Greys Education Centre
An Alternative Provision Academy

Assessment & Marking Policy
GREYS EDUCATION CENTRE

Approved by:	LAB (to be approved)	Date: 9.11.20
Last reviewed on:	9.11.20	
Next review due by:	9.11.22	

** Where pupils are on dual role, teachers will follow mainstream guidance. The following policy will be used under any other circumstances or while awaiting an appropriate policy from the mainstream school. Parents, carers, pupils and the school will be advised of this.

** Some of the documents referred to as reference may no longer be in publication but their content remains as informing some of the basic principles of this policy document

This policy is informed by Bedfordshire's 'Model Assessment Policy' and is particularly influenced by the following:

Ofsted (2003) *Good Assessment in secondary school. HMI 462: March 2003*

Black, P. and Wiliam, D. (1998) *Inside the black box: raising standards through classroom assessment.* King's College, London. To order, telephone 0207 836 5454 ext 3189.

Assessment Reform Group (1999) *Assessment for learning: beyond the black box.* University of Cambridge, Faculty of Education. To order, telephone 01223 369631.

Black, P., Harrison, C., Lee, C., Marshall, B., Wiliam, D. (2002) *Working inside the black box: assessment for learning in the classroom.* King's College, London. To order, telephone 0207 836 5454 ext 3189.

Black, P., Harrison, C., Lee, C., Marshall B. & Wiliam D. (2003*) Assessment for Learning: Putting it into practice*, OUP.

Clarke, S (2001) *Unlocking formative assessment*, Hodder & Stoughton

Clarke, S (2003) *Enriching feedback in the primary classroom*, Hodder & Stoughton

Clarke, S (2005) *Formative Assessment in the secondary classroom,* Hodder & Stoughton

Higgins, S., Katsipataki, M., Kokotsaki, D., Coleman, R., Major, L.E., & Coe, R. (2014). The Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit. London: Education Endowment Foundation.

Sadler, R. (1989) Formative assessment and the design of instructional systems. Instructional Science 18, 119–144

Key Stage 3 National Strategy (2004) *Assessment for Learning.* DfES 0043-2004
Key Stage 3 National Strategy (2005) *Assessment for Learning: whole school training materials 2nd edition.* DfES 1115-2005 G

Key Stage 3 National Strategy (2002) *Training materials for the foundation subjects.* DfES 0350/2002

Key Stage 3 National Strategy (2001) *Literacy Across the Curriculum.* DfES 0235/2001

Key Stage 3 National Strategy (2003) *Improving writing through marking and response.* DfES 0409/2003

Greys Education Centre is indebted to the originators of the 'Model Assessment Policy' upon which this policy is based:

Mike Simpson (Former KS3 Consultant), Moyra Beverton (Former KS3 Consultant), David Panther (Former School Improvement Adviser for Assessment), Wendy King (Former Assessment Co-ordinator – Linslade Middle School), Gill Allen (Former Headteacher – Daubeney Middle School).
NFER - NFER Consultation Report on Coasting Schools – January 201

1. Qualifying Statement

To set our policy in context the following extract from the NFER Consultation Response on Coasting Schools published in January 2016, highlights some of the challenges faced by PRUs and Alternative Provision academies:

'What is clear, is that assessment of the effectiveness of PRUs should be based on the journeys of individual learners/pupils from the beginning of their relationship with the PRU, the quality of needs assessments carried out, the plans put in place to help pupils realise their potential in terms of social, emotional and personal development, as well as academic and vocational achievement and future progression'. Pages 6/7

2. Definition of Terms

Assessment

In this policy, the term 'Assessment' is broadly based on the Black & William definition: "Assessment refers to all those activities undertaken by teachers and by their students in assessing themselves which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged." (Black & William *Inside the Black Box* 1998 Kings College London). However, we also include all Non-Academic Performance Indicators to chart SEMH progress.

3. Principles behind this Assessment Policy

Greys Education Centre provides education for students of statutory school age that have been permanently excluded from mainstream schools or are referred on a partnership basis. Greys also provides education for students with Medical Needs. Due to the changing nature of our cohort, measuring progress across the key stages can become challenging. Some of the issues faced include:

- Learners coming on roll throughout the whole of the academic year.
- A wide range of complex individual need e.g. disengagement, behavioural, SEN, mental health and addiction/substance misuse issues.
- A wide range of home circumstances e.g. some students experience settled home backgrounds whilst others experience extremely traumatic home lives characterised by alcohol, drug abuse, domestic violence, criminality and mental health issues. A significant minority of students are in Local Authority Care.

From this immense variety of need and potential emerges a homogeneity of focus: for each student to at least achieve their learning potential and to strive and be expected to exceed it.

Although the 'Every Child Matters' agenda is not a distinct focus at national level, its framework still provides a focus of relevance for the work that we do. We want our students to be healthy, safe, enjoy as well as achieve, make a positive contribution to their community and, through at least achieving their full potential, look forward to economic well-being. In this sense, Assessment for Learning, for us, becomes 'Assessment for Learning and Improvement'.

Whether our students are with us for a day or two years we want everyone to gain as much as they can and leave having 'grown'. Thus, the accent on learning in AFL, for us, is broader than academic potential. The central principles of knowing our students and providing packages to

ensure their 'growth' – however one interprets this – and for them to see and recognise their improvements are the same. Data, be it qualitative or quantitative and how we use it is key.

We expect and strive for our students to become 'independent learners', for them to be able to 'stand-back' from themselves and focus on an aspect for improvement and be able, working with others where appropriate, to 'step' towards achieving their goal. Pupils are directly involved in this by setting learning / improvement targets alongside staff AFL provides a sound framework for this and it is central to many aspects of what we do.

We use year group key objectives for literacy, numeracy and science and use the 3 'E's i.e:

Emerging – working towards the expected level
Expected – at expected level
Exceeding – beyond the expected level of development

The Primary and HIVE assessment for independent writing is shown in Appendix 1A. Pupils complete a piece of independent writing at least once a term and the assessing pupil progress (APP) grids are highlighted and dated when pupils work shows evidence that they have met each objective.

At Keystage 3 we use Levels of Achievement (Appendix 1B) and again asses students' progress using the 3 'E's :

Emerging – working towards the expected level
Expected – at expected level
Exceeding – beyond the expected level of development

At Key stage 4 we use the new GCSE scale of 1-9:

4. Aims of the policy:

We recognise the assessment process is crucial and in order to be effective in this we aim:

- To provide clear guidelines on the school's approach to assessment.
- To establish a coherent approach to assessment across all departments.
- To provide a system that is clear to learners, staff and other stakeholders.

5. Why do we do Assessment at Greys Education Centre?

1   To advance a student's learning
2   To raise a student's self-esteem and motivation
3   To involve students in their learning and help them to know how they are progressing
4   To inform future planning
5   To contribute to the evaluation of the curriculum and our service
6   To assess the effectiveness and appropriateness of teaching and learning styles

7	To know whether what we are doing is having an appropriate impact
8	To provide a record and track student progress
9	To provide information for a wider audience – other departments, parents, Council, OFSTED
10	To fulfil statutory requirements

6. Types of Assessment used at Greys:

Diagnostic

Diagnostic assessment helps to identify pupil's strengths and areas for development. We use outcomes from assessments to plan future work and to identify groups of children who need support. This process also helps us with our baseline target setting and to reflect on teaching and learning strategies which we use.

