

Yr 7 assessment at The John of Gaunt School

Key assessment points of interest throughout Key Stage 3 (KS3)

Term 1

Weeks 3-5: Cognitive Attainment Tests (CATs)*¹

Terms 1&2 Subject base-line assessment*²

Term 2

Weeks 2-3: Tracking point 1 (including CAT results, attitude to learning, attendance)

Term 3

Weeks 3-4: Tracking point 2 (including KS3 target, teacher assessment, attitude to learning, attendance)

Term 4

Week 2: 2 March 2016 – Yr 7 subject evening

Term 5

Weeks 4-5: Tracking point 3 (including KS3 target, teacher assessment, attitude to learning, attendance)

Term 6

Weeks 5 & 6 Tracking point 4 (including KS3 target, teacher assessment, attitude to learning, attendance, tutor comment)

Accessing the assessment reports

The reports for your child will be provided electronically via our virtual learning environment (VLE) accessed via The John of Gaunt website. Paper copies will also be provided where required.

To access the system you will need to follow these steps:

- Open a web browser and visit vle.johnofgauntschool.org. You can also access this by clicking the VLE link at the top of the school website.
- At the bottom of the VLE click the login link and use the username and password you have been sent separately to access the system.
- On the side of the page you will see a section titled 'My Data' and inside that you will see a link saying 'Children'.
- If you click this link you will see all of the children you have at the John of Gaunt School. If you click on a child's name you will be access the following information:
 - Attendance,
 - Achievements,
 - Behaviour,
 - Tracking documents,
 - Timetable.

*¹ See Appendix 1 for an explanation of CATs

*² See Appendix 2 for an explanation of subject base-line assessments

The Report – What does it all mean?

The report covers a range of academic and behavioural factors that affect the progress your child makes. An example report can be viewed at the end of this section.

1. **Attitude to Learning** – the score presented is an average of all the marks given by your child’s teachers in all of their lessons during the time between reports. If the score is less than 3 then we believe your child’s overall engagement in their work does not meet our expectations. *³
2. **Attendance** – this is a percentage of all the sessions your child should have attended between reports.
3. **CAT results** – these inform us of your child’s ability to learn. *¹
4. **Yr 7 target** – the grade we expect your child to reach by the end of Yr 7
5. **Yr 8 target** – the grade we expect your child to reach by the end of Yr 8.
6. **Teacher assessment** - an average grade based on the skills the teacher is assessing at that particular point in the year when reports are completed by staff.
7. **Steps to improvement** – use the subject grids to refer to the statements that explain what skills your child will need to use to demonstrate their ability is improving.

Assessment criteria

Our KS3 assessment system focuses on developing the skills required when studying at Key Stage 4 (KS4). The assessment grids for each subject can be found at the back of this booklet.*⁴

Each set of subject skills statements are specific to each subject, they describe the skills that students need to gain.

Each grade boundary is also specific to each subject for instance **Spanish grades start on 0** as students have very little experience of being taught languages before Yr 7. **The Spanish target grades are based around the students’ verbal CAT scores that show their potential for languages. The other subjects use teacher baseline assessments** with the starting points varying dependant on the skills students can demonstrate without prior learning.

Expected progress

Every child in the country is set target grades to reach by the end of year 11. At The John of Gaunt School (JoG) we strive to meet and exceed these targets. However, we also understand that the progress a child makes in each of their subjects does not necessarily improve by the same amount each year. Learning and understanding develops at different rates and at different times for every child.

We supplement your child’s Key Stage Two (KS2) results by conducting Cognitive Ability Tests (CAT) and Faculty base line assessments. These allow us to fully understand each individual student and set appropriate and personal progress targets throughout years 7 & 8.

*³ See Appendix 3 for an explanation of our Attitude to Learning (A2L) expectations

*⁴ See Appendix 4 for each subject’s assessment grid

THE REPORT



THE JOHN OF GAUNT SCHOOL

02/02/2016

Emily John GR05

| Attendance | TP1 | TP2 | TP3 | TP4 | TP1 | TP2 | TP3 |
|-------------------------------------|------|------|------|------|------|------|-------|
| % present for each reporting period | 98.1 | 96.2 | 97.2 | 98.2 | 99.2 | 100 | 98.77 |
| % authorised | 1.90 | 3.80 | 2.80 | 1.80 | 0.80 | 0.00 | 1.23 |
| % unauthorised | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

| Teacher Assessment | | | | | | | | |
|---------------------|---------------------|-----|-----|-----|-----|-----|----------------------|----------------------|
| Subject | Baseline Assessment | TP3 | TP4 | TP1 | TP2 | TP3 | End of Year 7 Target | End of Year 8 Target |
| Art | 2= | 2= | 2= | 2+ | 3- | 3= | 2= | 3- |
| Computing | 2- | 2= | 2+ | 3- | 3= | 3+ | 2= | 3= |
| Drama | 2= | 2= | 2+ | 2+ | 3= | 3= | 2= | 3- |
| English | 2+ | 2+ | 2+ | 2+ | 3- | 3= | 2+ | 3= |
| Design & Technology | 4+ | 1= | 1+ | 2- | 2- | 2= | 1+ | 2- |
| Geography | 4- | 3= | 3+ | 4- | 4+ | 5= | 4= | 5- |
| History | 4= | 4= | 5- | 5= | 5= | 5+ | 4+ | 5= |
| Maths | 3- | 3- | 3+ | 4- | 4= | 5+ | 3+ | 4+ |
| Music | 2= | 2= | 2+ | 2+ | 3- | 3- | 2= | 3- |
| RE | 3+ | 3+ | 3+ | 4- | 4= | 4+ | 3+ | 4= |
| PE | 4- | 4+ | 5- | 5- | 5+ | 5+ | 4+ | 6- |
| Science | 4- | 3= | 3+ | 4= | 5= | 5+ | 4= | 5= |
| Spanish | 0= | 0+ | 1= | 2= | 3+ | 4= | 1+ | 4= |

| Attitude to Learning | | | | | | | |
|----------------------|------|------|------|------|------|------|------|
| Subject | TP1 | TP2 | TP3 | TP4 | TP1 | TP2 | TP3 |
| Art | 3.00 | 3.08 | 3.58 | 3.61 | 3.62 | 3.63 | 3.65 |
| Computing | 3.00 | 3.01 | 3.05 | 3.21 | 3.22 | 3.31 | 3.41 |
| Drama | 3.67 | 3.69 | 3.71 | 3.88 | 4.00 | 4.00 | 4.00 |
| English | 3.33 | 3.58 | 3.65 | 3.71 | 4.00 | 4.00 | 4.00 |
| Design & Technology | 3.00 | 3.01 | 3.05 | 3.21 | 3.22 | 3.31 | 3.41 |
| Geography | 3.20 | 3.67 | 3.71 | 3.72 | 4.00 | 4.00 | 4.00 |
| History | 3.00 | 3.01 | 3.05 | 3.21 | 3.22 | 3.31 | 3.47 |
| Maths | 3.13 | 3.69 | 3.71 | 3.72 | 4.00 | 4.00 | 4.00 |
| Music | 3.00 | 3.02 | 3.05 | 3.25 | 3.28 | 3.31 | 3.41 |
| RE | 3.00 | 3.03 | 3.06 | 3.22 | 3.27 | 3.31 | 3.37 |
| PE | N/A | | | | | | |
| Science | 3.00 | 3.06 | 3.09 | 3.23 | 3.25 | 3.33 | 3.35 |
| Spanish | 2.75 | 3.00 | 3.01 | 3.20 | 3.21 | 3.32 | 3.71 |

Science, Mathematics and Computing Specialisms
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- The report is rated Red – Amber – Green for all areas that influence the progress of your child's learning towards their target at the end of Yr 8.
 - **Red** means they are developing their skills more slowly than we would expect at the time of reporting
 - **Amber** means they are developing their skills at a rate that we expect
 - **Green** means your child's skills are improving more quickly than we expect at the time of reporting
- The teacher assessment numbers are a reference to the skills statements on each of the subject skills grids. These statements explain what your child is able to demonstrate.
 - **▬** means they are developing the skills in the statements for a particular grade
 - **=** means they regularly demonstrate they can use the skills for a particular grade
 - **+** means they can confidently use the skills in the statements for a particular grade and may be demonstrating higher graded skills in some areas
- As stated in your child's first report we expect at least **95% attendance** for your child's **The Attitude to Learning** rating to have an average of at least **3**.
- **If your child has a number of areas highlighted Red it will be important to have conversations with either subject teachers, tutors or heads of house so that we can support your child to meet all their expected targets to ensure their success at The John of Gaunt School.**

APPENDIX 1

Cognitive Ability Tests (CATs)

CATs assess a student's ability to understand and tackle a range of tasks. These include how they consider, analyse, visualise and problem solve.

