SIR WILLIAM RAMSAY SCHOOL

Key Stage 3 Assessment

Level Descriptors 2024 - 2025

Guide to Key Stage 3 Assessment Reports

Our approach to KS3 assessment in Sir William Ramsay School is designed to:

- Support our students' understanding of what they have been assessed on within each subject
- Have a consistent approach and language across all subjects
- Provide parents and students with individual progress reports

Our framework is based on our KS3 descriptors showing the progression of a student from KS3 to KS4.

Maths is assessed with a raw mark test, where the percentage that a student achieves in an assessment will be converted to an Attainment grade.

Science is assessed by a combination of a raw marks test for knowledge and understanding and assessment against attainment descriptors for practical work.

In **criteria driven subjects** the work, performance or assessed piece will be matched to a best fit attainment descriptor for an Attainment grade.

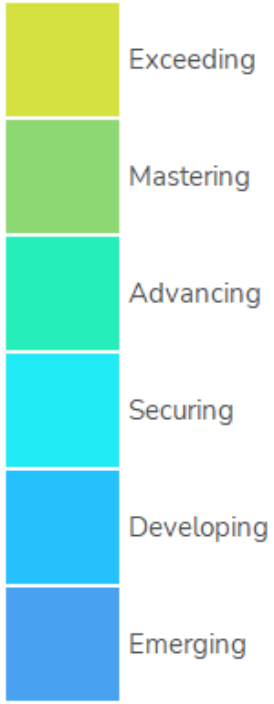
Our assessments are written and moderated to make sure that the percentages and attainment descriptors that students achieve are in line with this approach.

The attainment descriptors for each subject are in the tables shown later in the document.

Attainment and Progress grades

Students will receive grades for **Attainment** and **Progress.**

Attainment grades reflect students' overall attainment from assessments completed since their last report.
This grade reflects their average attainment over a number of assessments.



Progress grades reflect the Progress that students have made in relation to their Expected Attainment (Minimum Target Grade or MTG). Expected Attainment Grades are based upon Key Stage 2 performance, and baseline assessments completed in Year 7.

Blue	Making more than expected progress (above expected attainment grade)
Green	Making expected progress (meeting expected attainment grade)
Yellow	Making less than expected progress (below expected attainment grade)
Red	Making much less than expected progress (2 or more grades below expected attainment grade)

Progress Grades in the student reports are colour-coded to indicate the progress a student has made since KS2, compared to their target grade.

We do not want these to be seen as targets that are a glass ceiling.
If a student is consistently working above expected Progress, then we will increase their KS3 Minimum Target Grade (MTG) to support raising expectations.

Attitude to Learning

Sir William Ramsay School

Students Attitude to Learning grades (ATLs) are reported three times per year. Students will receive termly ATL grades. The spring and summer grades will be published alongside Attainment and Progress grades.

Grade	School attitude to learning descriptor	Additional information for grade 3 and 4
1	**Exceptional Attitude:** A highly motivated and self-disciplined student, who always completes work to his/ her best ability; and is exceptional in terms of Organisation, Behaviour, Effort, Attendance and Homework.	
2	**Good Attitude:** A committed student, who always completes work to a standard that reflects his/ her ability; and is good in terms of Organisation, Behaviour, Effort, Attendance and Homework. This is the minimum expectation for all students.	
3	**Inconsistent Attitude:** A student who is sometimes unprepared, generally acts with politeness and consideration, but can behave inappropriately causing the disruption of learning; and is a	**(3O) O**rganisation **(3B) B**ehaviour **(3E) E**ffort **(3A) A**ttendance **(3H) H**omework
4	**Unacceptable Attitude**: A student whose attitude to learning is not yet at the expected level for a student at Sir William Ramsay School; and/or is a serious concern in terms of more than one of the following:	**(4O) O**rganisation **(4B) B**ehaviour **(4E) E**ffort **(4A) A**ttendance **(4H) H**omework **(4M) M**ultiple

Attainment Grade level descriptors

In order for students to achieve each Attainment Grade, they should be able to demonstrate the skills as described in the following tables.

Year 8 Art

	Emerging	Developing	Securing	Advancing	Mastering	Exceeding
Developing Ideas	Working towards emerging	Developing some ability to create ideas broadening connections to research	Secure ability to develop clear ideas demonstrating a growing control making appropriate connections to research	Advancing ability to confidently develop skilful ideas making informed connections to research	Demonstrating independence in mastering the development of ideas through personal connections to research	Working beyond mastering
Experimentation		Developing ability to experiment with broadening media, materials and techniques	Secure ability to experiment with appropriate media, materials and techniques with growing control	Advancing ability to confidently and skilfully experiment with materials, processes and techniques, with intention	Mastering the ability to independently experiment with a broad range of media, materials and techniques through personal responses	
Drawing skills		Developing ability to control some of The Formal Elements when drawing from primary or secondary sources	Secure ability with growing control of The Formal Elements when drawing from primary or secondary sources	Advancing ability with confident and skilful control of The Formal Elements when drawing from primary or secondary sources demonstrating understanding for intentions	Mastering ability, understanding and knowledge of The Formal Elements when drawing from primary or secondary sources with independence	
Analysis and annotation		Developing a broadening knowledge and understanding of artist research and annotation using some subject specific key visual language	Secure ability to demonstrate growing knowledge and understanding of artist research and annotation using appropriate subject specific key visual language	Advancing ability to demonstrate confident and informed knowledge and understanding of artist research and annotation skilfully using subject specific key visual language with intent	Mastering the ability to independently demonstrate knowledge and understanding of artist research and annotation using subject specific key visual language making personal connections	
Presenting final responses		Developing some ability to produce a final outcome/s making broadening connections to research	Secure ability to produce an appropriate final outcome/s with growing connections to research	Advancing ability to confidently and skilfully produce an informed final outcome/s making connections to research	Mastering the ability to independently produce a personal response through the final outcome/s making connections to research	

