms and block graphs</p> <p>Communicate their findings, using the simple lists, tables, pictograms and block graphs they have recorded</p> <p>Sort and classify objects</p> <p>Represent their work</p> <p>Demonstrate the criterion they have used</p>

MATHEMATICS						
Indicative GCSE Attainment Level @KS4		Algebra	Number	Solving Problems	Geometry & Measures	Probability & Statistics
			<p>concept of half of a small quantity to the concept of half of a shape</p> <p>Count up to 10 objects</p> <p>Read, write numbers to 10</p> <p>Order numbers to 10</p> <p>Begin to use the fraction, one-half</p> <p>Derive associated division facts from known multiplication facts</p> <p>Add and subtract two-digit numbers mentally</p> <p>Add and subtract three digit numbers using written methods</p> <p>Multiply and divide two digit numbers by 2, 3, 4 or 5 as well as 10 with whole number answers and remainders</p> <p>Use mental recall of addition and subtraction</p>	<p>Represent their work with objects or pictures</p> <p>Discuss their work &amp; draw simple conclusions from their work</p> <p>Recognise and use a simple pattern or relationship</p>	<p>of measures including non-standard units and standard metric units of length, capacity and mass in a range of contexts</p> <p>Use standard units of time</p> <p>Use mathematical names for common 3-D and 2-D shapes</p> <p>Describe their properties, including numbers of sides and corners</p> <p>Describe the position of objects</p> <p>Distinguish between straight and turning movements, recognise right angles in turns and understand angle as a measurement</p>	

MATHEMATICS						
Indicative GCSE Attainment Level @KS4		Algebra	Number	Solving Problems	Geometry & Measures	Probability & Statistics
			<p>facts to 20 in solving problems involving larger numbers</p> <p>Record their work in writing</p> <p>Choose the appropriate operation when solving addition and subtraction problems understand addition as finding the total of two or more sets of objects</p> <p>Understand subtraction as 'taking away' objects from a set and finding how many are left</p> <p>Solve whole number problems including those involving multiplication or division that may give rise to remainders</p> <p>Use the knowledge that subtraction is the inverse of addition and understand halving as a way of 'undoing' doubling and vice versa</p>		<p>of turn</p> <p>Begin to use a wider range of measures including to use everyday non-standard and standard units to measure length and mass</p> <p>Begin to understand that numbers can be used not only to count discrete objects but also to describe continuous measures</p> <p>Use everyday language to describe properties of 2-D and 3-D shapes</p> <p>Use everyday language to describe positions of 2-D and 3-D shapes</p>	



MATHEMATICS						
Indicative GCSE Attainment Level @KS4		Algebra	Number	Solving Problems	Geometry & Measures	Probability & Statistics
			<p>Use mental recall of addition and subtraction facts to 10</p> <p>Mental calculation strategies to solve number problems including those involving money and measures</p> <p>Add and subtract numbers of objects to 10</p> <p>Begin to know some addition facts</p> <p>Solve addition/subtraction problems involving up to 10 objects</p>		<p>Measure and order objects using direct comparison</p> <p>Order events</p>	

SCIENCE		
Indicative Attainment KS4	Overview of Scientific Concepts	Working as a scientist
8-9	Use prior knowledge to make predictions about new content Understand how evidence causes models to evolve over time	Suggest improved equipment Include how a preliminary study could improve your experiment Suggest alternative experiments that may reduce the hazards and risks Suggest reasons for anomalies Calculate gradients and relate these to their conclusion Compare your conclusion to similar experiments Consider how the relationship would continue outside the data range
7	Link models and justify explanations with evidence Detailed knowledge and understanding used in explanations Explain more than one phenomenon with abstract concepts Balanced symbol equations	Identify limitations to equipment Select and use resources to help plan a safe investigation without scaffolding Draw a graph of real data Manipulate data to further support conclusions Discuss if the data is sufficient to support the conclusion
5-6	Apply models to explain unfamiliar situations Use abstract concepts to explain ideas Label microscopic diagrams correctly (eg. Cells, particle diagrams) Write word equations and use simple formulae in calculations	Make precise measurements with practical equipment Plan with a limited scaffold and identify specific risks Justify why equipment or techniques were used Decide on the type of graph to be drawn and draw accurate lines of best fit, including dealing with anomalous results Include data, scientific keywords and ideas in conclusions Decide if data is sufficient to support the conclusion. Identify and explain how practical improvements would develop their method
SCIENCE		
GCSE grades	Overview of Scientific Concepts	Working as a scientist
3-4	Use key ideas to explain familiar situations Start to use abstract ideas ie. Energy, Forces, Particles and Cells	Be able to work without instruction safely Identify the key variables and how you will control them

	Simple diagrams used to explain why or how something happens	Produce a step by step safe method using a planning scaffold Draw a results table and graph using simple data and identify anomalies Description of the pattern in the results with an attempt at a scientific explanation Suggest how data could be more reliable Suggest improvements to methods with scientific reasons
2-3	Describe facts using scientific vocabulary Describe reactions, functions and sequences of events simply using scientific vocabulary Label macroscopic diagrams (eg digestive system)	Use basic equipment safely given written instructions Draw an accurate graph of simple data when scale provided Conclusions include both variables Calculate mean of results Suggest improvements to methods with reasons
1	Recall facts Recognise cause and effects Uses some basic scientific words correctly	Needs how to use basic equipment demonstrated Make suggestions about a fair test Draw a graph of simple data when scale provided Collect straightforward results and make a simple statement about what the results show

Indicative Attainment KS4		MFL
8 & 9	Outstanding 1 & 2 Significantly Above National Standards	<p>Outstanding - Significantly Above National Standards (Just = Outstanding 2 and Secure = Outstanding 1)</p> <ul style="list-style-type: none"> <li>• Takes risks but extremely accurate even from memory</li> <li>• Highly confident use of wide range of grammatical and verbal structures</li> <li>• Stunning recall of both familiar and less frequent structures and vocabulary</li> <li>• Consistent recycling of language from a range of topic areas</li> <li>• Actively looks for and is enthused by derivations of unfamiliar words and phrases used in decoding</li> <li>• Consistent ultra-high attainment over a prolonged period</li> <li>• Vivid curiosity about language patterns</li> <li>• Very high levels of concentration in both homework and in class tasks</li> </ul>
6 & 7	Good 1 & 2 Working Above National Standards	<p>Exceeding – Above National Standards ( Just = Good 2 Secure= Good 1)</p> <ul style="list-style-type: none"> <li>• Beginning to take risks but there may be inaccuracies due to over ambition</li> <li>• Confident use of a range of grammatical and verbal structures</li> <li>• Good recall of familiar language and some less frequent structures and vocabulary</li> <li>• Recycles from a number of topics</li> <li>• Spots and uses derivations of unfamiliar words and phrases to decode</li> <li>• Very good attainment over a prolonged period</li> <li>• Language patterns very well embedded</li> <li>• High levels of concentration in both homework and in class tasks</li> </ul>
4 & 5	Secure 1 & 2 Meeting National Standards	<ul style="list-style-type: none"> <li>• Some risk taking but language is often predictable and may be unstructured from memory</li> <li>• Beginning to use a wide range of grammatical and verbal structures</li> <li>• Can recall</li> <li>• Recycles from different topics but may struggle to draw from work from further back in time</li> <li>• Can see derivations in words and phrases</li> <li>• Good, consistent attainment in line with ability so far but with room for improvement</li> </ul>