The results allow us to understand how each student prefers to learn. This information helps us to plan the best learning tasks we can.

The following table allows you to interpret the CAT scores as a comparison against all children of their age.

| Rating | Very low | Below average | Average | Above Average | Very High |
|-----------------|------------|---------------|---------|---------------|-----------|
| Standard | | | | | |
| Age Score (SAS) | 70 or Less | 80 | 100 | 120 | 130+ |

APPENDIX 2

Subject Base-line Assessments

This is a test or task that each subject will set, during terms 1 & 2, to establish each student's specific knowledge & skills in that particular area. The results are based around our subject skills grids.

APPENDIX 3

Attitude to Learning (A2L) expectations

During each lesson a student's attitude to their learning is graded so that we can see how students perform over a period of time. The score is averaged each week and this average score is shared with key people, including tutors and House leaders. This enables students who need support to be given this quickly and in the way that best suits them. Those students who are performing well can be rewarded. Students can view their progress week on week as it is also shown on their home page on the virtual learning environment (VLE) which can be shared with parents. The average will also be shown on students' reports for the assessment period being published.

See below for what each grade means.

- | | |
|----------------------------------|---|
| 4 Excellent | Attitudes to learning are exemplary. The student challenges themselves, shows resilience, works independently and supports the learning of others. <i>Homework is completed to an excellent standard by the deadline.</i> |
| 3 Good (min. expectation) | The student displays a positive attitude towards their learning. They try hard, contribute well and maintain focus. The student demonstrates pride in their work. <i>Homework is completed to a good standard and by the deadline set.</i> |
| 2 Concern | The student undertakes their work but not always to the best of their ability. They may lose focus at points in the lesson which can distract others. <i>Homework may be completed but not to a satisfactory standard or the set deadline has been missed.</i> |
| 1 Poor | The students' attitude to learning has a negative impact on their progress and the progress of others. <i>Homework has not been completed or has been completed to a very poor standard.</i> |

APPENDIX 4

Subject assessment grids

Literacy competency and SMSC (spiritual, moral, social and cultural) development are imbedded into all our lessons where appropriate. The first grid provides an overview of these skills at each level of complexity.

| JoG Grade | Literacy competency | SMSC |
|-----------|---|---|
| 1 | Capital letters and full stops used; most simple sentences make sense on their own; common words often spelled correctly. | Differences between right and wrong understood; awareness of beliefs, values and opinions of others. |
| 2 | Capital letters and full stops used correctly; simple sentences make sense on their own; common words usually spelled correctly. | Consequences of actions considered; interest in beliefs from global communities, values and opinions of others; own opinions formed. |
| 3 | Commas and apostrophes mostly used accurately; correct use of connectives to create compound sentences; spelling rules generally applied for more complex words. | Different consequences appreciated; fascination for learning religious and non-religious values, beliefs and opinions of others; own opinions described. |
| 4 | Wider range of punctuation marks used accurately (? ! “"); correct use of complex sentences; spelling rules consistently applied for more complex words. | Moral and ethical issues linked to religious and non-religious values and beliefs recognised; own opinions explained |
| 5 | Full range of punctuation used accurately and to create impact on the reader (: ;); simple, compound and complex sentences used confidently; spelling of irregular words is secure. | Moral and ethical issues linked to religious and non-religious values and beliefs respected; reasoned opinions explained using investigated sources |
| 6 | Punctuation and sentence structure used critically to create the appropriate text type (e.g. article, letter, report) and reader response; spelling is highly accurate. | Moral and ethical issues linked to religious and non-religious values and beliefs understood; reflection upon own opinion through knowledgeable reasoning. |
| 7 | Punctuation and sentence structure manipulated sensitively to create a highly effective text types and a range of reader responses; spelling is near perfect. | Appreciation of the intangible; respects the unconditional rights of others; uses appropriate knowledge, values, beliefs and opinions to resolve disagreement |

ART KS3 ASSESSMENT GRID

| JOG Grade | LEARNING FROM ARTWORKS | EXPLORING MATERIALS | DEVELOPING IDEAS | REVIEWING YOUR WORK |
|--------------|--|---|---|---|
| 1 | Students make artwork In response to artworks they are studying. | Students use different materials and techniques to make artworks with. | Students make artwork that shows emerging ideas. | Students are aware that there are similarities and differences between their own and others work. |
| 2 | Students make work that has similarities to artworks they are studying. | Students investigate visual and tactile qualities in materials and processes, and design and make images and artefacts for different purposes. | Pupils explore ideas and make use of visual and other information for their work. | Students notice similarities and differences between their own and others work, |
| 3 | Students learn about techniques from by making work based on artworks. | Students investigate visual and tactile qualities in materials and processes, communicate their ideas and meanings, and design and make images and artefacts for different purposes. | Pupils explore ideas and collect visual and other information for their work. | Students comment on similarities and differences between their own and others work, and adapt and improve their work. |
| 4 | Students compare and comment on differing ideas, methods and approaches used by artists, craftspeople and designers, relating these to the contexts in which the work was made. | Students investigate and develop a range of practical skills and use the qualities of materials and processes purposefully to suit their intentions when designing and making. | Pupils use a variety of approaches to explore and experiment with ideas, information and resources in order to develop their intentions . | They discuss their own work and that of others and consider how they might adapt and refine their ideas, skills and processes. |
| 5 | Students consider and discuss the ideas, methods and approaches that are used by artists, craftspeople and designers, relating these to both context and purpose . | When designing and making, they develop and use their technical knowledge and skills to manipulate the qualities of materials, processes and the formal elements appropriately | Pupils take some creative risks when exploring, experimenting and responding to ideas and selecting information and resources in order to develop their work. | They evaluate their own work and that of others, reflecting on their own view of its purpose and meaning. They are able to adapt and refine their ideas, processes and intentions . |
| 6 | Students interpret and explain how ideas and meanings are conveyed by artists, craftspeople and designers, recognising the varied characteristics of different historical, social and cultural context. Students provide a reasoned evaluation of the purpose and meaning of their own work and that of others. | Students apply their technical knowledge and skills to realise their intentions , using the qualities of materials processes and the formal elements effectively . | Pupils accept creative risks, exploring and experimenting with ideas independently and inventively and using a range of appropriate resources imaginatively to develop, design and make work. | They provide a reasoned evaluation of the purpose and meaning of their own work and that of others. They use their critical understanding to develop their own views and practice. |
| 7 | Students analyse and comment on their own and others work, appreciating how codes and conventions are used to express ideas in different, genres, styles and traditions. Students explain how and why their understanding of the work of others affects their own ideas, values and practice. | Students demonstrate confident understanding and use of materials, processes and the formal elements, combining these thoughtfully to realise their intentions. | Pupils learn from taking creative risks that help them to form and develop their ideas and to create purposeful, imaginative work with some originality . | They analyse and comment on their own and others work, appreciating how codes and conventions are used to express ideas in different, genres, styles and traditions. They explain how and why their understanding of the work of others affects their own ideas, values and practice. |

