Year 7 Assessment Flight Path and Assessment Descriptors

Contents:

Key Stage Three Flight Path

The table on page 4 shows the incremental flight path of 'expected progress' for all students from their individual starting points. All students come to us with a set of data from their primary KS2 tests and this allows us to target their end of KS4 GCSE expectations. We use this flight path to track how well students are progressing in each subject per school term. The KS2 data is based on Reading and Mathematics KS2 tests. This is what The Government uses to track progress for all children from KS2-KS4. We use both data in a combination score to help us estimate target grades.

The school terms identified are Term 1 – Christmas, Term 2 – Easter and Term 3 – Summer. Christmas Term runs from September to December, Spring Term runs from January to April and the Summer Term runs from May to July. Progress data is expected to show incremental improvement across each term. This culminates in the target set for the end of Year 11.

Key Stage Three Assessment Descriptors

Each subject has provided a detailed table of the skills or knowledge required to attain a GCSE Grade 1-7 in the specific subject. This has been written into 'I can' statements so that students are able to understand what they need to do to improve their work in a given subject.

When school reports are written, we will report whether your son/daughter is on track; this is based on the Flight Path below. Your child's individual flight path will be printed into their report so you can see where they should be.

Children's progress is not linear and we would expect times during their schooling where they make less than expected progress, and then progress at a rapid rate. Their progress is unlikely to follow this path over the five years, but it should be used as a useful indicator. In Modern Foreign Languages this is most pertinent. As most children have less prior knowledge in an MFL subject, we would expect them to start very low within the GCSE range regardless of prior ability. As they learn more vocabulary and grammar rules for the language, you will see their progress rise rapidly. It is not unusual for students to seem like they are making less than expected progress in Year 7, but significantly more in Years 8 and 9.

KS2 Baseline New	KS2 Baseline Historical Combined	KS2 Decimalised Data Combined	Year 7 Term 1	Year 7 Term 2	Year 7 Term 3	Year 8 Term 1	Year 8 Term 2	Year 8 Term 3	Year 9 Term 1	Year 9 Term 2	Year 9 Term 3	Year 10 Term 1	Year 10 Term 2	Year 10 Term 3	Year 11 Term 1	Year 11 Term 2	Year 11 Term 3	KS4 Exams
120	6	6.8	5.3	5.2	5.1	6.3	6.2	6.1	7.3	7.2	7.1	8.3	8.3	8.2	8.2	8.1	9.3	9
119	6	6.8	5.3	5.2	5.1	6.3	6.2	6.1	6.1	7.3	7.2	7.1	8.3	8.3	8.2	8.2	8.1	8
118	6	6.6	4.1	5.3	5.2	5.1	6.3	6.2	6.1	7.3	7.2	7.2	7.1	7.1	8.3	8.2	8.2	8
117	6	6.4	4.1	5.3	5.2	5.1	6.3	6.2	6.1	7.3	7.3	7.2	7.2	7.1	8.3	8.3	8.2	8
116	6	6.2	4.2	4.1	5.3	5.2	5.1	6.3	6.2	6.1	7.3	7.3	7.2	7.2	7.1	7.1	8.3	8
115	5a	5.9	4.2	4.1	5.3	5.2	5.1	6.3	6.2	6.2	6.1	6.1	7.3	7.3	7.2	7.2	7.1	7
114	5a	5.9	4.3	4.2	4.1	5.3	5.2	5.1	6.3	6.3	6.2	6.2	6.1	7.3	7.3	7.2	7.1	7
113	5a	5.8	4.3	4.2	4.1	5.3	5.2	5.1	6.3	6.3	6.2	6.2	6.1	6.1	7.3	7.3	7.2	7
112	5a	5.8	3.1	4.3	4.2	4.1	5.3	5.2	5.1	6.3	6.3	6.2	6.2	6.1	7.3	7.3	7.2	7
111	5a	5.7	3.1	4.3	4.2	4.1	5.3	5.3	5.2	5.1	6.3	6.3	6.2	6.2	6.1	6.1	7.3	7
110	5a	5.7	3.2	3.1	4.3	4.2	4.1	5.3	5.2	5.2	5.1	6.3	6.3	6.2	6.2	6.1	7.3	7
109	5b	5.6	3.2	3.1	4.3	4.3	4.2	4.1	5.3	5.2	5.2	5.1	6.3	6.3	6.2	6.2	6.1	6
108	5b	5.5	3.3	3.2	3.1	4.3	4.2	4.1	5.3	5.2	5.2	5.1	6.3	6.3	6.2	6.2	6.1	6
107	5b	5.4	3.3	3.2	3.1	4.3	4.2	4.1	5.3	5.2	5.2	5.1	5.1	6.3	6.3	6.2	6.2	6
106	5c	5.3	2.1	3.3	3.2	3.1	4.3	4.2	4.1	5.3	5.2	5.2	5.1	5.1	6.3	6.3	6.2	6
105	5c	5.2	2.1	3.3	3.2	3.1	4.3	4.2	4.1	5.3	5.3	5.2	5.2	5.1	5.1	6.3	6.3	6
104	5c	5.1	2.2	2.1	3.3	3.2	3.1	4.3	4.2	4.1	4.1	5.3	5.3	5.2	5.2	5.1	6.3	6
103	4a	4.8	2.2	2.1	3.3	3.2	3.1	4.3	4.2	4.2	4.1	4.1	5.3	5.2	5.2	5.1	5.1	5
102	4a	4.7	2.3	2.2	2.1	3.3	3.2	3.1	4.3	4.3	4.2	4.2	4.1	5.3	5.2	5.2	5.1	5
101	4b	4.6	2.3	2.2	2.2	2.1	3.3	3.2	3.2	3.1	4.3	4.2	4.2	4.1	5.3	5.2	5.2	5
100	4b	4.5	2.3	2.3	2.2	2.1	3.3	3.2	3.2	4.3	4.2	4.2	4.1	4.1	5.3	5.3	5.2	5
99	4b	4.4	1.1	2.3	2.2	2.2	2.1	3.3	3.2	3.1	3.1	4.3	4.2	4.2	4.1	4.1	5.3	5
98	4c	4.3	1.1	2.3	2.3	2.2	2.1	3.3	3.2	3.1	3.1	4.3	4.2	4.2	4.1	4.1	5.3	5
97	4c	4.3	1.1	2.3	2.3	2.2	2.2	2.1	2.1	3.3	3.2	3.2	3.1	4.3	4.2	4.2	4.1	4
96	4c	4.2	1.1	1.1	2.3	2.3	2.2	2.1	2.1	3.3	3.3	3.2	3.1	3.1	4.3	4.2	4.1	4
95	4c	4.2	1.2	1.1	2.3	2.3	2.2	2.1	3.3	3.3	3.2	3.2	3.1	3.1	4.3	4.3	4.2	4
94	4c	4.1	1.2	1.1	2.3	2.3	2.2	2.1	3.3	3.3	3.2	3.2	3.1	3.1	4.3	4.3	4.2	4
93	3a	3.9	1.2	1.1	2.3	2.3	2.2	2.2	2.1	2.1	3.3	3.3	3.2	3.2	3.1	3.1	4.3	4
92	3a	3.8	1.2	1.2	1.1	1.1	2.3	2.2	2.2	2.1	2.1	3.3	3.3	3.2	3.2	3.1	4.3	4
91	3a	3.7	1.3	1.3	1.1	1.1	2.3	2.3	2.2	2.2	2.1	2.1	3.3	3.3	3.2	3.2	3.1	3
90	3b	3.6	1.3	1.3	1.2	1.2	1.1	1.1	2.3	2.3	2.2	2.2	2.1	2.1	3.3	3.3	3.2	3
89	3b	3.5	BL.1	1.3	1.3	1.2	1.2	1.1	1.1	2.3	2.3	2.2	2.2	2.1	2.1	3.3	3.2	3
88	3b	3.4	BL.1	BL.1	1.3	1.3	1.2	1.2	1.1	1.1	2.3	2.3	2.2	2.2	2.1	2.1	3.3	3
87	3c	3.3	BL.1	BL.1	BL.1	1.3	1.3	1.2	1.2	1.1	1.1	2.3	2.3	2.2	2.2	2.1	3.3	3
86	3c	3.2	BL.2	BL.1	BL.1	1.3	1.3	1.3	1.2	1.2	1.1	1.1	2.3	2.3	2.2	2.2	2.1	2
85	3c	3.1	BL.2	BL.2	BL.1	BL.1	1.3	1.3	1.3	1.2	1.2	1.1	1.1	2.3	2.3	2.2	2.1	2
84	2a	2.9	BL.2	BL.2	BL.1	BL.1	1.3	1.3	1.3	1.2	1.2	1.2	1.1	1.1	2.3	2.3	2.2	2
83	2a	2.8	BL.3	BL.2	BL.2	BL.1	BL1	1.3	1.3	1.3	1.2	1.2	1.2	1.1	1.1	2.3	2.3	2
82	2a	2.7	BL.3	BL.3	BL.2	BL.2	BL.1	BL.1	1.3	1.3	1.3	1.2	1.2	1.2	1.1	1.1	2.3	2
81	2b	2.6	BL.3	BL.3	BL.2	BL.2	BL.1	BL.1	BL.1	1.3	1.3	1.2	1.2	1.2	1.2	1.1	1.1	1
80	2b	2.5	BL.3	BL.3	BL.3	BL.2	BL.2	BL.2	BL.1	BL.1	1.3	1.3	1.3	1.2	1.2	1.2	1.1	1