		<ul style="list-style-type: none"> <li>• Has good powers of concentration with the odd lapse</li> </ul>
3	Towards 2 ( National Standards)	<ul style="list-style-type: none"> <li>• May be creative in language production but generally relies on pre-learned structures</li> <li>• Can use a range of basic grammatical and verbal structures and is building a knowledge of these</li> <li>• Can recall from recent modules</li> <li>• Has begun to see patterns between different topics</li> <li>• Recycles words and phrases but may need more time to embed these so that they can be used more freely</li> <li>• Is learning about derivations of words and phrases and can use some to help decoding</li> <li>• Attainment is good, in line with ability but not yet consistent</li> <li>• Is learning that unwavering concentration is central to success in language learning</li> </ul>
1/2	Towards 1 ( National Standards)	<ul style="list-style-type: none"> <li>• Can write and speak basic phrases and sentences from memory</li> <li>• Is able to retain and use some basic grammatical and verbal structures</li> <li>• Is forming an understanding of basic patterns for the language learned, including derivations of unfamiliar words to help decoding</li> <li>• Sees that words can be used in different contexts</li> </ul>

Indicative Attainment KS4		Geography
8 & 9	Outstanding 1 & 2 Significantly Above National Standards	<ul style="list-style-type: none"> <li>• Shows a detailed understanding of continents and places around the world</li> <li>• Can expertly describe and analyse physical, human and geographical features of places around the world and compare them</li> <li>• Can expertly describe, analyse and understand graphs in geography and use them to explain processes</li> <li>• Appreciates different viewpoints and is able to explain and consider why they hold them</li> <li>• Appreciates and applies knowledge of diversity to their answers</li> <li>• Can explain own viewpoint and why others may have a differing perspective</li> <li>• Understands, in detail, how complex humans interaction can damage the environment</li> <li>• Demonstrates an in depth awareness of sustainable management/development</li> <li>• Can apply ideas to a range of scales and contexts</li> <li>• Understands how processes link to what the environment is like</li> <li>• Analyses solutions to human issues</li> </ul>
6 & 7	Good 1 & 2 Working Above National Standards	<ul style="list-style-type: none"> <li>• Shows a detailed understanding of continents and places around the world</li> <li>• Can describe and analyse physical, human and geographical features of places around the world and compare them</li> <li>• Can describe and understand graphs in geography and use them to explain processes</li> <li>• Can explain and analyse, using geographical features, why people go to places and environments</li> <li>• Appreciates different viewpoints and is able to explain and consider why they hold them</li> <li>• Can explain own viewpoint and why others may have a differing perspective</li> <li>• Understands how humans interact and can damage the environment</li> <li>• Demonstrates an in depth awareness of sustainable management/development</li> <li>• Can apply ideas to a range of scales and contexts</li> <li>• Understands how processes link to what the environment is like</li> <li>• Able to explain possible human solutions to issues</li> </ul>
4 & 5	Secure 1 & 2 Meeting National Standards	<ul style="list-style-type: none"> <li>• Shows a detailed understanding of continents and places around the world</li> <li>• Can describe physical, human and geographical features of places around the world and compare them</li> <li>• Can describe and understand graphs in geography and use them to explain processes</li> <li>• Can explain and analyse, using geographical features, why people go to places and environments</li> <li>• Can explain own viewpoints and that of others, offering a detailed understanding</li> <li>• Can explain how humans interact and damage the environment</li> <li>• Demonstrates an awareness of sustainable management/development</li> </ul>

3	Towards 2 ( National Standards)	<ul style="list-style-type: none"> <li>• Has a basic understanding of continents and places around the world</li> <li>• Can describe what some places are like around the world</li> <li>• Can identify geographical differences between locations and describe graphs</li> <li>• Can identify geographical similarities between locations</li> <li>• Can describe graphs in geography</li> <li>• Can begin to explain own viewpoints</li> <li>• Recognises that people hold different views</li> </ul>
1/2	Towards 1 ( National Standards)	<ul style="list-style-type: none"> <li>• Has a limited understanding of continents and places around the world</li> <li>• Can identify physical and human features</li> <li>• Can identify differences between locations and describe graphs</li> <li>• Can identify similarities between locations</li> <li>• Can identify reasons why people go to environments</li> </ul>

Indicative Attainment KS4	HISTORY			
		Key Features of the Past	Understanding of historical concepts	Historical Enquiry
8 & 9	Outstanding 1 & 2 Significantly Above National Standards	<p>Outstanding - Significantly Above National Standards (Just = Outstanding 2 and Secure = Outstanding 1)</p> <p>I can explain the similarities between the features of different periods or societies.</p> <p>I can write a detailed narrative supported by a range of relevant knowledge.</p>	<p>Outstanding - Significantly Above National Standards (Just = Outstanding 2 and Secure = Outstanding 1)</p> <p>I can explain some reasons for change using accurate supporting knowledge.</p> <p>I can explain the most important cause or consequence.</p>	<p>Outstanding - Significantly Above National Standards (Just = Outstanding 2 and Secure = Outstanding 1)</p> <p>I can use a range of valid criteria and my own knowledge to judge the usefulness of sources.</p> <p>I can evaluate different interpretations of the past using my own knowledge.</p>
7	Good 1 Working Above National Standards	<p>Exceeding – Above National Standards (Secure= Good 1)</p> <p>I can identify some similarities between the features of different periods or societies.</p> <p>I can write a narrative which includes relevant knowledge.</p>	<p>Exceeding – Above National Standards (Secure= Good 1)</p> <p>I can explain a reason for change using some supporting knowledge.</p> <p>I can explain different causes or consequences.</p>	<p>Exceeding – Above National Standards (Secure= Good 1)</p> <p>I can make some comments about the usefulness of sources.</p> <p>I can explain why different people have different opinions about the past.</p>



6	Good 2 Working Above National Standards	<p>Exceeding – Above National Standards ( Just = Good 2)</p> <p>I can explain one similarity between the features of different periods or societies.</p> <p>I can write a detailed narrative supported by some relevant knowledge.</p>	<p>Exceeding – Above National Standards ( Just = Good 2)</p> <p>I can explain a reason for change using accurate supporting knowledge.</p> <p>I can identify the most important cause or consequence.</p>	<p>Exceeding – Above National Standards ( Just = Good 2)</p> <p>I can use some valid criteria and my own knowledge to judge the usefulness of sources.</p> <p>I can identify the strengths and weaknesses of different interpretations.</p>
5	Secure 1 Meeting National Standards	<p>Meeting – At National Standards (Moderate = Secure 1)</p> <p>I use some evidence to describe some of the main events, people, and features of the past.</p> <p>I can write a description of key features of the past.</p>	<p>Meeting – At National Standards (Moderate = Secure 1)</p> <p>I can identify a reason for change.</p> <p>I can identify some causes or consequences.</p>	<p>Meeting – At National Standards (Moderate = Secure 1)</p> <p>I can make a supported inference from a source.</p> <p>I can show how sources can tell us different things about the past.</p>
4	Secure 2 Meeting National Standards	<p>Meeting – At National Standards (Consistent = Secure 2)</p> <p>I can identify a similarity between the features of different periods or societies.</p> <p>I can write a description of key features of the past with some relevant knowledge.</p>	<p>Meeting – At National Standards (Consistent = Secure 2)</p> <p>I can identify different reasons for change.</p> <p>I can explain a cause or consequence.</p>	<p>Meeting – At National Standards (Consistent = Secure 2)</p> <p>I can cross-reference between different sources.</p> <p>I can suggest reasons why there might be different opinions about the past</p>