COMPUTING KS3 ASSESSMENT GRID

| JoG Grade | Programming, Development & Algorithms | Data & Data Representation | Hardware and Processing | Communication & Networks | E- Digital Literacy |
|--------------|--|--|--|--|--|
| 1 | <p>Understands what an algorithm is and is able to show one working.</p> <p>Understands that computers and programs need instructions.</p> <p>Creates a simple program with no errors.</p> | <p>Recognises that digital content can be represented in many forms.</p> <p>Explains the different ways that we can communicate information.</p> | <p>Understands that computers, software and digital devices have no intelligence and need us to program them</p> | <p>Uses and searches for content from the world wide web using a web browser.</p> <p>Understands the importance of communicating safely and respectfully online.</p> | <p>Creates, stores and edits digital content using appropriate file and folder names.</p> <p>Knows the use of Information technology beyond the classroom.</p> |
| 2 | <p>Uses arithmetic operators, if statements, and loops, in programmes.</p> <p>Detects and correct simple coding errors i.e. debugging, in programs.</p> | <p>Recognises different types of data: text, and numbers.</p> <p>Appreciates that programs can work with different types of data.</p> <p>Recognises that data can be structured in tables to make it useful.</p> | <p>Recognises that a range of digital devices can be considered a computer.</p> <p>Recognises the range of input and output devices.</p> | <p>Navigates the web and carries out simple web searches to collect digital content.</p> <p>Demonstrates and uses computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online.</p> | <p>Uses a variety of software to manipulate and present digital content: data and information.</p> <p>Makes improvements to work based on feedback received.</p> |
| 3 | <p>Designs and creates programs that:</p> <ul style="list-style-type: none"> • implement algorithms • declare and assign variables and I use loop • I use if, then, until and else statements | <p>Understands the difference between data and information.</p> <p>Knows why sorting data in a flat file can improve searching for information.</p> <p>Uses filters or can perform single criteria searches for information.</p> | <p>Knows that computers collect data from various input devices, including sensors and application software.</p> | <p>Understands the difference between the internet and the world wide web.</p> <p>Shows an awareness of internet services e.g. VOIP.</p> <p>Recognises what is acceptable and unacceptable behaviour when using technologies and online services.</p> | <p>Makes appropriate improvements to work based on feedback received, and comments on the success of the solution.</p> |
| 4 | <p>Designs solutions by decomposing a problem and creating a sub-solution for each of these parts (decomposition).</p> <p>Recognises that different solutions exist for the same problem.</p> <p>Understands the difference between, and appropriately uses 'if and if',' then' and 'else' statements.</p> <p>Uses variable and relational operators within a loop to govern termination.</p> <p>Designs, write and debug modular programs using procedures.</p> | <p>Performs more complex searches for information e.g. using Boolean and relational operators.</p> <p>Analyses and evaluates data and information</p> <p>Recognises that poor quality data leads to unreliable results and inaccurate conclusions.</p> | <p>Understands why and when computers are used.</p> <p>Understands the main functions of the operating system.</p> <p>Knows the difference between physical, wireless and mobile networks.</p> | <p>Understands how to effectively use search engines and internet services</p> <p>Knows how search results are selected, including that search engines use 'web crawler programs'.</p> <p>Demonstrates the responsible use of technologies and online services and knows a range of ways to report concerns.</p> | <p>Makes judgements about whether digital content is fit for purpose when evaluating it for a given audience.</p> <p>Recognises the audience when designing and creating digital content.</p> <p>Understands the potential of information technology for collaboration when computers are networked.</p> <p>Uses criteria to evaluate the quality of solutions and then make improvements / refinements to the solution.</p> |

| JoG Grade | Programming, Development & Algorithms | Data & Data Representation | Hardware and Processing | Communication & Networks | Digital Literacy |
|-----------|--|---|--|---|--|
| 5 | <p>Understands that iteration is the repetition of a process such as a loop.</p> <p>Identifies similarities and differences in situations and can use these to solve problems</p> <p>Has practical experience of a high-level textual language, including using standard libraries when programming.</p> <p>Uses a range of operators and expressions and applies them in the context of program control.</p> <p>Selects the appropriate data types.</p> | <p>Knows that digital computers use binary to represent all data.</p> <p>Understands how bit patterns represent numbers and images.</p> <p>Knows that computers transfer data in binary.</p> <p>Understands the relationship between binary and file size (uncompressed).</p> <p>Defines data types: real numbers and Boolean.</p> <p>Queries data on one table using a typical query language.</p> | <p>Knows that there is a range of operating systems and application software for the same hardware.</p> | <p>Understands how search engines rank search results.</p> <p>Understands how to construct static web pages using HTML and CSS.</p> | <p>Evaluates the appropriateness of digital devices, internet services and application software to achieve given goals.</p> <p>Recognises the ethical issues surrounding the application of information technology beyond school.</p> <p>Designs criteria to critically evaluate the quality of solutions. Uses the criteria to identify improvements and makes appropriate refinements to the solution.</p> |
| 6 | <p>Recognises that some problems share the same characteristics and use the same algorithm to solve both (generalisation).</p> <p>Uses nested selection statements.</p> <p>Understands and uses negation with operators. Uses and manipulates one dimensional data structures.</p> <p>Detects and corrects syntactical errors.</p> | <p>Understands how numbers, images, sounds and character sets use the same bit patterns.</p> <p>Performs simple operations using bit patterns e.g. binary addition.</p> | <p>Recognises and understands the function of the main internal parts of basic computer architecture.</p> <p>Understands the concepts behind the fetch-execute cycle.</p> | <p>Understands data transmission between digital computers over networks, including the internet i.e. IP addresses and packet switching.</p> | <p>Selects and justifies the choice of digital devices, internet services and software to achieve given goals.</p> <p>Designs criteria for users to evaluate the quality of solutions,</p> <p>Uses the feedback from the users to identify improvements and can make appropriate refinements to the solution.</p> |
| 7 | <p>Understands a recursive solution to a problem, repeatedly applies the same solution to smaller instances of the problem.</p> <p>Appreciates the need for (and writes) custom functions including use of parameters.</p> <p>Knows the difference between, and uses appropriately, procedures and functions.</p> | <p>Understands the relationship between resolution and colour depth, including the effect on file size.</p> <p>Distinguishes between data used in a simple program (a variable) and the storage structure for that data.</p> | <p>Understands the von Neumann architecture in relation to how data is stored in memory.</p> <p>Understands the basic function and operation of location addressable memory.</p> | <p>Knows the names of network hardware and key protocols</p> <p>Uses technologies and online services securely, and knows how to identify and report inappropriate conduct.</p> | <p>Evaluates the trustworthiness of digital content</p> <p>Considers the usability of visual design features when designing and creating digital artefacts for a known audience.</p> <p>Identifies and explains how the use of technology can impact on society.</p> |

DRAMA KS3 ASSESSMENT GRID

| JoG Grade | Discussion Skills | Application of Dramatic Devices | Performance and Awareness of Audience | Appreciation and Evaluation Skills |
|-----------|--|--|---|--|
| 1 | Explain drama ideas to the group; listen carefully and build on the ideas of others. | Convey meanings, using some dramatic techniques and attempt characterisation. | Act in front of an audience, attempting to stay in role. | Occasionally make comments about performance and be able to discuss these in a group. |
| 2 | Accept drama ideas, and attempt to develop them as a result of discussion. | Convey meaning to an audience, exploring your use of acting skills to communicate to an audience. | Stay in role throughout drama exercises and most of the time in performances showing some awareness of audience. | Make comments about and assess performers using some drama terminology. |
| 3 | Explain and combine own and other students ideas with some success. | Convey different meanings to an audience using some dramatic devices and different styles of drama. | Stay in role throughout drama exercises and performances and explore communicating ideas to an audience. | Assess your own and others performances and back up ideas with at least one practical example. |
| 4 | Accept, and at time delegate, responsibility for the development of drama. | Attempt to convey some meaning, atmospheres and feelings to an audience using dramatic techniques. | Perform improvisation confidently to a range of audiences and show a solid awareness of audience. | Assess yours and others performances, using key drama terminology and back up ideas with specific examples. |
| 5 | Accept, and at time delegate, responsibility for the development of drama and at times set tasks for others in a supportive way. | Use dramatic devices with creativity and explore original ideas. | Improvise with imagination and confidence. A good understanding of how to interpret a script. Imaginative treatment of material to maintain audience interest. | Assess yours and others performances with understanding, key drama terminology and evaluate in detail all aspects of practical work. |
| 6 | Consistently accept and delegate responsibility for developing drama, setting tasks for others in a supportive way. | Use dramatic devices with skill and precision and use different styles of drama with considerable skill. | Improvise with imagination, flair and confidence. Interpret scripts with creativity and perform to an audience with skill. | Advise other students with subtlety and help them make progress. |
| 7 | In discussion accept, share and delegate responsibility for developing original and inspirational drama. | Organise, use and train others to use dramatic devices with considerable skill. | Perform improvisation and scripts with expertise and precision. Acting is exciting, innovative and technically excellent and well communicated to the audience. | Evaluate and analyse at all stages of the dramatic process informing the development of drama. |