Formative assessment

Assessment for Learning is the day to day ongoing assessment to enable teachers to identify the next steps in a pupils' learning and to enable pupils to have greater involvement and responsibility for their own learning. Assessments for learning key characteristics:

- **Is embedded in a view of teaching and learning**
- **Involves sharing learning goals with pupils**
- **Aims to help pupils to know and recognise the standards they are aiming for**
- **Involves peer and self-assessment**
- **Provides feedback which leads to pupils recognising their next steps and how to take them**
- **Provides confidence that every pupil can improve**
- **Involves both teacher and pupils reviewing and reflecting on assessment data**

(Assessment for Learning: beyond the black box, Assessment Reform Group (1999)

Key strategies used to ensure good formative assessment takes place include observation, discussion, questioning, paired response work and quality marking. There is strong evidence to suggest that effective formative assessment has a positive outcome on the progress of learners. * The Sutton Trust Tool Kit. We also aim to use a triangulated approach to assessment which is a three-way feedback pupil, peer, teacher with clearly defined next steps – this could be written or verbal.

1. This may include strategies such as 'traffic lighting', marking against success criteria marking against key framework objectives, setting targets for peers, negotiating targets with teachers.
2. Pupils need help in understanding success criteria and framework objectives and also in how to set realistic targets for future learning and progress.
3. Pupils will be helped to self and peer assess.

Summative Assessment

Provides a snapshot of attainment at the end of a unit, term, year group, key stage or when a pupil is leaving the school. It makes judgments about a pupils' performance in relation to national standards ie GCSE exams. There is strong evidence to suggest that effective formative assessment has a positive outcome on the progress of learners. * The Sutton Trust Tool Kit.

7. Baseline Assessment:

At Greys Education Centre we have an embedded process by which new learners are assessed on entry to the school. This information gathering is done in a number of ways:

- Fischer Family Trust (FFT) predictors, (secondary)

- NGRT reading and spelling assessments upon arrival
- Learner work that has been completed at the previous school
- Transitional panel meeting
- Admission meetings with parents, carers and students
- Academic baselines assessments in English, Maths and Science

8. Ongoing assessment and tracking:

Tracking involves systematically building a picture of the progress that each child or group of children makes along their expected learning path. An effective system should track pupil progress individually and is reviewed regularly with teachers in order to identify and discuss any under attainment and/or underachievement as well as celebrate examples of good progress. At Greys we use SIMS to track academic progress. This information is used by all members of staff to inform teaching and learning. The information is provided to parents to inform them about children's progress on a termly basis during Academic Mentoring days (secondary). Primary/HIVE feedback to parents during phone calls/meetings with parents.

9. Types of SEMH Assessments used at Greys

We place key emphasis on the progress of social and emotional needs of our pupils. The therapeutic curriculum plays a key role in the work we do. Thus we have a number of to support us on this process:

Type of assessment	Who?	Type of Assessment	Actioned by	When and how often
SDQ's	All students	The Strengths and Difficulties Questionnaire (SDQ) is a behavioural screening questionnaire for 3-16 year olds, based on 25 questions on 25 items on psychological attributes. They are completed by the referring school and a follow up questionnaire six weeks later with the student, the family and Greys staff. The follow-up versions of the SDQ include not only the 25 basic items and the impact question, but also two additional follow-up questions for use after an intervention. Has the intervention reduced problems? Has the intervention helped in other ways, e.g. making the problems more bearable?	Assistant Head teachers	On entry for all pupils. Parents, staff from previous school and student complete initial form. Follow up questionnaire completed by student and staff every six weeks or as needed.
Thrive Approach		The Thrive Approach is about how to be, and what to do, with children's differing and sometimes challenging behaviour. As a result, children become more self-assured and ready to engage with life and learning. Thrive-Online is an assessment tool and extensive action planning resource that charts progress and measures outcomes. It is based on neuroscience and attachment theory research. Children assed once every half term. From the assessment an Action Plan is created for the school to use in helping meet the child's emotional needs. If necessary training on Attachment theory is delivered alongside this.	SEMH Inclusion Coordinator	Student assessed every half term to chart progress and measure outcomes
PASS	Individual	The *Pupil Attitudes to Self and School (PASS)* survey measures pupils' attitudes by focusing on nine standardized attitudinal measures, proven to be linked to key educational goals, including attitude to attendance, preparedness for learning and response to the curriculum. A follow up questionnaire is conducted once the Boxing Mentoring session has ended.	Assistant Head teacher	Questionnaire completed at the start and end of intervention to measure change

10. Reporting to parents/carers and other stakeholders.

- Progress Reviews sent home to parents (Secondary)
- Regularly AFA Parent/student Academic Mentoring Days reviews, (Secondary)
- Regular phone contact with parents/ guardians
  PEP for LAC children
- Reporting to multi-agency meetings (see below)
- Reintegration meeting with parents and home school before returning

11. Other reporting mechanisms:

Due to the vulnerability of the learners who attend Greys Education Centre data collection and reports may be asked for multi-disciplinary team meetings. For example, a looked after child review or a CAF panel, a Child Protection Meeting or as evidence for an EHCP. All staff are expected to contribute to the writing of such a report where appropriate.

12. Monitoring and Review

How we monitor and review the effective use of assessment at Greys Education Centre:

- Book/planning and work scrutiny (termly by SLT and all staff)
- Learning walks
- Discussion involving children
- Discussions with parents
- Lesson observations
- Progress checks on a half termly, highlighting focus students
- Monitoring use of targeted interventions and their impact
- Monitor use of AFL to ensure accelerated progress for all
- Impact on summative assessment results

13. Analysis of Data:

Data collected is used to highlight where targeted interventions can be most effective for individual children and vulnerable groups. Data is used by individual teachers, key stages and the Leadership Team. Analysis and subsequent reports are shared with a variety of audiences including; parents/carers, schools/academies, management committee, OFSTED and the Local Authority.

14. In Practice

a) Teaching, marking and setting targets

Planning will be led by learning objectives rather than activities.
1. Medium-term planning and day-to-day-planning will be guided by the key questions:
'What do I want students to learn by the end of the unit/lesson?
'How do I (and the students) know that they've learned it?
...then plan the activities

Teaching expects high achievement and supports it by clarity of aims and outcomes, by methods that involve pupils actively and gives them some responsibility for how they learn.

1. Lessons take account of National expectations of progress and is personalised for every child
2. Learning objectives are clearly stated during each lesson. At some point, students must be made aware of what the objectives are.
3. Learning objectives are written in terms of what pupils will learn.