1/2/3	Towards 1 and 2 ( National Standards)	<p>Working Towards National Standards</p> <p>I understand some of the main events and peoples of the past.</p> <p>I can write some sentences about the past.</p>	<p>Working Towards National Standards</p> <p>I can identify some changes over time.</p> <p>I can identify a cause or consequence.</p>	<p>Working Towards National Standards</p> <p>I can use a source to answer a question about the past.</p> <p>I know the difference between a fact and an opinion</p>
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Indicative Attainment KS4		Computer Science			
		Unit: Computational Thinking			
		Decomposition	Algorithmic design	Abstraction	Pattern matching
8 & 9	Outstanding 1 & 2 Significantly Above National Standards	I can independently decide when decomposition is required and apply it a variety of contexts.	I can design algorithms using pseudo code, including the use of iteration. I can do this in a variety of contexts with limited support.	I can use simple data structures to model a solution independently	I can use code examples from others to help solve other problems with support. I am confident in deciding when iteration and selection
7	Good 2 Working Above National Standards	I can use decomposition to break down problems on my own.	I can create flowcharts and/or simple pseudo code to represent the outline solution to programming problems.	For a given problem I can use simple data structures to model the solution some guidance	I can identify when iteration is required and use previous code examples to help create new solutions to similar problems.
6	Good 1 Working Above National Standards	I can describe why decomposition is required in different contexts.	I can create simple algorithms which use selection to represent familiar real world situations and problems set in class.	I can identify when abstraction is required and define what it means	I can identify when selection is required and explain roughly what the condition will be. I can create the selection statement with support.
5	Secure 2 Meeting National Standards	I can use decomposition to break down simple problems when guided by my teacher.	I can create simple algorithms using flowcharts/pseudocode to represent familiar real world situations.	I can represent simple ideas in code using data abstraction. For example modelling rock, paper and scissors.	I can identify where simple sequential commands are needed when developing a solution to a problem including expressions, input and output.

4	Secure 1 Meeting National Standards	I can define how decomposition is used to break down problems.	I can state why we need to be precise when giving instructions to a computer as well as being able to describe what an algorithm is.		I can spot simple patterns in a sequence of values. I can say what the next value will be and why.
3	Towards 2 (National Standards)	I am aware of the process of decomposition	I am aware of what algorithms are and where and how they can be used		
1/2	Towards 1 (National Standards)				

Indicative Attainment KS4		ART
8 & 9	Outstanding 1 & 2 Significantly Above National Standards	Outstanding - Significantly Above National Standards (Just = Outstanding 2 and Secure = Outstanding 1) <ul style="list-style-type: none"> <li>• An exceptional ability to fluently and skilfully record ideas, observations and insights relevant to intensions. ( Just/ Secure)</li> <li>• An exceptional and confident ability to communicate ideas and demonstrate analytical and cultural understanding. ( Just/Secure)</li> <li>• An exceptional ability to review and refine ideas through purposeful experimentation and selection of appropriate resources, materials and techniques. ( Just/Secure)</li> </ul>
6 & 7	Good 1 & 2 Working Above National Standards	Exceeding – Above National Standards ( Just = Good 2 Secure= Good 1) <ul style="list-style-type: none"> <li>• Highly developed ability to skilfully record observations and insights relevant to intensions. ( Just/secure)</li> <li>• Highly developed and confident ability to communicate ideas and demonstrate analytical understanding both verbally and in writing. (Just/Secure)</li> <li>• Highly developed ability to review and refine ideas through experimentation and selection of appropriate resources, materials and techniques.(Jjust/Secure)</li> </ul>
4 & 5	Secure 1 & 2 Meeting National Standards	Meeting – At National Standards Moderate = Secure 1 Consistent = Secure 2 <ul style="list-style-type: none"> <li>• A Moderate /Consistent ability to record observations and insights relevant to intensions.</li> <li>• A Moderate /Consistent ability to communicate ideas and demonstrate analytical understanding both verbally and in writing.</li> <li>• A Moderate / Consistent ability to review and refine ideas through experimentation and selection of appropriate resources, materials and techniques.</li> </ul>
3	Towards 2 ( National Standards)	Working Towards National Standards <ul style="list-style-type: none"> <li>• Some ability to record observations and ideas using drawing materials to show line, shape, colour, tone and scale. ( just / convincingly)</li> <li>• Some ability to communicate ideas both verbally and in writing ( just / convincingly)</li> <li>• Some ability to review and refine ideas through experimentation and selection of appropriate resources, materials and techniques.( just / convincingly)</li> </ul>

1/2	Towards 1 ( National Standards)	<ul style="list-style-type: none"> <li>• Minimal ability to record observations and ideas.</li> <li>• Minimal ability to communicate ideas either verbally or written.</li> <li>• Minimal ability to review and refine ideas through experimentation and selection of appropriate resources, materials and techniques.</li> </ul>
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Indicative Attainment KS4		DRAMA			
		Exploring & Interpreting	Creating & Developing	Performing or Designing	Analysing & Evaluating
8 & 9	Outstanding 1 & 2 Significantly Above National Standards	<p><b>Outstanding - Significantly Above National Standards</b> (Just = Outstanding 2 Secure = Outstanding 1)</p> <ul style="list-style-type: none"> <li>• Uses different terminology comprehensively when exploring &amp; interpreting how stimuli can be translated and plots and characters are portrayed with ease and accuracy.</li> <li>• Identifies and explores how effects are achieved in performance and judges' success from an informed viewpoint confidently.</li> <li>• Interprets how the organisation and structure of a play contributes to the effectiveness of performance with great success.</li> <li>• Recognises a range of practitioners / playwrights / performance styles explored and is accomplished in applying methodology.</li> </ul>	<p><b>Outstanding - Significantly Above National Standards</b> (Just = Outstanding 2 Secure = Outstanding 1)</p> <ul style="list-style-type: none"> <li>• Offers comprehensive explanations of the creative intentions for the performance.</li> <li>• Assured and comprehensive practical creation, development and refinement of ideas from the stimuli to communicate meaning.</li> <li>• Demonstrates confident engagement with the process of collaboration, rehearsal and refinement.</li> <li>• Confident and accomplished use of appropriate drama terminology.</li> </ul>	<p><b>Outstanding - Significantly Above National Standards</b> (Just = Outstanding 2 Secure = Outstanding 1)</p> <p>PERFORMING</p> <ul style="list-style-type: none"> <li>• Creates an assured individual performance, demonstrating accomplished ability to combine and apply vocal and physical skills. Delivery is highly engaging, dynamic, and skilful throughout.</li> <li>• Comprehensive and skilful vocal control demonstrated when applying use of clarity, pace, inflection, pitch and projection.</li> <li>• Comprehensive and skilful physical control demonstrated when applying use of space, gesture, stillness and stance.</li> <li>• Accomplished ability to create character(s)/role(s)</li> </ul>	<p><b>Outstanding - Significantly Above National Standards</b> (Just = Outstanding 2 Secure = Outstanding 1)</p> <ul style="list-style-type: none"> <li>• Assured, fully-balanced and considered analysis and evaluation of personal contribution to the creation, development and refinement process.</li> <li>• Assured, fully-balanced and considered analysis and evaluation of decisions made regarding content, genre, structure, character, form, style, and language.</li> <li>• Comprehensive, fully-balanced and considered analysis and evaluation of individual performance/design skills demonstrated in the performance.</li> <li>• Demonstrates accomplished</li> </ul>