Target grid

The grid on the above page gives the flight path for every child within the profile of prior data we receive from our primary colleagues. The KS2 base data for all years is based on Reading and Mathematics. A combination of both scores gives us the accumulated base score from which all targets are set.

The Department for Education place students into prior attainment groups. Some groups of children are expected to make faster progress than others, this is reflected in the table.

Purple	High Ability on prior attainment
Green	Middle Ability on prior attainment
Blue & Yellow	Low Ability on prior attainment

Key Stage Three Assessment Matrices

The assessment matrices below give you clear detail from each subject area on how the curriculum will be assessed at the GCSE grades in Year 7. Students will use these in lessons so they can see where their gaps in learning are and more importantly what they need to do make greater progress. Parents can use this information in conjunction with reports so that you can easily see what your son/daughter needs to do further to improve in individual subject areas.

English KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 7															
Learning Focus	GCSE Grade 1			GCSE Grade 2			GCSE Grade 3			GCSE Grade 4			GCSE Grade 5		
	Emerging			Developing			Securing			Mastering			Beyond		
	1.3	1.2	1.1	2.3	2.2	2.1	3.3	3.2	3.1	4.3	4.2	4.1	5.3	5.2	5.1
Identify and interpret explicit and implicit information and ideas	I can: retrieve information from the text			I can: retrieve key information from the text and justify my choices			I can: infer from the text and gain information and ideas that are relevant			I can: carefully select explicit and implicit information that is relevant to the task			I can: accurately infer implicit information in the text		
Select and synthesise evidence from different texts	I can: recall some specific/ straightforward information			I can: describe and summarise with some accuracy and understanding			I can: identify and link information from more than one text and from different places			I can: use evidence from more than one source			I can: select and comment on evidence from a range of sources		
Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology	I can: notice some of the features that a writer uses			I can: begin to make relevant comments on the effect of language and the structural features			I can: explain how writers use of language and structural features to influence the reader			I can: analyse language to show how writers achieve effects			I can: analyse language and structure with relevant subject terminology		
Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts	I can: identify simple similarities and differences between texts			I can: begin to make straightforward links and identify different ideas and viewpoints			I can: comment on the viewpoint using evidence from the text			I can: understand perspectives and comment on them			I can: compare ideas and perspectives across two different texts		
Evaluate texts critically and support this with appropriate textual references	I can: use the text to help me make a point			I can: use relevant and thoughtful quotations from the text			I can: use judicious quotations and analyse them for effect			I can: evaluate another point of view using evidence from the text			I can: make sophisticated and detailed comments on the texts using evidence		

Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences	**I can:** adopt an appropriate style for a given purpose and audience	**I can:** select features within my writing which match the style/audience/purpose	**I can:** use the correct tone and register for audience and purpose	**I can:** write imaginatively in more than one tone	**I can:** communicate clearly and adapt my style to suit form, purpose and audience
Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts	I can: sequence my ideas	I can: ensure that my ideas are relevant and sequencing is clear and appropriate	I can: select and sequence my ideas for effect	I can: use grammatical features for aid the structure of my text	I can: organise my writing using structural and grammatical features accurately
A range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	**I can:** use mainly simple sentences which are always demarcated with a capital letter and full stop	**I can:** use a range of sentence structures and a range of punctuation	**I can:** use a range of structures with deliberate purpose and effect	**I can:** use a range of vocabulary which is appropriate to the task	**I can:** use a range of vocabulary and punctuation for purpose and effect
Read, understand and respond to texts	**I can:** read and understand straightforward texts	**I can:** read and understand more complex texts	**I can:** read and understand texts beyond my age group	**I can:** read and respond to texts that are above my age group in a sophisticated way	**I can:** respond to them in a sophisticated way using evidence from the text to back up what I'm saying
Students should be able to maintain a critical style and develop an informed personal response	I can: write in a personal style	I can: write in a personal or critical style depending on purpose	I can: maintain a personal and critical style over several paragraphs	I can: balance both critical and personal responses without error.	I **can:** maintain a critical style throughout with elements of academic writing.
Students should use textual references, including quotations, to support and	I can: use quotations	I can: use quotations to illustrate my views	I can: use quotations to illustrate a range of interpretations	I can: embed quotations into my work coherently to amplify my points	I can: carefully select quotations from the text that fit within my framework

illustrate interpretations					
Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate	**I can:** make comments based on personal preference	**I can:** use evidence from the text to support my comments	**I can:** effectively analyse language, structure and/or form	**I can:** analyse language used by writers and comment on their effect	**I can:** analyse language/form and comment in detail about their meanings and effects
Show understanding of the relationships between texts and the contexts in which they were written	**I can:** comment on context	**I can:** comment on context when it is relevant to the text	**I can:** comment on context when it is relevant to the task	**I can:** make detailed comments on context which are linked to the task	**I can:** carefully select contextual comments which fit the framework of my writing
Use a range of vocabulary and sentence structures for clarity, purpose and effect	**I can:** use a range of vocabulary	**I can:** use a range of vocabulary for effect	**I can:** use a range of vocabulary to enhance reader understanding and enjoyment	**I can:** use appropriate vocabulary for clarity	**I can:** use appropriate high-level vocabulary for purpose and effect
Accurate spelling and punctuation	**I can:** use some basic punctuation	**I can:** use most punctuation marks accurately	**I can:** use all punctuation marks accurately	**I can:** use punctuation marks for effect and spell most words accurately	**I can:** spell most high-level words accurately and I am usually error free with my punctuation

Mathematics KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 7															
Learning Focus	GCSE Grade 1			GCSE Grade 2			GCSE Grade 3			GCSE Grade 4			GCSE Grade 5		
	Emerging			Developing			Securing			Mastering			Beyond		
	1.3	1.2	1.1	2.3	2.2	2.1	3.3	3.2	3.1	4.3	4.2	4.1	5.3	5.2	5.1
Number	**I can:** Understand the positives and negative integers Round to the nearest integer Write an integer correct to the nearest 10 or 100 Find the factors of a number Estimate answers to problems involving decimals Find equivalent factors			**I can:** Add and subtract negative integers Round numbers to given powers of 10 and to a given number of decimal places Write down the place value of a digit, for example, what is the value of 4 in 0.24 Order decimals, for example which is bigger, 0.24 or 0.3 Multiply any three digit number by any two numbers without a calculator Divide any three digit number by any two digit number without a calculator Multiply whole numbers and decimals by 10, 100 and 1000 Divide whole numbers and decimals by 10, 100 and 1000 Add and subtract decimals to two places			**I can:** Round numbers to one significant figure Multiply and divide negative integers Add and subtract decimals Find one number as a fraction of another Perform calculations with simple fractions involving addition Perform calculations with simple fractions involving multiplication Calculate cubes and cube roots (with and without the use of a calculator) Use function keys on a calculator for powers and roots Compare fractions, decimals and percentages			**I can:** Estimate answers to calculations involving division Use the terms square, positive and negative square root, cube and cube root Recall integer squares from 2x2 to 15x15 and the corresponding square roots Recall the cubes of 2,3,4,5 and 10 Multiply two decimals such as 2.4 x 0.7 Convert decimals to fractions and fractions to decimals Perform calculations with simple fractions involving subtraction Increase or decrease a quantity by a given percentage			**I can:** Find the lowest common multiple (LCM) of two simple numbers Find the highest common factor (HCF) of two simple numbers Write a number as a product of its prime factors Find the reciprocal of a number Estimate answers to calculations Solve numerical problems involving multiplication and division with numbers of any size Use a calculator efficiently and appropriately Find minimum and maximum values Understand the effects of multiplying by numbers between 0 and 1		

		Multiply and divide decimals to two places Simplify fractions such as 12/20 Arrange fractions in order of size Work out fractions as quantities, such as 3/5 of 20 Estimate square roots Calculate squares and square roots (with and without the use of a calculator) Understand that percentage means "out of one hundred" Change a percentage to a fraction or a decimal and vice versa Give out a percentage of a given quantity Solve simple ratio and direct proportion problems			Divide a number by a decimal such as $1 \div 0.2$ and $2.8 \div 0.07$ Work out a percentage increase or decrease Express one quantity as a percentage of another Perform calculations with mixed numbers Perform calculations with simple fractions involving division Solve more complex ratio and proportion problems such as sharing out money between two groups in the ratio of their numbers Solve ratio and proportion problems using the unitary method
Algebra	**I can:** Continue a sequence of numbers or diagrams Write down terms of a simple sequence	**I can:** Find a particular term in a sequence involving positive numbers Write the term-to-term rule in a sequence involving positive numbers	**I can:** Find a particular term in a sequence involving negative or fractional numbers Write the term-to-term rule in a sequence involving	**I can:** Multiply out expressions with brackets such as $5(3x - 2)$ Factorise expressions	**I can:** Find a solution to a problem by forming an equation and solving it Form and solve equations such as $x^2 + x = 12$ using