ENGLISH KS3 ASSESSMENT GRID (Reading)

| JoG Grade | Identify and interpret explicit and implicit information in different texts | Analyse how writers use language and structure to achieve effects and influence readers | Compare writers' ideas and perspectives | Evaluate texts critically with appropriate references to texts and contexts |
|-----------|---|---|--|--|
| 1 | Texts are described with some accuracy; the main viewpoint of a text is known. | Some broad patterns of language or structure are recognised within a text (e.g. <i>'paragraphs split the text up', 'the words make it sound bad'</i>). | Comment made about how the texts are similar or different. | Opinion given about a text and something about its context known (e.g. <i>It sounds horrible. It was written during World War 1</i>). |
| 2 | Texts are described and summarised with some accuracy; explicit information and viewpoints are responded to. | Relevant comments are made about what language and structure features have been used. | Straightforward links between texts (about broad things such as topic or text type) are made. | Comments and opinions are supported with some general references to text and context. |
| 3 | Texts are summarised and explained, with accuracy and clarity and some understanding; responses to the most explicit information and viewpoints are confident and there is some inference of less obvious meanings. | Identification of language and structure features is accurate their effects on the reader have started to be explained. | Straightforward links between texts (about features such as language or structure) linked to purpose are made. | Understanding and opinions are supported with clear references to text and context. |
| 4 | Texts are confidently explained and summarised with clear understanding; explicit and implicit information and viewpoints in the texts are beginning to be interpreted. | Exploration and analysis of aspects of language, grammar and structure is linked to why a writer has chosen to use them. | Links and comparison about specific details, between texts are made and supported. | Understanding and opinions are supported with sustained references to texts and contexts. |
| 5 | Texts are summarised and evaluate with accuracy and clear understanding; valid responses about explicit and implicit meanings and viewpoints are made. | Relevant aspects of language, grammar and structure are analysed and evaluated. | Credible links and comparisons between texts are made. | Understanding and opinions are supported with apt references to texts, informed by wider reading. |
| 6 | Texts are summarised and evaluated with precise understanding; explicit and implicit meanings and viewpoints are well explained. | Well-chosen aspects of language, grammar and structure are analysed and evaluated. | Well-supported, credible links and comparison between texts are made. | Understanding and views are supported confidently, with precise references to texts, informed by wider reading. |
| 7 | Texts are critically evaluated, with detailed understanding; explicit and implicit meanings and viewpoints are explored. | The writer's use of language, grammar and structure is analysed and critically evaluated. | Detailed, well-supported links and comparison within and between texts are made. | Views are supported convincingly, with a range of well-chosen references from across texts and contexts, informed by wider reading. |

English KS3 ASSESSMENT GRID (Writing)

| JoG Grade | (a) Communicate clearly, effectively and imaginatively. <i>Select and adapt tone, style and register for different forms, purposes and audiences.</i> | (b) Communicate clearly, effectively and imaginatively. <i>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</i> | (a) Write with technical accuracy, for clarity, purpose and effect. <i>Use a range of vocabulary and sentence structures for clarity, purpose and effect.</i> | (b) Write with technical accuracy, for clarity, purpose and effect. <i>Use accurate spelling and punctuation.</i> |
|-----------|--|---|--|--|
| 1 | Suitable ideas are communicated simply to the reader; there is sometimes a main purpose to writing. | Texts have a clear beginning and end; texts have occasional features of cohesion (<i>tense, verb agreement, pronouns</i>) | The most familiar, high frequency words are used; most sentences are simple sentences, with some compound sentences. | Some words are spelled correctly some of the time; some punctuation is used occasionally. |
| 2 | Ideas are communicated clearly with some clarity for the reader; texts are produced with some awareness of their purpose. | Texts have a basic structure including some accurate use of paragraphs and some cohesion features like clear tense agreement, verb agreement and correct pronouns. | Simple and compound sentences are used accurately with some use of complex sentences; simple vocabulary is used to some effect. | High frequency words are mostly spelled correctly; basic punctuation is used, sometimes accurately (<i>capital letters, full stops, question marks</i>) |
| 3 | Ideas are communicated clearly and with detail for the reader; texts are produced with clear awareness of their purpose. | Writing is structured with a clear order and sequence and paragraphs are used appropriately; cohesion features such as connectives are used to signpost and link parts of texts. | Simple, compound and complex sentences are generally used accurately; some challenging vocabulary is used appropriately. | High frequency words are spelled correctly; basic punctuation (<i>full stops, exclamation marks, question marks, capitals and commas</i>) are all used accurately. |
| 4 | The reader is interested and engaged through choices of detail and communication; texts are produced which have a sustained awareness of purpose throughout. | Texts have been structured using varied, linked paragraphs; a wider variety of cohesion features appropriately. | Different sentence types and structures are used accurately; a wide-ranging vocabulary is used appropriately. | Most words are spelled correctly and any mistakes are only with unusual spellings; most punctuation is used accurately (<i>including speech marks brackets, ellipsis and apostrophes</i>). |
| 5 | Writing communicates effectively, engaging and sustaining the reader's interest; texts are produced which have a confident purpose throughout. | Writing is mainly coherent, fluent and clear; consistent structural devices achieve this. | Sentence types are varied confidently, sometimes for a specific impact; a range of vocabulary is confidently used for different purposes. | Spelling is accurate with occasional errors where more complex vocabulary is used; a range of punctuation is used with only occasional errors. |
| 6 | Choices of detail and communication are adapted to suit different purposes and achieve different effects. | Writing is always fluent, clear and coherent and a range of structural devices achieve this. | Sentences are varied for specific effect or specific impact; ambitious vocabulary is deliberately chosen for different purposes. | Spelling, even of complex vocabulary is almost always accurate; the full range of punctuation is with only occasional errors, for precise purposes. |
| 7 | Choices of detail and communication surprise and delight the reader and a range of effects and purposes are achieved. | Writing is always fluent, clear and coherent and a wide-range of structural devices guide the reader in imaginative ways through the text. | Sentences are deliberately crafted in a range of ways, for convincing effect. Ambitious, wide-ranging vocabulary choices are made for specific reasons. | All spelling is accurate; the full range of punctuation is used accurately, for deliberate and varied effects and purposes. |