				<p>that supports the communication of creative intent to the audience, with comprehensive focus, energy, confidence and commitment that are integral to the overall performance. Assured characterisation shows an accomplished level of refinement and range of moods and emotions.</p> <ul style="list-style-type: none"> <li>• Individual performance demonstrates comprehensive understanding of style, genre, and theatrical conventions.</li> </ul> <p>DESIGNING</p> <ul style="list-style-type: none"> <li>• Creates an assured design, demonstrating an accomplished ability to employ and combine skills. All aspects of design are highly engaging, dynamic and skilful.</li> <li>• Comprehensive and skilful use of visual/audio elements to enhance mood, atmosphere and style</li> </ul>	<p>comprehensive ability to analyse and evaluate the realisation of creative intentions within the performance, with fully-balanced analysis and evaluation.</p>
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				<p>and create impact.</p> <ul style="list-style-type: none"> <li>• Comprehensive and skilful ability to design creatively within time and resource constraints.</li> <li>• Accomplished ability to create a design that supports the communication of creative intent to the audience, with comprehensive attention to design considerations that that are integral to the production value. Assured design shows an accomplished level of refinement and innovation.</li> <li>• Design shows a comprehensive understanding of the practical application of materials and production elements in performance.</li> </ul>	
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6 & 7	Good 1 & 2 Working Above National Standards	<p><b>Exceeding – Above National Standards</b> ( Just = Good 2 Secure= Good 1)</p> <ul style="list-style-type: none"> <li>• Uses different terminology confidently when exploring and interpreting how plots and characters are portrayed.</li> <li>• Identifies and explores how effects are achieved in performance consistently and judges' their success appropriately.</li> <li>• Securely interprets how the organisation and structure of a play contributes to the overall effect.</li> <li>• Recognises aspects of a range of playwrights / performance styles and is sustained in approach when applying methodology.</li> </ul>	<p><b>Exceeding – Above National Standards</b> ( Just = Good 2 Secure= Good 1)</p> <ul style="list-style-type: none"> <li>• Offers sustained explanations of the creative intentions for the performance.</li> <li>• Effective and sustained practical creation, development and refinement of ideas from the stimuli to communicate meaning.</li> <li>• Demonstrates secure engagement with the process of collaboration, rehearsal and refinement.</li> <li>• Secure and consistent use of appropriate drama terminology.</li> </ul>	<p><b>Exceeding – Above National Standards</b> ( Just = Good 2 Secure= Good 1)</p> <p>PERFORMING</p> <ul style="list-style-type: none"> <li>• Creates a secure individual performance, demonstrating convincing ability to combine and apply vocal and physical skills. Delivery is engaging and effective throughout.</li> <li>• Secure and sustained vocal control demonstrated when applying use of clarity, pace, inflection, pitch and projection.</li> <li>• Secure and sustained physical control demonstrated when applying use of space, gesture, stillness and stance.</li> <li>• Effective ability to create character(s)/role(s) that supports the communication of creative intent to the audience, with sustained focus, energy and confidence that enhance the overall performance. In-depth characterisation shows effective refinement and a</li> </ul>	<p><b>Exceeding – Above National Standards</b> ( Just = Good 2 Secure= Good 1)</p> <ul style="list-style-type: none"> <li>• Secure and balanced analysis and evaluation of personal contribution to the creation, development and refinement process.</li> <li>• Secure and balanced analysis and evaluation of decisions made regarding content, genre, structure, character, form, style, and language.</li> <li>• Effective and balanced analysis and evaluation of individual performance/design skills demonstrated in the performance.</li> <li>• Demonstrates effective and sustained ability to analyse and evaluate the realisation of creative intentions within the performance, with a balance between analysis and evaluation.</li> </ul>
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				<p>convincing range of moods and emotions.</p> <ul style="list-style-type: none"> <li>• Individual performance demonstrates secure understanding of style, genre, and theatrical conventions.</li> </ul> <p>DESIGNING</p> <ul style="list-style-type: none"> <li>• Creates a secure design, demonstrating a convincing ability to employ and combine skills. All aspects of design are engaging and effective.</li> <li>• Secure and sustained use of visual/audio elements to enhance mood, atmosphere and style and create impact.</li> <li>• Secure and sustained ability to design creatively within time and resource constraints.</li> <li>• Effective ability to create a design that supports the communication of creative intent to the audience, with consistent attention</li> </ul>	
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				<p>to design considerations that enhance the production value. In-depth design shows effective refinement and convincing creativity.</p> <ul style="list-style-type: none"> <li>Design shows secure understanding of the practical application of materials and production elements in performance.</li> </ul>	
4 & 5	Secure 1 & 2 Meeting National Standards	<p><b>Meeting – At National Standards</b>  <i>Just = Secure 2 /</i>  <i>Consistent = Secure 1</i></p> <ul style="list-style-type: none"> <li>Coherently connects different drama terms and keywords with different types of performance.</li> <li>Provides mostly appropriate, accurate and constructive responses in order to explore and interpret performance work.</li> <li>Suggests different ways of presenting the same themes or ideas making links between drama work and the wider culture of performance competently.</li> </ul>	<p><b>Meeting – At National Standards</b>  <i>Just = Secure 2 /</i>  <i>Consistent = Secure 1</i></p> <ul style="list-style-type: none"> <li>Offers coherent explanations of the creative intentions for the performance.</li> <li>Competent practical creation, development and refinement of ideas from the stimuli to communicate meaning.</li> <li>Demonstrates clear engagement throughout the process of collaboration, rehearsal and refinement.</li> <li>Coherent use of drama terminology, which is mostly appropriate.</li> </ul>	<p><b>Meeting – At National Standards</b>  <i>Just = Secure 2 /</i>  <i>Consistent = Secure 1</i></p> <p>PERFORMING</p> <ul style="list-style-type: none"> <li>Creates a coherent individual performance, demonstrating clear ability to combine and apply vocal and physical skills. Delivery is appropriate, consistent and purposeful.</li> <li>Competent vocal control demonstrated when applying use of clarity, pace, inflection, pitch and projection.</li> <li>Competent physical control demonstrated when applying use of space, gesture, stillness and stance.</li> </ul>	<p><b>Meeting – At National Standards</b>  <i>Just = Secure 2 /</i>  <i>Consistent = Secure 1</i></p> <ul style="list-style-type: none"> <li>Coherent and generally balanced analysis and evaluation of personal contribution to the creation, development and refinement process.</li> <li>Coherent and generally balanced analysis and evaluation of decisions made regarding content, genre, structure, character, form, style, and language.</li> <li>Competent and generally balanced analysis and evaluation of individual</li> </ul>