4. Learning objectives are linked to explicit success criteria / learning outcomes and should form the basis of marking, individual pupil learning target setting and review sessions (inc. plenaries).
5. Students sometimes choose how they are assessed – this encourages pupil responsibility for managing their own learning and makes assessment visible to them as an integral part of the learning process.
6. Also, there are clear behaviour / social / skills based targets for students and these are referred to throughout the day

b) Monitoring and supporting progress

Data is made available to support the monitoring of progress.
1 Baseline data is made available to all appropriate colleagues. This includes attainment and any other baseline assessments made during a student's admission period – qualitative data is also vital.

2 Performance of students in GCSEs, SATs, Unit Awards and other nationally recognised exams is made available to allow appropriate colleagues to assess the school's performance.

c) Managing Assessment

Assessment is seen as an essential teaching skill and there is an important link between assessment and high quality teaching.

1. Each subject teacher is responsible for accessing, using, monitoring and updating assessment data for their teaching groups.
2. Each subject teacher is responsible for ensuring that all lessons deliver the agreed schemes of work and that all assessments identified in that scheme of work are completed.
3. Records of individual pupil progress should be simple, relevant and useful, providing information for future planning. They should be regularly maintained and should be available to support judgements made.
4. All reports and comments re: pupil attainment should be supported by evidence and shared with pupils.
5. Assessment practices should be communicated and shared with pupils – displays, reference materials, checklists, curriculum progression ladders, etc. should be used to support pupils in becoming competent at assessing their own and others' performance and level of attainment.

Assistant Head teachers have a strong understanding of key aspects of assessment, from the use of data to effective classroom practice, and they monitor these rigorously.

14. Linked Documents

- Written Feedback / Marking Policy
- Subject assessment policies and programmes of study
- Monitoring and evaluation policy
- SEN Policy, IEPS and recovery plans
- School and subject development plans.

15. Continuing Professional Development (CPD) of Staff:

All staff regularly participate in training sessions designed to help them understand effective assessment and its role within good and outstanding teaching.

16. Roles and Responsibilities

The Senior Leadership Team are responsible for:

- The writing and implementation of this policy and ensuring all assessment procedures are consistently applied in accordance with agreed School Policy;
- Analysing all pupil assessment data to inform focused whole school planning and targets
- Ensuring standardised teaching records are accurate and up to date;
- Sharing relevant information with staff.

AH teachers with SENCO responsibilities are responsible for:

- Maintaining the SEN register;
- Coordinating individual support.
- Advising staff of appropriate support strategies;
- Initiating and managing statutory assessment;
- Managing statutory annual reviews;
- Reviewing pupil records received from mainstream schools;
- Sharing relevant information with staff;
- Ensuring Individual Learning Plans (PLPs) are current, relevant and quality controlled;
- Collating and forwarding pupil records to receiving learning providers.

Subject teachers are responsible for:

- Implementing the agreed assessment procedure;
- Setting individual targets against baseline information;
- Ensuring well focused in class support for individual pupils;
- Maintaining accurate records of pupil attainment;
- Reporting pupil progress to parents/carers;
- Contributing to IEPS

17. Monitoring, Evaluating and Reviewing the Policy

Monitoring and evaluating the assessment policy should be carried out at several levels.

- Senior Leadership Team
- Exams Officer
- Local Governing Body

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**Response to Students' work
Policy**

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"It is the nature, rather than the amount, that is critical when giving students feedback on …written work."
(Black, Harrison, Lee, Marshall & Wiliam: Working inside the Black Box, 2002. p8)

General Principles:

When work is returned, students are given written or spoken feedback which gives a clear evaluation of performance against stated success criteria / learning outcomes. Where appropriate, feedback is given which will lead to students recognising their next steps to learning and how to take them.

1. Written feedback should always refer back to learning objectives and to the related key assessment criteria / learning outcomes.
2. Feedback to any student should be about the particular qualities of his or her work, with developmental advice on what he or she can do to improve, and should avoid comparisons with other students.

3. Written feedback should always promote positive self-esteem. Sensitivity should always be shown towards a student's work and their feelings about it. Comments should be positive. Use of a student's name personalises the feedback.
4. Feedback should give each student specific guidance on strengths and weaknesses, preferably without any overall marks.
5. Students should understand that they will receive detailed written feedback on their work periodically and selectively.
6. Written feedback should require interactivity/action by the student.
7. Exercise books should always be marked in line with the whole-school written feedback guidelines (below) and work should be returned to students within one week of being handed in.
8. When marking generally for literacy purposes, whole school coding should be used regardless of the subject that gave purpose to the work.

The quality and consistency of marking should be monitored within departments and by senior managers

1. Curriculum Leaders should conduct a scrutiny of work across all year groups at least twice a year.
2. SLT should conduct a cross-curricular scrutiny of work across all year groups at least once a year. Findings and points for action should be discussed with all staff.
3. There should be a portfolio of work available for each subject

Written Feedback Guidelines

Written feedback should be:

- Useful – ie. it must motivate and inform the learner and it must make a difference to the progress of the learner.
- Manageable – ie. it must be time efficient for the teacher.

Feedback comments need to be:

- Clear, easy to read and to interpret
- Linked to the success criteria and should relate back to the identified learning outcomes – they should highlight successes
- Linked to high student expectations – and should link to students attaining the standards for which they are aiming
- Helpfully specific
- Selective
- Constructive in tone – they need to indicate points in the work where improvement can take place.
- Sensitively expressed
- Supportive –. ie. they need to give prompts which will enable the student to attain or go beyond the expected outcome … or to make progress with their work
- Timely
- Time-constrained – ie. they need to specify a time by which students need to have responded to the feedback
- Not just proof-reading
- Part of a process of improvement over time
- Challenging – and need to give ideas of progression
- Honest and evaluative – they should recognise student successes and misconceptions
- Geared around next steps to learning
- Consistent across a department and school
- **Personalised**

Suggested Process for written Feedback:

1. Establish rationale for written work
2. Communicate objectives and outcomes
3. Highlight successes
4. Give prompts for progress
5. Allow time for acting on feedback comments
6. Review action / redraft

Examples of useful prompt phrases:

REMINDERS
- Check the success criteria / learning outcomes – have you covered everything?
- Remember the Learning Objective
- The objective was to explain …is this an explanation or a description?
- Refer back to your 'key ingredients of an effective Powerpoint presentation'
- Remember your audience

SCAFFOLDS
- Add in a reason here – eg. The steam evaporates because …
- Justify your decision: 'I think that … because …
- Change 'bad' for a word that makes him sound more scary
- What type of king is King Lear? Good, bad, decisive, arrogant, biased?
- Which drama convention did your group use? Role-on-the wall / Forum Theatre / Thought-tracking?
- Write five other words with the letter sequence –ough

EXAMPLES
- Try one of these … / Choose one of these to add in here …or add in one of your own
- Describe the experiment – perhaps: ….
- Start your summary with …

Marking Symbols:

sp	spelling
gr	grammar
p	Punctuation
t	tense
c	Capital letter needed
xc	Capital letter should not be used
^	Word/s missing
//	New paragraph
?	Meaning is unclear

An example of this code should be kept in every student's final copy book / folder – the exception being pupils in years 1-6 {please refer to 'Primary Policy' below} and also displayed on classroom walls}

Based on:

Good Practice in Assessment – Ofsted 2003 – HMI 462
KS3 Assessment for Learning – DfES 0043-2004 G
KS3 Foundation Subjects Training material – DfES 0350/2002
KS3 Literacy Across the Curriculum – DfES 0235/2001
Improving writing through marking and response – DfES 0409/2003

Greys Education Centre - Primary
Marking Policy

This policy should be read in conjunction with all other policies.