	Use coordinates in the first quadrant, such as plot the point *(3,2)* Use a formula written in words such as *cost = 20 x distance travelled in miles*	Describe number patterns and relationships including multiply factor and square Simplify expressions with one variable such as *a+2a+3a* Use coordinates in all four quadrants Plot points of a conversion graph and read off positive values Use simple formula such as *P = 2w + 2h* Substitute positive numbers into a simple formula Solve equations such as *4x = 24 and x-3 =7*	negative or fractional numbers Simplify expressions with more than one variable such as *2a + 5b + a-2b* Draw lines such as *x =3 and y = x + 2* Solve equations such as *x/2 = 9 and 4x − 2 = 22* Read from a conversion graph for negative values Interpret distance-time graphs Write an expression from a problem Substitute negative numbers into a simple formula Use formulae from Mathematics and other subjects Plot the graphs of straight lines such as *x = 3 and y = 4* Complete a table of values for equations such as *y = 3x +3 and draw the graph*	Write the terms of a sequence or series of diagrams given the nth term Draw lines such as *y = 2x − 3* Solve problems involving straight lines Solve linear equations with unknowns on each side such as *3x − 4 = 5 ÷ x* Solve linear equations with brackets such as *2(5x + 1) = 28* Substitute numbers into more complicated formulae such as $$c = \frac{(A + 1)D}{9}$$ Solve problems involving graphs, such as finding where the line *y = x+5* crosses the line *y = 1* Draw graphs of simple quadratic functions such as $y = 2x^2$ and $y = 2x^2 + 2$	trial and improvement methods Rearrange linear formulae such as s = 4q − 7 Recognise the equations of straight line graphs Draw graphs of harder quadratic functions such as $y = x^2 + 3x − 5$ Find the points of intersection of quadratic graphs with lines Use graphs to find the approximate solutions of quadratic equations Solve inequalities such as $3x > 9$ and $12 \leq 3n < 20$ Solve linear inequalities such as 4x -3 <10 and 4x <2x +7 Represent sets of solutions on the number line

Geometry & Measures	**I can:** Identify isosceles, equilateral and right-angled triangles Use the word "congruent" when triangles are identical Find the perimeter of a shape by counting sides of squares Find the area of a square by counting squares Estimate the area of an irregular shape by counting squares and part squares Name the parts of a circle Recognise the names and shapes such as isosceles triangle, parallelogram, rhombus, trapezium and hexagon Draw the reflection of a shape in a mirror line Draw a line of symmetry on a 2-D shape	**I can:** Draw a triangle given three sides, or two angles and a side, or two sides and the included angle Draw a cuboid on an isometric grid and mark its dimensions Express fractions of full turns in degrees and vice versa Recognise obtuse, acute and reflex angles Estimate angles Measure and draw angles accurately to the nearest degree Understand the terms "perpendicular lines" and "parallel lines" Know angles on a straight line adds up to 180° Know angles around a point add up to 360°	**I can:** Show that angles of a triangle add up to 180° and use this to find angles Show the exterior angle of a triangle is equal to the sum of the interior opposite angles Use angle properties of equilateral, Isosceles and right-angled triangles Find the area and perimeter of compound shapes Calculate interior and exterior angles of a quadrilateral Investigate tessellations Find the volume of a cube or cuboid Find the height of a cuboid given volume, length and breadth Reflect shapes in the axes of a graph Enlarge a shape by a positive scale factor	**I can:** Find the area of a triangle, parallelogram, kite and trapezium Find the area and perimeter of compound shapes Calculate the area of a circle to an appropriate degree of accuracy Reflect shapes in lines such as x = 2 or y = -1 Rotate shapes around the origin Identify reflective symmetry in 3-D solids Translate a shape using a description such as 4 units right and 3 units down Enlarge a shape by a positive scale factor from a given centre	**I can:** Solve problems involving circles such as finding the perimeter of a semicircle Solve problems involving circles such as finding the area of a semicircle Calculate volumes of triangular prisms, parallelogram-based prisms and cylinders Solve problems involving surface areas of prisms and cylinders Convert between measures of area Convert between measures of volume Classify a quadrilateral by geometric properties Solve problems using angle and symmetry properties of

Decide which metric unit to use for everyday measurements	Know angles in a triangle add up to 180°	Find the measurements of the dimensions of an enlarged shape	Calculate simple average speeds from distance-time graphs	polygons of intersecting and parallel lines
Measure a line accurately to the nearest millimetre	Work out the perimeter of a simple rectangle	Use map scales to find distance	Draw a quadrilateral such as a kite or parallelogram with given measurements	Calculate interior and exterior angles of a regular polygon Find the midpoint of a line segment
Recognise the net of a simple solid such as a cuboid	Draw all the lines of symmetry on a 2-D shape		Explain that the lengths of two sides and non-identical angle do not define a unique triangle	Use and understand the coordinates in three dimensions
Find the volume of a solid by counting cubes and stating units			Construct and recognise the nets of 3-D solids such as pyramids and triangular prisms	Reflect shapes in the line y = x and y = -x
Recognise and name three dimensional solids				Rotate shapes about any point
Sketch three dimensional solids			Draw plans and elevations of 3-D solids	Describe fully reflections and rotations about any point

		Give the order of rotational symmetry from information about their symmetry Draw the line of reflection for two shapes Give a scale factor of an enlarged shape Convert one metric unit to another Convert between metric and imperial units Make sensible estimates of a range of measures in everyday settings Draw the net of a simple solid such as a cuboid	Solve simple speed problems	Describe the concept and points of a locus	Find the centre of rotation and describe it fully Translate a shape by a vector such as (-3) Transform shapes by a combination of translation, rotation and reflection Compare the areas of an enlarged shape with the original shape Enlarge a shape by a positive whole number or fractional scale factor Solve more difficult speed problems Understand and use compound measures such as speed and density Recognise accuracy in measurements given to the nearest whole unit Calculate complex average speeds from distance-time graphs Construct the perpendicular bisector of a line Construct the perpendicular from a point to a line

					Construct angles of 60° and 90°
					Construct the bisector of an angle
					Match one side and one angle of congruent triangles given some dimensions
					Use Pythagoras' Theorem to find any side of a right-angled triangle
					Use Pythagoras' Theorem to find the height of an isosceles triangle
					Use Pythagoras' Theorem in practical problems
					Construct accurately loci, such as those equidistant from two fixed points Solve loci problems, such as identifying points less than 3cm from point P

Data Handling and Probability	I can: Find the mode for a set of numbers Find the median for a set of numbers Construct and interpret a pictogram Interpret a pictogram Construct and interpret a bar chart Design and use tally charts for discrete data Design and use tally charts for grouped data Understand and use the vocabulary of probability	I can: Work out the range for a set of numbers Calculate the mean for a set of numbers Find the median for an even set of numbers Write down the mode from a graph Compare two distributions using the range and one of the mode, median or mean Interpret a pie chart Understand and use a probability scale Express a probability as a fraction Display outcomes systematically	I can: Compare the mean and range of two distributions Calculate the 'fx' column for a frequency distribution Construct a pie chart Interpret a stem and leaf diagram Design and use a two-way tables for discrete and grouped data Understand the difference between experimental and theoretical probabilities Understand and use relative frequency	I can: Calculate the mean for a frequency distribution Construct a stem and leaf diagram (ordered) Construct a frequency diagram Interpret a time-series graph Draw a scatter graph by plotting points on a graph Interpret a scatter graph Classify and know the difference between various types of data Design and use data collection sheets and questionnaires Use a variety of different sampling methods Use a two-way table to find a probability Understand mutually exclusive events Use the fact that the probabilities of mutually exclusive events add up to 1	I can: Find the mean for grouped data Find the median class for grouped data Find the modal class for grouped data Use measurements of average and range to compare distributions and make inferences Draw a line of best fit on a scatter graph by inspection Identify possible sources of bias in the design and use of data collection sheets and questionnaires Specify hypotheses and test them Understand relative frequency as an estimate of probability Use relative frequency to compare outcomes of experiments

