



CHEADLE
HULME
HIGH SCHOOL

Key Stage 3 Foundation Stages Reference Guide

ART AND DESIGN

	AO1	AO2	AO3	AO4
ART & DESIGN	RESEARCH	EXPLORE	RECORD	RESPOND AND EVALUATE
	Develop ideas through investigations, demonstrating critical understanding of sources.	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Record ideas, observations and insights relevant to intentions as work progresses.	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
BFS	BEYOND FOUNDATION STAGE- A Highly developed ability of Foundation Stage 5			
FS5- Effective	<p>An ability to effectively develop ideas through creative and purposeful investigations.</p> <p>An ability to effectively research themes and the relevant work of artists, craftpersons and designers</p>	<p>An ability to effectively refine ideas.</p> <p>An ability to effectively select and purposefully experiment with appropriate media, materials techniques and processes.</p>	<p>An effective ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p>	<p>A developed ability to competently present a personal and meaningful response and realise intentions with confidence and conviction.</p> <p>A confident ability to demonstrate understanding of visual language.</p>
FS4-Consistent	<p>A consistent ability to develop ideas through purposeful investigations.</p> <p>A consistent ability to research themes and the relevant work of artists, craftpersons and designers</p>	<p>A consistent ability to refine ideas.</p> <p>A consistent ability to select and purposefully experiment with appropriate media, materials, techniques and processes</p>	<p>An ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses</p>	<p>A consistent ability to competently present a personal and meaningful response and realise intentions</p> <p>A consistent ability to demonstrate understanding of visual language</p>
FS3-competent	<p>A competent ability to develop ideas through purposeful investigations.</p> <p>A competent ability to research themes and the relevant work of artists, craftpersons and designers</p>	<p>A competent ability to refine ideas</p> <p>A competent ability to select and purposefully experiment with appropriate media, materials, techniques and processes.</p>	<p>A competent ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p>	<p>A competent ability to present a personal and meaningful response and realise intentions.</p> <p>A competent ability to demonstrate understanding of visual language</p>

FS2- some ability	<p>Some ability to develop ideas through purposeful investigations.</p> <p>Some ability to research themes and the relevant work of artists, craftpersons and designers</p>	<p>Some ability to refine ideas</p> <p>Some ability to select and experiment with appropriate media, materials, techniques and processes</p>	<p>Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses</p>	<p>Some ability to present a personal and meaningful response and realise intentions.</p> <p>Some ability to demonstrate understanding of visual language</p>
FS1 – Minimal ability	<p>Minimal ability to develop ideas through investigations</p> <p>Minimal ability to research themes and the relevant work of artists, craftpersons and designers</p>	<p>Minimal ability to refine ideas</p> <p>Minimal ability to select and experiment with appropriate media, materials, techniques and processes</p>	<p>Minimal ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses</p>	<p>Minimal ability to present a personal and meaningful response and realise intentions</p> <p>Minimal ability to demonstrate understanding of visual language</p>

BELIEF AND VALUES

	Knowing about and understanding religions and worldviews	Expressing and communicating ideas related to religions and worldviews	Gaining and deploying the skills for studying religions and worldviews
BFS	<ul style="list-style-type: none"> Analyse arguments clearly, justifying perspectives Refer to and unpick the context and meaning of scripture Make relevant reference to scripture 	<ul style="list-style-type: none"> Synthesise research using different disciplines Appraise various dimensions of religion 	<ul style="list-style-type: none"> Use varied methods of study to research ultimate questions Considerable accuracy in the use of SPAG
FS5	<ul style="list-style-type: none"> Evaluate diverse beliefs, perspectives, sources of wisdom and ways of life Examine responses to ultimate questions Express a well-supported personal viewpoint, showing appreciation of differing views 	<ul style="list-style-type: none"> Explain ideas creatively and coherently, using the main methods of religious study Appreciate various dimensions of religion Express personal reflections with expertise 	<ul style="list-style-type: none"> Evaluate questions and arguments personally and critically Explain the significance of beliefs on the life on the believer
FS4	<ul style="list-style-type: none"> Appraise different understandings of religion and worldviews Explain the impact of beliefs on individuals and communities 	<ul style="list-style-type: none"> Express insights into questions, giving coherent accounts of beliefs and ideas Respond critically to questions Logical chains of reasoning leading to judgement(s) 	<ul style="list-style-type: none"> Enquire into and interpret ideas, sources and arguments Articulate beliefs, values and commitments clearly
FS3	<ul style="list-style-type: none"> Explain the impact of and connections between ideas and practices, linking different viewpoints Appreciate different understandings of religion and worldviews 	<ul style="list-style-type: none"> Explain diverse ideas and viewpoints clearly in various forms Explain your own opinion in a mature and meaningful way 	<ul style="list-style-type: none"> Investigate and explain why religions and worldviews matter Reasoned consideration of different points of view
FS2	<ul style="list-style-type: none"> Describe religions and worldviews Connect ideas 	<ul style="list-style-type: none"> Describe your opinion giving relevant reasons Give thoughtful responses using different forms of expression 	<ul style="list-style-type: none"> Apply ideas about religions and worldviews thoughtfully Respond creatively to key concepts
FS1	<ul style="list-style-type: none"> Describe stories and artefacts, suggesting meanings for sources of wisdom, festivals and worship Discuss ideas and express an opinion 	<ul style="list-style-type: none"> Ask questions and give opinions about religions, beliefs and ideas 	<ul style="list-style-type: none"> Consider and discuss questions, ideas and various points of view Collect, use and respond to ideas
PFS	<ul style="list-style-type: none"> Recall, name and talk about materials of religious and nonreligious significance 	<ul style="list-style-type: none"> Observe, notice and recognise religious and nonreligious materials 	<ul style="list-style-type: none"> Notice and find out about religions and worldviews

COMPUTING

	Algorithms	Communication	Data	Technology	Programming	The Computer
Pre-FS	<ul style="list-style-type: none"> Fix problems with an algorithm Make a loop in an algorithm 	<ul style="list-style-type: none"> Use a search engine to find suitable information quickly Give rules for keeping safe online Give examples of what would be inappropriate when online Explain how to report inappropriate things that might happen online 	<ul style="list-style-type: none"> Explain what data is Give examples of different types of data Explain how data links to information Tell you the difference between text and numbers Use a database to store data 	<ul style="list-style-type: none"> Create, store and edit files using appropriate file and folder names independently Choose suitable images and text Use lots of different programs Help other people when they get stuck Explain how to make improvements using feedback from others 	<ul style="list-style-type: none"> Make a simple program using LOGO. Fix problems in a program. Explain why instructions need to be accurate for computers. Use an IF statement in a program. Look at some simple code and explain what it does. Spot some mistakes in code. Solve a simple logic problem. 	<ul style="list-style-type: none"> Explain why computers aren't intelligent. Explain some basic things you need to start using a computer. Know that somebody has to write programs. Explain what coding is. List different types of digital devices. Give an example of hardware and software. Tell you what a program/app is.
FS1	<ul style="list-style-type: none"> Use selections (IF and ELSE) Use inputs or outputs 	<ul style="list-style-type: none"> Tell the difference between the internet and the World Wide Web. List different ways to communicate online. Give a list of acceptable and unacceptable behaviour when using technologies and online services. 	<ul style="list-style-type: none"> Give examples of changing data into information Use a database to search for information Use filters Explain some ways of keeping data safe 	<ul style="list-style-type: none"> Collect, organise and present data and information that is suitable for the purpose. Make appropriate improvements to solutions based on feedback received Comment on the success of the solution they've made. 	<ul style="list-style-type: none"> Make a program from the algorithm designed. Use a variable. Use an IF ELSE statement. 	<ul style="list-style-type: none"> Explain examples of input devices. Give you examples of sensors. Explain what sensors are used for (data). Explain how software can be used to collect data. Explain the difference between software and hardware and give examples. Explain what the main parts of a computer are.