Aims / Rationale

Marking should be used:

- To improve learning
- To raise self esteem
- As an opportunity for self-assessment
- To develop self confidence
- To inform planning
- To value and respect children's efforts

Principles
- Marking should be constructive and a recognition of effort
- Marking should indicate achievement, next steps and ensure progression
- Marking should be linked to Learning Objectives and success criteria
- Marking should be regular and frequent. One piece of literacy and numeracy to be marked in depth each fortnight
- Marking should comment on strengths before weaknesses
- Marking should fulfil different roles and purposes at different times
- Marking should ensure teacher, peer and self-assessment
- Marking should be individualised feedback

Professional Judgement

Permanent and temporary staff should pay heed to the marking policy. Due to the vulnerable nature of some of the children at Greys Education Centre professional judgement should be used with regard to how or when work is marked.

Adult Annotation/ Marking Symbols

- All marking in green pen
- All work should be dated and named
- The Learning Objective should be somewhere on the work
- If the child is working 1:1 this should be noted on the work
- A comment on the work should refer to the progress towards, or the achievement of the success criteria
- The comment on the work should refer to the next step (this may be recorded on lesson planning or evaluation rather on the child's work) Next steps on work are highlighted in pink at primary.
- Any comment written on a child's work should be positive and constructive
- Teacher's comment should, when necessary, include contextual information to explain outcome or support needed.
- Marking policy symbols to be used when marking work if appropriate
- Stickers and stamps may be used on the children's work

Assessment

Following referral or shortly after permanent Exclusion all children will have the following assessments:

Reading

- High frequency word check
- Sounds write
- NGRT/ Herts reading test
- APP grids

Writing

- Independent writing
- APP grids

Maths

- PUMA maths
- White rose maths end of unit assessments
- APP grids

Science

- APP grids

If appropriate, longer term pupils will sit the optional yearly SATs tests.

APP grids for Numeracy, Literacy and science are in each child's file and completed as appropriate.

Due to the nature of the small group working assessments are ongoing.

Greys Education Centre Marking Policy

sp	Spelling
gr	Grammar
p	Punctuation
t	Tense
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xc	Capital letter should not be used
^	Word/s missing
//	New paragraph
?	Meaning is unclear

Appendix 1A

PDF

Primary APP grids for
A & M Policy - October

Appendix 1B Level Descriptions for all subjects at KS3

Art	
Levels of Achievement	**Description**
4	Uses a variety of approaches to explore and experiment. Can investigate and develop practical skills, select their materials and match to purpose. Can discuss work by artists and refine own ideas.
5	Takes creative risks, can manipulate materials, consider others' ideas and evaluate, adapt and refine their own work.
6	Accepts creative risks, experiments with ideas independently and uses resources imaginatively. Realises intentions with technical skill, using materials, form and processes effectively. Recognises historical, social and cultural contexts. Makes reasoned evaluations of own and others' work.
7	Takes creative risks to produce original imaginative work. Combines materials, form and processes reflectively and with confidence. Analyses work in various genre and appreciates cultural conventions. Can explain the influence of others on own work.
8	Develops creative work from initial risk through a confident understanding of process to outcome. Exploits materials and processes intuitively and analytically. Engages critically with and makes reasoned and informed judgements on own and others' work.
Design and Technology	
Levels of Achievement	**Description**
3	Generates ideas and recognises that a range of needs must be met. Clarifies ideas with annotation and detail. Orders work using appropriate equipment with some accuracy. Identifies where evaluation has led to improvements.
4	Generates ideas by collecting information and applying knowledge and understanding of materials. Can produce step by step plans and identify what is working well.
5	Develops ideas using various sources, showing how the needs of society are reflected in familiar products. Can adapt designs of others. Can work from detailed plans with precision and modify progress by testing and evaluating.
6	Uses a range of sources to develop products. Can develop detailed criteria recognising the significance of other designs. Can manufacture plans which outline alternative methods and show understanding of materials' characteristics, modifying as the work develops. Can evaluate ways of improving outcomes.
7	Uses a wide range of sources to investigate production processes, recognising the needs of users and seeking trends and patterns in existing solutions. Takes account of time in planning: takes account of materials' characteristics in design solutions, leading to adaptations in manufacture. Can select criteria to evaluate and modify solutions to improve performance.
8	Uses a range of strategies to model ideas, identifying and responding to conflicting demands. Shows an understanding of physical and working characteristics of materials. Organises work and processes accurately and consistently, testing and solving technical problems. Evaluates using a broad range of criteria.
Exceptional Performance	Seeks out information discriminately for designs, examining contribution to lifestyle and suitability for different client groups as ideas are developed and modelled. Applies knowledge innovatively and creatively, working with a high degree of precision towards reliable and robust outcomes. Can reflect critically throughout the process.

	Emerging…	Expected….	Exceeding…
Bloom's Taxonomy links	Remembering & Understanding	Application and Analysing	Evaluation and Creating

Drama	
Levels of Achievement	Description
3	Offers some ideas when creating drama and is able to help develop the ideas of others. Is able to focus for short periods when performing. Can use some drama terms.
4	Works co-operatively with others in creating drama and when performing. Demonstrates some understanding of use of space. Is able to describe some elements of live performance.
5	Works supportively in creating drama and when performing. Is able to use space and levels to communicate meaning. Remains focussed for performance pieces of a few minutes. Can offer constructive criticism when reflecting on their own and others' drama. Uses some terminology effectively.
6	Sensitively contributes ideas and develops the ideas of others. Shows clear commitment to role/s in performance. Shows clear understanding of the creation of atmosphere in a piece. Understands and uses different methods to communicate meaning in drama. Is sensitive to the creation of a relationship with the audience and can evaluate the success of this.
7	Initiates and responds to ideas and works responsively with others. Has an understanding of how to direct a drama in relation to audience response. Uses appropriate terminology in oral and written analysis of drama. Uses a range of vocal and physical skills to create particular roles in performance.
8	Is able to identify needs of other students in their group and help develop these student's skills. Can solve problems when preparing a piece for performance. Uses a wide range of techniques when devising dramas. Makes connections between different styles of drama when evaluating work seen.