Biology KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 7															
Learning Focus	GCSE Grade 1			GCSE Grade 2			GCSE Grade 3			GCSE Grade 4			GCSE Grade 5		
	Emerging			Developing			Securing			Mastering			Beyond		
	1.3	1.2	1.1	2.3	2.2	2.1	3.3	3.2	3.1	4.3	4.2	4.1	5.3	5.2	5.1
Classification and Cells	I can: State that cells are the fundamental unit "building block" of organism Name some equipment that may be used to observe cells List some tissues and organs Name the main Kingdoms of living things			I can: List the main parts of cells (cell wall, cell membrane, nucleus, vacuole, mitochondria and chloroplasts) and identify them from a diagram Accurately draw parts of cells when viewing them under a light microscope Describe a tissue, an organ and an organ system and describe how multicellular organisms are organised Name an example of a unicellular organism. I can use keys to classify organisms Describe the main groups of plants, Invertebrates and Vertebrates			I can: Describe the functions of the main parts of cells, including the cell wall, cell membrane, cytoplasm, nucleus, vacuole, mitochondria and chloroplasts Describe the structural adaptations of some animal and plant cells Compare and contrast animal and plant cells Describe the difference between a unicellular and a multicellular organism Identify some structures of amoeba and euglena Explain the differences between groups and use these ideas to produce my own keys			I can Compare and contrast animal and plant cells Identify the structural adaptations of some unicellular organisms Organise individuals into their groups applying knowledge to new organisms			I can: Explain the structure and function of euglena Explain the process that occurs in chloroplasts Develop Keys to enable classification of more complex and unusual organisms		

Body Systems	I can: Describe MRS GREN Identify the organ systems and their organs that help us complete MRS GREN Label diagrams of the Heart, Lungs and Kidneys I can identify organs of the Digestive system	I can: Describe the function of the Heart, Lungs and Kidneys Identify and describe the functions of parts of the skeletal and muscular systems Identify functions of organs of the digestive system Describe blood as a mixture	I can: explain how the Heart, Lungs and Kidneys functions explain how the skeletal and muscular systems work together, including antagonistic pairs describe the role of digestive enzymes.	I can: explain these systems work together explain how the Heart, Lungs and Kidneys are adapted to allow their function describe the function of different components in blood name enzymes, their substrates and products	I can: evaluate what would happen if these organs don't work properly explain the specificity of enzymes
Life	I can: name and describe the functions of some tissues and organs in the human reproductive systems state what is meant by fertilisation state how long pregnancy lasts state a simple definition of the menstrual cycle name the parts of a flower	I can: describe fertilisation describe the main structures in the male and female reproductive systems name and describe the functions of some tissues and organs in the reproductive systems of plants	I can: explain how gametes are involved in fertilisation describe the function of the main structures in the male and female reproductive systems describe the stages of pregnancy and birth describe the main stages in the menstrual cycle describe the process of pollination	I can: explain the sequence of fertilisation and implantation describe accurately the sequence of events during gestation.	I can: explain how the different parts of the male and female reproductive system work together to achieve certain functions. explain in detail how contractions bring about birth evaluate some methods used to resolve infertility problems make links between the menstrual cycle, fertilisation and infertility problems discuss the impact of menstrual lifestyle on the foetus

	state what is meant by pollination describe the methods of seed and fruit dispersal		describe the process of fertilisation in plants		discuss the importance of insect pollination and plant reproduction, with reference to human food security explain the processes of wind and insect pollination comparing the similarities and differences between the two

Learning Focus	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5		
	Emerging			Developing			Securing			Mastering			Beyond		
Acids	1.3	1.2	1.1	1.3	1.2	1.1	1.3	1.2	1.1	1.3	1.2	1.1	1.3	1.2	1.1
	I can: state that different acids and alkalis may have different strengths state colours on the pH scale			I can: state the purpose of an indicator and describe how Universal indicator is used to find the strength of an acid or alkali using the pH scale			I can: describe neutralisation and the reaction of metals and acids, as examples of chemical reactions identify the ions responsible for acidity and alkalinity identify strengths and weaknesses of different substances on the pH scale using different indicators			I can: identify a salt from a word equation select the appropriate indicator to use when testing particular strength Acids and Alkalis			I can: write word equations for the reactions of acids with bases, alkalis, metals and carbonates		
Particles and matter	list some mixtures. I can use simple techniques to separate mixtures draw particle diagrams to represent a solid, liquid and gas classify materials as solid, liquid or gases. list the changes of states identify simple diagrams of elements, compounds and mixtures			identify simple techniques for separating mixtures and select appropriate techniques for separating given mixtures describe how temperature can affect solubility describe how pressure occurs in gases name and describe the properties of the three states of matter describe how changes of state can occur list examples of atoms, elements and compounds			describe what happens at different stages of distillation explain how temperature can affect solubility describe how to carry out simple techniques for separating mixtures explain changes of states of matter with reference to energy levels of particles describe, in detail, the differences in arrangements, in motion and in closeness of particles explaining changes of state, shape and density			explain how simple techniques for separating mixtures work analyse a chromatograph explain the process of distillation explain what causes pressure explain the differences between atoms, elements and compounds suggest how the rate of diffusion may be affected			explain how chromatography can be used in the wider world apply my knowledge of physical changes and particles in explaining, with diagrams, what is meant by Brownian motion in gases use the particle theory to explain the properties of volume and compressibility of gases		

		draw simple diagrams to represent an element, compound and mixture	explain the properties of the three states of matter with reference to the particle model		
		state that particles may move through a fluid by diffusion	compare and contrast the similarities and differences between solids, liquids and gases with particular reference to density differences		
			explain how changes in temperature can affect the motion and spacing of particles. I can explain how pressure in gases may change		
			describe what diffusion is and explain how diffusion happens in terms of the particle model		