Key Stage 3 Computing and IT

	Emerging	Developing	Securing	Advancing	Mastering	Exceeding
Computational Thinking & Algorithms (CS)	Working towards Developing	Can write an algorithm by decomposing a problem with guidance.	Can create an accurate algorithm that meets the requirements of a basic problem.	Can decompose more complex problems.	Can decompose more complex problems, ensuring the solution is optimised.	Working above Mastering
Programming (CS)		Can begin to write basic code using a block/text based programming language with support.	Can independently write code using a block/text based programming language to solve basic problems.	Can confidently write code using all 3 programming constructs in a block/text based programming language.	Can writes efficient and robust code to solve complex problems using a block/text based programming language.	
Computer Systems (CS)		Can distinguish between hardware and software.	Can name the main components of a computer and its function and how they communicate with one another.	Demonstrates knowledge of the FDE cycle. Can name different types of networks.	Can explain Von Neumann architecture. Can explain the difference between WAN and LAN.	
Data Representation (CS)		Can recognise a binary number and aware all data on a computer is stored as binary.	Can convert from binary to denary and vice versa. Can calculate image/sound file sizes.	Can convert denary to hexadecimal.	Can easily convert between denary, binary and hexadecimal.	
Using and Applying Technology (IT)		Can complete basic functions in digital media/creative software to create artefacts.	Can independently use digital media/creative software to create artefacts.	Can confidently use a range of digital media/creative software to produce high quality artefacts.	Can consistently use a variety of digital media/creative software to provide high quality artefacts. Able to support others.	
Digital Literacy (DL)		Can distinguish between inappropriate content and contact. Can identify some online threats such as phishing, malware, social engineering.	Can apply safe online practices and aware how to report concerns. Can identify online threats such as phishing, malware, social engineering and aware how to prevent them.	Can critically evaluate digital content. Uses advanced online tools responsibly. Aware of online legal issues and can demonstrate how to stay safe online.	Advocates for online safety. Fully understands data rights and digital footprints and can support others to keep safe from online threats.	

Key Stage 3 Dance

	Emerging	Developing	Securing	Advancing	Mastering	Exceeding
Choreographic skills	Working towards Developing	Sufficient use of ASDR to create movement content & Limited interpretation of stimulus	Proficient use of ASDR to create movement content & adequate interpretation of stimulus	Original use of ASDR to create movement content & creative interpretation of stimulus	Innovative use of ASDR to create movement content & complex interpretation of stimulus	Working above Mastering
Physical Skills		Limited demonstation of the 11 physical skills & safety in performance	Proficient demonstation of the 11 physical skills & safety in performance	Refined & effective demonstation of the 11 physical skills & safety in performance	Highly articulate demonstation of the 11 physical skills & safety in performance	
Expressive Skills		Limited ability to demonstrate the 8 expressive skills	Proficient ability to demonstrate the 8 expressive skills	Effective & refined use of the 8 expressive skills to enhance the performance	Highly articulate use of the 8 expressive skills to enhance the performance	
Rehearsal Skills		Limited ability to demonstrate the 10 rehearsal skills	Proficient ability to demonstrate the 10 rehearsal skills	Effictive ability to demonstrate the 10 rehearsal skills	Highly effictive ability to demonstrate the 10 rehearsal skills	
Theoretical Skills		20%	40%	60%	80%	

Key Stage 3 Design Technology

	Emerging	Developing	Securing	Advancing	Mastering	Exceeding
Research, practical knowledge & investigation	Working towards emerging	Evidence of limited investigation and research, which could be in the form of theory research into set themes, or practical research through the exploration of using tools and equipment. Basic understanding of a design brief and/or specification, with regards to user needs or the requirements of the final prototype. This could be written to determine a creative design project or given to complete a skills enhancement project. Development of basic practical knowledge and procedures, centred around materials and processes which will be used.	Evidence of adequate investigation and research, which could be in the form of theory research into set themes, or practical research through the exploration of using tools and equipment. Mostly developed understanding of a design brief and/or specification, with regards to user needs or the requirements of the final prototype. This could be written to set the parameters of a creative design project or given to complete a skills enhancement project. Some developed evidence of practical knowledge and procedures, centred around materials and processes which will be used.	Evidence of developed investigation and research which could be in the form of theory research into set themes, or practical research through the exploration of using tools and equipment. Developed understanding of a design brief and/or specification, with regards to user needs or the requirements of the final prototype. This could be written to set the parameters of a creative design project or given to complete a skills enhancement project. Fully developed evidence of practical knowledge and procedures, centred around materials and processes which will be used.	In depth and highly relevant research which could be in the form of theory research into set themes, or practical research through the exploration of using tools and equipment. Sophisticated understanding of a design brief and/or specification, with regards to user needs or the requirements of the final prototype. This could be written to set the parameters of a creative design project or given to complete a skills enhancement project. Accomplished evidence of practical knowledge and procedures, centred around materials and processes which will be used.	Working beyond mastering
Design & marking out		Limited ability to design creatively or mark out with a limited level of accuracy. Basic refinements of design ideas to create a design solution, that partially meets the design specification or some improvements in working to a tolerance. Chosen design idea shows superficial technical details, some considerations of materials and the ability to follow a given template.	Generally appropriate ability to design creatively with a good level of accuracy. Some refinements of design ideas to create a design solution, that meets much of the design specification or clear improvements in working accurately and to a tolerance. Chosen design idea and annotations show some technical details, some considerations of materials and the ability to follow a given template.	A good ability to design creatively or mark out with a developed level of accuracy. Generally sound refinements of design ideas to create a design solution, that meets much of the design specification or clear improvements in working accurately and to a tolerance. Chosen design idea and annotations show mostly appropriate technical details, good considerations of materials and the ability to follow a given template independently and with accuracy. Evidence of good application of calculations to determine most material quantities, and most effective use of materials with limited wastage.	Fully appropriate ability to design creatively or mark with an outstanding level of accuracy. Fully sound refinements of design ideas to create a design solution, that meets much of the design specification or clear improvements in working accurately and to a tolerance. Ideas are fully informed by the sound application of technical knowledge of materials and processes, and the effective application of modelling/simulation techniques. Chosen design idea and annotations show fully appropriate technical details, considerations of materials and the ability to follow a given template independently and with accuracy. The designs and annotations are explicit enough that they could be interpreted by a third party and the product manufactured.	