GEOGRAPHY KS3 ASSESSMENT GRID

| JoG Grade | Location Knowledge & Case studies | Understanding People & the Environment | Data Presentation & Stimulus Interpretation | Map & Fieldwork Skills |
|--------------|--|---|---|--|
| 1 | <p>Basic place knowledge of the local area, UK, continents and oceans.</p> <p>Some knowledge of the European Union and countries in the media including basic key features (natural and human).</p> <p>Asks questions.</p> | <p>Identifies the difference between human and natural geography.</p> <p>Identifies a range of ways people interact their environment.</p> <p>Begins to describe simple geographical processes (changes) and patterns.</p> <p>Asks questions.</p> | <p>Identifies simple facts from a passage, table, graph, map or image.</p> <p>Begins to identify simple patterns from stimulus.</p> <p>Adds simple labels to describe images.</p> <p>Asks questions.</p> | <p>Makes simple observations about our (human and natural) environment.</p> <p>Able to use a compass rose compass.</p> <p>Able to use the contents and index of an Atlas.</p> <p>Asks questions.</p> |
| 2 | <p>Identifies and begins to describe the location and key features (geographical characteristics) of some physical (natural) and human environments in the UK and overseas.</p> | <p>Describes geographical processes and patterns.</p> <p>Recognises and briefly describes different views on geographical issues.</p> <p>Uses some geographical key terms.</p> | <p>Uses a range of stimulus material (passage, table, graph, map or image) to identify key facts, patterns and anomalies.</p> <p>Adds labels and brief captions (annotations) to describe images.</p> <p>Identifies and constructs a limited range of graphs.</p> | <p>Knows the 5 key features of a good map.</p> <p>Able to use a complex key and give clear compass directions.</p> <p>Collects accurate primary (raw) data during fieldwork.</p> <p>Collects accurate secondary data from at least once source (research) using books or the internet.</p> |
| 3 | <p>Clearly describes the location and features of some key physical and human environments at different scales (Local, National, Global).</p> | <p>Begins to explain geographical processes and their impact on people and environments over time.</p> <p>Uses appropriate geography key terms and supporting evidence.</p> <p>Clearly contrasts two (different) viewpoints.</p> | <p>Identifies and accurately constructs a limited range of graphs.</p> <p>Uses a range of stimulus material to clearly describe patterns supported with evidence.</p> <p>Makes simple inferences from stimulus material (sources) supported by evidence.</p> | <p>Able to use 4 figure grid references</p> <p>Able to use latitude and longitude.</p> <p>Collects accurate and detailed primary (fieldwork) and secondary (research) data using geographical techniques.</p> |

| JoG Grade | Location Knowledge & Case studies | Understanding People & the Environment | Data Presentation & Stimulus Interpretation | Map & Fieldwork Skills |
|-----------|--|---|---|---|
| 4 | <p>Explains and compares a range of places and their physical and human features (using some examples - case studies) at different scales (Local, National, Global).</p> <p>Asks questions to consolidate and extend their understanding of geography concepts and issues.</p> | <p>Explains how human and physical processes and patterns change over time.</p> <p>Clearly compares different viewpoints.</p> <p>Makes some connections to previous learning and wider knowledge.</p> <p>Regularly uses appropriate geography specific terminology and supporting evidence.</p> | <p>Chooses appropriate methods of presenting data.</p> <p>Accurately constructs a wider range of graphs.</p> <p>Makes clear inferences from stimulus material supported by evidence.</p> <p>Begins to compare issues from stimulus material to wider (relevant) concepts and understanding.</p> <p>Uses GIS to interpret data patterns.</p> | <p>Able to use scale (line & ratio).</p> <p>Able to use maps to make basic inferences about geographical issues.</p> <p>Begins to explain geography theories, models and fieldwork methods.</p> <p>Uses simple techniques to present and analyse data accurately -explaining patterns and anomalies.</p> |
| 5 | <p>Uses a range of detailed knowledge of specific places (case studies) at a variety of scales to show awareness of physical and human geography issues (social, economic, political and environmental).</p> <p>Evidence of independent study (original ideas).</p> | <p>Uses detailed explanations which links learning to wider ideas, models and theories.</p> <p>Begins to critically evaluate issues and viewpoints to reach conclusions supported by evidence.</p> | <p>Accurately uses a wide range of appropriate (some complex) data presentation techniques.</p> <p>Uses a range of stimulus material to reach a conclusion which is supported with evidence.</p> <p>Clearly identifies and explains links between stimulus material and comparative real world examples (case studies).</p> <p>Uses GIS to identify geographical issues and predict outcomes.</p> | <p>Use 6 figure grid references and contour lines.</p> <p>Communicates clear directions using a range of map skills.</p> <p>Uses a range of maps (GIS) to clearly support and extend the analysis of geographical issues.</p> <p>Fieldwork reports are clearly organised.</p> <p>Clearly justifies fieldwork conclusions using evidence (referring to accuracy and reliability).</p> <p>Evidence of independent investigation skills.</p> |
| 6 | <p>Demonstrates a wide range of detailed place knowledge (L,N,G) using case studies.</p> <p>Able to assess new geographical information and predict outcomes using a range of evidence.</p> | <p>Analyses issues in detail (describes, compares and explains using evidence.</p> <p>Creates well-argued summaries and reaches clearly justified conclusions</p> <p>Clear evidence of wider independent learning of geography issues and the ability to evaluate the potential impacts.</p> | <p>Evaluates stimulus material and reaches clear conclusions (judgements) supported by detailed evidence.</p> | <p>Uses the full range of map skills to plan and explain walking routes on OS maps.</p> <p>Clearly critically evaluates fieldwork (theories, methods, presentation, results and conclusions).</p> |
| 7 | Exceptional Performance | Exceptional Performance | Exceptional Performance | Exceptional Performance |

HISTORY KS3 ASSESSMENT GRID

| JoG Grade | Knowledge and Understanding | Analysing Sources | Causes, Consequences, Changes and Importance | Understanding Interpretations of History |
|-----------|---|---|--|--|
| 1 | Basic facts can be recalled. | Sources can be described or copied down. | A single cause or consequence of a basic event may be remembered. | Different views are recognised about historical events or people. |
| 2 | Basic facts are remembered and key events are beginning to be understood. Details are sometimes remembered. | Sources can be described or copied down in detail. | Causes and consequences of some simple events are starting to be identified. | Different views are described about historical events or people. |
| 3 | Some grasp of key events is shown. Details are occasionally recalled. | The basic message of a Source is starting to be understood. Details are sometimes chosen from the Source to support their understanding. | Causes and consequences for some historical events are identified. Aspects that have changed or stayed the same over time are identified. | Different views are described in some detail about historical events or people. |
| 4 | A solid grasp of key events is shown. Some important details to support their understanding are recalled. | The message of the Source is usually understood. Understanding is illustrated by referring to a Source or using quotes. Some basic reasons are identified why a Source may / may not be reliable. | Causes and consequences are identified and some details provided about them. Aspects of change and continuity over time are recognised and some details provided. Judgments on importance are made but not backed up with evidence. | Descriptions are given showing how the past has been shown differently. Reasons are given why the past has been shown differently. |
| 5 | A good understanding of key events is shown. Many important details are recalled to support their understanding. | Inferences can be made (saying what a Source suggests). Some skill shown in selecting details or quotes to support their understanding. Explanations starting to be given about reasons a Source may / may not be reliable. | Causes and consequences are beginning to be explained and some specific details provided about them. Aspects of change and continuity over time are beginning to be explained and some specific details provided about them. Judgements are made about importance, which are given some support. | Detailed descriptions are given showing how the past has been shown differently. Explanations are begun as to why the past has been shown differently. Unsupported judgements are made about how accurate the interpretations are. |
| 6 | A very good understanding of key events is shown. A range of accurate, relevant and detailed knowledge is recalled. Evidence of some independent study and revision is shown. | Inferences are confidently made supported by precisely selected quotes. Some judgements are made on how reliable and useful sources are based on content and/or origin. | Causes and consequences are confidently explained and supported with some specific details. Aspects of change and continuity are confidently explained and supported with some specific details. Judgements are made on importance and given some support. | Detailed explanations are given as to why and how the past has been interpreted differently. Supported judgements are made about how accurate the interpretations are. |
| 7 | A wide range of accurate, relevant and detailed knowledge is applied. Evidence is shown of considerable independent study and revision. | Skilful judgements are made on how reliable and useful sources are, based on their content and origin. Sources are judged based on detailed knowledge of the time in question. | Detailed and relevant links are made between a range of causes and consequences. Excellent understanding of change and continuity over time. Well-supported judgements made on the importance of factors; some of these may be unexpected. | Skilful and detailed judgements are made on different interpretations, supported with relevant wider knowledge. |