FS2	<ul style="list-style-type: none"> • Be able to explain why algorithms are necessary. • Be able to explain how algorithms relate to computers. Show a different way of writing an algorithm for the same problem. 	<ul style="list-style-type: none"> • Explain what 'web crawler programs' are. Explain lots of golden rules for being a responsible online user. • Give at least two ways to report concerns when online. 	<ul style="list-style-type: none"> • Create a complex search using more than one field. • Use Boolean and other operators in my searches (not, and, or, >, <, /, *, ,, +). • Explain what GIGO means. • List at least four different ways to keep data from harm. 	<ul style="list-style-type: none"> • Decide how to change work to meet different audiences. • Evaluate own work. • Explain how IT can be used for collaboration when computers are networked. • Use criteria to evaluate the quality of solution. • Identify improvements making some refinements to the solution, and future solutions. 	<ul style="list-style-type: none"> • Explain when to use and IF ELSE instead of just an IF. • Use a FOR loop. • Write a procedure. • Explain why you use a procedure. 	<ul style="list-style-type: none"> • Explain what computers are used for and the benefits to society. • Explain three functions of an operating system. • Explain the hardware needed to setup wired and wireless networks.
FS3	<ul style="list-style-type: none"> • Use an iteration and explain what this means. • Write different algorithms for a simple problem. Algorithms are well organised and presented neatly. • Make a search/sort algorithm. 	<ul style="list-style-type: none"> • Explain how search engines rank search results. • Make a simple website using HTML. Explain (and use) CSS. • Explain how the internet works. Explain how a network works (LAN). Explain what cloud computing means. • Explain the difference between LAN and WAN. 	<ul style="list-style-type: none"> • Know what binary is and why computers use it. • Know how images are represented on a computer. Explain what compression is. Give examples of data types; real, integer, Boolean. • Use a range of queries to find answers to problems. Use a simple query language to query a data structure. • Explain what DDOS and other attacks are. 	<ul style="list-style-type: none"> • Evaluate the appropriateness of digital devices, internet services and application software to achieve given goals. • Come up with own criteria and use it to evaluate the quality of solutions. Use the criteria to identify improvements and can make appropriate improvements to the solution. 	<ul style="list-style-type: none"> • Explain how algorithms match code. • Use a text-based programming language. • Use more than one operand (/ * - +) in a programming language. • Use a Boolean (true/false). • Select and use different data types. • Explain why translators are needed. • Explain some facilities of programming languages. 	<ul style="list-style-type: none"> • Explain what the main parts of the computer do. Explain how the CPU works with memory. • Explain the fetch-execute cycle. List more than three operating systems. • Explain what open source means. • Explain how to maintain an operating system using some utilities.

FS4	<ul style="list-style-type: none"> • Use a loop inside a loop. • Describe how to improve their algorithm so that it uses fewer lines. • Suggest another problem using the same algorithm design. 	<ul style="list-style-type: none"> • Explain what these devices do; hubs, routers and switches • Explain what these protocols are used for; SMTP, POP, FTP, HTTP/S, TCP/ IP • Know how to use technologies and online services securely. • Explain how packet switching works. 	<ul style="list-style-type: none"> • Explain how numbers, images, sounds and character sets are represented on a computer. • Add binary numbers. Explain how resolution affects file sizes. • Explain how colour depth affects file sizes. • Explain what a data structure is and compare it to a variable. • Explain more than two methods of security and give advice on how to keep data safe. 	<ul style="list-style-type: none"> • Justify the choice of and independently combine and use multiple digital devices, internet services and application software to achieve given goals. • Evaluate the trustworthiness of digital content and considers the usability of visual design features when designing and creating products for a known audience. • Identify and explains how the use of technology can impact on society. • Design criteria for users to evaluate the quality of solutions. Use the feedback from users to identify improvements. Make appropriate refinements to the solution. 	<ul style="list-style-type: none"> • Use IF statements inside other IF statements. • Write their own procedure/function. Pass a parameter to a function. Choose the right procedure and function for the right job. • Use NOT operands (e.g. not equal to) • Make a 1d array. • Make a 2D array. Bug fix syntax and logic errors. Write a routine to save data to a file. 	<ul style="list-style-type: none"> • Explain what the Von Neumann architecture is. • Explain how main memory works. • Explain what an embedded system is and why we need one. • Explain how the CPU uses registers and how memory is located.
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FS5	<ul style="list-style-type: none"> Recognise that the design of an algorithm is distinct from its expression in a programming language. Evaluate the effectiveness of algorithms and models for similar problems. Recognise where information can be filtered out in generalizing problem solutions. Use logical reasoning to explain how an algorithm works. Represents algorithms using structured language. 	<ul style="list-style-type: none"> Explain how web servers process and store data. Explain how the data protection act relates to online users. 	<ul style="list-style-type: none"> Explain why some images become pixelated. Explain why higher resolution means better data quality. Create different logic gate and truth tables. Explain the different ways data is stored in programs and explain how to convert data types. 	<ul style="list-style-type: none"> Create creative projects that collect, analyse, and evaluate data to meet the needs of a known user group (target audience). Effectively design and create digital artefacts for a wider or remote audience. Consider the properties of media when importing them into digital artefacts (file types) Document user feedback, the improvements identified and the refinements made to the solution. Explain and justify how the use of technology impacts on society, from the perspective of social, economic, political, legal, ethical and moral issues. 	<ul style="list-style-type: none"> Pass parameters to different functions. Use variables in different procedures and explain how variables work in/out functions. Appreciates the effect of the scope of a variable. Use a wide range of loop structures for the correct purpose. Explain when to use different loop structures. Find errors in complex programs and then correct them. 	<ul style="list-style-type: none"> Explain what virtual memory is. Explain what a disk defragmenter does.
BFS	<ul style="list-style-type: none"> Design a solution to a problem that depends on solutions to smaller instances of the same problem (recursion). Be able to understand that some problems cannot be solved computationally. Be able to select, justify and apply appropriate techniques and principles to develop data structures and algorithms for the solution of problems. 	<ul style="list-style-type: none"> Explain how to setup a LAN and a WAN including hardware, protocols and MAC addresses. 	<ul style="list-style-type: none"> Convert between binary, denary and hexadecimal numbers. Subtract binary numbers. Explain the different types of compression (and why we need them). Explain (and make) a simple relational database. 	<ul style="list-style-type: none"> Understand the ethical issues surrounding the application of information technology, and the existence of legal frameworks governing its use e.g. Data Protection Act, Computer Misuse Act, Copyright etc. Comment critically on the consequences of current uses of computing, including economic, social, legal and ethical issues explains emerging technologies and their implications for future use of ICT. 	<ul style="list-style-type: none"> Design a program - with pseudocode optimised (least no of lines). Write a complex program. Always write procedures. Code is always commented and optimised. Use a range of loops including while, for and loop counters Use 2D data structures. Explain 2D data structures. Create a detailed test plan and code is bullet proof 	<ul style="list-style-type: none"> Know what a low level programming language is and can give some examples. Explain Moore's Law. Explain how processors multitask.

