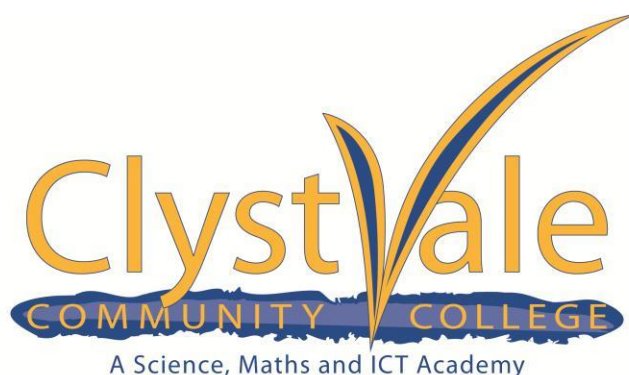


Key Stage 3 Reports

Year 9 Subject Grade Descriptors



Introduction

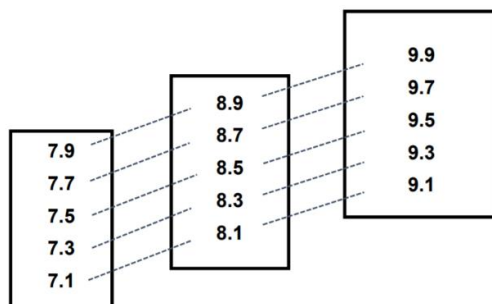
Key Stage 3 is divided into three yearly blocks, each with their own set of knowledge and skills that students need to master. The more fully students master this learning, the better prepared they will be for the following year's work.

The grade awarded on the termly report will reflect the level of knowledge and skills a student is demonstrating. In Year 9, students are graded from 9.1 up to 9.9. The grade bands are as follows:

9.9	Exceptional
9.8	Mastery
9.7	
9.6	Secure
9.5	
9.4	Developing
9.3	
9.2	Emerging
9.1	

A grade 9.1 would suggest that a student needs a lot of support to access the curriculum, where 9.9 indicates a total mastery of the year's work.

Please note, students will tend to follow a 'flat path' as they move through the key stage – in other words, a student achieving a 7.6 in Year 7 will typically achieve 8.6 in Year 8 and 9.6 in Year 9, however we recognise that progress is not linear and that there may be some exceptions to this.























This does NOT mean that the student is standing still in their learning. As the level of challenge increases year-on-year the same grade would indicate that the student is consistently working well and keeping pace with the new learning that is being covered.

At Key Stage 3, each subject area has grade descriptors for each grade band. The Summer Term report will contain a statement of attainment for each subject area. This will provide you with a written description summarising the knowledge and skills your child will have demonstrated over the course of the year.

The information that follows outlines the grade descriptor for each grade band, for every subject at Key Stage 3.

YEAR 9 ART REPORTING DESCRIPTORS

EXCEPTIONAL	9.9		Exceptional artist research is in depth and demonstrates personal analysis in both written form and practical techniques.
			Ideas have been independently identified, refined and fully developed. Media is used with sophistication and is appropriate and highly effective.
			Drawing and use of media is of an exceptional standard, including high levels of accuracy in detail and use of tone. Written notes fluently explain imaginative and purposeful ideas. Accurate use of subject specific vocabulary.
			Produces highly independent work that is presented with consistently high-quality planning. Work created is personal, highly skilled and selected from their research and planning.
MASTERY	9.8		Artist research is detailed and highly relevant. A personal response shows understanding in written form, whilst also visually evident in the influence of artist's in their work.
			Ideas are independently identified from experimentation and developed. Materials used are varied, appropriate and effective.
	9.7		Drawing technique is of a consistently high standard, including accuracy in observation and a range of tones to create blended 3D effects. Written notes explain creative ideas with accurate use of subject specific vocabulary.
SECURE	9.6		Work created is personal, highly skilled and selected from their own research and planning.
			Has the ability to select, organise and present relevant information to a consistently good standard, which clearly influences their own ideas.
	9.5		Good experimentation using a range of materials, selecting the most effective. This is further developed in their work.
DEVELOPING	9.4		Drawing technique is accurate and reasonably consistent with effective use of tone and blending to create 3D effects. Ideas are explained with good use of subject vocabulary.
			Artwork created is personal and selected from their own research and planning.
	9.3		Evidence of research into the work of artists which influences their own work in some way. Understanding of the main project ideas is shown.
EMERGING	9.2		A reasonable ability to control a range of art materials.
			Has an inconsistent ability to draw images with a range of tone and some blending. Written notes uses some subject specific vocabulary.
	9.1		Artwork produced shows some skill and is linked to their artist.
			Has the ability to research into the work of artists and can add a personal comment.
			Demonstrates the ability to successfully control some materials to a reasonable standard though inconsistent .
			Has some accurate observation when drawing. Artwork demonstrates the ability to add detail and use tone but this is inconsistent. Brief annotations support their ideas.
			Work uses the project artist and shows some planning.