Key Stage 3 Design Technology (cont)

	Emerging	Developing	Securing	Advancing	Mastering	Exceeding
Prototyping & manufacturing	Working towards emerging	Produce a prototype that demonstrates basic making skills. Basic selection and use of fixtures, components and fittings, which are generally appropriate for the chosen prototype. Simplistic use of tools, equipment and techniques for the manufacture of the prototype. Demonstrate an adequate degree of safe working practice for themselves and others.	Produce a prototype that demonstrates generally competent making skills. Generally considered selection and use of fixtures, components and fittings, which are mostly appropriate for the chosen prototype. Generally competent use of tools, equipment and techniques for the manufacture of the prototype. Demonstrate a generally high degree of safe working practice for themselves and others.	Produce a prototype that demonstrates mostly competent making skills. Mostly considered selection of fixtures, components and fittings, which are fully appropriate for the chosen prototype. Mostly competent use of tools, equipment and techniques for the manufacture of the prototype. Demonstrate a high degree of safe working practice for themselves and others.	Produce a prototype that demonstrates fully competent making skills. Fully considered selection of fixtures, components and fittings, which are entirely appropriate for the chosen prototype. Fully competent use of tools, equipment and techniques for the manufacture of the prototype. Demonstrate a sustained high degree of safe working practice for themselves and others.	Working beyond mastering
Continual evaluation & self-reflection		Superficial analysis of the prototype developed, which has considered the end user or stated requirement/expectation and product specification. Basic evaluation of the prototype, which has considered the intended purpose of the prototype, where appropriate, and the quality of finish/ outcome compared to the tolerances given.	Superficial analysis of the prototype developed, which has considered the end user or stated requirement/expectation and product specification. Basic evaluation of the prototype, which has considered the intended purpose of the prototype, where appropriate, and the quality of finish/ outcome compared to the tolerances given.	Fully developed analysis of the prototype developed, which has considered the end user and product specification whilst also showing a thoughtful approach to testing against measurable criteria. Effective evaluation of the prototype, which has considered the intended purpose of the prototype, where appropriate. This includes reference to its sustainability through a life cycle analysis and clear analysis of the quality of finish and outcome compared to the specification or exemplar.	Fully developed analysis of the prototype developed, which has considered the end user and product specification, and showing a fully considered approach to testing against measurable criteria. Effective evaluation of the prototype, which has considered the intended purpose of the prototype where appropriate, including its sustainability through a life cycle analysis and drawing fully appropriate conclusions from testing against measurable criteria.	

Key Stage 3 Drama

	Emerging	Developing	Securing	Advancing	Mastering	Exceeding
Individual Contribution	Working towards Developing	A few ideas of performance are shared and developed. Generally led and directed by others. Basic analysis and evaluation.	Some contribution to group work by contributing ideas to convey some meaning. Some analysis and evaluation.	Positive contribution to group work by contributing and developing ideas to convey meaning creatively. A developed and secure analysis with justified evaluation.	Outstanding leadership to help generate highly creative and imaginative ideas for performance to convey meaning successfully. A perceptive and detailed analysis and thorough evaluation.	Working above Mastery
Physical and Vocal Skills		Basic application of vocal and physical skills in the performance.	Reasonable application of vocal and physical skills in the performance	Good application of vocal and physical skills in the performance.	Excellent and highly effective application of vocal and physical skills throughout the performance	
Interaction		Basic interaction with other performers on stage.	Reasonably sensitive interaction with other performers at times on stage.	Sensitive interaction with other performers on stage	Highly sensitive interaction with other performers that is sustained throughout the performance.	
Interpretation of Character		Basic interpretation of character.	Reasonable interpretation of character sustained for some of the performance	Good interpretation of character sustained for most of the performance	Excellent and highly effective and fully coherent interpretation of character sustained throughout the performance	
Techniques		Basic techniques/characteristics associated with the chosen practitioner/genre are attempted.	Reasonable range of relevant techniques/characteristics associated with the chosen practitioner/genre used with some confidence.	A good range of relevant techniques/characteristics associated with the chosen practitioner/genre used confidently.	An excellent range of relevant techniques/characteristics associated with the chosen practitioner/genre combined imaginatively.	
Design Skills*		Basic application of design skills which partially realises artistic intentions	Reasonable application of design skills which partially realises artistic intentions with some success.	Good application of design skills which enhances the final performance, realising artistic intentions successfully.	Excellent and highly effective application of vocal and physical skills throughout the performance	

Year 8 English Reading

	Emerging	Developing	Securing	Advancing	Mastering	Exceeding
Argument	Working towards emerging	Straightforward ideas, sometimes relevant.	Relevant ideas expressed in response to the task.	Clear and relevant ideas are expressed in response to the task.	A range of considered ideas expressed in response to the task.	Working beyond mastering
Reference		Straightforward use of references.	Relevant use of references to support points.	Effective evidence selected to support points.	Effective, integrated evidence used to support task.	
Method		Straightforward identification of methods.	Relevant identification and selection of methods.	Mostly accurate identification and selection of a range of methods.	Accurate identification and selection of methods.	
Meaning		Straightforward, awareness of meaning.	Relevant understanding of the writer's choices.	Clear explanation of the impact of the writer's choices.	Considered explanation with flashes of analysis.	

Year 8 English Writing

	Emerging	Developing	Securing	Advancing	Mastering	Exceeding
Ideas and Audience	Working towards emerging	Ideas lack variety. There is a basic understanding of GAP. Vocabulary is sometimes relevant to the audience, but undeveloped or cliched.	Ideas are appropriate and varied. Some understanding of GAP is demonstrated. Vocabulary is relevant to the audience with evidence of some deliberate choices.	Ideas are clear and show some imagination. Use of GAP is consistent. Voice is beginning to be established with an appropriate tone. Vocabulary is increasingly ambitious and aimed at the audience.	Ideas are thoughtful and imaginative. Voice is established through appropriate tone and register. Vocabulary is ambitious and targeted towards the audience.	Working beyond mastering
Organisation		Paragraphs are used to mark some shifts of focus. Discourse markers are beginning to be employed.	Paragraphing is mostly successful in marking shifts of focus. Some discourse markers are used in paragraphs.	Paragraphing is clear and moves the reader to a deliberate end-point. Discourse markers are integrated consistently.	Paragraphs of varied lengths are used deliberately to enhance meaning and impact.	
Craft		Language and structural features are present, but simple and may be clustered together or cliched.	Language and structural features are used for deliberately for effect, but are not always appropriate.	Language and structural features are used consistently throughout.	Language and structural features are ambitious.	