DESIGN AND TECHNOLOGY – ASSESSMENT GRID

	AC1: Research & Investigating the Design Context	AC2: Development of Design Proposals (Inc. Modelling)	AC3: Making and modifying	AC4: Testing & Evaluation
FS5/BSF	<ul style="list-style-type: none"> • The student can analyse and adapt within given design contexts. • Can analyse a range of products well that are linked to my design context and give opinions and suggestions. • Can analyse research to help to develop design ideas. • Can write and develop a detailed specification using research relevant to the design context/ design brief. • Can explain who the target market and customer is, using key information and analysis. • Most key words are identified some explored further. • Students conduct some relevant and detailed exploration of initial thoughts and ideas. 	<ul style="list-style-type: none"> • Imaginative ideas that demonstrate a degree of creativity, which are further developed to take account of ongoing research. • An appropriate design strategy, with evidence of planning, adopted for all aspects, users and needs. • Development of design proposals that considers the main aspects relating to a variety of social, moral, environmental and sustainability issues. • Good development work achieved through working with a variety of techniques and modelling (including CAD where appropriate). • Evidence that appropriate materials and components have been selected with regard to their working properties. • Develop product/ manufacturing specifications that complete and reflect key aspects of the analysis undertaken. 	<ul style="list-style-type: none"> • Create final outcomes that shows a very good level of making/modelling, with a high level finish. • Have the ability to select the appropriate tools, materials and/or technologies including, where appropriate, CAM correctly and safely. • Work with an outcome or prototype that demonstrates a very high level of demand and accuracy in manufacture. • Evidence of quality control checks that have been applied in the manufacture of the product. • An outcome that is suitable for the target market and could be commercially viable with further development. • Be able to join and construct a product so that it functions as designed. • Be able to consider and record alternative methods and techniques. 	<ul style="list-style-type: none"> • Appropriate testing and evaluation evident throughout the designing and making process. • Student adopts an iterative design process and alters design and outcomes accordingly. • Students uses feedback from clients to adapt and change designs. • Most aspects of the final outcome that have been tested against the design criteria. • And justifies the need for improvements or modifications to the product. • A high level of questioning that has been applied to the process.

FS4	<ul style="list-style-type: none"> • Can ask a number of questions for the analysis and then able to answer these in complete sentences. • Can analyse a range of products that are linked to the design task giving my overall opinions • Create detailed problem solving/ analysis through research and can show it is linked to my design task. • Can develop and write a number of design targets that use developed research. • Can identify who the target market is for a product. • Uses knowledge and problems to generate a range of non-stereotypical responses to design briefs. 	<ul style="list-style-type: none"> • Can produce a range of imaginative and creative design ideas for a solution for the design task. • Can show how to improve a chosen design and plan how it can be made/ manufactured. • Final designs consider the main aspects relating to a variety of social, moral, environmental and sustainability issues. • Development work has been achieved through working with a variety of techniques and modelling (including CAD where appropriate). • Students can explain why appropriate materials, fabrics and components have been selected with regard to their working properties. • Can produce a product/manufacturing specification that is complete and has all key aspects of the analysis. 	<ul style="list-style-type: none"> • Can create a final prototype that shows a very good level of making/modelling/finishing skills, using a variety of materials and processes. • Students show the ability to select and use the appropriate tools, materials and/or technologies including, where appropriate, CAM correctly and safely; with minimal assistance. • Can produce an outcome that demonstrates a high level of demand and rigour. • Can provide evidence of quality control checks that have been applied in the making of a product. • The outcome is suitable for the target market and could be commercially viable with further development. 	<ul style="list-style-type: none"> • Students have tried to test and evaluate designs with quality questioning and testing is evident throughout the designing and making process. • Can test most aspects of the final outcome that have been tested against the design criteria. • Have the ability to evaluate and justify the need for improvements or modifications to the product. • Provide adaptations of designs using a third party or user feedback. • Can draw and contrast prototypes to evaluate the success of a product.
FS3	<ul style="list-style-type: none"> • Students can write at least 5 sentences about the design task and problem. • Can developed limited analysis and look into products that might be linked to the task. • Can develop some research and shown links to given design task. • Can make modification suggestions based on existing designs. • Be able to produce research that considers the user of the product with some detail. • Make suggestions and improvements on design ideas • Label and communicate ideas using annotation. 	<ul style="list-style-type: none"> • Design ideas that show some creativity and different ideas that move it on. • Design solutions show they have been changed and improved with some planning shown. • Designs have improved using some social, moral, environmental and sustainability issues. • Good development work achieved through working with a range of techniques and modelling (including CAD where appropriate). • Students can explain why materials and components have been chosen with some reference to their working properties. • A product/manufacturing specification that reflects most pages of the research. 	<ul style="list-style-type: none"> • A final outcome that shows some level of making/modelling/finishing skills. • The understanding to use the appropriate materials, components, equipment and processes correctly and safely (including CAM). • An outcome that, in parts, shows good levels of demand. • Evidence that they have applied quality control checks broadly but superficially. • An outcome that requires further development in order to be completely suitable for the target market. 	<ul style="list-style-type: none"> • Students can complete a good level of testing and suggested problems and improvements before making a product. • Students have completed some testing against the design specification or manufacturing specification. • Can make suggestions for some improvements or changes to the product. • Be able ask a number of good questions that are relevant to the product or function. • Are able to reflect on prototypes and make suggestions for future change and improvement.

FS2	<ul style="list-style-type: none"> • Can write more than one sentence about the design task/ problem/ context. • Can analyse more than one product that is linked to the design task. • Know how to write about research and show some links to the design task. • Develop design tasks and suggestions based on research and investigation work. • Discuss how a product will be used and by whom. • Design work is limited but focusses on needs and wants of the chosen customer. 	<ul style="list-style-type: none"> • Can develop different design ideas and label them to show how they can be manufactured. • Planning shows organisation in what students have done to make a product. • Some thought about SMSC issues in my design work and suggestions on how design has been taken them into account. • Can manage to change designs using modelling with the possible use of CAD/CAM • Students can say what material a product is going to be made from. • Able to use design specification to develop outcomes. 	<ul style="list-style-type: none"> • A final outcome that is complete and represents a basic level of making/ modelling/finishing skills. • The ability to use materials, components and equipment correctly and safely (including CAM if appropriate). • Some aspects of the outcome that are demanding. • Some evidence of limited quality control that has applied throughout the process. • An outcome that has some weaknesses but it would be suitability for the target market. 	<ul style="list-style-type: none"> • Completed some testing or looking for improvements when designing or making. • Evidence of some testing of product against the design specification or manufacturing specification. • Students suggest some improvements or changes to product. • Good questions and level of analysis is evident in written work as well as specific testing.
FS1	<ul style="list-style-type: none"> • Students can write more than one sentence about the design task/ context given to them. • Students are able to discuss existing products and key features. • Can simplistically analyse products that are linked to the design task. • Can write more than one sentence about design research. • Can set out design targets but some are not very clear. • Can discuss who a product is going to be aimed at/used by. 	<ul style="list-style-type: none"> • Can do some different design ideas using basic sketching/ communication techniques. • Planning shows some organisation in what the students has done. • Students have thought about some SMSC issues in their design work. • Can model design in materials and CAD software where needed- although to a limited standard. • Can name and suggest specific and ungeneralised materials. • Be able to use research to support ideas and develop work further. 	<ul style="list-style-type: none"> • Have completed the making of a prototype and finished it to a fair level of making. • Can use and select tools/ equipment safely. • Need help with some of the difficult parts of manufacturing/ making. • Students can check parts of a product for accuracy when making it to make sure they were correct. • Can improve final products but it meets some of the needs for their target market. 	<ul style="list-style-type: none"> • Can use other people's opinions in looking for improvements when designing or making. • Can ask some questions for evaluation of product against the design specification. • Understand the importance of feedback and how it can improve designs and outcomes.