				<ul style="list-style-type: none"> <li>• Clear ability to create character(s)/role(s) that supports the communication of creative intent to the audience, with coherent focus, energy and confidence that contributes to the overall performance. Characterisation is developed and shows a range of mood and emotions.</li> <li>• Individual performance demonstrates coherent understanding of style, genre, and theatrical conventions.</li> </ul> <p>DESIGNING</p> <ul style="list-style-type: none"> <li>• Creates a coherent design, demonstrating a clear ability to combine and apply skills. Design is appropriate, consistent and purposeful.</li> <li>• Competent use of visual/audio elements to enhance mood, atmosphere and style and create impact.</li> <li>• Competent ability to design creatively within</li> </ul>	<p>performance/design skills demonstrated in the performance.</p> <ul style="list-style-type: none"> <li>• Demonstrates clear ability to analyse and evaluate the realisation of creative intentions within the performance, with a general balance between analysis and evaluation.</li> </ul>
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				<p>time and resource constraints.</p> <ul style="list-style-type: none"> <li>• Clear ability to create a design that supports the performers and the communication of creative intent to the audience, with consistent attention to design considerations that contribute to the production value. Design is developed and creative.</li> <li>• Design shows coherent understanding of the practical application of materials and production elements in performance.</li> </ul>	
3	Towards 2 ( National Standards)	<p><b>Working Towards National Standards</b></p> <ul style="list-style-type: none"> <li>• Uses sound / simple drama terms and keywords to discuss the effectiveness of a piece of drama.</li> <li>• Suggests some appropriate ways that work could be improved.</li> <li>• Reflects on the issues and themes that are explained in the drama adequately.</li> <li>• Recognises that there are different types of drama.</li> </ul>	<p><b>Working Towards National Standards</b></p> <ul style="list-style-type: none"> <li>• Offers adequate explanations of the creative intentions for the performance.</li> <li>• Some sound practical creation, development and refinement of ideas from the stimuli to communicate meaning.</li> <li>• Demonstrates some adequate engagement with the process of collaboration, rehearsal and refinement.</li> <li>• Generally adequate use</li> </ul>	<p><b>Working Towards National Standards</b></p> <p>PERFORMING</p> <ul style="list-style-type: none"> <li>• Creates a generally sound individual performance, demonstrating emerging ability to combine and apply vocal and physical skills. Delivery is generally appropriate and consistent.</li> <li>• Adequate vocal control demonstrated when applying use of clarity, pace, inflection, pitch and projection.</li> <li>• Adequate physical control</li> </ul>	<p><b>Working Towards National Standards</b></p> <ul style="list-style-type: none"> <li>• Generally adequate analysis with basic evaluation of personal contribution to the creation, development and refinement process.</li> <li>• Generally adequate analysis with basic evaluation of decisions made regarding content, genre, structure, character, form, style, and language.</li> <li>• Adequate analysis with basic evaluation of</li> </ul>

			<p>of drama terminology which is sometimes appropriate.</p>	<p>demonstrated when applying use of space, gesture, stillness and stance.</p> <ul style="list-style-type: none"> <li>• Sound ability to create character(s)/role(s) that supports the communication of creative intent to the audience, with adequate focus, energy and confidence that generally contributes to the overall performance. Characterisation is partially developed and shows an emerging range of mood and emotions.</li> <li>• Individual performance demonstrates generally sound understanding of style, genre, and theatrical conventions.</li> </ul> <p>DESIGNING</p> <ul style="list-style-type: none"> <li>• Creates a generally sound design, demonstrating emerging ability to combine and apply skills. Design is generally appropriate and consistent.</li> <li>• Adequate use of visual/audio elements to</li> </ul>	<p>individual performance/design skills demonstrated in the performance.</p> <ul style="list-style-type: none"> <li>• Demonstrates adequate ability to analyse and evaluate the realisation of creative intentions within the performance, however analysis does not always lead to evaluation.</li> </ul>
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				<p>enhance mood, atmosphere and style and create impact.</p> <ul style="list-style-type: none"> <li>• Adequate ability to design creatively within time and resource constraints.</li> <li>• Sound ability to create a design that supports the performers and communication of creative intent to the audience, with adequate attention to design considerations that generally contribute to the production value. Design is partially developed and shows emerging creativity.</li> <li>• Design shows generally sound understanding of the practical application of materials and production elements in performance.</li> </ul>	
1/2	Towards 1 ( National Standards)	<ul style="list-style-type: none"> <li>• Uses limited drama terms and keywords to discuss a piece of drama with inconsistency.</li> <li>• Explores themes that are explained in the drama with limitation, producing underdeveloped work.</li> <li>• Recognises that there are different types of drama</li> </ul>	<ul style="list-style-type: none"> <li>• Offers basic and underdeveloped explanations of the creative intentions for the performance.</li> <li>• Underdeveloped practical creation, development and refinement of ideas from the stimuli to</li> </ul>	<p>PERFORMING</p> <ul style="list-style-type: none"> <li>• Creates a basic individual performance, demonstrating limited ability to combine and apply vocal and physical skills. Delivery is often inappropriate and inconsistent.</li> <li>• Inconsistent vocal control</li> </ul>	<ul style="list-style-type: none"> <li>• Limited analysis and evaluation of personal contribution to the creation, development and refinement process.</li> <li>• Limited analysis and evaluation of decisions made regarding content, genre, structure, character, form, style,</li> </ul>



		<p>but knowledge is basic and not always appropriate to the work explored.</p>	<p>communicate meaning.</p> <ul style="list-style-type: none"> <li>• Demonstrates tentative engagement with the process of collaboration, rehearsal and refinement.</li> <li>• Limited and inconsistent use of drama terminology, which may not always be appropriate.</li> </ul>	<p>demonstrated when applying use of clarity, pace, inflection, pitch and projection.</p> <ul style="list-style-type: none"> <li>• Inconsistent physical control when applying use of space, gesture, stillness and stance.</li> <li>• Limited ability to create character(s)/role(s) that supports the communication of creative intent to the audience, with obvious lapses in focus, energy and confidence that detract from the overall performance. Characterisation is uneven and lacks development and range.</li> <li>• Individual performance demonstrates limited understanding of style, genre, and theatrical conventions.</li> </ul> <p>DESIGNING</p> <ul style="list-style-type: none"> <li>• Creates a basic design, demonstrating limited ability to combine and apply design skills. Design often inappropriate and</li> </ul>	<p>and language.</p> <ul style="list-style-type: none"> <li>• Underdeveloped analysis and evaluation of individual performance/design skills demonstrated in the performance.</li> <li>• Demonstrates limited ability to analyse and evaluate personal contribution and realisation of creative intentions within the performance.</li> </ul>
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				<p>inconsistent.</p> <ul style="list-style-type: none"> <li>• Inconsistent use of visual/audio elements to enhance mood, atmosphere and style and create impact.</li> <li>• Limited ability to design creatively within time and resource constraints.</li> <li>• Limited ability to create a design that supports the performers and the communication of creative intent to the audience, with obvious lapses in design considerations that detract from the production value. Design is uneven and lacks development and creativity.</li> <li>• Design shows basic consideration of the practical application of materials and production elements in performance.</li> </ul>	
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Indicative Attainment KS4		DESIGN & TECHNOLOGY
8 & 9	Outstanding 1 & 2 Significantly Above National Standards	<p>Outstanding - Significantly Above National Standards (Just = Outstanding 2 and Secure = Outstanding 1)</p> <ul style="list-style-type: none"> <li>• An exceptional ability to identify, investigate and outline design possibilities to address needs and wants.</li> <li>• An exceptional ability to design and make prototypes that are fit for purpose.</li> <li>• An exceptional ability to analyse and evaluate: <ul style="list-style-type: none"> <li>- design decisions and outcomes, including for prototypes made by themselves and others</li> <li>- wider issues in design and technology.</li> </ul> </li> <li>• An exceptional ability to demonstrate and apply knowledge and understanding of: <ul style="list-style-type: none"> <li>- technical principles</li> <li>- designing and making principles.</li> </ul> </li> </ul>
6 & 7	Good 1 & 2 Working Above National Standards	<p>Exceeding – Above National Standards ( Just = Good 2 Secure= Good 1)</p> <ul style="list-style-type: none"> <li>• Highly developed ability to identify, investigate and outline design possibilities to address needs and wants.</li> <li>• Highly developed ability to design and make prototypes that are fit for purpose.</li> <li>• Highly developed ability to analyse and evaluate: <ul style="list-style-type: none"> <li>- design decisions and outcomes, including for prototypes made by themselves and others</li> <li>- wider issues in design and technology.</li> </ul> </li> <li>• Highly developed ability to demonstrate and apply knowledge and understanding of: <ul style="list-style-type: none"> <li>- technical principles</li> <li>- designing and making principles.</li> </ul> </li> </ul>
4 & 5	Secure 1 & 2 Meeting National Standards	<p>Meeting – At National Standards (Moderate = Secure 1 Consistent = Secure 2)</p> <ul style="list-style-type: none"> <li>• A Moderate /Consistent ability to identify, investigate and outline design possibilities to address needs and wants.</li> <li>• A Moderate /Consistent ability to design and make prototypes that are fit for purpose.</li> <li>• A Moderate /Consistent ability to analyse and evaluate: <ul style="list-style-type: none"> <li>- design decisions and outcomes, including for prototypes made by themselves and others</li> <li>- wider issues in design and technology.</li> </ul> </li> <li>• A Moderate /Consistent ability to demonstrate and apply knowledge and understanding of: <ul style="list-style-type: none"> <li>- technical principles</li> <li>- designing and making principles.</li> </ul> </li> </ul>