Year 8 English SPAG

	Emerging	Developing	Securing	Advancing	Mastering	Exceeding
Technical Accuracy	Working towards emerging	Sentence structures have some variation eg. simple and compound. Punctuation to mark sentences is mostly accurate with occasional slips. Spelling of regular words is correct but spelling of irregular words is less accurate.	Sentence structures are varied, and subordination is beginning to provide detail. Punctuation to mark sentences is fully accurate. Relevant punctuation used within sentences with evidence of some deliberate choices. Some irregular spellings may be phonetic, but do not interfere with meaning.	Sentence structures are considered, and subordination provides detail. Punctuation within sentences helps to clarify meaning. Spelling, including irregular words, is largely accurate with few slips	Sentence structures are controlled, and a range of sentence forms creates a variety of effects. A range of punctuation produces deliberate effects. Spelling is virtually all correct.	Working beyond mastering

Year 8 Food

	Emerging	Developing	Securing	Advancing	Mastering	Exceeding
Food Technical Skills 50%	Working towards emerging	With occasional guidance can select and use appropriate tools and equipment safely. Can name different methods of storing foods and give good examples of which foods to store where. When asked can get ready to cook: tie back long hair, wash hands, wear a clean apron, keep hands clean. Follows a recipe but may need refer to the skills from a demonstration.	Has an understanding of the purpose of an extending range of equipment and tools and can use with little direction. Understands the use of date-marks and storage instructions on food and drink labels. Follows most hygiene routines with minimal prompts. I can use basic finishing techniques to increase the visual appeal of dishes if demonstrated but may not keep to deadlines.	Selects and uses appropriate tools and equipment safely. Understands the difference between high/medium/low risk foods and where to store them and show good hygiene practice in lessons. Recognises the importance of preparing and cooking food safely and hygienically, e.g. hand washing, cleaning up. Shows confidence when following a recipe and finishes on time.	Uses equipment safely, for increased consistency and accurately. Can explain the consequences of not following good food hygiene and link it to food spoilage and contamination. Shows confidence when following a recipe and can recognise when stages may need to be adapted. Prompts others who have not followed good hygiene practices stating why it is necessary to do so.	Working beyond mastering
Food Knowledge and understanding 50%		Can identify major sections of labels and link to the reason why it is law to display them. Know that some people avoid certain foods due to religion allergies/intolerances or special diets. Demonstrates sound knowledge of contributing factors of a healthy lifestyle and the Eatwell guide.	Reads and makes use of the main information on food and drink labels. Know that food is produced, processed and sold in different ways, e.g. conventional and organic farming, fair trade and free range. Could explain the function and nutritional properties of main ingredients in key products.	Understands the chemical and physical changes in properties of specific food due to cooking and can use limited vocabulary when discussing issues. Makes suggestions of ingredients to use considering environmental, social, sustainable and moral issues.	Makes food choices based on the current healthy eating advice and understand that a healthy diet is made up from a variety and balance of different food and drinks as shown in the Eatwell guide. Able to identify groups of people who avoid certain foods according to religion, culture, ethical belief or personal choices.	
		Needs support to use the nutritional program. Can select suitable alternative ingredients to alter the sensory appeal to a dish. Explains strengths and weaknesses of sensory testing.	Can input information to nutritional programme and print relevant information. Changes recipes and dishes to make them healthier and more appealing by altering ingredients. Interprets the results of sensory tests accurately and explains giving examples of what aspects to change.	Able to record the nutritional values using the Explore food programme and modify the product to meet the needs of other users. Changes recipes and dishes to make them healthier and more appealing by altering ingredients. Links strengths of a sensory test to key processes and functions of ingredients.	Able to analyse dishes using a nutritional programme and modify the product to meet the needs of other users. Confidently changes recipes and dishes to make them healthier and more appealing by altering ingredients, and/or by using different cooking methods.	

Key Stage 3 Geography

	Emerging	Developing	Securing	Advancing	Mastering	Exceeding
Knowledge of place, processes, environment	Working towards emerging	Limited knowledge that is relevant to the topic or question.	Knowledge that is relevant to the topic or question. To include subject specific language that is relevant to the question.	A range of accurate knowledge that is relevant to the question. To include a range of subject specific language that is relevant to the question.	A range of detailed and accurate. Knowledge that is fully relevant to the question. To include a wide range of subject specific language that is relevant to the question.	Working beyond mastering
Understanding and application of knowledge		Limited understanding that is relevant to the topic or question.	Understanding that is relevant to the question. Answer demonstrates clarity of explanation.	A range of accurate understanding that is relevant to the question. Answers are concise and clear explanation.	A range of detailed and accurate understanding, that is fully relevant to the question. Answers are well explained and logically structured.	
Making judgements – Evaluating and Assessing		Limited accuracy in interpretation and analysis. Unsupported evaluation and judgment.	Some interpretation and analysis. Partially supported evaluation and judgment.	Accurate interpretation and analysis. Supported evaluation and judgment.	Detailed and accurate interpretation and analysis. Detailed and substantiated evaluation and judgment.	
Skills and analysis (Graph and Cartographic)		Selected appropriate skills and techniques to meet the aims of the assessment.	Use a variety of skills and techniques that are largely accurate to meet the aims of the assessment.	Use a variety of skills and techniques that are fully accurate and manipulate data to meet the aims of the assessment.	Adapt techniques and link data to communicate findings and support understanding to meet the aims of the assessment.	