DRAMA

	Creating and Responding	Performing
BFS	I not only continuously give creative ideas but I am also trying to justify them, understanding how to use conventions for a purpose and try different approaches, showing creative originality	I can use my vocal and movement skills, demonstrating the ability to use a range of vocal features confidently and with ease , demonstrating versatility as a performer.
	I am confident in directing my peers and leading a group to create original work, trying new ideas and conventions. Because of my input, my peers have also made progress	When performing as a character, I do so with energy and commitment . I have considered many attributes of my role to create a developed and rounded character .
	I continuously participate in class/group discussions and often use drama terminology within my responses. I am also starting to be able to analyse and evaluate my own work/work of my peers	I can communicate very effectively to the audience and with other performers through use of clarity and eye contact. My focus when performing is sustained and creates an effective impact on the audience.
FS5	I not only give creative ideas but I am also trying to justify them, understanding how to use conventions for a purpose	I can use my vocal and movement skills, demonstrating the ability to use a range of features confidently and with ease
	I am confident in directing my peers and leading a group to create original work, trying new ideas and conventions	When performing as a character, I do so with energy and commitment . There is always a clear understanding of the role I am playing
	I continuously participate in class/group discussions and often use drama terminology within my responses	I can communicate effectively with the audience and with other performers through use of clarity and eye contact. I have presence on stage.
FS4	I am confident in offering creative ideas to show my knowledge of drama and do so continuously	I can use my vocal and movement skills, demonstrating the ability to use a range of features to make my character interesting .
	I engage in the creative process and work well with others, often showcasing leadership skills	When performing as a character, I do so with energy and commitment . There is often a clear understanding of the role I am playing
	I continuously participate in class/group discussions, showing my knowledge and understanding of drama	I can communicate clearly to the audience and with other performers through use of clarity and eye contact
FS3	I often give creative ideas and show my knowledge of drama	I can use my vocal and movement skills, demonstrating the ability to use tone, pitch, clarity, projection and pace / gesture, facial expression, gait and posture
	I engage in the creative process and work well with others, sometimes showcasing leadership skills.	When performing as a character, there is a basic understanding of the role I am playing
	I often participate in class/group discussions, showing my knowledge and understanding of drama	I am starting to communicate clearly to the audience and with other performers through use of clarity and eye contact
FS2	I sometimes give basic ideas and show my knowledge of drama	I can use my vocal and movement skills on a basic level e.g. some projection, clarity and tone / some use of facial expression and gesture
	I try to engage in the creative process but am not yet confident in taking a leadership role	When performing as a character, there is an inconsistent understanding of the role I am playing
	I have participated in class/group discussions on rare occasions , when directed by the teacher	I still struggle to always communicate clearly to the audience and with other performers through use of clarity and eye contact
FS1	I struggle to give ideas and show my knowledge of drama	I struggle to use my voice and/or movement confidently when performing
	I sometimes disengage in the creative process and find it difficult to collaborate	When performing as a character, it isn't clear who my character is by my choices
	I am not yet confident in participating in class/group discussions	I struggle to communicate clearly to the audience and with other performers through use of clarity and eye contact

FOOD AND NUTRITION

	Hygiene and Safety	Selecting Equipment	Selecting Ingredients	Finish of Product	Sensory Evaluation	Nutrition	Evaluation
	Exceptional (Beyond Foundation Stage) As below, but with originality, independence and flair						
FS5/BSF	<ul style="list-style-type: none"> - I understand and am thorough with the personal hygiene rules in a catering kitchen. - I am thorough to keep my work area safe and hygienic. - I apply good practice towards correct storage, preparation and cleaning when working with food. 	<ul style="list-style-type: none"> - I can choose the correct equipment for use with accuracy and precision. - I can use the correct equipment with fine manual dexterity. 	<ul style="list-style-type: none"> - I can follow a recipe with confidence. -I can recognise and explain the function of ingredients for more complex recipes. - I can recognise and use a wide range of food commodities. - I can design my own recipes. 	<ul style="list-style-type: none"> - I can make an excellent quality product which is saleable. -The product is almost catering standard. - I make one or no errors during making. 	<ul style="list-style-type: none"> - I can identify the different characteristics of food – appearance, odour, taste, texture and use an extensive vocabulary to describe food products. 	<ul style="list-style-type: none"> - I can identify all the basic nutrients in food and identify the nutrients in the dishes I make. -I can adapt or change the food to change the nutrient content based on a person's diet. 	<ul style="list-style-type: none"> - I can use constructive criticism to improve the quality of my product and explain how it has been developed.
FS4	<ul style="list-style-type: none"> - I understand and show the personal hygiene rules in a catering kitchen. - I organise my work area to be safe and hygienic. - I understand the importance of the correct storage, preparation and cleaning when working with food. 	<ul style="list-style-type: none"> - I can choose the correct equipment for use with accuracy. - I can use the correct equipment with accuracy, competent manipulation and coordination. 	<ul style="list-style-type: none"> - I can follow a recipe with occasional support. - I can recognise and explain the function of most ingredients. - I can recognise and use all basic food commodities 	<ul style="list-style-type: none"> - I can make a good quality product with few finishing issues. - I am able to correct simple errors during making with no support. 	<ul style="list-style-type: none"> - I can identify the different characteristics of food – appearance, odour, taste, texture and use a wide vocabulary to describe food products. 	<ul style="list-style-type: none"> - I can identify all the basic nutrients in food and identify the nutrients in the dishes I make. 	<ul style="list-style-type: none"> - I can use customer feedback to improve my product further

FS3	<p>-I'm aware of and I am improving my personal hygiene rules in a catering kitchen.</p> <p>-I am aware of how to organise my work area to be safe and hygienic.</p> <p>- I am aware of the importance of the correct storage, preparation and cleaning when working with food.</p>	<p>- I can choose the correct equipment for use with increased accuracy.</p> <p>- I can use the correct equipment with increased accuracy and manipulation.</p>	<p>-I can follow a recipe with limited support.</p> <p>-I can recognise and explain the function of some ingredients.</p> <p>-I can recognise and use basic food commodities.</p>	<p>-I can make a good quality product with some finishing issues.</p> <p>- I am able to correct simple errors during making with limited support.</p>	<p>-I can identify the different characteristics of food – appearance, odour, taste, texture.</p>	<p>-I can identify all the basic nutrients in food.</p>	<p>-I can give suggestions of further adaptations.</p>
FS2	<p>- I'm working towards improving my personal hygiene rules in a catering kitchen.</p> <p>- I am working towards organising my work area to be safe and hygienic.</p> <p>- I am working towards knowing the importance of the correct storage, preparation and cleaning when working with food.</p>	<p>-I can choose the correct equipment for use with some accuracy.</p> <p>-I can use the correct equipment with some accuracy and show reasonable manipulation.</p>	<p>- I can follow a recipe with support.</p> <p>-I can recognise and explain the function of a couple of ingredients.</p> <p>-I can use basic food commodities.</p>	<p>-I can make a fair quality product with several finishing issues</p> <p>- I am able to correct simple errors during making with support.</p>	<p>-I can identify some basic characteristics of food and use a basic vocabulary to describe food.</p>	<p>-I can identify some basic nutrients in food.</p>	<p>-I can identify problems and suggest solutions.</p>

FS1	<p>-I'm working towards improving my personal hygiene rules in a catering kitchen but don't always get it right.</p> <p>- I am working towards but don't always do the organising of my work area to be safe and hygienic.</p> <p>- I am working towards but don't always know the importance of the correct storage, preparation and cleaning when working with food.</p>	<p>-I can choose the correct equipment for use with limited accuracy.</p> <p>-I can use the correct equipment with limited accuracy and struggle with manipulation.</p>	<p>-I can follow a recipe with lots of support.</p> <p>-I struggle to recognise and explain the function of a couple of ingredients.</p> <p>-I struggle to use basic food commodities.</p>	<p>-I struggle to make a quality product, it has many finishing issues.</p> <p>-I have difficulty correcting errors during making.</p>	<p>-I can identify a few basic characteristics of food and use a limited vocabulary to describe food.</p>	<p>-I can identify a few basic nutrients in food.</p>	<p>-I can give verbal feedback about problems.</p>
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GEOGRAPHY