DEVELOP CONTEXT

EXPERIMENT REFINE

RECORD REVIEW

PERSONAL CONNECT

YEAR 9 B&V REPORTING DESCRIPTORS

EXCEPTIONAL	9.9	<p>Ability to draw information from different sources to reach informed and well-reasoned conclusions. Evidence of originality, independence and wider reading apparent.</p>
		<p>Students can...</p> <ul style="list-style-type: none"> Show originality in my ideas and independence of thought Draw a conclusion that explains their opinion in depth with a range of reasons and examples and reach a justified conclusion Draw links between different topics or previous learning to support the points that they have made
MASTERY	9.8 9.7	<p>Ability to explain why there are differences in views/actions of believers both within and between religions, generating personal response to these views</p>
		<p>Students can...</p> <ul style="list-style-type: none"> Explain two or more reasons why religious/non-religious people may agree/disagree with a statement, provide examples to illustrate their points and make links Give two or more reasons for their view giving examples to illustrate their points and link back to the statement or the point being made (PEEL) Explain how religious teachings can be interpreted in different ways
SECURE	9.6 9.5	<p>Ability to analyse and evaluate religious ideas and belief, understanding how religious believers might be influenced by the beliefs they hold and articulating the religious ideas behind these opinions.</p>
		<p>Students can ...</p> <ul style="list-style-type: none"> Describe religious beliefs on a specific issue Explain how a religious/ non-religious person would respond to an issue giving a reason for their belief Give a reason for/against an idea, belief or response Explain the meaning of key terms / concepts or teachings that they mention in their writing
DEVELOPING	9.4 9.3	<p>Ability to explain the beliefs of religious believers and express their own opinion/contrasting opinions in response to this in a balanced and fair way</p>
		<p>Students can...</p> <ul style="list-style-type: none"> Explain a religious view and/or a non-religious view towards an issue and support with a simple explanation Use key terms/vocabulary in their answers Describe their view on a particular topic Explain two contrasting responses to an issue with a simple reason to support
EMERGING	9.2 9.1	<p>Basic ability to define keywords and ideas and are able to express their own opinion in response to these</p>
		<p>Students can...</p> <ul style="list-style-type: none"> State/give key beliefs that people have or key reasons Identify key terms from multiple choice questions Explain their view on a particular topic/issue and give a simple reason to support this view

Descriptor

Example

YEAR 9 D&T REPORTING DESCRIPTORS

EXCEPTIONAL	9.9	<p>Carry out selective, appropriate research independently, demonstrating excellent awareness of the specification requirements. Produce very well presented, innovative design ideas including isometric techniques and detailed annotation. Excellent use of 2D Design & Sketchup CAD software. Comprehensive, self-critical evaluations against initial specifications. Suggested improvements lead to the potential for a marketable and fully functional products.</p>
		<p>Demonstrate confident, independent and safe practical skills at all times, taking care to produce work of the highest quality with particular attention to detail.</p>
		<p>Excellent understanding of tools, processes and materials.</p>
MASTERY	9.8 9.7	<p>Carry out selective, appropriate research with limited/no support, demonstrating good awareness of the specification requirements with personalised annotations. Produce well presented, creative design ideas including isometric techniques and detailed annotation. Excellent use of 2D Design & Sketchup CAD software. Detailed, self-critical evaluations against the initial design specifications. Suggested improvements lead to the potential for a marketable and fully functional products.</p>
		<p>Demonstrate confident, independent and safe practical skills, taking care to produce high quality work with an exceptional finish.</p>
		<p>Very good understanding of tools, processes and materials.</p>
SECURE	9.6 9.5	<p>Carry out selective, appropriate research with limited support, demonstrating awareness of the specification requirements with personalised annotations. Produce a variety of well presented, creative design ideas including isometric techniques and annotation. Good use of 2D Design & Sketchup CAD software. Detailed evaluations against the initial design specifications. Suggested improvements lead to the potential for a marketable product.</p>
		<p>Demonstrate accurate and safe practical skills, following instructions with minimal support and taking care to produce high quality work</p>
		<p>Good understanding of tools, processes and materials.</p>
DEVELOPING	9.4 9.3	<p>Carry out appropriate research with some support, demonstrating some awareness of the specification requirements through annotations. Produce a variety of appropriate design ideas including isometric techniques and annotation. Use of 2D Design and Sketchup CAD software with guidance. Products evaluated against some aspects of their design specification. Improvements suggested.</p>
		<p>Demonstrate safe practical skills, following instructions with some extra support required</p>
		<p>Some understanding of tools, processes and materials.</p>
EMERGING	9.2 9.1	<p>Carry out research with some 1:1 or additional guidance. Little/no reference to the design requirements. Produce a few design ideas. Use of 2D Design and Sketchup CAD software with guidance. Some evaluative comments evident.</p>
		<p>Demonstrate some practical skills with extra or 1:1 support</p>
		<p>Limited understanding of tools, processes and materials.</p>

Design Folder

Practical

Subject knowledge

YEAR 9 DIGITAL MEDIA REPORTING DESCRIPTORS

EXCEPTIONAL	9.9		A. Can explain malware impacts on society and strategies to reduce the risk of cyber attacks B. Can develop own code sequences to produce own designs using iteration and functions to ensure code is as efficient as possible		
			A. Can independently produce a product that clearly demonstrates consideration for audience and purpose and makes use of a wide range of skills and tools B. Can analyse working environments demonstrating an understanding of the good and not so good features		
			A. Can use a range of different components to produce media products that have a consistent theme/style B. Can complete at least one of the silver award sections		
MASTERY	9.8		A. Can explain a range of methods to protect from security threats whilst identifying a wide range of risks to computer systems B. Can understand functions and apply these to create more efficient programs		
			A. Can confidently use special effects and adjustment layers to develop images for a alternative purpose B. Can evaluate the advantages and disadvantages of cloud computing networks		
	9.7		A. Can produce a number of different media products suited to the audience and purpose B. Can achieve the silver bronze awarded by achieving 250 points		
SECURE	9.6		A. Malicious software can be explained and some understanding of the laws to protect computer systems B. Can understand how iteration is useful and modify iteration statements to produce outputs		
			A. Can accurately remove elements of images and use both automated and manual retouching tools B. Can identify online software and storage, recognising some advantages and disadvantages		
	9.5		A. Can create suitable pre-production documents B. Can achieve at least 50 points in two of the idea sections		
DEVELOPING	9.4		A. Some protection from malicious software types can be identified and how data can be used for harm B. Can understand and develop basic sequences of code by making basic modifications		
			A. Can develop images by removing elements of an image and make use of some automated retouching tools (red eye) B. Can explain a range of accessibility tools		
	9.3		A. Can research information appropriate to the topic B. Can complete some elements of idea badges		
EMERGING	9.2		A. Can identify pieces of personal data and a limited number of risks to computer systems B. Can understand sequences of code labelling some of the actions created by these		
			A. Can insert images and text to the page, making some use of transform tools to resize and position items appropriately B. Can identify modern and traditional work places		
	9.1		A. Can identify key criteria from a brief B. Can recognise the different categories of the idea award		
Autumn A – Sept/Oct Autumn B – Nov/Dec		Spring A - Jan/Feb Spring B – Mar-Apr		Summer A – May/June Summer B – Jun/Jul	