Physics KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 7															
Learning Focus	GCSE Grade 1			GCSE Grade 2			GCSE Grade 3			GCSE Grade 4			GCSE Grade 5		
	Emerging			Developing			Securing			Mastering			Beyond		
	1.3	1.2	1.1	2.3	2.2	2.1	3.3	3.2	3.1	4.3	4.2	4.1	5.3	5.2	5.1
Energy	I can: state that energy is stored in food and fuel state the units for energy. list some energy resources.			I can: name the energy type that is stored in food and fuel name different energy stores describe how the energy in different energy resources can be used state that energy is always conserved name different energy stores			I can: explain how almost all energy on Earth comes from the Sun describe how coal, oil and gas were formed compare and contrast energy resources describe ways in which energy is stored, including describing chemical, gravitational and elastic as forms of potential energy			I can: use scientific principles to suggest which energy resources may be most suitable describe how energy may be wasted and/or dissipated, and I can explain situations that may change the amount of energy wasted			I can: use scientific principles to suggest and justify which energy resources may be most suitable calculate energy efficiency interpret block and Sankey energy diagrams		
Electricity	I can: draw a circuit that includes at least one bulb and one cell state that an electrical circuit must be complete and include a power source, wires and a component for electricity to flow			I can: identify series and parallel circuits. state that electrical current is the same in all parts of a series circuit and that potential difference is shared draw the circuit symbols of some common components of electrical circuits name the components used to measure potential difference and current			I can: state that resistance is a measurement of how easy or hard it is for current to flow through an object describe how to correctly connect an ammeter and a voltmeter to a circuit describe electrical current as the flow of charge in a circuit			I can: describe how in a parallel circuit the potential difference is the same for each branch as the battery or cell describe that objects of increased resistance allow less current to flow			I can: suggest some applications for materials of higher or lower resistance explain how a fuse works and choose an appropriate fuse for a given appliance		

		I can state that the potential difference of a battery or cell is what causes the current to flow, and that a battery or cell of higher potential difference will cause more current to flow. I can construct simple electrical circuits.			
Forces	**I can:** list some forces. state that speed is a measurement of how fast an object is moving state that forces act as a push or a pull, are either contact or non-contact, forces may occur when two objects interact and they are measured in Newtons state that a force may affect the speed, direction or shape of an object and that motion may change depending on the size of the force	**I can:** describe forces using force arrow diagrams identify if a particular force is contact or non-contact (including gravity, magnetism and static electricity).	**I can:** describe Hooke's Law describe how floating or sinking is dependent on density describe air and water resistance and explain ways of reducing or increasing air and water resistance calculate density when given the mass and volume of an object	**I can:** describe friction explain ways of reducing or increasing friction and discuss some applications of friction describe what balanced forces are and explain when a force is balanced or unbalanced describe what a resultant force is interpret resultant forces to predict the effect on an object's motion calculate extension of springs using Hooke's Law	**I can:** calculate a resultant force. apply Hooke's Law to the measurement of forces using a force meter explain what is meant by elastic limit and limit of proportionality use calculations of density to predict whether an object will float or sink

Learning Focus	GCSE Grade 1			GCSE Grade 2			GCSE Grade 3			GCSE Grade 4			GCSE Grade 5		
	Emerging			Developing			Securing			Mastering			Beyond		
	1.3	1.2	1.1	2.3	2.2	2.1	3.3	3.2	3.1	4.3	4.2	4.1	5.3	5.2	5.1
Contextual knowledge of locations and places	I can: describe some links between physical and human geography describe the characteristics of different places around the world			I can: recall very basic information about physical and human regions studied and their specific environmental characteristics recognise that on the wider scale, places have different regions, and make basic comparisons			I can: recall basic information about physical and human environments, with basic comments about specific locations			I can: recall information about physical and human environments, with valid comments about specific locations			I can: describe a wider variety of information about physical and human environments using case study detail		
Understanding of Patterns, Processes and Environmental Change	I Identify the links between physical and human processes and physical and human environments identify how the use and management of environments can have negative effects			I can: suggest reasons for why places change with comments about physical and human processes describe the relationship between physical and human environments and people, and why sustainable management is needed			I can: recognise and begin to explain multiple reasons why places change because of physical and human processes describe how people have different values and attitudes to the changes of physical and human environments			I can: explain multiple reasons why places and environments change using specific case studies explain different sequences of events with comments about a greater number of physical and human processes explain how the different views of people have different effects on how environments are used and managed			I can: accurately explain and show the relationships between different sequences of events and processes explain the links between people and environments, and how trying to achieve sustainable development will affect planning and management of these areas		

Competence in Geographical Enquiry	I can: develop my own geographical questions, describe my methods of collecting data, make some valid conclusions and suggest some valid evaluative comment	I can: conduct a geographical enquiry, collect data from primary and secondary sources, collate the information and present my findings using a number of simplistic techniques e.g. multiple line graphs make some decisions from the outcomes of my data, using some key terminology	I can: conduct a geographical enquiry, collect data from primary and secondary sources, collate the information and present my findings using a wider range of simplistic techniques describe in detail the outcomes of my enquiry, using a range of key terminology accurately	I can: conduct a geographical enquiry, collecting appropriate data from primary and secondary sources make accurate decisions about the data, with some conclusions made and give an evaluative comment on one aspect of the enquiry	I can: conduct a geographical enquiry, identifying key questions or hypotheses to support suggest an appropriate sequence of investigation, and collect appropriate data from primary and secondary sources to help support my enquiry collate and present my data using a wide range of techniques including some sophisticated techniques. I can explain my findings in detail with valid conclusions, as well as evaluate two aspects of the enquiry
Application of Geographical Skills	I begin: to use 6 figure grid references and describe geographical patterns on maps draw a wider range of graphical techniques, including frequency diagrams	I can: use numerical and statistical skills to describe and compare geographical data	I can: recognise the patterns made by physical and human features on maps and use a range of cartographical skills to interpret and give reasons for the trends use statistical and numerical skills with more accuracy and begin to use wider statistical techniques e.g. percentage increase or decrease when explaining data	I can: use a range of graphical skills and interpret different types of photographs from a range of different landscapes link photographic evidence to OS maps using grid references. I can use more sophisticated statistical skills e.g. percentage change or cumulative frequency	I can: use a wide range of map skills to identify and describe human and physical features at a local, national and worldwide scale draw and interpret data on sophisticated graphs e.g. choropleth and flow line maps, and use numerical and statistical skills to give valid reasons for trends and anomalous values

History KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 7															
Learning Focus	GCSE Grade 1			GCSE Grade 2			GCSE Grade 3			GCSE Grade 4			GCSE Grade 5		
	Emerging			Developing			Securing			Mastering			Beyond		
	1.3	1.2	1.1	2.3	2.2	2.1	3.3	3.2	3.1	4.3	4.2	4.1	5.3	5.2	5.1
Knowledge and understanding	I can: recall some facts, describe people, events and places in the past			I can: describe accurately different people, events and periods. I may begin to make simple comparisons			I am: beginning to explain accurately different features, events and people of the past. I may begin to make links between what happened and say good and bad points about what happened			I can: explain accurately and in detail features, events, people. I make links between what happened and evaluate any actions taken			I can: analyse different features of the past and evaluate fully		
Written communication	I can: write in mostly incomplete sentences. use SPAG with some accuracy and with a very limited range of specialist language			I can: write in full sentences, starting to use paragraphs use SPAG with reasonable accurately and with a limited range of specialist language			I can: write in paragraphs and use connectives to develop ideas. use SPAG with reasonable accurately and with a limited range of specialist language			I can: use an introduction and conclusion effectively. use SPAG considerably accurately and with a good range of specialist language			I can: link paragraphs together to form an argument. use SPAG considerably accurately and with a good range of specialist language		
Chronology	I can: understand that the past is divided into different periods			I can: put events and people into a chronological framework			I can: put events and people into the context of a chronological framework			-			-		
Change and Continuity	I can: list how things have changed and continued over a specific time period			I can: describe how things have changed and continued over a specific time period			I can: explain the reasons and consequences of change and continuity across a specific time period			I can: explain the extent of change and continuity across a specific time period			I can: explain the speed of change and continuity across a specific time period		

Significance	I: understand what a significant event /person is	I can: describe a significant event/person	I can: begin to recognise that some events/people are more significant.	I can: explore criteria/respond to prompts for making a judgement about the most significant events, people and changes	I can: begin to explain how the significance of events, people and changes are varied according to differing perspectives
Cause and Consequence	I can: begin to give a few reasons or results e.g. list them	I can: describe the causes or consequences of an event	I can: explain the causes or consequences of an event. I may suggest links between them	I start: to explain the links between different causes or consequences of an event	I can: fully analyse the links e.g. may explain short and long term causes fully
Evidence	I can: describe what a source shows in response to a particular question	I can: use sources (quotes/descriptions) to answer questions about the past. I can describe what a source suggests as well as says	I am: beginning to evaluate sources. I can compare and combine the evidence from different sources	I can: evaluate sources. I can explain the strengths and weaknesses of a source	I can: explain why a source is or isn't useful or reliable with a full explanation. I can critically consider origin, nature and purpose
Interpretation	I can: Identify some ways that the past is represented	I can: describe different interpretations and begin to test hypothesis	I can: suggest some reasons why interpretations differ	I am: beginning to explain how and why interpretations differ	I can: fully explain how and why interpretations differ

Learning Focus	GCSE Grade 1			GCSE Grade 2			GCSE Grade 3			GCSE Grade 4			GCSE Grade 5		
	Emerging			Developing			Securing			Mastering			Beyond		
	1.3	1.2	1.1	2.3	2.2	2.1	3.3	3.2	3.1	4.3	4.2	4.1	5.3	5.2	5.1

Modern Foreign Languages KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 7														
Learning Focus	GCSE Grade 1			GCSE Grade 2			GCSE Grade 3			GCSE Grade 4			GCSE Grade 5		
	Emerging			Developing			Securing			Mastering			Beyond		
	1.3	1.2	1.1	2.3	2.2	2.1	3.3	3.2	3.1	4.3	4.2	4.1	5.3	5.2	5.1
Listening	I can: translate single words I hear into English match short phrases I hear to the English meaning or picture match single words I hear to pictures			I can: understand basic classroom commands transcribe simple words that I hear accurately answer simple questions about what I hear match simple sentences I hear to the English meaning or picture understand tenses			I can: understand basic classroom language transcribe phrases accurately most of the time translate phrases and simple sentences I hear into English pick out a few of the main points and simple opinions from a short spoken passage made up of familiar language, including the third person			I can: understand more complex classroom language confidently understand a spoken passage in the first and third person pick out the main points, opinions, and a few details from a spoken passage of familiar language understand passages containing two tenses transcribe phrases containing unknown words			I can: use context and my own knowledge to work out the meaning of unfamiliar words I hear pick out the main points, opinions, and details from a longer spoken passage understand longer passages which contain a variety of tenses and structures transcribe whole sentences		
Reading	I can: use my exercise book or a dictionary to find out the meaning of words with the help of my teacher read and match short phrases to the English meaning or picture read and translate single words into English			I can: use my exercise book or a dictionary to find out the meaning of words or some phrases independently read and translate phrases into English read and match simple sentences to the English meaning or picture			I can: read and translate a few sentences into English look up unfamiliar words in a dictionary pick out a few of the main points and simple opinions from a short text made up of familiar language, including the third person			I can: read and translate a short text into English with the help of a dictionary or my exercise book confidently read and understand a text written in the first and third person pick out the main points, opinions, and a few details from a longer text made up of familiar language			I can: use context and my own knowledge to work out the meaning of unfamiliar words pick out the main points, opinions and details from a longer text containing a variety of tenses and structures translate a short text (35 words) containing simple structures and three tenses		

	read and match single words to pictures			translate longer sentences containing two tenses	read and understand short passages from a literary text or magazine article
Speaking	**I can:** say single words and phrases say words when I see a picture repeat words my teacher says	**I can:** say simple sentences, including some classroom language phrases My accent is good enough for my teacher to understand me remember what my teacher has taught me and answer questions, but I may make mistakes	**I can:** ask and answer more difficult questions, sometimes spontaneously give opinions My accent is easily understandable use classroom language more often start to talk about other people using the third person	**I can/am:** take part in a short conversation give and justify my own opinions My accent is usually good quite confidently speak in the first and third person use my knowledge of grammar to create my own sentences with some help from my teacher becoming more spontaneous starting to use the TL meaningfully for classroom routine purposes use two tenses	**I can/am:** take part in a longer conversation give and justify my own opinions speak with a generally good accent and some intonation confidently speak in the first and third person quite spontaneous with my questions and answers, and classroom interaction create my own sentences more independently vary the language I use, and can use three tenses
Writing	I can: copy single words and phrases choose words to complete a short phrase label pictures translate short phrases into the target language	**I can:** write words and phrases from memory without making too many mistakes transcribe words when I hear them, although I may make mistakes write short sentences following a model from my teacher	**I can/am:** write longer sentences and give opinions, sometimes spontaneously write sentences from memory, and my spelling is easily understandable getting more accurate when I transcribe what I hear or translate in the TL	**I can:** write a short paragraph give my own opinions and justify them use conjunctions to make my sentences more complex My spelling is usually good use my knowledge of grammar to create my own sentences with some help from my teacher	**I can:** write a longer paragraph give my own opinions and justify them use conjunctions to make my sentences more complex My spelling is generally good use my knowledge of grammar to create my own sentences