English			
Levels of Achievement	Objective 1: Speaking and Listening	Objective 2: Reading	Objective 3: Writing
4	Talks clearly and listens confidently. Responsive to others' ideas. Employs some features of standard English.	Shows understanding of texts & is beginning to use inference to locate information.	Is beginning to use complex vocabulary and sentence structures. Spelling and punctuation are generally accurate. Content is organised.
5	Talks and listens in formal contexts using appropriate standard English. Engages with and develops others' ideas.	Identifies key features. Can retrieve and locate information from several sources. Writes about texts using a clear structure and considers effects of language.	Meaning is conveyed clearly in a range of forms & through a variety of sentence structures & paragraphs. Spelling & punctuation are used accurately.
6	Adapts talk to a range of contexts. Active and sensitive in discussion. Employs standard English with fluency and variety.	Can summarise information. Identifies layers of meaning & can justify personal response. Combines evidence to support ideas.	Writes for effect in a range of contexts. Spelling, punctuation, sentences & paragraphs are used correctly to clarify meaning. Writing is confident.
7	Talks with confidence, precision & clarity, making significant contributions in a range of contexts & evaluating others' ideas.	Understands the ways meaning is conveyed in a range of texts. Can articulate critical responses & synthesise information.	Writes confidently and appropriately in a range of styles. Ideas are coherent. Grammar and spelling are correct. Manipulates language for effect. Beginning to develop an original voice.

	Emerging…	Expected….	Exceeding…
Bloom's Taxonomy links	Remembering & Understanding	Application and Analysing	Evaluation and Creating

Assessment Criteria for the end of year 7

Yr 7 Reading
Emerging
You can locate and make reference to a range of information from a text, and you can sometimes read between the lines.

You can identify that writing has shape and order and sometimes you can work out and describe the main structure of a text.

You can select effective words and sentences used by writers.

You can pick out the writer's main ideas in a text.

You can comment on what the writer is trying to do. |
| **Expected** |
| You can select and use quotations, and you can make inferences.

You can comment on some features of structure in a text.

You can explain the effect of words, sentences and some stylistic features used in a text.

You can understand a writer's main purpose in a text, and you are aware of the effect the writer is trying to create.

You show some awareness of what may have influenced the writing. |
| **Exceeding** |
| You can select and use quotations which you embed into sentences.

You can explain meanings and how they are created.

You can explain some features of structure in a text.

You can explain the effect of a variety of words, sentences and stylistic features used in a text.

You are able to explain purposes and effects in a text.

You can comment on what may have influenced the writing. |

Writing
Emerging
Your writing has a clear beginning, middle and end, and you are beginning to use paragraphs with some accurately including the use of topic sentences.
You use connectives like because and however.
You can use capital letters, full stops and question marks correctly. You are increasing your range of punctuation.
You spell simple words, and some complex words, correctly.
You are aware that your writing needs to meet the needs of the reader, and most of your writing matches the purpose of the task.
You use basic vocabulary
Expected
Your work is structured and paragraphed.
You sometimes vary sentences for effect, and can use different tenses appropriately.
You can use a variety of connectives.
Sentence demarcation is mostly secure and sometimes accurate
Some control of a range of punctuation
Your spelling is mostly accurate.
Your writing matches the purpose of the task, and you choose words and sentences for effect.
You are starting to make deliberate vocabulary choices
Exceeding
Your work is structured and paragraphed and you make effective links between paragraphs.
You can vary sentences, verbs and tenses for effect.
You use a range of connectives for effect.
You can use a range of punctuation marks accurately.
Your spelling is mostly accurate, except for unusual words.
Your writing matches the purpose of the task, and has an appropriate style.
You use figurative language effectively.
You make effective vocabulary choices for effect.

Assessment criteria for the end of year 8

Year 8 Reading
Emerging
You can select quotations and present them within your response.
You can infer meanings.
You can comment on and explain some reasons for the structure of a text.
You can explain the effects of words and sentences in a text.
You can understand and comment on a writer's purpose, and are aware of the effect the writer is trying to create.
Expected
You can embed quotations into sentences.
You can infer meanings in texts and can explain them.
You can explain some reasons for the overall structure of a text and its impact.
You can comment on some other structural features.
You can explain the effect of words and sentences used in a text.
You can identify a variety of stylistic features and can comment on the reason for their use.
You can understand and explain a writer's main purpose in a text, and are aware of the effect the writer is trying to create.
You show an awareness of what may have influenced the writing of the text.
Exceeding
You can competently embed quotations, and can explain with some confidence how a range of meanings are created.
You can explain why a writer has used particular structures and comment on their impact.
You can work out and explain the impact of a range writer's choice of words, sentences and stylistic features with some confidence.
You can explain the many purposes and effects of a text.
You show awareness of the writer's viewpoint.
You understand how context may influence a text.

Assessment Criteria for the end of year 8

Year 8 Writing
Emerging
Your writing is shaped and organised. You consistently set out paragraphs correctly. You can vary your sentences and develop ideas in paragraphs using a variety of connectives. You use a range of punctuation marks correctly. Tenses are mostly accurately and there is some control of agreement. Your spelling is mostly accurate. You can spell some more complicated words correctly. Your writing matches the purpose of the task. You can keep the reader interested because of the words and sentences you use.
Expected
Your writing is shaped and organised competently. You consistently set out paragraphs correctly and make effective links between these. You develop ideas in paragraphs competently using connectives. You can use a range of punctuation marks with competence. You mostly demonstrate accurate use of tenses and control of agreement. Your spelling is mostly accurate, except for unusual or unfamiliar words. Your writing matches the purpose, and you choose words and sentences for effect. You use an appropriate style in your writing, and use language techniques effectively. Your writing is interesting to read.
Exceeding
Work is thoughtfully organised. You make effective links between paragraphs with a variety of more complex connectives. You use a variety of sentence types securely. You are proficient in using a variety of linking devices within and between paragraphs. You can use a range of punctuation marks accurately and with increasing confidence in creating effects for the reader. Tenses are confidently handled. Control of agreement is secure. Your spelling is accurate, except for unusual words. You use an appropriate style in your writing, and use language techniques effectively. Your writing is engaging.

Assessment criteria for the end of year 9

Year 9 Reading
Emerging
You can select quotations and present them within your response embedding them into sentences.   You can infer meanings in texts and can explain them.   You can explain some reasons for the overall structure of a text and its impact.   You can comment on some other structural features.   You can explain the effects of words and sentences in a text.   You can work out and explain the writer's choice of words and sentences.   You can understand and explain a writer's main purpose in a text and the effect the writer is trying to create.   You show an awareness of what may have influenced the writing of the text.
Expected
You can competently embed quotations, and can explain with some confidence how a range of meanings are created.   You can understand and explain why a writer has used particular structures and comment on their impact.   You can work out and explain the impact of a range writer's choice of words, sentences and language features with some confidence.   You can explain the purposes and effects of a text.   You show awareness of the writer's viewpoint.   You grasp how context may influence a text.
Exceeding
You confidently embed quotations, and make insightful inferences.   You can explore layers of meaning in a text and can offer alternative readings.   You can confidently analyse a range of structural features of a text.   You can confidently explore and analyse a writer's choices of words, phrases and stylistic features and the impact they have on the reader.   You can confidently explain the purposes of a text and explore the effects the writer is trying to create.   You can explain how attitudes and viewpoints are conveyed.   You show appreciation of the contextual influences on a text.