YEAR 9 DRAMA REPORTING DESCRIPTORS

EXCEPTIONAL	9.9	<p>An extremely productive leader who creates a positive atmosphere. Their own creations are brilliantly planned showing outstanding confidence and creativity. Has complete control over drama techniques, using them with original / impressive results.</p>		
		<p>They are completely committed to the roles they play in every performance. Lines are delivered faultlessly, with creative and confident characterisation. They have complete control over the skills needed to perform entirely convincing characters.</p>		
		<p>Outstanding reflections with perceptive and intelligent analysis, understanding of theory of the style, including reference to practitioners. Strong awareness of historical, social, political and cultural contexts, and how this impacts on the drama. Logs / written reflections show an exceptional level of analysis and evaluation throughout.</p>		
		<p>Can respond to questions and feedback in class with perceptive comments whilst challenging ideas. Makes structured suggestions for improvement, evaluating skills and techniques used throughout.</p>		
MASTERY	9.8	<p>Is a strong leader who is very committed to the drama keeping the working atmosphere positive and productive. Their own creations are confidently and creatively planned. Drama techniques are used very creatively and with very effective, original results.</p>		
		<p>Can stay in role throughout with impressive commitment to performances. Lines are delivered with flair, confidently and with a strong sense of character. Can construct and perform a wide variety of characters with depth and sensitivity, interpreted with flair and originality.</p>		
	9.7	<p>Demonstrates an excellent understanding of the theory of the style in use/practitioners and social, cultural, political and historical contexts, and how this impacts on the drama. Logs / written reflections show an excellent level of analysis and evaluation, with perceptive comments on strengths/ weaknesses.</p>		
		<p>Can respond to questions and feedback in class very well, showing a deep understanding of drama techniques. Makes detailed suggestions for improvement, evaluating throughout.</p>		
SECURE	9.6	<p>Contributes ideas clearly to their group showing good leadership skills. Own creations are confidently planned. Can recognise and use a variety of drama techniques with confidence and creativity.</p>		
		<p>Can consistently stay in role for the whole of a performance. Lines set to learn are delivered without mistakes. Can perform a variety of convincing characters with confidence and originality.</p>		
	9.5	<p>Demonstrates a very good understanding of the theory of the style in use. Has very good awareness of social, cultural, political and historical contexts, and the impact this has on the drama. Written logs show a good level of analysis and evaluation, with strong awareness of strengths and weaknesses.</p>		
		<p>Can respond to questions and feedback in class intelligently with analysis. Makes detailed suggestions for improvement, reflecting consistently.</p>		
DEVELOPING	9.4	<p>Contributes ideas to their group and is capable of showing good leadership skills. Own creations are well planned. Can recognise / use various different drama techniques with confidence and creativity.</p>		
		<p>Can consistently stay in role for the whole of a performance. Lines set to learn are delivered with very few mistakes. Can perform a variety of convincing characters with confidence.</p>		
	9.3	<p>Demonstrates a good understanding of the theory of the style in use and good awareness of social, cultural, political and historical contexts and the impact this has on the drama. Written logs show a good level of analysis, with confident awareness of strengths and weaknesses.</p>		
		<p>Can respond to questions and feedback in class with comments that are thoughtful and positive. Makes good suggestions for improvement with reflection.</p>		
EMERGING	9.2	<p>Will make reasonable suggestions and contribution to their groups work. Their own creations use a simple structure. Can recognise and use different drama techniques with reasonable confidence.</p>		
		<p>Can stay in role for good parts of their performance, occasionally struggling to focus. Lines are performed with prompting. Can portray a character that shows some thought and detail.</p>		
	9.1	<p>Demonstrates a reasonable understanding of the theory of the style in use and of the context of the work. Written logs are often brief, but with some explanation of strengths and weaknesses.</p>		
		<p>Can respond to questions and feedback in class with basic descriptive responses. Makes reasonable suggestions for improvement.</p>		
Creating		Performing	Understanding	Analysing