	<i>AO1 - Demonstrate knowledge of locations, places, processes, environments and different scales.</i>	<i>AO2 - Demonstrate geographical understanding of concepts and how they are used in relation to places, environments and processes, and the inter-relationships between places, environments and processes.</i>	<i>AO3 - Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements.</i>	<i>AO4 - Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</i>
	KNOWLEDGE	UNDERSTANDING	APPLICATION	GEOGRAPHICAL SKILLS
BFS	To demonstrate a detailed and extensive factual knowledge about the places we are studying.	To detail, analyse and evaluate geographical features and processes. As well as to detail, analyse and evaluate how places are linked in geography.	To analyse and evaluate information about the places we are studying. I can now do the following: evaluate, create, hypothesise, assess, construct, imagine and devise.	To choose and justify the choice of geographical skills and evaluate their effectiveness. Students clearly understand cartographic and OS map skills and use these to interpret patterns. Students have good graphical skills and can draw and interpret data on sophisticated graphs e.g. choropleth and flow line maps. Students use numerical and statistical skills to interpret data sets, highlighting trends and anomalous values.
FS5	To demonstrate a detailed and factual knowledge about the places we are studying	To show a highly detailed, evidenced geographical understanding of geographical features and processes and to show a highly detailed, evidenced understanding of how places are linked in geography.	To write detailed explanations that show I know and understand information about the places we are studying. I can now do the following: judge, prioritise, reflect, justify, recommend and summarise.	To choose from a wide range of geographical skills and apply them with precision. Students use more sophisticated statistical skills e.g. percentage change or cumulative frequency as a means of analysing data.

FS4	To demonstrate a broad factual knowledge about the places we are studying	To show detailed, evidenced geographical understanding of geographical features and processes and to show a detailed, evidenced understanding of how places are linked in geography.	To write detailed descriptions and clear explanations that show I know and understand information about the places we are studying. I can now do the following: discuss, analyse, categorise, distinguish, compare, contrast and identify.	To use a wide range of geographical skills and apply them effectively. Students have an improved knowledge of how numerical and statistical skills can be used to describe and analyse geographical data. Students are more independent and self-sufficient with their skills.
FS3	To demonstrate a sound factual knowledge about the places we are studying.	To show detailed geographical understanding of geographical features and processes and to show a detailed understanding of how places are linked in geography.	To write detailed descriptions and simple explanations that show I know and understand information about the places we are studying. I can now do the following: explain, decide, examine, and relate.	To use a range of geographical skills effectively including a working understanding of OS map skills such as 6 figure grid references; a broader range of graphical techniques, including multiple line graphs; as well as greater usage of simplistic statistical and numerical skills (e.g. mode, median) with an increasing attempt to understand trends reflected in the data set.
FS2	To demonstrate an adequate factual knowledge about the places we are studying.	To show I have a clear geographical understanding of geographical features and processes and to show a clear understanding of how places are linked in geography.	To write clear descriptions that show I know and understand information about the places we are studying. I can now do the following: describe, select, outline, match and recognise.	To use a range of basic geographical skills including an increasing working knowledge of OS map skills and an understanding of data through statistical skills e.g. mean.
FS1	To demonstrate a basic knowledge about the places we are studying.	To show a basic geographical understanding of geographical features and processes and to	To write simple descriptions that show and understand basic information about the places we	To use a small range of basic geographical skills.

		show a basic understanding of how places are linked in geography.	are studying. I can do the following: name, state, list, label and tell.	
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HISTORY

	Causation	Change and continuity	Historical evidence	Historical interpretations
BFS	<p style="text-align: center;">Signpost 4: Unintended consequences</p> <p>HISTORICAL ACTORS cannot always predict the effects of their own actions leading to UNINTENDED CONSEQUENCES. These unintended consequences can also lead to changes</p>	<p style="text-align: center;">Signpost 4: Complexity of change</p> <p>Change and continuity are not a single process. There are many FLOWS of change and continuity operating at the same time. Not all FLOWS go in the same direction</p>	<p style="text-align: center;">Signpost 5: Sources in context</p> <p>Historical evidence must be understood on its own terms. This means thinking about the CONTEXT in which the source was created and the conditions and views that existed at the time.</p>	<p style="text-align: center;">Signpost 4: Interpretations in context</p> <p>Historical interpretations must be understood on their own terms. This means thinking about the CONTEXT in which they were created, the conditions and views that existed at the time, and what impact these factors might have on the final interpretation.</p>
FS5	<p style="text-align: center;">Signpost 3: Personal and contextual factors</p> <p>Historical changes happen because of two main factors: the actions of HISTORICAL ACTORS and the CONDITIONS (social, economic etc.) which have influenced those actors.</p>	<p style="text-align: center;">Signpost 3: Flows of continuity and change</p> <p>Change is a process which varies over time. Change can be described as a FLOW in terms of its PACE and EXTENT and can be described in terms of TRENDS and TURNING POINTS.</p>	<p style="text-align: center;">Signpost 4: Evaluating sources</p> <p>Working with evidence begins before the source is read by thinking about how the AUTHOR, intended AUDIENCE and PURPOSE of an historical source might affect its WEIGHT as evidence in relation to a particular question.</p>	<p style="text-align: center;">Signpost 3: Evaluating interpretations</p> <p>The APPROACH of an author must always be considered. This means considering their VIEWPOINT, PURPOSE, AUDIENCE and the EVIDENCE chosen to build their interpretation and what impact this might have on the final interpretation.</p>
FS4			<p style="text-align: center;">Signpost 3: Source utility</p> <p>Historical evidence has multiple uses. The UTILITY of a piece of historical evidence varies according to the specific enquiry or the questions being asked.</p>	
FS3	<p style="text-align: center;">Signpost 2: Influence of factors</p> <p>Different causes have different LEVELS OF INFLUENCE. Some causes are more important than other causes.</p>	<p style="text-align: center;">Signpost 2: Interweaving continuity and change</p> <p>Change and continuity are INTERWOVEN and both can be present together in history. CHRONOLOGIES can be used to show change and continuity working together over time.</p>	<p style="text-align: center;">Signpost 2: Cross-referencing sources</p> <p>Historical evidence must be CROSS-REFERENCED so that claims are not made based on single pieces of evidence. CROSS-REFERENCING means checking against other primary or secondary sources.</p>	<p style="text-align: center;">Signpost 2: Drawing inferences from interpretations</p> <p>It is possible to draw INFERENCES from interpretations of the past, just as with historical sources. INFERENCES will reveal the MESSAGE of a particular interpretation.</p>
FS2			<p style="text-align: center;">Signpost 2: Cross-referencing sources</p> <p>Historical evidence must be CROSS-REFERENCED so that claims are not made based on single pieces of evidence. CROSS-REFERENCING means checking against other primary or secondary sources.</p>	
FS1	<p style="text-align: center;">Signpost 1: Causal webs</p> <p>Change happens because of MULTIPLE CAUSES and leads to many different results or consequences. These create a WEB of related causes and consequences.</p>	<p style="text-align: center;">Signpost 1: Identifying change</p> <p>Past societies are not fixed: there are changes which have occurred spanning centuries. Changes in the past can be identified by looking at DEVELOPMENTS between two periods.</p>	<p style="text-align: center;">Signpost 1: Inferences from sources</p> <p>When we write history, we need to create interpretations of the past based on evidence. INFERENCES are drawn from a variety of primary sources to create interpretations of the past.</p>	<p style="text-align: center;">Signpost 1: Identifying interpretations</p> <p>Historical interpretations are everywhere. Every piece of historical writing is an interpretation of some sort. The past is not fixed but CONSTRUCTED through the process of interpretation.</p>

MODERN FOREIGN LANGUAGES

Speaking

Foundation Stage 1 – Speaking

When I am speaking with my teacher, in pair work or in front of the class:

Communication

I can give clear one word answers or short sentences.