Assessment Criteria for the end of year 9

Year 9 Writing
Emerging
Your writing is shaped and organised with increasing competence.
You develop ideas in paragraphs competently using connectives.
You use a variety of connectives within and between paragraphs.
You use a range of punctuation marks correctly and with confidence.
Your spelling is mostly accurate, except for unusual or unfamiliar words.
You can interest the reader because of the words and sentences you use.
You use an appropriate style in your writing.
Tenses and control of agreement and mostly secure.
Expected
Your work is thoughtfully shaped and organised.
You make effective links between paragraphs with a variety of more complex connectives.
You proficiently develop ideas in paragraphs using a variety of linking devices.
You use a variety of sentence types with confidence.
You can use a range of punctuation marks accurately and with increasing confidence in creating effects for the reader.
Tenses and control of agreement are secure.
Vocabulary is varied and your spelling is accurate, except for unusual words.
You use an appropriate style in your writing, and use stylistic features effectively.
You can engage the reader.
Exceeding
You confidently make effective links between paragraphs.
Writing is becoming increasingly fluent.
A wide range of sentences types are consciously used for impact.
You confidently and accurately use a range of punctuation marks.
Tenses and control of agreement are consistently secure.
Word choices are increasingly adventurous and spelling is accurate.
You use an appropriate form and style in your writing, and use a range of stylistic features effectively.
You engage and sustain the reader's interest throughout.

French/German

Levels of Achievement	Objective 1: Listening	Objective 2: Speaking	Objective 3: Reading	Objective 4: Writing
3	Understands short passages of familiar language.	Uses short phrases of mainly memorised language.	Understands short texts & dialogues of familiar language.	Is able to write short sentences, with support.
4	Able to note main points & some detail from spoken passages of familiar language	Takes part in simple dialogues using visual cues. Can adapt words & phrases.	Is able to note main points & some detail in texts. Is beginning to use context to deduce meaning.	Writes short texts & can adapt set phrases.
5	Understands main points and opinions in familiar language. Able to recognise different tenses.	Takes part in short conversations, referring to past or future events & everyday activities.	Is able to understand main points and opinions. Is able to recognise different tenses.	Can produce short texts using different tenses. Uses a dictionary to find new words.
6	Understands familiar language in new contexts. Little repetition needed.	Able to use past, present & future tenses. Applies grammar in new contexts.	Understands familiar language in new contexts. Is beginning to read independently.	Is able to write texts using different tenses. Applies grammar in new contexts.
7	Understands a range of material at normal speed with little repetition.	Initiates & develops conversation. Is able to improvise & paraphrase.	Understands a range of material, including complex sentences and unfamiliar language.	Produces pieces of writing on a variety of subjects. Edits and re-drafts work using reference sources.

Geography

Levels of Achievement	Description
4	Recognises and describes the physical and human features of places. Recognises and describes simple geographical patterns. Makes choices on geographical decisions and recognises different points of view.
5	Describes and begins to explain geographical patterns. Demonstrates an awareness of the idea of sustainable development and recognises the range of views people hold about environmental interaction and change. Draws on own knowledge and understanding, beginning to suggest relevant geographical questions. Suggests plausible conclusions to own investigations and presents findings both graphically and in writing using appropriate vocabulary.
6	Describes and explains physical and human processes and recognises these processes interact to produce distinctive characteristics of places. Selects a range of skills and sources of evidence and uses them effectively in investigations and decision making. Links physical & human processes to solve geographical conflicts and issues.
7	Makes links in knowledge and understanding of geography. Describes and explains interactions, resolving and questioning geographical issues. Identifies multiplying factors, using these geographical questions in setting up own investigations.
8	Analyses the interactions within and between physical & human processes and shows how these investigations create diversity and interdependence and help change places and environments. Evaluates the complexity of a range of issues or conflicts and justifies the relevant issues nationally. Uses the appropriate geographical skills to investigate own ideas

	Emerging…	Expected….	Exceeding…
Exceptional Performance	Appreciates the different world views and justifies the approaches to tackle the environment. Independently carries out geographical work and critically evaluates work of others.		

Bloom's Taxonomy links	Remembering & Understanding	Application and Analysing	Evaluation and Creating

History	
Levels of achievement	Description
4	Can describe some of the main events and fit them in a chronological framework. Identifies ways of interpreting the past. Can describe characteristic features of past societies. Can identify change & continuity and causes & consequences. Is beginning to produce structured work.
5	Can describe some of the main events and features of past societies and fit them into a developing chronological framework. Begins to suggest reasons for different interpretations of the past. Begins to describe the nature and extent of diversity, change & continuity and causes.
6	Can begin to analyse the nature and extent of diversity, change and continuity across different periods. Begins to explain why different interpretations of the past have arisen. Evaluates sources to select relevant evidence for enquiries. Selects, organises and deploys relevant information to produce structured work.
7	Can analyse historical change & continuity, diversity and causation. Explains how and why different interpretations of the past have arisen. Begins to explain how the significance of events has varied according to different perspectives. Suggests lines of enquiry into historical problems and issues. Considers critical issues surrounding the origin, nature and purpose of sources. Selects, organises and deploys relevant information to produce well-structured work.
8	Can construct substantiated analyses about historical change & continuity, diversity and causation. Analyses and explains a range of historical interpretations and judgements about historical significance. Suggests lines of enquiry into historical problems and issues. Critically evaluates a range of sources and reaches substantiated conclusions. Produces precise and coherent work.
ICT	
Levels of Achievement	Description
3	Design solutions and create programs which use repetition and two-way selection to achieve a given goal. Collect, organise and present data and information in digital content. Make appropriate improvements to solutions based on feedback. Recognise what is acceptable and unacceptable behaviour when using technologies and online services.
4	Design solutions by decomposing a problem. Create programs which use variables and relational operators. Recognise the audience when designing and creating digital content. Use criteria to evaluate the quality of solutions. Demonstrate responsible use of technologies and online services, and know a range of ways to report concerns.
5	Solve problems by recognising similarities and differences in situations and use these to solve problems. Create programs which are controlled by a range of operators and expressions. Design criteria to critically evaluate the quality of solutions. Recognise ethical issues surrounding the application of information technology beyond school.
6	Can plan and design ICT based solutions to meet a specific purpose and audience, demonstrating increased integration and efficiency in their use of ICT tools. Uses complex enquiries to test hypotheses. They can discuss the impact of ICT on society.
7	Recognise that some problems share the same characteristics and use the same algorithm to solve them. Create programs that use nested if statements, procedures and functions. Design criteria for users to evaluate the quality of solutions. Use technologies and online services securely, and knows how to identify and report inappropriate conduct.