YEAR 9 ENGLISH REPORTING DESCRIPTORS

EXCEPTIONAL	9.9	Can always select the most relevant, accurate quotations, embedding them with increasing confidence. Can use a wide range of language terminology with precision. Can identify purpose, audience or form (PAF) with confidence. Is assured in their analysis of similarities and differences between writers' ideas and techniques. Can make detailed, evaluative comments on the text, sometimes suggesting more than one possible response.
		Deliberately uses devices to make their writing more compelling. Can confidently adapt the language and structure they use to match a wide variety of writing forms. Can confidently use a wide range of appropriate sentence forms for a range of effects. The way they punctuate their sentence is consistently accurate and they use an extensive range of sophisticated punctuation with accuracy.
MASTERY	9.8	Can independently select the most relevant textual detail, aiming to embed it into their writing. Can use an increasingly wide range of subject specific terminology with accuracy to write about the language of texts. Can identify purpose, audience or form (PAF) with independence. Is secure in their analysis of similarities and differences between writers' ideas and techniques. They use developed and evaluative comments on parts of a text.
	9.7	Deliberately uses a wide range of linguistic devices to manipulate their audience. Can adapt the language and structure they use to match a wide variety of writing forms. They have the confidence to choose different sentence types to engage their target reader and to create particular effects. Sentence punctuation is consistently accurate. They select increasingly sophisticated punctuation to enhance their writing.
SECURE	9.6	Judiciously select quotations and refers to them in detail. Can accurately and independently use a wider range subject specific terminology. Identifies purpose, audience or form (PAF) with increasing independence. Is developing their analysis of similarities and differences between writers' ideas and techniques. Is beginning to make developed evaluative comments on the parts of the text that are relevant.
	9.5	Is consistently able to use a range of linguistic devices to make their writing more engaging. Can match the ingredients they use in a wide range of forms. Is able to confidently use simple, compound, and complex sentences in their writing. Their punctuation within and around sentences is accurate almost all of the time. They choose increasingly sophisticated punctuation.
DEVELOPING	9.4	Selects short, relevant quotations referring to them specifically. Can use a range of terminology to explore the language of a text e.g., adverb, simile, metaphor, with greater accuracy. Identifies purpose, audience or form (PAF) with increasing independence. Can securely identify similarities and differences between writers' ideas and techniques. They make clear evaluative comments on the effects of writers' choices.
	9.3	Uses some linguistic devices for deliberate effect. They can match the ingredients they use in an increasing range of forms. They are increasingly confident in varying the position of subordinate clauses for impact. They can write short sentences accurately. They join clauses making them longer with commas, semicolons, and colons accurately. They use question marks, exclamation marks and speech marks accurately.
EMERGING	9.2	Selects shorter quotations which are more relevant to the focus of their writing. They use language terms such as –noun, adjective, verb, metaphor, simile with greater accuracy. They are starting to identify a text's purpose, audience or form (PAF) with some independence, exploring similarities and differences between writers' ideas. They make evaluative comments on the effects of writers' choices.
	9.1	They use simple linguistic devices in their writing. They use some ingredients of the text types they have examined in their own writing. They use simple and compound sentences with increasing success. They understand the functionality of sentence types. They use full stops and capital letters accurately. They are using commas, question marks, exclamation marks and speech marks with more accuracy.

Reading

Writing

YEAR 9 FOOD & NUTRITION REPORTING DESCRIPTORS

EXCEPTIONAL	9.9	<ul style="list-style-type: none"> Excellent understanding and application of the scientific aspects of food and nutrition (topic 1). Excellent understanding of a wide variety of influences on food choices (topic 2). Excellent application of these principles in the making of a wide variety of dishes.
		<ul style="list-style-type: none"> A wide range of high-level skills are demonstrated to an excellent standard. Understanding of food science principles, clearly demonstrated. Equipment used safely and confidently. Excellent techniques are evident. Well organised independent worker with excellent time management. Food hygiene (including temperature control) is very secure. Final presentation is excellent, showing a range of decorative skills.
MASTERY	9.8	<ul style="list-style-type: none"> Good understanding and application of the scientific aspects of food and nutrition (topic 1). Good understanding of a wide variety of influences on food choices (topic 2). Good application of these principles in the making of a variety of dishes.
	9.7	<ul style="list-style-type: none"> High level skills are attempted but some may lack quality. Understanding of several food science principles demonstrated. Equipment is used safely and confidently. Good techniques are evident. Generally organised worker with most deadlines met. Food hygiene (including temperature control) and safety is generally secure.
SECURE	9.6	<ul style="list-style-type: none"> Some understanding and application of the scientific aspects of food and nutrition (topic 1). Some understanding of a wide variety of influences on food choices (topic 2). Some of these principles are applied in the making of dishes.
	9.5	<ul style="list-style-type: none"> Some technical skills successfully demonstrated and simple processes are independently completed. Understanding of some food science principles are shown. Equipment is used safely and effectively. Food hygiene (including temperature control) and safety is evident with occasional reminders.
DEVELOPING	9.4	<ul style="list-style-type: none"> Basic understanding and application of the scientific aspects of food and nutrition (topic 1). Basic understanding of a wide variety of influences on food choices (topic 2). A few of these principles are applied in the making of some dishes.
	9.3	<ul style="list-style-type: none"> Basic skills are demonstrated, most equipment is used safely and effectively. Basic understanding of some food science principles can be seen. Independence demonstrated but support still required at most stages. Basic food hygiene (including temperature control) and safety is seen but reminders are needed.
EMERGING	9.2	<ul style="list-style-type: none"> Has limited knowledge of the scientific aspects of food and nutrition (topic 1). Has limited understanding of a wide variety of influences on food choices (topic 2). A few of these principles may be applied in the making of dishes.
	9.1	<ul style="list-style-type: none"> Basic skills achieved but continued assistance required. Little understanding of food science principles may be seen. Occasional errors made with equipment. Limited knowledge of sequences of work. Final dish produced with limited quality of finish.