Year 8 History

	Emerging	Developing	Securing	Advancing	Mastering	Exceeding
Cause and consequence	Working towards emerging	The answer identifies and describes one or more causes. The answer may state the most important cause.	The answer begins to explain one or more causes, though this is not fully developed at times. A clear judgement is made on what is the most important cause, however it is not fully explained why they have reached this judgement.	The answer explains multiple causes and attempts to draw links between the causes. A judgement is made on which was the most important cause, though this may not be fully substantiated.	The answer fully explains multiple causes. Links are drawn between causes. A well substantiated judgement is made on which was the most important cause.	Working beyond mastering
Change and continuity		The answer identifies and describes changes and/or continuities. The answer may state if the change was big or small.	The answer explains both changes and continuities, though this is not fully developed at times. A clear judgement is made on the size of change, however this is asserted and it is not fully explained why they have reached this judgement.	The answer explains both changes and continuities. A clear overall judgement is made on the extent of change, however this may not be fully substantiated, stating why it may be different for different groups in society.	The answer fully explains both changes and continuities in order to assess the extent of change. The pace and nature of change may be considered. The answer may explain the significance of the change and explain how it might be different for different groups in society.	
Similarity and difference		The answer identifies and describes differences and/or similarities. The answer may state if the difference was big or small.	The answer explains both similarities and differences, though this is not fully developed at times. A clear judgement is made on the size of difference, however this is asserted and it is not fully explained why they have reached this judgement.	The answer explains both similarities and differences. A clear overall judgement is made on the extent of difference, however this may not be fully substantiated.	The answer fully explains both similarities and differences in order to assess the extent of difference. The nature and significance of the difference is considered.	
Significance		The answer identifies and describes reasons why a person or event may be considered significant. The answer may state they believe a person/event was significant.	The answer explains why a person/event may be considered significant or not. This is not fully developed at times. A clear judgement is made on significance, however this is asserted and it is not fully explained why they have reached this judgement.	The answer explains the significance of the event/person. Key criteria may be used, but the answer does not always clearly link to these. A clear overall judgement is made, however this may not be fully substantiated.	The answer fully explains the significance of the event/person using key criteria. The answer explains how significance can vary over time, and is influenced by current events or attitudes.	

Year 8 History (cont)

	Emerging	Developing	Securing	Advancing	Mastering	Exceeding
Evidential use (Sources)	Working towards emerging	Inferences are drawn, supported by evidence from the source and/or from own knowledge. The provenance (nature/origin/purpose) of a source is identified.	The answer fully explains why a source may be useful. Inferences are drawn, supported by evidence from the source and/or from own knowledge. The provenance (nature/origin/purpose) of a source is identified and commented upon.	The answer explains why a source may be useful. Inferences are drawn, supported by evidence from the source and from own knowledge. The provenance (nature/origin/purpose) of a source is used to comment upon the reliability of the source.	The answer fully explains why a source may be useful. Insightful inferences are drawn, supported by evidence from the source and from own knowledge. The provenance (nature/origin/purpose) of a source is used to explain why the source is useful.	Working beyond mastering
Interpretations		The view of the interpretation is identified and supported with evidence from the interpretation/s and/or from own knowledge. The answer may state if they agree with the interpretation/s.	The answer identifies the interpretation's view and supports it with evidence from the interpretation/s and/or from own knowledge. A clear overall judgement is made on how far they agree with the interpretation, however this may not be fully substantiated.	The answer identifies the interpretation's view and supports it with evidence from the interpretation/s and from own knowledge. The answer may begin to suggest why a historian reached this interpretation/s. A clear overall judgement is made on how far they agree with the interpretation, however this may not be fully substantiated	The answer identifies the interpretation's view and supports it with evidence from the interpretation and from own knowledge. The answer explains why a historian may reach this interpretation/s. The answer assesses the validity of the interpretation in order to reach a judgement on how far they agree with it..	

Year 8 Mathematics

	Emerging	Developing	Securing	Advancing	Mastering	Exceeding
Number	Working towards emerging	Express a number as a percentage of another Develop mental strategies Convert between ordinary and standard form numbers Use the order of operations	Multiply and divide fractions Develop understanding of fractions, decimals and percentages Evaluate percentage increases/decreases Simple interest calculations Compare and calculate with numbers in standard form/powers of 10 Estimation and rounding	Understand and use the reciprocal Use significant figures Percentage Change Apply Systematic Listing Strategies Combinations in Counting Strategies Basic Laws of Indices Solve Problems in Standard Form	Use multipliers to solve problems Calculate original amounts after repeated increase Calculate with Upper and Lower Bounds Develop Error Interval Understanding Finding Original Percentages Develop Laws of Indices including Fractional, Negative & Zero Index	Working beyond mastering
Ratio and Proportion		Use ratio notation and simplify	Understand ratio and its link to multiplication, y=kx Solve direct proportion problems Calculate simple Density and Speed Ratio and Fractional Equivalence	Solve ratio problems Convert between currencies, including using graphs Compound interest Working further with Density and Speed and algebraically Linking Ratio to equations	Understand how other topics link with ratios Work with any directly proportional relationship Reverse Compound Change	
Algebra		Plot straight line graphs Expand and factorise Use expressions, formulae and identities	Substituting into Expressions Interpret straight line graphs (gradient and y-intercept) Understand and use the index laws Generate, describe and continue sequences	Make links between direct proportion and straight line graphs Solve Simple Equations with Fractions Multiple out more than two brackets Forming and Solving Equations Factorise expressions into a single bracket, including Fractions Expand and Simplify single brackets Simplifying Algebraic Expressions Determining Characteristics of Straight Lines, including intercepts, parallel or perpendicular lines	Model situations by translating to expressions and formulae Generate sequences using more complex rules Identify gradient and y-intercept after manipulation of information Rearrange and solve more complex equations including fractions	

Year 8 Mathematics (cont)