MATHS KS3 ASSESSMENT GRID

| JoG Grade | Numeracy | Mathematical Communication |
|-----------|---|--|
| 1 | Not yet competent with number bonds and adding/subtracting numbers mentally or with workings. Next steps must entail practising and increasing their confidence with this. Using the mental maths games on the MyMaths website would be beneficial. | Stages of working are not being given. These are needed in order to gain method marks in exams, to demonstrate understanding and to improve accuracy. |
| 2 | Competent with number bonds and basic addition/subtraction. Consolidating this and practising key multiplication facts should be the next step. Using the mental maths activities on the MyMaths website is recommended. | Some stages of working are being given, but not consistently. These are needed in order to gain method marks in exams, to demonstrate understanding and to improve accuracy. |
| 3 | Able to use basic addition and subtraction methods confidently and can calculate key multiplication facts. Advisable next steps are to improve recall of times tables and to practise/challenge their written methods of addition and subtraction. Using the mental maths activities on the MyMaths website is recommended. | Stages of working are generally being given, however these are not written methodically, which can mean errors go undetected. These are needed in order to gain method marks in exams, to demonstrate understanding and to improve accuracy. |
| 4 | Competent at adding and subtracting values using a written method and generally knows their key times tables. Practising using written multiplication techniques of larger numbers and improving recall of times tables facts would be beneficial, as would to consider ways to solve problems in less familiar contexts. Using the mental maths activities on the MyMaths website is recommended. | Workings are generally being given and are clear and methodical. These are needed in order to gain method marks in exams, to demonstrate understanding and to improve accuracy. Getting into the habit of checking the stages of working would further reduce errors. |
| 5 | Competent at adding, subtracting and multiplying values using a written method and knows their key times tables. For GCSE, students need to know and be able to identify the multiplication of numbers up to 15 times 15. They also need to be able to accurately use division. These should be their next steps. Using the mental maths activities on the MyMaths website is recommended. | Clear and methodical workings are consistently given. These are needed in order to gain method marks in exams, to demonstrate understanding and to improve accuracy. Getting into the habit of checking the stages of working would further reduce errors. |
| 6 | Has demonstrated both competency and confidence when using written /mental approaches for addition, subtraction, multiplication and division. Extending these to encompass fractions, decimals and percentages should be their next step. There are relevant tasks on the MyMaths website that practise these. | Clear and methodical workings are consistently given, with key answers identified. This includes for the lengthier problem solving questions. These are needed in order to gain method marks in exams, to demonstrate understanding and to improve accuracy. Getting into the habit of checking the stages of working would further reduce errors. |
| 7 | Has demonstrated a good level of competency with written methods across all four key operations with regards to fractions, decimals and percentages. Recommended next steps would be to practise expressing answers using alternative forms, such as standard form, indices and surds, and to fine tune their problem solving skills. There are relevant tasks and investigations on the MyMaths website that practise these. | Clear and methodical workings are consistently given, with key answers identified. This includes for the lengthier problem solving questions. They also check their stages of working at times, which further reduces errors. Workings are needed in order to gain method marks in exams, to demonstrate understanding and to improve accuracy. |

MFL KS3 ASSESSMENT GRID

| JoG Grade | LISTENING | READING | SPEAKING | WRITING |
|--------------|---|---|---|---|
| 1 | Some simple, short phrases are understood. | Single everyday words are understood. | Single words or short phrases are said correctly from memory. | Single words are written correctly from memory. |
| 2 | A variety of short commands, statements and questions are understood. | Short phrases are understood. Vocabulary lists or dictionaries are used to check meanings. | A variety of short phrases are said correctly from memory, including simple verb forms. | Short phrases are written correctly from memory, including simple verb forms. |
| 3 | Short spoken passages are understood and the main points picked out from options provided. | Sentences are understood and the main points picked out from options provided. Dictionaries are used competently. | Participation in simple conversations including two or three questions and replies. | Three or four sentences written from memory. Spellings are generally accurate. |
| 4 | Short spoken passages are understood and the main points picked out. Unfamiliar words are worked out from context and the use of cognates. | Short written passages are understood and the main points picked out. Unfamiliar words are worked out from context and the use of cognates. Confident use of dictionary. | Participation in simple conversations including two or three questions and replies using appropriate connectives and opinions. | Three or four sentences, including use of connectives and opinions, written from memory. Spellings are generally accurate. |
| 5 | Longer spoken passages are understood and the main points picked out. | Longer written passages are understood and the main points picked out as well as some detail. Sometimes new words are worked out from previous knowledge. | Participation in longer conversations including at least four questions and replies, including connectives and justified opinions. Familiar phrases are adapted to create new language. | Short paragraphs written from memory. Familiar phrases are adapted to create new language. Spellings and simple verb formations are generally accurate. |
| 6 | Spoken passages, containing words and phrases from different topics, are understood. The present tense AND either the past or future tense are understood. Opinions are understood. | Longer written passages, containing words and phrases from different topics, are understood. The present tense AND either the past or future tense are understood. Opinions are understood. | Participation in conversations giving information or opinions which include the present tense AND either the past or the future tense as well as a variety of appropriate connectives. | Longer passages, giving information and opinions and including the present tense AND either the past or the future tense as well as a variety of appropriate connectives, are written from memory. Spellings and simple verb formations are accurate. |
| 7 | Spoken passages about past, present and future events are understood. Previously learnt words and phrases are understood, even if they come up in a new topic. | Longer written passages which include past, present and future tenses are understood. Comprehension of passages on new topics if they contain words and phrases learnt in other topics. The meanings of some new words are worked out. Able to translate short sentences into English with only minor errors. | Participation in conversations about the past, present and future. Use of previously learnt words and phrases to talk about a new topic. | Simple descriptions, in paragraphs, are written from memory, using the past, present and future tenses. Previously learnt phrases are adapted to write about a new topic. Few mistakes are made. Able to translate short sentences into Spanish with only minor errors. |

MUSIC KS3 ASSESSMENT GRID

| JoG Grade | Performance | Composition | Listening & appraising | Music theory |
|-----------|--|--|---|--|
| 1 | Uses instruments and voice to perform expressively and independently. | Begins to use the voice and instruments creatively. | Listens to and comments upon musical features within a variety of pieces of music. | Begins to show an awareness of music notation through reading graphic scores. |
| 2 | Plays in solo and ensemble settings with some fluency. | Experiments with ideas on different musical instruments. | Listens to and comments upon how some of the musical elements are used within pieces of music. | Starts to read and use graphic notations when performing and composing music. |
| 3 | Performs a range of pieces of music with voice and/or on instruments with increasing accuracy. | Improvises and composes short pieces of music that express ideas and feelings. | Listens to and comments upon how musical elements are used within a wide range of musical styles. | Starts to read the treble and bass clef staff notations when performing. |
| 4 | Performs with voice and/or on instruments with accuracy and appropriate tempo. | Improvises and composes short pieces of music using a number of musical devices. | Describes a number of different styles of music using some musical vocabulary. | Reads and uses the treble and bass clef when performing and composing. |
| 5 | Performs with voice and/or on instruments fluently and accurately with control. Pieces of Grade 1-2 standard. | Composes and improvises pieces of music with an awareness of structure and style. | Describes and explains a wide range of music using a wide range of musical vocabulary. | Starts to read and use various notations of different styles of music with some independence. |
| 6 | Plays music equivalent to Grade 3-4 standard with some awareness of dynamics and performance directions. | Composes and improvises pieces of music that show development within a clear structure. | Describes and explains a wide range of music, making comparisons with other genres and show an understanding of the main characteristics of those styles. | Reads and notates various notations independently with some awareness of performance directions. |
| 7 | Plays music equivalent to Grade 5 standard and above with an awareness of dynamics, performance directions and with a sense of style and musicality. | Composes and scores pieces of music in different styles that are well structured, develop and explore a wide variety of timbres. | Describes, analyses, compares and contrasts pieces of music critically and understands the historical influences upon the music. | Reads and uses a wide range of notations and performance directions in a wide variety of musical styles. |