Food & Nutrition Theory

Food Preparation & Cooking Practical

YEAR 9 FRENCH REPORTING DESCRIPTORS


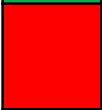













EXCEPTIONAL	9.9	<p>Regularly works out the meaning of new language (spoken and written) by applying language/rules learned elsewhere. Translations into English are accurate, and there is little need for reference materials.</p>
		<p>Can speak and write with greater independence, adapting language covered in order to include their own ideas on different topic areas. Translation into English shows an understanding of tenses and sentence structure. Accurate accent.</p>
		<p>Increasing independence when producing written/spoken/translation work, which is accurate enough to be understood by a sympathetic native speaker. Able to understand longer authentic texts, for example simplified news stories online.</p>
MASTERY	9.8 9.7	<p>Can show an understanding of longer passages that refer to different time frames. Able to understand an increasing amount of language without using support materials, and can work with carefully selected authentic materials.</p>
		<p>Can take part in longer conversations by extending answers, adding additional details and narrating events. Is able to produce longer written pieces without the need for reference materials, and translate with increasing accuracy into French.</p>
		<p>Beginning to produce work of greater accuracy, and translations show a more detailed understanding of the grammar. Able to work out the meaning of new language and how to express own ideas by applying skills learnt in other units.</p>
SECURE	9.6 9.5	<p>Can understand a range of short passages that include opinions, basic reasons, and extended descriptions. Translations into English are generally accurate and show a greater understanding of the language covered, particularly tenses.</p>
		<p>Demonstrates spontaneity by asking questions/using the language in class. Refers to past or future events. Pronunciation is mostly accurate, and written work is clear, even when writing from memory, although there are understandable errors.</p>
		<p>Beginning to write more from memory and without reference materials, which will lead to more mistakes being made initially. Translations into English, in particular, are becoming more accurate and show an understanding of the grammar.</p>
DEVELOPING	9.4 9.3	<p>Demonstrates the ability to pick out key details from slightly longer written/spoken texts, including descriptions and reference to another time frame when highlighted. Able to transcribe short phrases.</p>
		<p>Able to write short texts, with support, that refer to different time frames as well as the present. Can speak spontaneously, for example by giving an opinion or extending answers. Translations are generally clear, but not completely accurate.</p>
		<p>Shows independent use of reference materials (e.g. dictionaries and vocabulary books), and produces more and more language from memory, although this may lead to some errors.</p>
EMERGING	9.2 9.1	<p>Is able to understand main points and opinions from short written and spoken passages that use familiar vocabulary and grammar. These may include different types of text, written for a specific purpose, such as menus or poems.</p>
		<p>Can ask and answer simple questions and write simple phrases in French, using mostly memorised language. Although there may be some mistakes, the meaning is clear.</p>
		<p>Shows the ability to express ideas and understand key messages, including opinions and basic reasons. Although there are quite a few errors in spoken and written work, a sympathetic reader/listener can understand what is being said.</p>

Receptive Skills

Productive Skills

Application of Knowledge

YEAR 9 GEOGRAPHY REPORTING DESCRIPTORS

EXCEPTIONAL	9.9	 Can evaluate human and physical processes and explain how they interact at various scales. Can assess the causes, consequences, and solutions to various issues.
		 Independently recognises appropriate techniques needed to interpret, analyse and critically evaluate geographical issues to make judgements. They can evaluate viewpoints and opinions.
		 Independently analyses, concludes and evaluates geographical investigations, based on evidence. Can substantiate their conclusions with links to geographical theories. Uses a variety of skills with consistent accuracy
MASTERY	9.8	 Demonstrates knowledge and understanding of a range of places and environments at various scales. Offers explanations for interactions within and between physical and human processes. Can explain the causes, consequences, and solutions to various issues.
	9.7	 Applies their knowledge and understanding to interpret, analyse and conclude geographical issues. They assess differing viewpoints.
		 Is able to analyse, conclude and evaluate geographical investigations, based on evidence. Uses a variety of skills with consistent accuracy.
SECURE	9.6	 Is able to explain changes in places over time, physical and human processes, and interactions with other places.
	9.5	 Applies their knowledge and understanding to interpret and analyse geographical issues. They can make balanced judgements based on differing viewpoints.
		 Uses evidence to analyse data. Uses a variety of map skills accurately e.g. 6 figure grid references, scale, direction.
DEVELOPING	9.4	 Has a secure knowledge of the world, including globally significant physical and human features. Understands the links between people, places and the environment.
	9.3	 Can use their knowledge to form and explain their opinions. They can describe alternative viewpoints on an issue. They are able to structure an argument.
		 Are beginning to conduct geographical investigations using a range of sources. Uses map skills with accuracy e.g. 4 & 6 figure grid references, direction, distance.
EMERGING	9.2	 Has some knowledge of places locally, in the UK and wider world. Is able to comment on significant landmarks and/or physical features of environments and comment on how and why they may be changing.
	9.1	 Can use their knowledge to interpret and comment on a geographical issue. They recognise that opinions on an issue may differ.
		 Can use sources such as maps, atlases, globes, aerial photos and images to answer questions.