	Emerging	Developing	Securing	Advancing	Mastering	Exceeding
Probability and Statistics	Working towards emerging	Draw and construct graphs and bar charts Use one-way tables List outcomes using sample space diagrams Find probabilities using tables/venn diagrams	Understand grouped/ungrouped, discrete and continuous data Collect data including using questionnaires Revisit and further work with finding average values Simple Scatter Graphs Basic Sampling	nterpret scatter graphs, including correlation Interpret graphs and charts including pie charts Finding Probabilities with Unknowns Wider Range of Sampling Techniques Design Effective questionnaires and critique them.	Identify and interpret misleading graphs Compare distributions and choose appropriate averages Finding Probabilities with Combinatorics Stratified Sampling Demonstrated and used	Working beyond mastering
Geometry and Measure		Understand geometric notation and use with parallel lines and angles Properties of 2D shapes Reflect shapes in horizontal and vertical lines Recognise symmetry Work out the mode, mean and median value	Work with angles and special quadrilaterals Work with and find the size of angles in polygons and parallel lines Calculate the area of a trapezium Reflect, translate and rotate shapes Identify lines of symmetry and order of rotational symmetry Working with Tessellations Basic bearing calculations Simple Constructions Simple Volume and Surface Area Calculations Find Lengths with two dimensional Pythagoras' Theorem	Calculate the area and circumference of a circle Further convert between units Draw and interpret scale diagrams and maps Surface area and volume of prisms and 3D shapes Constructing shapes and angles Consolidating Angle Facts Interior & exterior Angles of Polygons Combining Transformations & Finding Centres of Rotation (off origin) More difficult problems involving bearings Understanding the angles in Semi-Regular Tessellations Using Pythagoras with exact forms and known triangles Problem Solving with Constructions	Prove Geometric facts Find surface area from a description or a sketch Find missing angles using multiple facts and properties Further construction on geometrical figures Working Algebraically with Pythagoras' Theorem Problem Solving with Pythagoras' Theorem More Developed Transformations	

Year 8 MFL

	Emerging	Developing	Securing	Advancing	Mastering	Exceeding
Listening	Working towards emerging	Students may understand some spoken language across a range of contexts. Students are able to identify and respond to a few key points, details and opinions. They may recognise the relationship between events in two time frames. Students are able to undertake parts of a short dictation in the target language and may apply the principles by which spelling represents sounds.	Students can understand some spoken language across a range of contexts. Students are able to identify and respond to some key points, details and opinions. They occasionally recognise the relationship between events in two time frames and can sometimes infer meanings of key words. Students are able to undertake parts of a short dictation in the target language, occasionally applying the principles by which spelling represents sounds.	Students can mostly understand spoken language across a range of contexts. Students are able to identify and respond to most key points, details and opinions. They recognise the relationship between two time frames and can infer meanings of key words. Students are able to undertake a short dictation in the target language, accurately applying the principles by which spelling represents sounds.	Students can fully understand spoken language across a range of contexts. Students are able to successfully identify and respond to key points, details and opinions. They recognise the relationship between two time frames and can infer meanings of key words. Students are able to successfully undertake a short dictation in the target language, highly accurately applying the principles by which spelling represents sounds.	Working beyond mastering
Reading		Students may understand parts of a text written across a range of genres and in both formal and informal contexts. Students may be able to identify and respond to some key points, details and opinions. They may recognise the relationship between two different time frames infer meanings of key words. May be able to translate short sentences on a range of topics with some accuracy from the target language into English.	Students can understand parts of a text written across a range of genres and in both formal and informal contexts. Students are able to identify and respond to some key points, details and opinions. They occasionally recognise the relationship between two time frames and infer meanings of key words. Can translate parts of a short paragraph which includes two time frames on a range of topics with some accuracy from the target language into English.	Students can understand most of a text written across a range of genres and in both formal and informal contexts. Students are able to identify and respond to most key points, details and opinions. They recognise the relationship between two time frames events and can infer meanings of key words. Can translate most of a short paragraph which topics with a good level of accuracy from the target language into English.	Students can fully understand a text written across a range of genres and in both formal and informal contexts. Students are able to successfully identify and respond to key points, details and opinions. They recognise the relationship between two time frames and can infer meanings of key words. Can translate a short paragraph which includes two time frames on a range of topics with a high level of accuracy from the target language into English.	

Year 8 MFL (cont)

	Emerging	Developing	Securing	Advancing	Mastering	Exceeding
Speaking	Working towards emerging	Can take part in a conversation with a few exchanges and pronunciation may hinder the intended meaning. Opinions, connectives and a range of vocabulary may be included. Can read sentences aloud with occasional accurate pronunciation.	Can take part in a conversation with some exchanges with some hesitation and pronunciation doesn't hinder the intended meaning. There is some variety of vocabulary, justified opinions, occasional extended sequences of speech, attempting to use two time frames. Can speak with some accuracy on a range of topics. Can read sentences aloud with some accurate pronunciation.	Can take part in a conversation with many exchanges with minimal hesitation and good pronunciation using a variety of vocabulary, justified opinions, some extended sequences of speech, referencing two time frames. Can speak with a good level of accuracy on a range of topics about yourself and others. Can read sentences aloud with good pronunciation and intonation.	Can take part in a conversation with several exchanges with minimal hesitation and excellent pronunciation using a variety of vocabulary, justified opinions, extended sequences of speech, referencing two time frames. Can speak with a high level of accuracy on a range of topics about yourself and others. Can read sentences aloud with excellent pronunciation and intonation.	Working beyond mastering
Writing		Can write some sentences which may include a range of vocabulary, opinions and some connectives. Different time frames are attempted and may be successful. May be able to translate short sentences on a range of topics with some accuracy from English into the target language.	Can write at least 70 words, including some range of vocabulary, justified opinions, occasional extended sentences attempting to use two time frames. Can write with some accuracy on a range of topics. Can translate parts of a short paragraph which includes two time frames on a range of topics with some accuracy from English into the target language.	Can write at least 90 words, including a good range of vocabulary, justified opinions, some extended sentences using two time frames. Can write with good accuracy on a range of topics about yourself and others. Can translate most of a short paragraph which includes two time frames on a range of topics with a good level of accuracy from English into the target language.	Can write at least 90 words, including a wide range variety of vocabulary, justified opinions, extended sentences using two time frames. Can write with a high level of accuracy on a range of topics about yourself and others. Can translate a short paragraph which includes two time frames on a range of topics with a high level of accuracy from English into the target language.	