PE KS3 ASSESSMENT GRID

| JoG Grade | Social Skills | Personal skills | Physical skills |
|--------------|--|--|---|
| 1 | <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Engage in competitive (both against self and against others) and co-operative physical activities</p> | <p>Manages time, self and equipment properly.</p> <p>Able to work independently while following all instructions from the teacher</p> | <p>Aims to use basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> |
| 2 | <p>Enjoys communicating, collaborating and competing with others.</p> <p>Plays competitive games, modified where appropriate and applies basic principles suitable for attacking and defending</p> | <p>Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Compares performances with previous ones and demonstrates improvement to achieve their personal best.</p> | <p>Uses running, jumping, throwing and catching in isolation and in combination.</p> <p>Develops flexibility, strength, technique, control and balance.</p> |
| 3 | <p>Works as part of a group.</p> <p>Come up with 1 idea in the lesson. Tells a partner one thing they have done well in the lesson. .</p> <p>Organises themselves by being on time to the lesson and having the correct kit.</p> <p>Leads a partner in a practice.</p> | <p>Works without distracting others.</p> <p>Pushes oneself physically in the challenges set.</p> <p>Responsible with equipment</p> <p>Employ basic tactics and strategy.</p> <p>Reflects on positives and negatives of own performance.</p> | <p>Replicates and completes basic technique with some consistency.</p> <p>Comes up with one idea in the lesson.</p> <p>Performs a range of actions with some control in front of a partner.</p> <p>Performs within a group/team.</p> |
| 4 | <p>Be of value to a group by concentrating on the task.</p> <p>Comes up with ways to make the group task more challenging.</p> <p>Highlights strengths and areas for improvement in a partner's performance.</p> <p>Organises a team into positions for a game.</p> <p>Leads a warm up with a small group.</p> | <p>Works without being distracted throughout a lesson.</p> <p>Keeps going even when the challenge is very physically demanding.</p> <p>Responsible with equipment that could be unsafe.</p> <p>Recognises and applies appropriate skills & tactics.</p> <p>Understands ways (using criteria) to judge performances</p> | <p>Completes basic skills with at least 90% consistency.</p> <p>Comes up with innovative ideas to put towards a routine or performance.</p> <p>Replicates basic technique with at least 90% accuracy.</p> <p>Demonstrates a sequence of actions with good control in front of a small group.</p> <p>Participates in a specific role within a group performance.</p> |

| JoG Grade | Social Skills | Personal skills | Physical skills |
|-----------|---|--|---|
| 5 | <p>Works well in a group with people other than friends.</p> <p>Experiments with new practices within a group.</p> <p>Observes the performances of others and highlights aspects that could improve their own performances.</p> <p>Organises a team into positions and gives basic information on what each player needs to do.</p> <p>Leads a sport specific warm up with a group.</p> | <p>Asks for assistance and challenges themselves during a lesson.</p> <p>Reacts positively to group failure, without pointing blame.</p> <p>Independently carries out a warm up.</p> <p>Sometimes outwits opponents through good decisions.</p> <p>Sets criteria to judge own performances using specific vocabulary.</p> | <p>Copies and completes some intermediate techniques, with clear body tension and control.</p> <p>Experiments with new ideas for pair and group routines or performances.</p> <p>Contributes to group/team performance with positional awareness.</p> <p>Uses combinations of controlled skills that fit within a group performance.</p> |
| 6 | <p>Actively assists those in a group who find practices or games more difficult.</p> <p>Actively comes up with new ideas for group practices.</p> <p>Analyses the performance of a team and gives feedback on what they did well and what they could improve on.</p> <p>Organises a team into positions and explains the tactics to be used and why.</p> <p>Leads a sport specific warm up with a large group.</p> | <p>Takes the initiative to make a task easier or more difficult.</p> <p>Reacts positively to personal failure and continues to perform in a difficult task.</p> <p>Independently carries out an effective warm up.</p> <p>Adjusts decisions quickly to consistently outwit opponents.</p> <p>Sets criteria to judge and analyse own performances using specific vocabulary.</p> | <p>Copies and completes some intermediate techniques, with clear body tension and control with at least 90% consistency.</p> <p>Begins to link them together with tension, fluency and control.</p> <p>Creates and executes new ideas for group routines and performances.</p> <p>Remains in time whilst performing in a group.</p> <p>Directly contributes to the success of group/team performance through effective positional play.</p> |
| 7 | <p>Solves problems considering the dynamics of the group through effective communication.</p> <p>Comes up with multiple uses for equipment and explains how they could be used in a lesson.</p> <p>Analyses a team's performance and gives feedback to individuals about how they could impact the team.</p> <p>Organises a whole class into small sided games</p> <p>Leads the whole class in a sport specific warm up and practice.</p> | <p>Takes the initiative to create a practice that develops a particular skill.</p> <p>Maintains a performance even if the majority of others around are giving up.</p> <p>Independently carries out an effective specific warm up.</p> <p>Demonstrates anticipation, spatial awareness and higher order tactics.</p> <p>Critically analyses and evaluates the quality of performance, prioritising learning actions that will lead to improvement.</p> | <p>Mainly completes advanced skills with good body tension, fluency and control.</p> <p>Comes up with multiple uses for equipment and explains how they could be used in a lesson.</p> <p>Performs skills effectively in pressure situations and improvises, when it does not go to plan.</p> <p>Individual technical and tactical performances have a significant effect on group/team performance.</p> |

RELIGIOUS EDUCATION KS3 ASSESSMENT GRID

| JoG Grade | Understanding beliefs and actions | Using beliefs, teachings and sources | Analysing truth, meaning and purpose | Discussing moral issues |
|--------------|---|---|--|--|
| 1 | Describe a link between one belief and an action. | Use limited terms to show where beliefs come from. | Talk and write about issues that make people ask questions. | Describe the link between a person's experience of a moral problem and a religious person's experience. |
| 2 | Describe a link between one belief and an action in more detail. Describe a link between a religious story and an action | Choose a few important teachings or resources to describe a religious belief | Ask important questions about meaning, purpose and truth. | Use key terms to write about my own responses to moral issues. |
| 3 | Explain how and why a person's religious beliefs can change the way in which they act. | Use teachings and sources to explain the similarities and differences between two different beliefs. One of these beliefs must be religious. | Suggest answers to questions about meaning, purpose and truth. | Express my own views on the challenges a religious person faces in response to a moral issue. |
| 4 | Use a wider range of key terms and examples to show how different beliefs have changed a community and how they act. | Use a wide range of teachings and sources to give reasons why there are alternative religious and non-religious beliefs. Provide reasons why these belief systems vary. | Give a range of possible answers to questions about meaning, purpose and truth. | Use a range of key terms, reasoning and examples to show the different response to moral issues in the world today |
| 5 | Use philosophical terms to give reasons why religious beliefs change different communities in different ways. | Use a variety of teachings and sources to show how belief systems have changed over time | Analyse a wider range of responses to questions about meaning, purpose and truth. | Use philosophical terms to give a personal critical response to the significance of religious views towards moral issues |
| 6 | Use philosophical terms to show historical and social ideas have changed religious practise over time. | Show how interpretations of teachings and sources are affected by culture, historical events, social and philosophical ideas. | Use a wide range of interpretations to evaluate and analyse questions about meaning, purpose and truth. | Refer to a range of arguments, evidence and examples to create a fully justified response to moral issues. |
| 7 | Evaluate the impact of historical events to demonstrate how religious, social and philosophical ideas have impacted on different communities and societies. | Select and deploy sources and teachings to give complete analysis of their significance and validity. | Make independent well informed and reasoned judgement about the significance of the different interpretations of meaning, purpose and truth. | Give a fully developed critical analysis of religious and ethical views on moral issues within a religious and philosophical context |