3	Towards 2 ( National Standards)	<p>Working Towards National Standards</p> <ul style="list-style-type: none"> <li>• Some ability to identify, investigate and outline design possibilities to address needs and wants.</li> <li>• Some ability to design and make prototypes that are fit for purpose.</li> <li>• Some ability to analyse and evaluate: <ul style="list-style-type: none"> <li>- design decisions and outcomes, including for prototypes made by themselves and others</li> <li>- wider issues in design and technology.</li> </ul> </li> <li>• Some ability to demonstrate and apply knowledge and understanding of: <ul style="list-style-type: none"> <li>- technical principles</li> <li>- designing and making principles.</li> </ul> </li> </ul>
1/2	Towards 1 ( National Standards)	<ul style="list-style-type: none"> <li>• Minimal ability to identify, investigate and outline design possibilities to address needs and wants.</li> <li>• Minimal ability to design and make prototypes that are fit for purpose.</li> <li>• Minimal ability to analyse and evaluate: <ul style="list-style-type: none"> <li>- design decisions and outcomes, including for prototypes made by themselves and others</li> <li>- wider issues in design and technology.</li> </ul> </li> <li>• Minimal ability to demonstrate and apply knowledge and understanding of: <ul style="list-style-type: none"> <li>- technical principles</li> <li>- designing and making principles.</li> </ul> </li> </ul>

Indicative Attainment KS4	FOOD & NUTRITION		
	Principles of Nutrition plus Designing, Evaluating & Technical knowledge		Food safety, preparation and cooking techniques
	KS3 Assessment	Indicative Attainment KS4	Descriptors for assessment pieces
Outstanding 1 Significantly Above National Standards	9	<ul style="list-style-type: none"> <li>Shows an excellent understanding of the design brief.</li> <li>Analysis of existing products is relevant and detailed. Research is detailed and has been used to help generate design ideas.</li> <li>Has clear and specific design criteria (specification points) that are detailed and well justified.</li> <li>The target market has been identified and knows how to write a 'user profile'.</li> <li>I can generate a variety of imaginative and creative design ideas that are well presented, coloured, labelled and annotated.</li> </ul>	<ul style="list-style-type: none"> <li>Practical work shows a high level of making skills and is of excellent quality showing that care has been taken to ensure my dish is well presented.</li> <li>Works confidently and independently to produce a demanding dish.</li> <li>Chooses the correct ingredients, utensils and equipment and handle them skilfully and safely.</li> <li>An independent learner who can anticipate and plan what to do next.</li> <li>The dish is suitable for the target market and people say it is good enough to sell.</li> </ul>
Outstanding 2 Significantly above National Standards	8	<ul style="list-style-type: none"> <li>I can select appropriate ingredients and have an excellent understanding of their properties (such as flavour, appearance, texture, nutritional value).</li> <li>The sensory evaluation of my dish is detailed and considers the user's view or the opinion of others.</li> <li>The final dish has been compared to the initial design criteria and/or the dish specification. I have justified the need for changes to the dish and thought about how the dish might be made commercially (in medium/high volume).</li> <li>I have considered relevant sustainability, ethical or environmental issues.</li> <li>My design and evaluation work is focussed, well presented and relevant.</li> <li>All decisions have been clearly explained and I can use of technical vocabulary confidently in my writing and when talking about my dish.</li> <li>My writing is legible and easily understood. My grammar, punctuation and spellings are good. Written work is fluent and analytical</li> </ul>	
Good 1 Working above National Standards	7	<ul style="list-style-type: none"> <li>Shows a good understanding of the design brief and can analyse relevant existing products and other research in detail.</li> <li>The design criteria/ specification is very good and reflects key aspects of the research and analysis.</li> <li>The target market for the dish has been identified and the design is appropriate to audience.</li> </ul>	<ul style="list-style-type: none"> <li>My practical work shows very good level of making skills and my work is accurate and finished with care. Presentation is careful and well considered.</li> <li>Can work independently to make a good quality dish that demonstrates a high level of demand.</li> <li>Can choose the correct utensils, materials and equipment</li> </ul>

Indicative Attainment KS4		FOOD & NUTRITION	
		Principles of Nutrition plus Designing, Evaluating & Technical knowledge	Food safety, preparation and cooking techniques
		<ul style="list-style-type: none"> <li>Has imaginative design ideas showing some creativity that are neatly presented with good labelling and annotation.</li> <li>Thinks about the properties of the ingredients (such as flavour, appearance, texture, nutritional value) when designing.</li> <li>Has carried out a relevant sensory evaluation on my finished dish and could solve most problems encountered.</li> <li>Has carried out some comparisons between the design criteria/specification and finished dish.</li> <li>Has justified/explained the need for improvements or changes to my dish and considered feedback from others.</li> <li>Has thought about sustainability, ethical or environmental issues when designing and/or evaluating the dish.</li> <li>Written work is detailed and relevant and uses technical vocabulary.</li> <li>Written work is analytical and easily understood.</li> </ul>	<ul style="list-style-type: none"> <li>and use them correctly and safely.</li> <li>Is an independent learner and can understand what to do next.</li> <li>The dish is suitable for the target market and could be good enough to sell with a little more development.</li> </ul>
<b>Good 2 Working Above National Standards</b>	<b>6</b>	<ul style="list-style-type: none"> <li>Shows a fairly good understanding of the design brief and can analyse existing products and other relevant research in some detail.</li> <li>The design criteria/ specification is good and several points have been justified/ explained.</li> <li>A specific target market for the dish has been identified.</li> <li>Design ideas show some creativity and are clearly presented with colour, labels and/or annotation.</li> <li>Is aware of the working properties of ingredients (such as flavour, appearance, texture, nutritional value) when designing or modifying my recipe.</li> <li>Carried out a sensory evaluation of the finished dish and did some comparisons between the design criteria/specification.</li> <li>Has identified improvements or changes to my dish but these need to be justified/ explained more fully.</li> <li>Has gathered some useful comments from others and a few notes about sustainability, ethical or environmental issues when designing and/or evaluating my dish.</li> <li>Written work is completed and uses some technical vocabulary but there are a few errors in grammar, punctuation and spelling.</li> <li>Written work is analytical but lacks some insight and fluency</li> </ul>	<ul style="list-style-type: none"> <li>Practical work shows a good level of making skills; it shows care has been taken over the presentation and quality of the dish.</li> <li>Some parts of my recipe were demanding.</li> <li>Can choose suitable ingredients and which utensils/equipment to use and can use them safely.</li> <li>Is an independent learner and can often work out what I need to do next</li> <li>My practical work is finished and is suitable for the target market but would require further improvements to be good enough to sell.</li> </ul>