Knowledge

Application of knowledge

Skills

YEAR 9 HISTORY REPORTING DESCRIPTORS

EXCEPTIONAL	9.9	Can consistently use taught subject knowledge and independent research. Specific language and terms are used.
		Can independently produce an extended piece of writing that is evaluative and analytical.
		Can recognise the value of sources and interpretations using provenance and content securely. Is able to make a fully justified judgement.
MASTERY	9.8	Can accurately recall taught subject knowledge and is able to draw upon pre-existing knowledge of other time periods to make assumptions.
	9.7	Can independently produce an extended piece of writing that shows evidence of analysis. Explanation is clear and has a secure understanding of the pace of change.
	Recognises how and why sources/interpretations are useful using provenance and content. Is able to argue this clearly throughout their analysis.	
SECURE	9.6	Can accurately recall taught subject knowledge and uses historical terms consistently and correctly.
	9.5	With support is able to produce an extended piece of writing. Explanations are clear and have a good understanding of the pace of change.
	Can use own knowledge to comment on the accuracy of a source and is starting to evaluate the provenance of the source to make simple comments regarding its usefulness.	
DEVELOPING	9.4	Is able to recall information and identify key causes, changes and/ or consequences but there is occasional confusion when moving between time periods.
	9.3	With support is able to organise ideas into coherent paragraphs. Responses tend to be descriptive regarding extended writing or sources.
	Can interpret sources and also recognise how the provenance of a source might impact on its reliability. Is able to describe how views of the past may differ.	
EMERGING	9.2	Can recall some key facts and information linked to the topic being studied.
	9.1	Needs support to structure responses to the questions. Tends to copy information rather than apply own knowledge to answer the question.
	Needs support to extract information from sources. Recognises that individuals may have different views of the past	

Knowledge

Application of knowledge


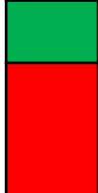

Skills

YEAR 9 FOUNDATION MATHS REPORTING DESCRIPTORS

SECURE	9.6 9.5	Can use index notation to solve more difficult number problems Is able to use zero and negative indices Can calculate with standard form numbers Understands inverse proportion and the graph Can solve problems involving inverse proportion
		Can rearrange a formula and use it to calculate an unknown value Can draw the graph of a quadratic function and complete a table of values Is able to interpret real life graphs
		Can calculate unknown angles in polygons Is able to enlarge and reduce a shape by a Scale Factor Find unknown sides and angles in right angles triangles using Trigonometry
		Can draw Venn diagrams and use to calculate probabilities
DEVELOPING	9.4 9.3	Can express a number as a product of primes and use index form Is able to write numbers in standard and index form Can solve problems using indices and standard form Can work reliably with HCF and LCM Understands direct proportion and the graph Can solve problems involving direct proportion Is able to solve rate and speed problems
		Is able to expand and simplify 1 and 2 brackets Can factorise linear expressions Is able to solve expressions including those with brackets and letters on both sides of the = sign Can sketch and draw graphs of straight lines-complete tables of values
		Can calculate unknown angles in triangles and quadrilaterals Can construct triangles and perpendicular lines Can construct perpendicular and angle bisectors Is able to reflect, rotate and translate 2D shapes Can identify similar shapes-find sides and angles Is able to use Pythagoras' Theorem to solve problems Is able to label the hypotenuse, opposite and adjacent sides in a right angled triangle Can calculate Trig values
		Can calculate the mean, median, mode and range for ungrouped data Can calculate the mean of grouped data Is able to compare data and list outcomes Can find the probability of a single event
EMERGING	9.2 9.1	Understands multiples and factors Understands HCF and LCM Understands ratio notation Can calculate and use exchange rates Can calculate simple interest
		Is able to collect terms and write linear expressions Can plot coordinates in 4 quadrants
		Is able to classify different types of triangles and quadrilaterals Is able to identify different polygons Is able to identify congruent shapes-match and find sides and angles Is able to identify and calculate the hypotenuse of a right angled triangle
		Understands the basics of probability

Number/ Ratio (Autumn/ Spring Term)	Algebra (Autumn Term)	Geometry (Spring/ Summer Term)	Data Handling (Summer Term)
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YEAR 9 HIGHER MATHS REPORTING DESCRIPTORS

Exceptional	9.9	 <p>Exceptional in all areas including having the ability to tackle problem solving type questions and to be able to make links across different topic areas</p>	
MASTERY	9.8	 <p>Understands multi-part indices and can evaluate expressions containing them</p> <p>Can solve simultaneous equations using the substitution and the elimination methods Can apply simultaneous equations to solve problems Understands the shape of quadratic graphs and begin to understand how coefficients change the shape and determine the solutions</p>	
			9.7
	SECURE	9.6	
			9.5
DEVELOPING		9.4	
			 <p>Can construct perpendicular and angle bisectors and a perpendicular from a line to a point Can construct quadrilaterals Can use Pythagoras' Theorem to solve problems Is able to calculate unknown sides and angles in similar polygons Can measure and calculate bearings Can interpret scale drawings Can calculate Surface Area and Volume of 3D shapes</p> <p>Can calculate the mean, median, mode and range for ungrouped data and mean for grouped data Can compare sets of data and list all outcomes Is able to find the probability of a single event Understands the basic probability terms-sample space, outcome, event</p>

Number/ Ratio (Autumn Term)	Algebra (Autumn/ Spring Term)	Geometry (Spring/ Summer Term)	Data Handling (Summer Term)
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YEAR 9 MUSIC REPORTING DESCRIPTORS