Key Stage 3 Music

	Emerging	Developing	Securing	Advancing	Mastering	Exceeding
Listening	Working towards emerging	Can show basic understanding and application of some key words in response to music heard.	Can apply some accurate use of key words in response to music heard.	Can show a fairly regular and increasingly accurate application of key words in response to music heard.	Can show deeper knowledge and understanding of genres and musical techniques through specific and key musical terminology when analysing music aurally.	Working beyond mastering
Appraising		Can respond to questions and feedback in class with basic descriptive responses, suggestions for improvements are given with support.	Can respond to questions and feedback in class with comments that show some reflective thought.	Can confidently respond to questions and feedback in class with comments that are thought through and positive.	Confidently analyses and evaluates the performance of others using music terms.	
Performing		Can demonstrate basic technique and/ or expression in playing and performing an instrumental or vocal part, individually / group.	Can demonstrate developing technique and/ or expression in playing and performing an instrumental or vocal part with some sense of style, individually/group.	Can demonstrate a reliable technique with some expression when playing and performing an instrumental or vocal part with clear sense of style., individually/group.	Can consistently perform fluently and accurately with confident use of stylistic and expressive skills, independently/group.	
Composing		Can share simple ideas for group or individual composition using musical elements in a limited way.	Can mostly contribute positively in group or individual composition combining different musical elements.	Can show effective contribution in group or individual composition using musical elements and devices effectively.	Can show frequent and effective contribution to group or individual composition using musical elements and devices successfully and imaginatively.	

Year 8 Physical Education

	Emerging	Developing	Securing	Advancing	Mastering	Exceeding
Personal Responsibility, determination, confidence and resilience	Working towards emerging	Begins to answer questions in front of peers Positive attitude to learning in all lessons Controls own behaviour and considers others Developing an initial understanding of fair play and respect in sport Shows understanding of some of the benefits of a healthy active lifestyle	Shows fair play, respect and support for other pupils in the class Willing to ask for help when needed Answers questions in front of peers Demonstrates self-control and responsibility Controls emotions when winning or losing Shows understanding of the benefits of a healthy active lifestyle	Manages emotions during challenging situations Demonstrates sportsmanship in competitive situations Shows resilience when finding situations difficult or when making mistakes Uses own experience to support others Actively participating in a healthy active lifestyle.	Demonstrates resilience and the ability to overcome barriers with positive learning behaviours Demonstrates sportsmanship at all times Demonstrates good levels of self confidence Demonstrates some of the key values related to physical activity Actively participating in a healthy active lifestyle to achieve a specific goal	Working beyond mastering
Physical Movement skills, motor competence and healthy participation		Beginning to improve general levels of fitness, don't fatigue so easily The quality of technique/coordination is maintained for some skills but sometimes deteriorates in the most challenging practice There may be frequent errors when demonstrating skills They rarely produce the intended results accurately	Applies fundamental movement skills and tactics to different activities Improving general levels of fitness, experiences fatigue less easily Can describe and demonstrate an effective warm up The quality of technique/coordination is maintained for most skills but may deteriorate in the most challenging practices	Promotes active and healthy lifestyle habits Shows an understanding of how to improve their fitness and health The quality of technique/coordination is maintained for all skills but may start to deteriorate in the most challenging practices They regularly produce the intended results with occasional minor errors	Accesses a range of co-curricular activities in order to further develop skills Independently demonstrates and leads an effective warm up The quality of technique/coordination is maintained for all skills and throughout all practices They almost always produce the intended results with few errors	

Year 8 Physical Education (cont)

	Emerging	Developing	Securing	Advancing	Mastering	Exceeding
Social Oracy, motivating and influencing others as well as demonstrating empathy	Working towards emerging	Can organise small groups and works well with others Discusses positive and negative aspects of a performance with others Consistently warms up with others and suggests ideas on what to include Consistently follows rules and works cooperatively with others	Communicates and works collaboratively with others Confidently leads small group warm up or activity including officiating Listens to and responds to feedback from others Joins in with all activities even those they find difficult	Leads others with little support when organising or officiating activities Provides constructive feedback to others Sets realistic and challenging goals Regularly volunteers to help others	Beginning to demonstrate a high standard of leadership skills Feedback given to others is meaningful and effective Is able to communicate with individuals and share goals to motivate others Displays confident social skills and sporting values	Working beyond mastering
Cognitive Tactical awareness, mental capacity, decision making and evaluation, creativity and collaboration		Begins to understand what is required to improve performance Uses simple tactics and strategies in competitive situations Consistently follows rules and instructions to engage in competition	Compares performances, identifying strengths and improvements Confidently leads small group activities Makes informed choices about engaging in physical activity Suggests how different tactics and ideas can be applied to activities	Analyses performance of self and others to improve, reflecting and acting on feedback positively Changes tactics, strategies and skills to suit changing competitive situations, using knowledge from other activities Demonstrates good level of creativity in performances	Implement various tactics and ideas within a competitive situation, evaluating the impact Acknowledges improvements made after responding to feedback Sets goals with some clarity to help further improve own and others' performances Consistently demonstrates creativity in performances	

Key Stage 3 Religious Studies

	Emerging	Developing	Securing	Advancing	Mastering	Exceeding
Knowledge and understanding	Working towards emerging	Basic understanding of religious concepts, ideas, and practices. Struggles with key terms and context	Demonstrates a sound understanding of basic religious ideas, terms, and practices with minimal errors.	Demonstrates a deep understanding of religious concepts, accurately using terms with few inaccuracies.	Comprehensive and sophisticated understanding of religious concepts and ideas, with clear, accurate use of terminology.	Working beyond mastering
Analysis and Interpretation		Limited or basic analysis of religious texts, symbols, or practices. Tends to describe rather than interpret.	Adequate analysis of religious texts or practices. Attempts some interpretation, but may lack depth.	Offers insightful analysis and interpretation of religious texts, symbols, and practices.	Demonstrates advanced analytical skills, offering deep and thoughtful interpretations of complex religious texts and practices.	
Critical thinking		Minimal or unfocused critical thinking. Relies heavily on personal opinion with little reasoning.	Shows developing critical thinking. Offers reasoning but lacks thorough engagement with different views.	Thoughtful critical thinking that engages with multiple perspectives and uses relevant examples.	Exceptional critical thinking, balancing multiple viewpoints with sound arguments and well-supported examples.	
Application of Theories & Concepts		Struggles to apply religious theories and concepts to real-life situations or other contexts.	Can apply some religious theories and concepts to familiar contexts, though may be inconsistent.	Applies religious theories and concepts to a range of contexts and real-life situations with competence.	Masterfully applies religious theories and concepts to various contexts, showing creativity and critical insight.	
Literacy & Structure		Ideas are not communicated well, limited structure, organisation, and clarity.	Communicates ideas clearly, though structure and organisation may need improvement.	Well-organised and clear communication, presenting ideas logically and coherently.	Excellent communication, with clear, well-structured, and coherent arguments, free from ambiguity.	