	Emerging…	Expected….	Exceeding…
Bloom's Taxonomy links	Remembering & Understanding	Application and Analysing	Evaluation and Creating

Maths				
Levels of Achievement	Objective 1: Using and applying Maths	Objective 2: Number/Algebra	Objective 3: Shape and Space	Objective 4: Data handling
4	Develops own strategies for solving problems.	Uses simple formulae expressed in words. Recognises number patterns. Find multiples and factors. Use co-ordinates in the first quadrant.	Uses the properties of 2-D and 3-D shapes. Find the perimeter of shapes. Know faces edges and vertices. Measure lengths and angles.	Collects and records discrete data. Draw line graphs. Read simple pie charts. Find the mode and range.
5	Identifies and obtains information to solve mathematical problems.	Uses simple algebraic formulae. Uses number patterns and inverse operations. Uses negative numbers. Use co-ordinates in 4 quadrants.	Identifies all the symmetries of 2-D shapes. Use formula for area of a rectangle. Convert metric and imperial units.	Creates and interprets line graphs. Find the mean of discrete data. Uses probability scale from 1-0.
6	Carries through substantial tasks by breaking them into smaller, more manageable tasks.	Constructs and solves linear equations. Calculate proportions and ratios. Add and subtract fractions. Find equivalent fractions. Plot the graph of y=mx+c.	Uses properties of angles, triangles & polygons. Uses the formulae for a circle. Enlarge shapes with a positive scale factor.	Design a survey to get data from one or more sources. Construct pie charts. Understand correlation. Probability of mutually exclusive events
7	Solves increasingly demanding problems and evaluates solutions.	Round to significant figures. Uses algebraic and graphical methods. Uses proportional change. Solve inequalities. Simplify quadratic expressions	Can apply Pythagoras' theorem. Calculates lengths, areas and volume in prisms. Understand similarity. Draw loci of moving objects.	Identifies possible sources of bias and plans how to minimise it. Understand relative frequency. Estimate mean, mode and median of grouped data.
8	Uses strategies to solve problems of increasing complexity	Manipulates algebraic formulae. Derives and uses more complex formulae. Solves problems involving surds, standard form and proportional change.	Understands congruence. Uses trigonometry relationships. Distinguish between formulae for length, area and volume by considering dimentions.	Can compare two distributions and make inferences, including median and quartiles. Calculate the probability of a compound event.

	Emerging…	Expected….	Exceeding…
Bloom's Taxonomy links	Remembering & Understanding	Application and Analysing	Evaluation and Creating

Music	
Levels of Achievement	Description
3	Can play or sing rhythmically simple parts using a limited range of notes. Improvises repeated patterns and combines several layers of sound and recognises how musical elements are combined and used expressively. Describes musical elements and their combined effect and makes improvements to their work
4	Can play or sing from simple notation and by ear with an awareness of other parts. Improvises rhythmic and melodic phrases and composes within a musical structure. Describes music using appropriate musical vocabulary and suggests improvements to their own and others' works.
5	Can perform a part from memory or notation in time with other ensemble members. Uses a variety of notations and composes music using melody, rhythm, chords and structure. Analyses and compares musical features correctly and describes how music reflects time and place. Can refine and improve their work.
6	Can make use of tempo, dynamics and phrasing in their performances and makes subtle adjustments to their part within group performances. Composes in different musical styles using relevant notation to plan and refine material. Analyses and compares music from different styles and genres and makes improvements to their own work in light of the chosen style.
7	Can perform in different styles from relevant notation and makes significant contributions to ensemble work. Creates coherent compositions using different structures, genres, styles and traditions. Makes critical judgements about musical characteristics and describes how they are reflected in their own and others' work.
8	Can perform, improvise and compose extended compositions with a sense of direction and shape in phrases and within the overall form. Explores different styles, genres and traditions and uses appropriate notations accurately. Describes music within its cultural context and discriminates between musical styles, genres and traditions. Justifies their own judgements.
Exceptional Performance	Can develop a personal style in their performances, give convincing performances and show empathy with other performers. Creates stylistically consistent compositions with a degree of individuality. Comments on contributions of significant performers and composers in various musical styles and traditions and describes how and why changes occur in different styles and traditions.

	Emerging…	Expected….	Exceeding…
Bloom's Taxonomy links	Remembering & Understanding	Application and Analysing	Evaluation and Creating

PE	
Levels of Achievement	**Description**
3	Selects & uses skills with co-ordination and control. Starts to respond tactically. Can see differences in the work of individuals and understands how to improve. Knows why warming up prior to exercise is important.
4	Uses skills and techniques appropriately with precision and control. Shows understanding of basic skills and tactics. Can comment on the work of others and use this to benefit their own work. Understands basic safety and principles of health related exercise.
5	Uses skills and techniques appropriately with consistent precision and control in different physical activities. Can draw on knowledge of strategies and tactics to produce effective outcomes. Can analyse and comment on the use of skills, tactics and ideas in themselves and others. Can explain the body's reaction to different types of activity.
6	Uses skills and techniques appropriately in a wider range of contexts. Uses imaginative tactical responses to changing circumstances. Can suggest methods for improvement in their own work and in others'. Understands the different components of fitness and how each contributes to own fitness and health.
7	Uses advanced skills appropriately adapting them to changing demands. Can apply advanced strategies and tactics in their own work and the work of others. Can analyse the work of individuals and teams and can plan for the improvement of performance. Can explain principles of training and practice and apply them effectively in the delivery of their own programmes.
8	Consistently uses advanced skills to a high standard. Can use and devise advanced tactics with originality. Uses critical analysis skills in the evaluation of their work and of others. Can use information to plan and monitor improvement in performance. Uses knowledge to evaluate benefits of exercise programmes and takes on different roles in different contexts.
Exceptional Performance	Consistently uses advanced skills with originality. Can use and devise advanced tactics with originality for themselves and others. Can find independent solutions to problems and make critical, evaluative solutions. Can reach judgments independently on performances. Consistently applies understanding of health and fitness in all aspects of their work.

RE		
Levels of Achievement	**Attainment Target 1: Learning about religions**	**Attainment Target 2: Learning from religion**
4	Can describe key beliefs & make some comparisons between religions.	Asks questions about key beliefs & suggests answers based on personal experience.
5	Can explain the difference that beliefs & religions make to people.	Can present at least one informed argument in support of an opinion.
6	Uses knowledge & understanding to explain differences between religions.	Can present informed arguments & relate teachings to own life.
7	Uses knowledge & understanding to explain religions within their cultural & historical contexts.	Evaluates issues with different points of view.
8	Demonstrates good knowledge & understanding of religious influences on individuals, communities & societies.	Evaluates issues employing well argued points of view & appropriate evidence.
Exceptional Performance	Can use a complex religious, moral and philosophical vocabulary and evaluate and understand the impact of religions and their beliefs in depth and detail.	Analyses in depth a wide range of perspectives on meaning, purpose and truth. Shows independent and highly reasoned insights into religious issues with balanced conclusions.