I give opinions using a few phrases that I know but I don't give reasons for my opinions.

What I want to say is usually clear if I am speaking about something I have just learnt or practised.

I am able to say a few things about what I am learning currently. I

am able to remember a question which I could use in class.

Range and accuracy of language

I repeat the same types of structures and phrases to answer questions.

I have a limited range of vocabulary and I often repeat the same adjectives, structures and opinions.

Pronunciation and intonation

I pronounce some words well, but I may mispronounce quite a few words. There is little intonation in my voice.

Spontaneity and fluency

I can answer most simple questions when my teacher prompts me with a starter phrase as I struggle to understand some questions. I hesitate quite a bit when answering questions and the delivery of my answers may be quite slow and broken.

Foundation Stage 2: Speaking

When I am speaking with my teacher, in pair work or in front of the class:

Communication

I can communicate what I want to say quite clearly if I am speaking about something I have just learnt or practised.

I give opinions using a few phrases that I know and I may attempt to give reasons.

I am able to talk about a few different topics and I can remember vocabulary from past topics.

I am able to remember a few different questions that I could use to ask my friend an opinion or to ask my teacher for something.

Range and accuracy of language

I repeat the same types of structures and phrases to answer questions.

I use a limited range of vocabulary but I use a few different adjectives, structures and opinion phrases.

I may try to talk about the past, the present or the future but I still struggle to make my verbs match the tense that I want to talk in.

Pronunciation and intonation My

pronunciation is usually good.

There is some intonation in my voice.

Spontaneity and fluency

I can answer most simple questions when I know what I'm being asked although I ask for help with understanding some questions. I sometimes hesitate when speaking and the delivery of my answers may be quite slow and broken.

Foundation Stage 3: Speaking

When I am speaking with my teacher, in pair work or in front of the class:

Communication

I can communicate quite clearly in full sentences.

I give opinions using a few phrases that I know and I sometimes give a reason for my opinion.

I am able to talk about a few different topics and I can remember vocabulary from past topics, although sometimes what I want to say is a bit unclear. I am able to create simple questions of my own for both my teacher and my friends.

Range and accuracy of language

I repeat the same types of structures and phrases to answer questions.

I try to use a variety of vocabulary, adjectives and opinion phrases, although I may still repeat some things.

I may try to talk about the past, the present or the future but I sometimes struggle to make my verbs match the tense that I want to talk in.

Pronunciation and intonation My

pronunciation is usually good.

There is some intonation in my voice.

Spontaneity and fluency

I can answer almost all questions when I know what I'm being asked and I occasionally ask for help with understanding questions. I sometimes hesitate when answering questions and the delivery of my answers may be quite slow and broken.

Foundation Stage 4: Speaking

When I am speaking with my teacher, in pair work or in front of the class:

Communication

I can communicate quite a lot of information clearly and accurately although sometimes what I want to say is a bit unclear.

I regularly give opinions using lots of familiar phrases and I sometimes give reasons for my opinions.

I am able to talk about a variety of different topics and I can switch between topics of conversation with prompts from my teacher. I am able to create simple questions of my own for both my teacher and my friends.

Range and accuracy of language

I try to use a variety of different vocabulary, although sometimes I may repeat the same types of structures and phrases to answer questions.
I sometimes try to use some more complex structures but I often make mistakes with these.
I try to talk about the past, the present and the future on different topics that I have covered and I am generally successful.

Pronunciation and intonation

My pronunciation is generally good.
There is usually quite a bit of intonation in my voice.

Spontaneity and fluency

I can answer almost all questions I am asked.
I sometimes hesitate when answering questions and occasionally I get stuck on what a question means but I tend to work this out on my own. The delivery of my answers is sometimes slow and broken, but generally my speech flows.

Foundation Stage 5: Speaking

When I am speaking with my teacher, in pair work or in front of the class:

Communication

I can communicate lots of information clearly and I extend most of my answers.
I can expand and develop my answers further when my teacher asks for more information.
I regularly give opinions using lots of familiar phrases and I normally give reasons for my opinions.

Range and accuracy of language

I use a variety of different vocabulary e.g. adjectives, opinion phrases, intensifiers etc.
I can talk about the past, the present and the future on any topic I have covered.
I try to use some more complex structures to show more advanced language.
I am very accurate when I speak, although I sometimes make mistakes when attempting more complex structures.
I am able to talk about a variety of different topics and I can switch between topics of conversation easily. I am able to create questions of my own for both my teacher and my friends.

Pronunciation and intonation

My pronunciation is good, but I may mispronounce the odd word. The intonation in my voice is good.

Spontaneity and fluency

There may be a slight delay when answering a question while I figure out what I have been asked, but I can generally answer all questions my teacher or friend asks me.
I sometimes hesitate when I am speaking, but I give all of the information required.
I am sometimes spontaneous with questions I am not expecting although I often repeat the same structures and phrases.

Beyond Foundation Stage: Speaking

When I am speaking with my teacher, in pair work or in front of the class:

Communication

I consistently develop responses and can talk for quite a long time when answering a question.

I can expand and develop my answers further very well when my teacher asks for more information. What I want to say is very clear.

I consistently give and explain opinions well.

Range and accuracy of language

I use a wide variety of different vocabulary e.g. adjectives, opinion phrases, intensifiers etc and I rarely repeat myself.

I can confidently talk about the past, the present and the future on any topic I have covered but I make the odd minor mistake.

The language I use is very accurate and I use more complex structures confidently to show more advanced language, although I may make minor mistakes when doing so.

I am able to talk about a variety of different topics and I can switch between topics of conversation easily.

Pronunciation and intonation

My pronunciation is consistently very good.

The intonation in my voice is very good.

Spontaneity and fluency

I respond to questions promptly and naturally the majority of the time.

I can answer all questions my teacher or friend asks me.

I am quite spontaneous with questions I am not expecting and my speech flows well.

Writing

In Languages, students will develop higher levels of independence as they move through the Foundation Stages. As they progress, their work will demonstrate a greater understanding of grammar and range of language.

Foundation Stage 1: Writing

When I am writing:

Content

I can communicate some required messages clearly in short simple sentences.

I give simple opinions using phrases that I know.

I can write about what I am learning currently.

Quality of Language

I sometimes use capital letters correctly.

I often rely on repeating the same structures and phrases.

I have a limited range of vocabulary and I often repeat the same adjectives and phrases. I

make quite a few mistakes which can make the meaning unclear.

Foundation Stage 2: Writing

When I am writing:

Content

I can communicate some of the information required in simple sentences, although sometimes what I want to say is unclear. I give simple opinions.

I can give simple reasons for my opinions.

Quality of Language

I mostly use capital letters correctly.

I often use the same structures and phrases.

I use some different vocabulary but I often repeat the same adjectives.

I attempt more than one tense (past, present or future) although sometimes I get it wrong I often make mistakes with verbs and tenses but the message is usually clear.

My work is more accurate than inaccurate.

Foundation Stage 3: Writing

When I am writing:

Content

I can communicate quite a lot of the information required clearly and in full sentences, although there may be a couple of times when what I want to say is unclear.

I give opinions.

I give reasons for my opinions.

Quality of Language

I always use capital letters correctly.

I don't always rely on the same structures and phrases.