Key Stage 3 Science Knowledge

	Emerging	Developing	Securing	Advancing	Mastering	Exceeding
Knowledge and understanding	Working towards emerging	Demonstrates some relevant scientific knowledge and understanding using limited scientific terminology	Demonstrate some accurate and appropriate knowledge and understanding and applies these to some familiar and unfamiliar contexts, using some accurate scientific terminology Develops some logical descriptions, which includes some accurate and relevant detail	Demonstrates accurate and relevant knowledge and understanding and applies these mostly correctly to both familiar and unfamiliar contexts using accurate scientific terminology. Develops accurate, logical and detailed descriptions and straightforward explanations.	Demonstrates relevant and comprehensive knowledge and understanding and applies these correctly to both familiar and unfamiliar contexts using accurate scientific terminology. Develops accurate, logical and detailed descriptions, explanations and arguments.	Working beyond mastering
Calculations		Performs some calculations when scaffolding is given	Perform some basic calculations	Uses appropriate mathematical skills to perform multi-step calculations	Uses a range of mathematical skills to perform complex, multi-step scientific calculations	
Use of data		Draws conclusions from qualitative or quantitative data, but evidence to support may not be clear or present	Draws simple conclusions from qualitative or quantitative data	Analyse qualitative and quantitative data and draw plausible conclusions supported by some evidence	Critically analyse qualitative and quantitative data and draw logical, well-evidenced conclusions	
Experimental methods		Makes some comments relating to experimental methods, but may not demonstrate an understanding of how to improve the experimental method or the accuracy of scientific conclusions	Make basic comments relating to experimental methods	Evaluates methodologies to suggest improvements to experimental methods, and comment on the accuracy of scientific conclusions	Critically evaluate and refine methodologies, and judge the validity of scientific conclusions	
Attainment in tests	Below 20% in standard test	20 – 40% in standard tests	Consistently achieving 40% or higher in standard tests Consistently achieving 50% or more in higher tests	Consistently achieving 60% or higher in standard tests Consistently achieving 50% or more in higher tests	Consistently achieving 80% or higher in standard tests Consistently achieving 60% or more in higher tests	Consistently achieving more than 70% in higher tests

Key Stage 3 Science Working Scientifically

	Emerging	Developing	Securing	Advancing	Mastering	Exceeding
Planning	Working towards emerging	State the aim of the scientific enquiry Identify variables as something you can change. Identify equipment	Describe the aim of the scientific enquiry Write a research question Predict the outcome of the experiment Identify different types of variables in an experiment. Identify a control in an experiment Identify hazards associated with the equipment Choose appropriate equipment Use diagrams to show equipment	Write a research question linking the IV to the DV Explain the prediction using scientific knowledge Describe how to measure the IV and DV and how to control the CVs Explain why the control is required Describe the risks associated with the hazards Write a method to obtain some results	Explain why the control variables need to be controlled Give examples of controls that could be used Explain the precautions that need to be taken Write a method that would allow for the collection of valid data	Working beyond mastering
Obtaining		Use appropriate safety equipment The table is drawn with pencil and a ruler and an attempt at headings is evident.	Safely follow a written method Take repeat measurements The table has the IV in the first column and DV in the next column/s Produce a biological drawing using a pencil, taking up half the space provided	Follow a written method and record observations Identify outliers from repeats and take further repeats The table has descriptive headings with correct units Include accurate labels	All numbers within a column are to the same number of dps. Include annotations to describe observations	
Analysing		The graph is drawn with a pencil and ruler. Axes are labelled. Describe the relationship between the variables with a straight line graph	Complete a calculation when given the equation Calculation the mean value from repeats Select the appropriate type of graph given data The axes are drawn the correct way round. The scale allows data to take up half the page and numbers go up in equal increments. Points are plotted within 1/2 small square, and one smooth line of best fit is drawn correctly Describe the pattern in data	Rearrange a given equation Identify outliers that should be removed from the mean Produce an appropriate graph given the data The axes have descriptive labels with correct units. The line has an equal number of points above and below the line Use values to describe the pattern in the data	Give some scientific reason for the relationship seen	

Key Stage 3 Science Working Scientifically (cont)

	Emerging	Developing	Securing	Advancing	Mastering	Exceeding
Evaluating	Working towards emerging	Give a simple comment on the confidence in the data or if the method was followed correctly. Describe why we use scientific models	Comment on the confidence in the data Comment on the accuracy of the data Comment on the precision of the data Comment on the validity of the data Identify strengths and limitations of scientific models Ask a question based on the results	Explain the confidence in the accuracy of the data State how the accuracy could be improved Explain the confidence in the precision of the data State how the precision could be improved Explain the confidence in the validity of the data State how the validity could be improved Explain why these are strengths and limitations Describe further scientific enquiry that could take place	Describe how the accuracy could be improved Explain why this would be an improvement Describe how the precision could be improved Explain why this would be an improvement Describe how the validity could be improved Explain why this would be an improvement Compare the conclusion to secondary data Explain how the model could be improved and why this would be an improvement Explain what more could be done to answer further questions	Working beyond mastering
Researching and Referencing		Use an offline resource to find information Use an online resource to find information	Choose an appropriate source of information Choose an appropriate source of information	Comment on the reliability of the source of information Comment on the reliability of the source of information Cite the source of information in the main body of the text	Compare two sources of information Compare two sources of information Include a reference at the end of the work	