EXCEPTIONAL	9.9	<p>Can improvise longer 16 bar call and answer phrases with a variety of dotted rhythms, triplets and crotchets in simple and compound time. Can sing or play a piece of significant length and difficulty as a soloist with accuracy, control, expression and attention to dynamics, communicating the characteristics of the piece to the audience. Improvise solos over standard chord progressions such as the 12 bar blues creatively and with confidence. Be able to accompany or play as part of an ensemble with accuracy, sensitivity, expression, clear dynamic variation and an understanding of ensemble skills such as balance, breathing and rapport.</p>
		<p>Can create a successful and innovative composition with a large number of parts with a clear, formal structure, rhythm, appropriate harmony, evidence of development and use of compositional techniques. The student can analyse the success of the techniques they have used and the effect it has had on the piece. The student also understands the key features of the style they are composing in. The student works independently and is able to use computer software where possible confidently and creatively to create their piece.</p>
		<p>Can recognise the sound of the majority of instruments in the orchestra, including some more unusual ones such as bassoon and cor anglais and have a thorough awareness of what characteristics that instrument has, some appropriate techniques and the approximate range so selecting them confidently and appropriately to use in composition tasks. Can use all the elements of music to analyse how a piece is created using a wide range of correct musical terminology confidently and is able to identify several compositional/musical devices with assurance.</p>
MASTERY	9.8	<p>Can improvise call and answer rhythmic patterns with a variety of dotted rhythms, triplets and crotchets. Can sing or play a piece of significant length and of significant difficulty as a soloist with accuracy, control, expression and attention to dynamics, beginning to communicate the characteristics of the piece to the audience. Can improvise solos over standard chord progressions such as the 12 bar blues. Is able to accompany or play as part of an ensemble with accuracy, sensitivity, expression and clear dynamic variation.</p>
		9.7
		<p>Can recognise the sound of the majority of instruments in the orchestra, including some more unusual ones and some specific instrumental techniques. Can identify which instrumental family they are from and have an awareness of the characteristics and range, selecting them confidently and appropriately to use in compositions. Can use all the elements of music to analyse how a piece is created using the correct musical terminology confidently. Can able identify 2-3 compositional or musical devices.</p>
SECURE	9.6	<p>Can improvise an 8 beat complex rhythm with total assurance. Can perform a piece of significant length and of significant difficulty as a soloist with accuracy, control, expression and attention to dynamics. Is able to accompany or play as part of an ensemble with accuracy, sensitivity and expression.</p>
		9.5
		<p>Can recognise the sound of the majority of instruments in the orchestra and their family. Has an awareness of what characteristics that instrument has and an approximate range, selecting them confidently and creatively to use in composition tasks. Can analyse use of musical elements to determine how a piece is created using the correct musical terminology. Is able to identify at least one compositional device.</p>
DEVELOPING	9.4	<p>Can improvise an 8 beat rhythm with crotchets and quavers with confidence. Can sing or play a piece of significant length and reasonable difficulty as a soloist with accuracy, control, expression and attention to dynamics.</p>
		9.3
		<p>Can recognise the sound and family of the majority of instruments in the orchestra and have an awareness of their range and characteristics, selecting them appropriately to use in composition tasks. Can analyse how the musical elements are used to create a piece using the correct musical terminology.</p>
EMERGING	9.2	<p>Create an 8 beat rhythm with crotchets and quavers and clap it back in time, with a degree of confidence. Can sing in tune and with confidence, taking a large solo part and/or play a melody or accompaniment accurately and with assurance. Can create a melody with a sense of shape, rhythm and an attempt at an accompaniment. Can develop this by changing at least 3 elements.</p>
		9.1
		<p>Can recognise the sound of and name at least 4 different instruments, know which instrumental family they are from and have an awareness of what characteristics that instrument has. Can use the elements of dynamics, pitch, tempo, to describe a piece using the correct musical terminology.</p>
		<p>Performing</p>
		<p>Composing</p>
		<p>Listening</p>

YEAR 9 PE REPORTING DESCRIPTORS

EXCEPTIONAL	9.9	<p>The quality of their technique rarely deteriorates. They make effective decisions in most situations. There may be occasional errors, but they are quick to react to them. They adapt when faced with challenging situations. They make successful and effective decisions that are relevant to their playing position. Their contribution is effective, significant and sustained. They maintain technique and accuracy in all scenarios.</p>
		<p>They have an outstanding understanding of the theory behind warm ups and how activity affects the muscles and bones. They can explain the value of microtears and also discuss the risks to certain groups of overtraining. They have a thorough understanding of how to plan and execute a variety of training methods including working at differing intensities. They can use the Borg scale to monitor and inform their training needs.</p>
MASTERY	9.8 9.7	<p>The quality of their technique is maintained for most skills but may deteriorate in most challenging practices. They make more effective decisions in predetermined situations than in spontaneous situations. There may be occasional errors but they are quick to react to this and generally produce the intended results/accuracy. They can make successful and effective tactical and strategic decisions but there may be some weaknesses.</p>
		<p>They have strong knowledge of methods of warm up, of energy responses to activity. They have a good knowledge of the body's response to training and some of the risks of overtraining. They can use the acronym SPORT and FITT to inform their planning for training sessions including calculating intensities. They have a good understanding of the Borg scale and how to use it to monitor activities intensities.</p>
SECURE	9.6 9.5	<p>They can safely apply a range of appropriate techniques, strategies and/or compositional ideas demonstrating a capable and controlled performance. They can show some technique and accuracy in the performance. They can make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to the position they are playing. Their contribution is evident but infrequent throughout the game.</p>
		<p>They have a confident knowledge of methods for warming up and the affects it has on the body including joints and muscles. They understand the long term effects of activity on the bones and muscles. They understand training methods, intensities and can use the SPORT acronym to plan training sessions. They can use the Borg scale to calculate intensity and link to their own needs.</p>
DEVELOPING	9.4 9.3	<p>They choose and link together skills, techniques, strategies and/or compositional ideas demonstrating a capable and controlled performance. They show some technique and accuracy in the performance of some skills in set plays but there are obvious inconsistencies in open play. They understand and can independently apply rules with consistency.</p>
		<p>They know the three stages of a warm up and could plan and organise a basic warm up. They have a simple understanding how the body responds to a warm up. They recognise the different types of training and can match them to training needs. They can recall how intensities match to training types. They can use the Borg scale to measure exertion.</p>
EMERGING	9.2 9.1	<p>They are able to apply basic strategies and or compositional ideas demonstrating some success/control in small sided games or performance. They understand and are able to independently apply most of the basic rules. The quality of their technique is maintained for a few skills. At times they produce the intended results/accuracy. They apply some basic strategies and compositional ideas in basic games and practices.</p>
		<p>They know the three stages of a warm up and can name some parts of a synovial joint. They understand the basic differences between types of training and understand the word intensity with reference to activity. They understand there are different levels of exertion.</p>