I use a variety of vocabulary including different adjectives.

I attempt to write about the present and the past or future using time markers even though I make mistakes. My work is more accurate than inaccurate and my verbs are mostly secure.

Foundation Stage 4: Writing

When I am writing independently:

Content

I can clearly communicate most of the information required, sometimes using longer sentences.

I give opinions using different opinion phrases.

I often give reasons for my opinions.

I am aware of formal and informal language and of different types of text for different purposes.

Quality of Language

I attempt complex structures.

I use a good variety of vocabulary including different adjectives.

I attempt to write about the present and the past or future using time markers even though I sometimes make little mistakes. My writing is mostly accurate, despite a few mistakes when I attempt more complex structures.

Foundation Stage 5: Writing

When I am writing independently:

Content

I can clearly communicate my ideas using full sentences and short paragraphs.

I understand what I need to write about, even when questions are given in the Target Language.

I can answer questions giving all of the information required.

I regularly give opinions using lots of familiar phrases and I normally give reasons for my opinions.

I can write different types of texts for different purposes and I know when and how to use formal and informal language.

Quality of Language

I sometimes repeat the same structures and phrases but I use a variety of vocabulary.

I try to use some more complex structures to show more advanced language, even though I sometimes make little mistakes.

My basic grammar is very accurate, so my verbs and agreements are almost always correct.

I occasionally make small mistakes with spelling and accents but these do not affect how clear my ideas are.

I can write about events in the past, the present and the future using time markers and only occasionally make mistakes with my verbs.

Beyond Foundation Stage: Writing

When I am writing independently:

Content

I can clearly communicate my ideas using full sentences and short paragraphs.

I understand what I need to write about, even when questions are given in the Target Language.

I can answer questions giving all of the information required.

I regularly give opinions using a lot of **different** phrases and I **always** give reasons for my opinions.

I can write different types of texts for different purposes and I know when and how to use formal and informal language.

Quality of Language

I use a **wide variety** of vocabulary and I **never** repeat the same structures and phrases.

I **regularly** use more complex structures **well** to show more advanced language, even though I sometimes make little mistakes.

My grammar is very accurate, so my verbs and agreements are almost always correct.

I occasionally make small mistakes with spelling and accents but these do not affect how clear my ideas are.

I can write about events in the past, the present and the future using time markers and **very rarely** make mistakes with my verbs.

MUSIC

Each strand of the assessment criteria is addressed separately (in line with GCSE Music). Summative assessments take place once per term, assessing a different strand of the criteria. For this reason progress may not appear as linear.

For example, a student who is a natural performer but less confident composer may receive a higher level in autumn than they do in spring.

	Performing Music	Composing Music	Understanding Music
BFS	<p>Technical Control (Accuracy)</p> <ul style="list-style-type: none"> Exceptional ability to demonstrate technical control, with excellent accuracy (pitch, rhythm, intonation) and fluency. <p>Expression and Interpretation</p> <ul style="list-style-type: none"> Exceptional ability to demonstrate expression and interpretation, with an excellent and assured sense of style and attention to detail. 	<ul style="list-style-type: none"> Selection and use of elements (at least two of rhythm, metre, texture, melody, harmony, tonality, timbre, dynamics, phrasing, articulation structure and form) is exceptionally creative and effective, demonstrating a sophisticated understanding of composition. The selection and use of elements is exceptionally perceptive and insightful: entirely appropriate to the intentions for the music, including the suggested audience/occasion. The composition sounds finished with excellent technical and expressive control throughout. 	<ul style="list-style-type: none"> Ability to describe and compare musical features in listening tasks, using appropriate vocabulary. Ability to explore the contexts, origins and traditions of different musical styles Secure understanding of treble clef notation Ability to evaluate the success of their work and set realistic targets for refinement.
FS5	<p>Technical Control (Accuracy)</p> <ul style="list-style-type: none"> Highly developed ability to demonstrate technical control, with high levels of accuracy (pitch, rhythm, intonation) and fluency. <p>Expression and Interpretation</p> <ul style="list-style-type: none"> Highly developed ability to demonstrate expression and interpretation, with a highly developed, secure sense of style and attention to detail. A more frequent lack of sensitivity towards the expressive and interpretative demands of the music will result in a mark at the lower end of this band. 	<ul style="list-style-type: none"> Selection and use of elements (at least two of rhythm, metre, texture, melody, harmony, tonality, timbre, dynamics, phrasing, articulation structure and form) is highly creative and effective, demonstrating a coherent understanding of composition. The selection and use of these elements is highly perceptive and insightful: clearly appropriate to the intentions for the music, including the suggested audience/occasion. The composition requires very little more to sound finished, with consistent technical and expressive control throughout. 	<ul style="list-style-type: none"> Competent ability to identify different genres of music and their features in a listening task. Competent evaluation of how venue, occasion and purpose affect the way music is created, performed and heard. Competent grasp of treble clef notation Balanced evaluation to consider successful/non-successful outcomes and improve their own and others' work
FS4	<p>Technical Control (Accuracy)</p> <ul style="list-style-type: none"> Secure ability to demonstrate technical control 	<ul style="list-style-type: none"> Selection and use of elements (at least two of rhythm, metre, texture, melody, harmony, tonality, timbre, dynamics, phrasing, articulation structure and form) 	<ul style="list-style-type: none"> Competent knowledge and understanding of the musical elements and can recognise some in listening tasks.

	<ul style="list-style-type: none"> • Moderate accuracy (pitch, rhythm, intonation) and fluency. <p>Expression and Interpretation</p> <ul style="list-style-type: none"> • Secure ability to demonstrate expression and interpretation, with a moderately secure sense of style and attention to detail. • Moderate lack of sensitivity towards the expressive and interpretative demands of the music will inhibit how well the character of the music is conveyed. 	<ul style="list-style-type: none"> • Shows secure creativity and effectiveness, demonstrating a sound understanding of composition. • The selection and use of these elements shows secure perception and insight: almost always appropriate to the intentions for the music, including the suggested audience/ occasion. • The composition sounds mostly finished, but with some further work required: technical and expressive control is not always consistent. 	<ul style="list-style-type: none"> • Ability to identify some genres of music and some of their features in a listening task. - Ability to recognise rhythmic musical symbols (crotchets, minims etc.) • Basic understanding of notation. • Ability to suggest improvements to their own and others' work.
FS3	<p>Technical Control (Accuracy)</p> <ul style="list-style-type: none"> • Moderate ability to demonstrate technical control. • Limited accuracy (pitch, rhythm, intonation) and fluency. <p>Expression and Interpretation</p> <ul style="list-style-type: none"> • Moderate ability to demonstrate expression and interpretation, with a basic sense of style and attention to detail. • Limited sensitivity towards the expressive and interpretative demands of the music. - A performance which has some sense of character. 	<ul style="list-style-type: none"> • Selection and use of (at least two of rhythm, metre, texture, melody, harmony, tonality, timbre, dynamics, phrasing, articulation structure and form) is moderately creative and effective, demonstrating a moderate understanding of composition. • The selection and use of these elements is moderately perceptive and insightful: largely appropriate to the intentions for the music, including the suggested audience/occasion. • The composition sounds mostly finished, but with some further work required: occasionally lacks coherence, technical and expressive control is limited and not always consistent. 	<ul style="list-style-type: none"> • Adequate knowledge and understanding of some musical elements • Adequate use of technical and subject specific vocabulary • Ability to recognise a variety of different instrument sounds, knowing instrumental families • Ability to recognise rhythmic musical symbols (crotchets, minims etc.) • Ability to make improvements to their own work
FS2	<p>Technical Control (Accuracy)</p> <ul style="list-style-type: none"> • Basic ability to demonstrate technical control • Some accuracy (pitch, rhythm, intonation) and fluency. <p>Expression and Interpretation</p> <ul style="list-style-type: none"> • Some ability to demonstrate expression and interpretation. • Basic sense of style and minimal attention to detail. 	<ul style="list-style-type: none"> • Selection and use of elements (at least two of rhythm, metre, texture, melody, harmony, tonality, timbre, dynamics, phrasing, articulation structure and form) • Shows limited creativity and effectiveness, demonstrating a basic understanding of composition. • The selection and use of these elements shows limited perception and insight: sometimes inappropriate to the intentions for the music, including the suggested audience/occasion. 	<ul style="list-style-type: none"> • Basic knowledge and understanding of some musical elements • Basic use of technical and subject specific vocabulary • Ability to recognise a range of instrument sounds. • Ability to recognise basic musical symbols (treble clef, stave etc) • Ability to make some improvements to their own work