Indicative Attainment KS4		FOOD & NUTRITION	
		Principles of Nutrition plus Designing, Evaluating & Technical knowledge	Food safety, preparation and cooking techniques
Secure 1 Meeting National Standards (Convincingly.....)	5	<ul style="list-style-type: none"> <li>Has an understanding of the design brief</li> <li>Has shown evidence of research into design brief</li> <li>Has considered aspects of the design criteria /specification points and some have been justified/explained</li> <li>The target market of the dish has been identified</li> <li>There is an understanding of the sensory characteristics of the dish</li> <li>Some testing and evaluation of the sensory aspects of the dish have been considered and the</li> <li>There is some understanding of the nutritional value of the dish</li> <li>There is some understanding of the functions of ingredients in the dish</li> <li>Written work uses technical vocabulary but may be descriptive rather than analytical.</li> <li>Spelling, punctuation and grammar are mostly accurate</li> </ul>	<ul style="list-style-type: none"> <li>Practical work shows good making skills, more care is needed with the quality and accuracy of the dish</li> <li>Some parts of the dish could be more demanding</li> <li>Independence is emerging in the choice of materials , components and equipment</li> <li>This pupils can work independently to follow a recipe and will ask if unsure.</li> <li>Practical work is finished but would require further improvements to be suitable for the target market</li> <li></li> </ul>
Secure 2 Meeting National Standards ( Just....)	4		

Indicative Attainment KS4		FOOD & NUTRITION	
		Principles of Nutrition plus Designing, Evaluating & Technical knowledge	Food safety, preparation and cooking techniques
<b>Towards 1 Working Towards National Standards</b>	<b>3</b>	<ul style="list-style-type: none"> <li>Has a basic understanding of the design brief</li> <li>Some of the design criteria/specification points are linked to the most obvious features of my dish and are likely to have been explained/justified</li> <li>The target market of the dish is not considered</li> <li>Design ideas are emerging and work shows colour, labels and/or annotation</li> <li>Some thought is given to the sensory characteristics of the dish</li> <li>Some testing and evaluation has been attempted but may lack detail and analysis</li> <li>Some improvements to the dish have been suggested and taster feedback is gathered</li> <li>Written analysis is completed/partially completed with some technical vocabulary.</li> <li>Full sentences are used but there are some errors in spelling, punctuation and grammar.</li> </ul>	<p>Some parts of the practical work show promise and are of a reasonably good quality.</p> <p>The is evidence of care with the presentation of the dish but the finish lacks refinement</p> <p>There is evidence that ingredients and equipment are used correctly.</p> <p>Health and safety rules are followed but there may need to be some reminders.</p> <p>This pupil can follow a recipe ( possibly with some help when requested)</p> <p>This pupils is showing some independence skills</p> <p>Practical work is usually completed</p>
<b>Towards 2 Working Towards National Standards</b>	<b>1/2</b>	<ul style="list-style-type: none"> <li>Shows no/limited understanding of the design brief and has no/very little analysis of other products</li> <li>Design ideas are limited and lack imagination and the presentation lacks colour, labels and /or explanation</li> <li>My evaluation is limited and does not use key terminology.</li> <li>Spelling and literacy are limited – answers are not written with full sentences</li> </ul>	<ul style="list-style-type: none"> <li>Does not pay attention to the quality /presentation of the dishes</li> <li>Will need help to make my dish /cannot follow a recipe</li> <li>Does not follow basic health and safety rules and needs close supervision when using utensils and equipment</li> <li>Finds it difficult to work out what to do next</li> <li>The dish is rushed/unfinished</li> </ul>



Indicative Attainment KS4		MUSIC
8 & 9	Exceeding 1 & 2 Significantly Above National Standards	<p>Exceeding National Standards</p> <p>Skilled ability to:</p> <ul style="list-style-type: none"> <li>Discriminate and explore how music works in different styles and traditions, making critical judgements about the use of musical conventions and other features of music; and understanding how different contexts can be heard in your own and others' music</li> <li>Perform skilfully in a variety of different styles, making important contributions to group work and listening discriminately to ensure your part fits musically into the ensemble performance as a whole</li> <li>Adapt, improvise, develop, extend and discard musical ideas in different styles and traditions; and to compose successfully to a given brief</li> </ul>
6 & 7	Good 1 & 2 Working Above National Standards	<p>Working Above National Standards</p> <p>Accomplished ability to:</p> <ul style="list-style-type: none"> <li>Recognise and explore different musical styles, evaluating how music reflects the time and place within which it was created, performed and heard</li> <li>Perform your part within a group performance fluently and competently, making expressive use of tempo, dynamics, phrasing and timbre; as well as making subtle adjustments where appropriate</li> <li>Improvise and compose in different styles, sustaining and developing musical ideas in order to achieve the desired effects</li> <li>Use notations to revise and refine your work</li> </ul>
4 & 5	Secure 1 & 2 Meeting National Standards	<p>Meeting National Standards</p> <p>Competent ability to:</p> <ul style="list-style-type: none"> <li>Recognise and explore ways in which music is made up, including how music reflects times and places</li> <li>Compose music for different occasions, using different notations to write down melodies and rhythms (and where appropriate, chords and structures)</li> <li>Perform substantial parts from memory and from notations, knowing how your contribution matters. This includes being able to</li> </ul>

		<p>improvise simple melodies and rhythms</p> <p>Refine and improve your work, analysing musical features and commenting on how place, occasion and purpose affects the way in which music is created, performed and heard</p>
3	<p><b>Towards 2</b></p> <p><b>( National Standards)</b></p>	<p>Working Towards National Standards</p> <p>Developing ability to:</p> <ul style="list-style-type: none"> <li>• Explore sounds and understand how they work together</li> <li>• Compose pieces of music within given structures</li> <li>• Perform as part of a group, recognising how your own part is different</li> <li>• You can suggest improvements to your own and others' work, using minimal musical vocabulary</li> </ul>
1/2	<p><b>Towards 1</b></p> <p><b>( National Standards)</b></p>	<p>Working Towards National Standards</p> <p>Basic ability to:</p> <ul style="list-style-type: none"> <li>• Explore how sounds can be combined and used expressively</li> <li>• Combine several layers of sound</li> <li>• Perform simple parts using a small range of notes</li> <li>• Make improvements to your own work</li> </ul>