	Emerging…	Expected….	Exceeding…
Bloom's Taxonomy links	Remembering & Understanding	Application and Analysing	Evaluation and Creating

Science	
Level of Achievement	Description
3	Follow a method and gain some results. Plan a fair test with some help. Explain the results in a simple way. Describe differences between living and non-living things. Describe how living things change because of their diet or light/water availability. Sort materials into groups based on what they are or do (properties). Recognise and sort types of changes into those which can be reversed and those which cannot. Make simple explanations of why thing happen, i.e. when something speeds up it is caused by a push or pull.
4	Make predictions based on simple scientific knowledge. Select the correct equipment and record the results in a table. Draw simple graphs and use them to explain what happened in the experiment. Name and recognise the major organs in plants and animals. Draw food chains within a habitat. Describe methods for separating simple mixtures. Name types of change using scientific terms, i.e. evaporation. Make predictions about whether changes will be able to be reversed or not. Describe how to set up a simple electrical circuit. How a basic understanding of forces, gravity, magnetism, friction.
5	Write a method including a fair test. Carry out an investigation, using equipment accurately and repeating experiments. Draw line graphs from the experimental results. Suggest ways in which to improve investigation work. Describe the jobs of each major organ in the body. Draw the life cycle of plants and humans. Put plants and animals into the correct class or group. Describe the properties of metals, i.e. they conduct heat. Identify a metal from a non-metal. Explain how some things happen even when the reason cannot be seen, i.e. how balanced forces cause something to move at a steady speed. Use a model to show how the Earth is moving.
6	Use information and research to help when planning an investigation. Use accurate equipment with fine-scale divisions. Make conclusions which involve scientific understanding and language. Identify results which do not fit a pattern and try to explain what caused them. Describe life processes in plants and animals, i.e. photosynthesis, respiration. Describe the similarities and differences between plant and animal cells. Describe how the environment can affect the type and number of a plant or animal living in a habitat. Use particle diagrams to explain the arrangement and movement of particles in a solid, liquid and gas. Identify and describe some chemical reactions that are like each other. Write word equations. Describe and explain some more difficult ideas, i.e. how electrical items transfer electrical energy to other types. Explain refraction and dispersion of light.
7	Select and write methods to investigate relationships without assistance. Explain conclusions using high level of scientific language and knowledge. Explain life processes using the chemical equations for them. Explain how different types of cell are adapted to their job. Explain the difference between inherited characteristics and those caused or affected by environment. Draw pyramids of number to show how feeding relationships affect the size of the populations in a habitat. Draw formulae, symbols and particle diagrams to identify whether a chemical is an element, compound or mixture. Use a pattern of chemical reactions to predict what will happen in another chemical reaction. Describe and explain some even more difficult ideas, i.e. why objects are coloured, how gravitational attraction keeps the planets in motion. Show how electricity and magnetism are linked. Use equations to make calculations and use the correct units.

	Emerging…	Expected….	Exceeding…
Bloom's Taxonomy links	Remembering & Understanding	Application and Analysing	Evaluation and Creating

PSE/Citizenship	
Level of Achievement	Description
3	Is able to research and find answers to questions using different sources of information provided. Can identify different rights and understands that rights can conflict. Recognises features of democracy operating locally and nationally
4	Can identify what is fair and unfair in different situations and makes informed contributions in discussions. Can work with others to address citizenship issues. Shows understanding of democracy.
5	Considers what is fair and unfair to different groups at national, international and global levels. Communicates own arguments clearly. Shows some knowledge of the operation of the political and justice systems in the UK.
6	Assesses the validity of different sources of information. Negotiates own role in taking actions with others. Can compare UK's system of government with those in other parts of the world and understands the implications of changes and inequalities in society.
7	Can represent the views of others and assesses the implications of situations where an individual's or group's rights and responsibilities are contested. Evaluates roles citizens play in shaping decisions and in influencing the operation of political and legal systems.

	Emerging…	Expected….	Exceeding…
Bloom's Taxonomy links	Remembering & Understanding	Application and Analysing	Evaluation and Creating

Academic and Non Academic Assessment Opportunities Year 7 to 11					
Year	**Term 1**	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	Progress, RAG & APP curriculum assessment Testing for new students in English, Maths and Science SDQ's (non-academic profile)	Progress, ABL, RAG & APP curriculum assessment Testing for new students in English, Maths and Science SDQ's (non-academic profile)	Progress, RAG & APP curriculum assessment Testing for new students in English, Maths and Science SDQ's (non-academic profile)	Progress, ABL, RAG & APP curriculum assessment Testing for new students in English, Maths and Science SDQ's (non-academic profile)	Progress, RAG & APP curriculum assessment Testing for new students in English, Maths and Science SDQ's (non-academic profile)	Progress, RAG & APP curriculum assessment Formal Assessments/Exam Week/Optional Tests and recording of progress Pupil and Parent questionnaires
8	Progress, RAG & APP curriculum assessment Baseline Testing for new students in English, Maths and Science	Progress, ABL, RAG & APP curriculum assessment Baseline Testing for new students in English, Maths and Science	Progress, RAG & APP curriculum assessment Baseline Testing for new students in English, Maths and Science	Progress, ABL, RAG & APP curriculum assessment Baseline Testing for new students in English, Maths and Science	Progress, RAG & APP curriculum assessment Baseline Testing for new students in English, Maths and Science	Progress, RAG & APP curriculum assessment Formal Assessments/Exam Week/Optional Tests and recording of progress

				S		
	SDQ's (non-academic profile)	SDQ's (non-academic profile)	SDQ's (non-academic profile)	DQ's (non-academic profile)	SDQ's (non-academic profile)	Pupil and Parent questionnaires
9	Progress, RAG & APP curriculum assessment Baseline Testing for new students in English, Maths and Science SDQ's (non-academic profile)	Progress, ABL, RAG & APP curriculum assessment Baseline Testing for new students in English, Maths and Science SDQ's (non-academic profile)	Progress, RAG & APP curriculum assessment Baseline Testing for new students in English, Maths and Science SDQ's (non-academic profile)	Progress, ABL, RAG & APP curriculum assessment Baseline Testing for new students in English, Maths and Science S DQ's (non-academic profile)	Progress, RAG & APP curriculum assessment Baseline Testing for new students in English, Maths and Science SDQ's (non-academic profile)	Progress, RAG & APP curriculum assessment Formal Assessments/Exam Week/Optional Tests and recording of progress Pupil and Parent questionnaires
10	Progress, RAG & APP curriculum assessment Baseline Testing for new students in English, Maths and Science SDQ's (non-academic profile)	Progress, ABL, RAG & APP curriculum assessment Baseline Testing for new students in English, Maths and Science SDQ's (non-	Progress, RAG & APP curriculum assessment Baseline Testing for new students in English, Maths and Science SDQ's (non-academic profile)	Progress, ABL, RAG & APP curriculum assessment Baseline Testing for new students in English, Maths and Science SDQ's (non-	Progress, RAG & APP curriculum assessment Baseline Testing for new students in English, Maths and Science SDQ's (non-academic profile)	Progress, RAG & APP curriculum assessment Formal Assessments/Exam Week/Optional Tests and recording of progress Pupil and Parent

		academic profile)		academic profile)		questionnaires
11	Progress, RAG & curriculum assessment

Baseline Testing for new students in English, Maths and Science

SDQ's (non-academic profile)

Mock exams | Progress, ABL, RAG & curriculum assessment

Baseline Testing for new students in English, Maths and Science

SDQ's (non-academic profile) | Progress, RAG curriculum assessment

Baseline Testing for new students in English, Maths and Science

SDQ's (non-academic profile)

Mock exams | Progress, ABL, RAG & curriculum assessment

Baseline Testing for new students in English, Maths and Science

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DQ's (non-academic profile) | Progress, RAG & curriculum assessment

Baseline Testing for new students in English, Maths and Science

SDQ's (non-academic profile)

Pupil and Parent questionnaires | |