	<ul style="list-style-type: none"> • Some sensitivity towards the expressive and interpretative demands of the music. • A performance, which has limited sense of character. 	<ul style="list-style-type: none"> • The composition sounds unfinished: often lacking coherence, basic and infrequent technical and expressive control. 	
FS1	<p>Technical Control (Accuracy)</p> <ul style="list-style-type: none"> • Limited ability to demonstrate technical control • Minimal accuracy (pitch, rhythm, intonation) and fluency. <p>Expression and Interpretation</p> <ul style="list-style-type: none"> • Limited ability to demonstrate expression and interpretation. • A rudimentary sense of style and minimal attention to detail. • Minimal sensitivity towards the expressive and interpretative demands of the music. • A performance, which has virtually no sense of character. 	<ul style="list-style-type: none"> • Selection and use of elements (at least two of rhythm, metre, texture, melody, harmony, tonality, timbre, dynamics, phrasing, articulation structure and form) shows minimal creativity and effectiveness, • Demonstrates a very simplistic understanding of composition. • The selection and use of elements shows minimal perception and insight: • Limited understanding of the intentions for the music, including the suggested audience/occasion. - Limited evidence of technical and expressive control. • The selection and use of elements shows minimal perception and insight: largely inappropriate to the intentions for the music, including the suggested audience/occasion. • Incompleteness within the composition 	<ul style="list-style-type: none"> • Limited knowledge and understanding of the elements of music • Limited use of technical and subject specific vocabulary • Ability to recognise some simple instrument sounds

PE

Please find below a generic assessment criteria used in KS3 PE lessons. There are individual activity specific assessment criteria which go in to more detail that students will become more familiar with in lessons.

Below FS	<ul style="list-style-type: none"> • Limited understanding of safety involved in physical exercise. • Cannot recall basic terminology • Does not show ability to use equipment safely • Unable to work without support • Unable to evaluate peer performances. • Unable to remember names of muscles or components of fitness without prompting
FS1	<ul style="list-style-type: none"> • Able to recall basic safety rules for physical activity • Can recall basic terminology for the activity they are taking part in • Needs support to use the equipment • Can make basic statements about a peers' performance. • Can recall the names of some of the basic muscles and components of fitness used in the activity they are taking part in
FS2	<ul style="list-style-type: none"> • Understand the basic safety requirements for physical activity • Can identify basic terminology when working related to the activity they are taking part in • May need support when using the equipment • Able to show a basic level of fitness in performance • Can identify strengths and areas to develop within a peer's performance • Able to recall the muscles and components of fitness important for the activity they are taking part in
FS3	<ul style="list-style-type: none"> • Understand a variety of safety requirements for physical activity • Understands the use of basic terminology and when it may be appropriate within a session • Demonstrates a competent level of fitness • Able to identify their own areas of strength and development. • Able to identify types of movement at a joint used when exercising • Able to identify components of fitness needed in the activity they are taking part in
FS4	<ul style="list-style-type: none"> • Able to understand and explain a variety of safety requirements when performing physical activity • Has a broad range of knowledge around the terminology used in the activity they are participating in • Able to perform competently showing a good level of fitness • Able to provide feedback to improve a peer's performance • Able to name the antagonistic pairs needed when exercising • Able to describe how each component of fitness is important to the sport they are taking part in
FS5	<ul style="list-style-type: none"> • Able to understand and explain all safety requirements for physical activity • Has a developed a range of knowledge around the activity they are participating in using the correct terminology effectively. • Able to show a good level of fitness regardless of the activity. • Able to provide recommendations to improve performance through adapted exercises. • Able to name the agonist muscles at work during different movements in physical activity • Understand how to improve components of fitness relevant to their sports
Beyond FS	<ul style="list-style-type: none"> • Able to understand and explain all safety requirements for physical activity • Has an extended range of knowledge around the activity they are participating in; using the correct terminology in group and class discussions • Shows a very good level of fitness regardless of the activity • Provides complex feedback using the correct terminology • Understand how antagonistic muscles contraction occurs and can give examples linking movements at the main joints at work during physical activity. • Can apply understanding of a range of components of fitness to a wide variety of sports

RELIGIOUS STUDIES

	Knowing about and understanding religions and worldviews	Expressing and communicating ideas related to religions and worldviews	Gaining and deploying the skills for studying religions and worldviews
BFS	<ul style="list-style-type: none"> Analyse arguments clearly, justifying perspectives Refer to and unpick the context and meaning of scripture 	<ul style="list-style-type: none"> Synthesise research using different disciplines Appraise various dimensions of religion 	<ul style="list-style-type: none"> Use varied methods of study to research ultimate questions
FS5	<ul style="list-style-type: none"> Evaluate diverse beliefs, perspectives, sources of wisdom and ways of life Examine responses to ultimate questions Express a well-supported personal viewpoint, showing appreciation of differing views 	<ul style="list-style-type: none"> Explain ideas creatively and coherently, using the main methods of religious study Appreciate various dimensions of religion Express personal reflections with expertise 	<ul style="list-style-type: none"> Evaluate questions and arguments personally and critically Explain the significance of beliefs on the life on the believer
FS4	<ul style="list-style-type: none"> Appraise different understandings of religion and worldviews Explain the impact of beliefs on individuals and communities 	<ul style="list-style-type: none"> Express insights into questions, giving coherent accounts of beliefs and ideas Respond critically to questions 	<ul style="list-style-type: none"> Enquire into and interpret ideas, sources and arguments Articulate beliefs, values and commitments clearly
FS3	<ul style="list-style-type: none"> Explain the impact of and connections between ideas and practices, linking different viewpoints Appreciate different understandings of religion and worldviews 	<ul style="list-style-type: none"> Explain diverse ideas and viewpoints clearly in various forms Explain your own opinion in a mature and meaningful way 	<ul style="list-style-type: none"> Investigate and explain why religions and worldviews matter
FS2	<ul style="list-style-type: none"> Describe religions and worldviews Connect ideas 	<ul style="list-style-type: none"> Describe your opinion giving relevant reasons Give thoughtful responses using different forms of expression 	<ul style="list-style-type: none"> Apply ideas about religions and worldviews thoughtfully Respond creatively to key concepts
FS1	<ul style="list-style-type: none"> Describe stories and artefacts, suggesting meanings for sources of wisdom, festivals and worship Discuss ideas and express an opinion 	<ul style="list-style-type: none"> Ask questions and give opinions about religions, beliefs and ideas 	<ul style="list-style-type: none"> Consider and discuss questions, ideas and various points of view Collect, use and respond to ideas
PFS	<ul style="list-style-type: none"> Recall, name and talk about materials of religious and non-religious significance 	<ul style="list-style-type: none"> Observe, notice and recognise religious and non-religious materials 	<ul style="list-style-type: none"> Notice and find out about religions and worldviews