Practical Performance

Knowledge of Theory

YEAR 9 SCIENCE REPORTING DESCRIPTORS

EXCEPTIONAL	9.9	<p>Can demonstrate breadth and depth of knowledge and understanding in Biology, Chemistry and Physics. Can interpret, synthesise and evaluate information from a range of sources and link concepts together to draw conclusions.</p>
		<p>Can evaluate contrasting interpretations of evidence and critique a claim made to construct and explain a conclusion with reference to the evidence given.</p> <p>Can suggest further investigations that could be done to test a prediction.</p>
MASTERY	9.8	<p>Can apply extensive knowledge effectively in their descriptions and explanations, identifying links between topics studied this term and in previous terms. Can recall and rearrange equations linking variables.</p>
	9.7	<p>Can describe how the size of errors in an investigation affects the strength of the evidence.</p> <p>Can use data from more than one source to fully justify decisions about the significance of results in supporting a conclusion.</p>
SECURE	9.6	<p>Can describe a range of processes and phenomena using abstract ideas, quantitative methods, appropriate terminology and sequencing a number of points. Can recall and use equations with units.</p>
	9.5	<p>Can identify the most significant piece of evidence that supports a prediction in an investigation.</p> <p>Can discuss whether the evidence in an investigation is scientifically accurate and relevant to the prediction.</p>
DEVELOPING	9.4	<p>Can use their scientific knowledge to describe some processes. Can use some abstract ideas. Can use equations given to them.</p>
	9.3	<p>Can identify a source of error in an investigation which can be linked to an erroneous result.</p> <p>Can suggest ways to reduce measurement errors.</p>
EMERGING	9.2	<p>Can use knowledge to recognise and describe scientific ideas.</p> <p>Can recall simple facts from current and previous topics.</p>
	9.1	<p>Can identify an idea that supports a prediction in an investigation.</p> <p>Can identify a piece of data that could be a mistake.</p>

Knowledge and concepts

Working scientifically

YEAR 9 SPANISH REPORTING DESCRIPTORS

EXCEPTIONAL	9.9	<p>Regularly works out the meaning of new language (spoken and written) by applying language/rules learned elsewhere. Translations into English are accurate, and there is little need for reference materials.</p>
		<p>Can speak and write with greater independence, adapting language covered in order to include their own ideas on different topic areas. Translation into English shows an understanding of tenses and sentence structure. Accurate accent.</p>
		<p>Increasing independence when producing written/spoken/translation work, which is accurate enough to be understood by a sympathetic native speaker. Able to understand longer authentic texts, for example simplified news stories online.</p>
MASTERY	9.8	<p>Can show an understanding of longer passages that refer to different time frames. Able to understand an increasing amount of language without using support materials, and can work with carefully selected authentic materials.</p>
		<p>Can take part in longer conversations by extending answers, adding additional details and narrating events. Is able to produce longer written pieces without the need for reference materials, and translate with increasing accuracy into Spanish.</p>
	9.7	<p>Beginning to produce work of greater accuracy, and translations show a more detailed understanding of the grammar. Able to work out the meaning of new language and how to express own ideas by applying skills learnt in other units.</p>
SECURE	9.6	<p>Can understand a range of short passages that include opinions, basic reasons, and extended descriptions. Translations into English are generally accurate and show a greater understanding of the language covered, particularly tenses.</p>
		<p>Demonstrates spontaneity by asking questions/using the language in class. Refers to past or future events. Pronunciation is mostly accurate, and written work is clear, even when writing from memory, although there are understandable errors.</p>
	9.5	<p>Beginning to write more from memory and without reference materials, which will lead to more mistakes being made initially. Translations into English, in particular, are becoming more accurate and show an understanding of the grammar.</p>
DEVELOPING	9.4	<p>Demonstrates the ability to pick out key details from slightly longer written/spoken texts, including descriptions and reference to another time frame when highlighted. Able to transcribe short phrases.</p>
		<p>Able to write short texts, with support, that refer to different time frames as well as the present. Can speak spontaneously, for example by giving an opinion or extending answers. Translations are generally clear, but not completely accurate.</p>
	9.3	<p>Shows independent use of reference materials (e.g. dictionaries and vocabulary books), and produces more and more language from memory, although this may lead to some errors.</p>
EMERGING	9.2	<p>Is able to understand main points and opinions from short written and spoken passages that use familiar vocabulary and grammar. These may include different types of text, written for a specific purpose, such as menus or poems.</p>
		<p>Can ask and answer simple questions and write simple phrases in Spanish, using mostly memorised language. Although there may be some mistakes, the meaning is clear.</p>
	9.1	<p>Shows the ability to express ideas and understand key messages, including opinions and basic reasons. Although there are quite a few errors in spoken and written work, a sympathetic reader/listener can understand what is being said.</p>

Receptive Skills

Productive Skills

Application of Knowledge