Indicative Attainment KS4		PE
8 & 9	Outstanding 1 & 2 Significantly Above National Standards	<ul style="list-style-type: none"> <li>• The quality of technique is maintained for all skills and throughout all practices.</li> <li>• When faced with opposition, decision making is consistently effective in both predetermined and spontaneous situations.</li> <li>• There are very few errors and the student is adaptive when faced with progressively challenging situations.</li> <li>• They almost always produce the intended results/accuracy.</li> <li>• The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully relevant to the position being played.</li> <li>• The student's contribution is highly effective, significant and sustained for almost all of the game.</li> <li>• The student maintains a high level of technique, accuracy and consistency in the performance of all skills in set plays and in open play. The application of skill is fully appropriate to their position.</li> <li>• The student demonstrates a high level of ability to select and apply the most appropriate skills and is usually successful in outwitting opponents, while hardly ever being outwitted themselves.</li> </ul>
6 & 7	Good 1 & 2 Working Above National Standards	<ul style="list-style-type: none"> <li>• The quality of technique is maintained for most skills but may deteriorate in the most challenging practices.</li> <li>• When faced with opposition, the effectiveness of decision making is inconsistent.</li> <li>• The student makes more effective decisions in predetermined situations than in spontaneous situations.</li> <li>• There may be occasional errors and the student is sometimes adaptive when faced with progressively challenging situations.</li> <li>• They sometimes produce the intended results/accuracy</li> <li>• The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to the position being played, with only minor lapses.</li> <li>• The student's contribution is usually effective and significant and is sustained for the majority of the games.</li> </ul>

		<ul style="list-style-type: none"> <li>• The student maintains technique, accuracy and consistency in the performance of all skills in set plays and in open play.</li> <li>• The application of skill is usually appropriate to their position, though there may be some lapses.</li> <li>• The student demonstrates the ability to select and apply the most appropriate skills, often outwitting opponents but only occasionally being outwitted themselves.</li> </ul>
4 & 5	Secure 1 & 2 Meeting National Standards	<ul style="list-style-type: none"> <li>• The quality of technique is maintained for some skills but sometimes deteriorates in the most challenging practices.</li> <li>• When faced with opposition, decision making is only occasionally effective in both predetermined and spontaneous situations.</li> <li>• There may be frequent errors and the student is only occasionally adaptive when faced with progressively challenging situations.</li> <li>• The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses and they are occasionally not relevant to the position being played.</li> <li>• The student's contribution is sometimes effective and significant but it is not entirely sustained throughout the game, with the student being uninvolved during some periods.</li> <li>• The student maintains technique and accuracy in the performance of most skills in set plays and in open play but it is not always consistent.</li> <li>• The application of skill is not consistently appropriate to their position.</li> <li>• The student demonstrates some ability to select and apply appropriate skills, sometimes outwitting opponents, though there may be some obvious areas of weakness and they will sometimes be outwitted themselves.</li> </ul>
3	Towards 2 ( National Standards)	<ul style="list-style-type: none"> <li>• The quality of technique is maintained for some skills but sometimes deteriorates in the most challenging practices.</li> <li>• When faced with opposition, decision making is only occasionally effective in both predetermined and spontaneous situations.</li> <li>• There may be frequent errors and the student is only occasionally adaptive when faced with progressively challenging situations.</li> </ul>

		<ul style="list-style-type: none"> <li>• The student shows some ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to the position being played.</li> <li>• The student's contribution is evident but infrequent throughout the game and only occasionally effective or significant.</li> <li>• The student shows some technique and accuracy in the performance of some skills in set plays and in open play but there are obvious inconsistencies and weaknesses.</li> <li>• The application of skill is only occasionally appropriate to their position. The student occasionally demonstrates the ability to select and apply appropriate skills, but only occasionally outwits opponents and is often outwitted themselves</li> </ul>
1/2	Towards 1 ( National Standards)	<ul style="list-style-type: none"> <li>• The quality of technique is maintained for few skills and often deteriorates in the most challenging practices.</li> <li>• When faced with opposition, decision making may be ineffective for both predetermined and spontaneous situations.</li> <li>• There are likely to be frequent errors and the student may be unable to adapt when faced with progressively challenging situations. They may not produce the intended results/accuracy</li> <li>• The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to the position being played.</li> <li>• The student's contribution is limited to rare occasions and is seldom effective or significant.</li> <li>• The student shows only limited technique and accuracy in the performance of a few skills in set plays and in open play.</li> <li>• The application of skill is rarely appropriate to their position.</li> <li>• The student demonstrates only very limited ability to select and apply appropriate skills, rarely outwitting opponents and usually being outwitted themselves.</li> </ul>

Indicative Attainment KS4		Religious Education
8 & 9	Outstanding 1 & 2 Significantly Above National Standards	<p>Outstanding - Significantly Above National Standards (Just = Outstanding 2 and Secure = Outstanding 1)</p> <ul style="list-style-type: none"> <li>• An exceptional ability to apply knowledge and understanding of religion and key sources of wisdom ( Just/ Secure)</li> <li>• An exceptional ability to show understanding of significant common and divergent views between or within religions ( Just/ Secure)</li> <li>• An exceptional and confident ability to demonstrate understanding of the influence of religion on individuals, communities and societies ( Just/ Secure)</li> <li>• An exceptional ability to construct well-informed and balanced arguments on matters concerned with religious belief. ( Just/ Secure)</li> </ul>
6 & 7	Good 1 & 2 Working Above National Standards	<p>Exceeding – Above National Standards ( Just = Good 2 Secure= Good 1)</p> <ul style="list-style-type: none"> <li>• Highly developed ability to apply knowledge and understanding of religion and key sources of wisdom ( Just/ Secure)</li> <li>• Highly developed ability to demonstrate understanding of the influence of religion on individuals, communities and societies (Just/ Secure)</li> <li>• Highly developed ability to apply knowledge and understanding in order to analyse questions related to religious belief and values ( Just/secure)</li> <li>• Highly developed ability to construct balanced arguments on matters concerned with religious beliefs and values (Just/ Secure)</li> </ul>
4 & 5	Secure 1 & 2 Meeting National Standards	<p>Meeting – At National Standards</p> <p>Moderate = Secure 1 Consistent = Secure 2</p> <ul style="list-style-type: none"> <li>• A Moderate /Consistent ability to apply knowledge and understanding of religion and belief</li> <li>• A Moderate /Consistent ability to communicate ideas and demonstrate analytical understanding across religions both verbally and in writing.</li> <li>• A Moderate / Consistent ability to discuss the similarities and differences within and/or between religions</li> <li>• A Moderate/Consistent ability to explain the significance and/or influence of religion and belief</li> </ul>
3	Towards 2 (National Standards)	<p>Working Towards National Standards</p> <ul style="list-style-type: none"> <li>• Some ability to apply knowledge and understanding of religion and beliefs</li> <li>• Some ability to communicate ideas both verbally and in writing</li> <li>• Some ability to select appropriate religious sources of wisdom to support points</li> <li>• Some ability to explain the significance and influence of religion and belief</li> </ul>

1/2	Towards 1 (National Standards)	<p>Working Towards National Standards</p> <ul style="list-style-type: none"> <li>• Minimal ability to demonstrate knowledge of religion and beliefs</li> <li>• Minimal ability to communicate ideas either verbally or in writing</li> <li>• Minimal ability to select appropriate sources of wisdom to support points</li> <li>• Minimal ability to acknowledge the significance and influence of religion and belief</li> </ul>
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