SCIENCE KS3 ASSESSMENT GRID

| JoG Grade | Knowledge and recall | Planning | Observing, recording & data analysis | Interpreting & evaluating |
|-----------|---|---|---|---|
| 1 | Basic scientific content can be remembered and the correct key words selected to use in simple sentences. | Hazards and associated risks in an experiment can be identified along with some suitable equipment to answer a question being investigated. | Observations can be made during practical investigations and data recorded in a simple way. | N/A |
| 2 | Scientific content can be stated and a range of key words used accurately. | A step-by-step set of instructions to carry out a practical procedure can be constructed. | Experiments are conducted carefully and data recorded correctly in a given table. | Simple changes in data can be identified. |
| 3 | Describe data, reactions and events. Accurately use key words to construct sentences. | Control variables, in an investigation, are identified along with how this will be achieved. | A suitable results table can be drawn to collect data, with correct column headings and units. | Trends in data can be identified and discussed. |
| 4 | Describe scientific content and accurately use key words to construct sentences consistently across all topics. | Correct scientific equipment can be identified, in a given practical, and fully justified. | Results can be recorded in a correctly constructed table, repeat readings taken and averages calculated. | Trends in data can be identified and described. This is backed up by evidence. |
| 5 | Data, reactions and events are explained using scientific ideas. Models can also be used to explain concepts. | Methods can be described so that others can follow it exactly, stating and describing how to manage all control variables. | Averages can be calculated and plotted on a suitable table with labelled axis. | Trends in data can be explained using scientific knowledge and understanding and backed up with evidence. |
| 6 | Use complex scientific ideas to explain the main concepts. Theories are compared and outcomes evaluated. | A fully constructed method is written, along with all variables and an explanation of how the method will test the hypothesis given. | Anomalous results in data can be correctly identified and a graph can be drawn independently, to include a line of best fit as appropriate. | Methods can be fully evaluated to include strengths and weaknesses. |
| 7 | A range of resources and ideas are used to explain key concepts. Information and data can be synthesised. | Scientific hypotheses can be written and the theory behind explained using scientific knowledge. | Mathematical relationships can be discovered and inclusion/exclusion of data can be justified. | Methods are fully evaluated alongside sources of error and suggestions for improvements. |

TECHNOLOGY KS3 ASSESSMENT GRID

| JoG Grade | Research/Plan | Design | Manufacture | Evaluate |
|--------------|---|--|--|--|
| 1 | <p>Analyses similar items.</p> <p>Identifies what equipment is needed.</p> <p>Identifies a target audience.</p> | <p>Sketches some simple design ideas in 2 dimensions</p> <p>Designs have basic labels.</p> <p>Designs are partially coloured.</p> | <p>Works safely in practical lessons.</p> <p>With help, uses the correct equipment for each task.</p> <p>Produces a partially finished product.</p> | <p>Explains how final products could be improved.</p> <p>Gives personal opinions of the final product.</p> <p>Explains any parts of a process that were a struggle.</p> |
| 2 | <p>Research reflects the task.</p> <p>Identifies a target audience and their needs.</p> <p>Identifies what equipment and materials are needed</p> | <p>A simple design idea is generated in 2D and 3D.</p> <p>Designs have some relevant labels.</p> <p>Designs are mostly coloured.</p> | <p>Identifies and uses correct PPE for each task.</p> <p>With some assistance, identifies and uses the correct equipment for each task.</p> <p>Produces a mostly finished product.</p> | <p>Gives two or three examples of how the final product could be improved</p> <p>A few of the ACCESSFM headings have been referenced (size, material, function) when evaluating the process.</p> |
| 3 | <p>Researches from 2 sources.</p> <p>Selects a user and writes a basic specification.</p> <p>Creates a step by step plan of making with health and safety considerations.</p> | <p>A range of simple design ideas are generated in 2D and 3D.</p> <p>Designs have relevant labels, linked to research.</p> <p>Designs are fully coloured.</p> | <p>Manages time effectively throughout manufacture.</p> <p>With minimal assistance, identifies and uses the correct equipment for each task.</p> <p>Identifies specific materials to be used.</p> <p>Produces a finished product.</p> | <p>Suggested improvements are justified and coherent.</p> <p>Final outcome has been compared to the work of others in the class.</p> <p>Some of the ACCESSFM headings have been used in little detail when evaluating the process.</p> |
| 4 | <p>Uses research to inform/influence design ideas.</p> <p>Produces a 5 specification points with clear justification.</p> <p>Creates a step by step plan of making with timings and health and safety checks.</p> | <p>A range of detailed design ideas are generated in 2D and 3D.</p> <p>Designs have relevant labels, linked to research (using ACCESS FM).</p> <p>Designs are fully rendered.</p> <p>Basic development is evident, and a prototype may be present to help explain an idea further.</p> | <p>Implements quality control assessment into manufacturing.</p> <p>Selects and uses the correct tools or equipment for each part of a task.</p> <p>Identifies groups of specific materials to be used.</p> <p>Produces a good quality finished product.</p> | <p>Final product is reviewed against others work and includes suggested alternate approaches.</p> <p>Most of the ACCESSFM headings are used in reviews.</p> <p>Some improvements are given stating how a product could be better.</p> |

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| 5 | <p>Uses research to inform/influence design ideas and shows where/how it was used</p> <p>Analysis covers some aspects that will change, influence or affect the product.</p> <p>Produces a 5 point specification with justifications referenced to ACCESSFM</p> <p>Plan of making includes detailed timings and health and safety checks</p> | <p>A range of detailed, creative and imaginative design ideas are generated in a variety of drawing/modelling techniques.</p> <p>Designs are fully labelled with links to research (using ACCESS FM).</p> <p>Designs are fully rendered with a good level of skill.</p> <p>Development of designs is good and a prototype of the design has been used to help explain the idea in further detail.</p> | <p>Works independently to form own designs/plans.</p> <p>Selects and uses a range of tools or equipment with precision and accuracy.</p> <p>Identifies and selects the correct techniques for a given task.</p> <p>Produces a high quality finished product.</p> | <p>Final product is reviewed including some feedback gathered from others in the class.</p> <p>The ACCESSFM headings are used in reviews stating why materials may or may not be suitable.</p> <p>A number of improvements are given at the end of the process explaining how the product could be made better.</p> |
| 6 | <p>Analyses similar products and describes how these might influence ideas.</p> <p>Analysis covers most aspects that will change, influence or affect the product.</p> <p>Produces a specification justified by references to ACCESSFM and own research.</p> <p>Plan of making includes detailed timings, justification of modifications and health and safety checks.</p> | <p>A wide range of innovative ideas are generated using a variety of appropriate drawing and modelling techniques.</p> <p>Designs are all fully labelled with links to planning and research, use of ACCESS FM is clear throughout</p> <p>Designs are fully rendered with a high level of skill.</p> <p>Prototypes of design have been used to help explain ideas in a high level of detail.</p> | <p>Works independently to form own designs and plans with accuracy and precision.</p> <p>Selects and uses a broad range of tools or equipment with high skill.</p> <p>Independently solves problems faced during manufacturing.</p> <p>Produces an exceptionally high quality finished product, using a range of high skilled finishing techniques.</p> | <p>Final product is reviewed considering and commenting on some of the feedback gathered from others in the class.</p> <p>The ACCESSFM headings are used in detailed reviews explaining why alternative materials, components may or may not be suitable.</p> <p>Work is regularly reviewed and evaluated throughout the making process.</p> |
| 7 | <p>Analyses a range of similar products and draws conclusions comparing to own work.</p> <p>Analysis is thorough, well organised and covers most aspects that will change, influence or effect the product.</p> <p>Creates an extended and detailed personal specification justified by references to ACCESSFM and own research.</p> <p>Plan of making includes detailed timings, justification of modifications, health and safety checks and quality control checks.</p> | <p>A variety of accurate drawings are generated to investigate a wide range of realistic, creative and innovative ideas.</p> <p>Ideas have been developed through a series of changes to show consideration of the user/specification</p> <p>Annotations are specific, detailed and includes feedback from the target audience and consideration of manufacturing</p> <p>Designs are fully rendered with a very high level of skill and accuracy</p> <p>High quality prototypes explain ideas fully in fine detail.</p> | <p>Works confidently and fully independently forming designs/plans that include attention to the accuracy and precision of the finished item.</p> <p>Selects and uses a broad range of tools or equipment with exceptional skill.</p> <p>Works independently using quality control checks to solve and correct any problems faced during manufacturing.</p> <p>Produces a finished product using a range of refined finishing techniques that shows and attention to detail.</p> | <p>Consideration of ethical, social and environmental factors in the making of the product is explained including how these areas could be improved.</p> <p>Final product is reviewed in detail against a specification using the ACCESS FM headings. Suggestions of alternative materials, components are justified.</p> <p>Personal opinions are justified through the making process and detailed reflections of areas to improve are acted on.</p> <p>Feedback from others is considered and acted upon where appropriate.</p> |