		translate short sentences using "I" into the target language	starting to write about other people using the third person	quite confidently write in the first and third person	independently, with help from dictionaries and glossaries
				write sentences with increasing spontaneity	confidently write in the first and third person
				When transcribing and translating into the Target Language, I may still make mistakes, but my work is mainly correct	write sentences with increasing spontaneity, without the help of resources
				use two different tenses	When transcribing and translating into the Target Language, my work is mainly correct
				translate short sentences using "I" in two tenses into the Target Language	incorporate a wider range of structures and vocabulary, and three tenses
					translate sentences using "I" in three tenses into the Target Language

Art KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 7															
Learning Focus	GCSE Grade 1			GCSE Grade 2			GCSE Grade 3			GCSE Grade 4			GCSE Grade 5		
	Emerging			Developing			Securing			Mastering			Beyond		
	1.3	1.2	1.1	2.3	2.2	2.1	3.3	3.2	3.1	4.3	4.2	4.1	5.3	5.2	5.1
DEVELOP *Develop/generation of ideas through investigations, demonstrating critical understanding of sources*	I can: show the development of an idea from my own art investigations show an ability to understand other artists' work, in relation to my own artwork			I can: show a basic development of ideas from investigating other artworks show a basic ability to understand other artists' work in relation to my own			I can: show a competent development of ideas from investigating other artworks I can show a secure understanding of other artists' work in relation to my own			I can: develop ideas from investigating other artworks and artefacts understand other artists' work and critically relate this to my own work			I can: develop a range of ideas through investigating other artworks or artefacts make judgements and critically relate my work to the work of other artists'		
REFINE *Making work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.*	I can: refine my work, from being able to look at my previous work explore ideas through a limited process of experimentation and review select media, techniques and processes which sometimes relate to my intention			I can: show an ability to refine my work through looking at previous work I have completed explore ideas through using a few processes of experimentation and review select some media, techniques and processes which relate to my intentions			I can: competently refine my work through looking at others work, and my own competently explore ideas through using a range of processes of experimentation and review appropriately select media, techniques and processes which relate to my intentions			I can: consistently refine my work, through feedback, viewing other artworks and my own consistently explore ideas through using a range of processes of experimentation and review consistently select the correct media, techniques and processes which relate directly to my intentions			I can: competently and consistently refine my work through feedback, viewing other artworks and my own competently and consistently explore ideas through using a range of processes of experimentation and review competently and consistently select the correct media, techniques and processes which relate directly to my intentions		
RECORD	I can:			I can:			I can:			I can:			I can:		

Drawing and record ideas, observations and insights relevant to intentions as work progresses.	draw using some mark-making techniques write about what I have done in the lesson, and how I can develop through DIRT time	draw using an appropriate set of mark-making techniques for purpose write about my artwork and use DIRT time effectively to develop my skills	draw using a range of appropriate mark-making techniques, showing skill and purpose write independently about my artwork and use DIRT time to effectively develop my skills in art	consistently draw using a variety and range of mark-making techniques, showing skill and purpose write independently and give an opinion about my artwork use DIRT time well, to develop my skills in art	competently and consistently draw using a variety and range of mark-making techniques, showing skill and purpose write independently and critically about my artwork use DIRT time very well, to develop my skills in art
PRESENT *Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.*	I can: produce a response to the tasks set in and outside of the art lesson show a limited understanding of using the formal elements, such as drawing, painting, sculpture and mixed media techniques and processes that I have learnt	I can: present a response to the tasks set in and outside of lessons show a basic understanding of using the formal elements, such as painting, drawing, sculpture and mixed media techniques	I can: present a purposeful response to the tasks set in and outside of lessons show a competent understanding of using the formal elements	I can: consistently present a purposeful and meaningful response to all tasks set in and outside of lessons show a consistent understanding of using the formal elements to communicate my ideas	I can: competently and consistently present a purposeful and meaningful response to all tasks set in and outside of lessons show a competent and consistent understanding of using the formal elements to communicate my ideas

Computer Science KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 7															
Learning Focus	GCSE Grade 1			GCSE Grade 2			GCSE Grade 3			GCSE Grade 4			GCSE Grade 5		
	Emerging			Developing			Securing			Mastering			Beyond		
	1.3	1.2	1.1	2.3	2.2	2.1	3.3	3.2	3.1	4.3	4.2	4.1	5.3	5.2	5.1
Algorithms	**I / I can:** understand what an algorithm is and is able to express simple linear (non-branching) algorithms symbolically understand that computers need precise instructions demonstrate care and precision to avoid errors			**I / I can:** understand that algorithms are implemented on digital devices as program design simple algorithms using loops, and selection i.e. if statements use logical reasoning to predict outcomes detect and correct errors i.e. debugging, in algorithms			**I can:** design solutions (algorithms) that use repetition and two-way selection i.e. if, then and else use diagrams to express solutions. use logical reasoning to predict outputs, having an awareness of inputs.			**I can:** show an awareness of tasks best completed by humans or computers design solutions by decomposing a problem and creates a sub-solution for each of these parts recognise that different solutions exist for the same problem			**I can:** understands that iteration is the repetition of a process such as a loop recognises that different algorithms exist for the same problem represents solutions using a structured programme identify similarities and differences in situations and can use these to solve problems (pattern recognition) be able to create a basic search and bubble sort algorithm		
Programming & Development	**I/I can:** know that users can develop their own programs, and can demonstrate this by creating a simple program in an environment that does not rely on text e.g. programmable robots etc execute, checks and changes programs understand that programs execute by following precise instructions			**I can:** use arithmetic operators, if statements, and loops, within programs use logical reasoning to predict the behaviour of programs detect and corrects simple semantic errors i.e. debugging, in programs			**I can:** create programs that implement algorithms to achieve given goals declare and assigns variables use post-tested loop e.g. 'until', and a sequence of selection statements in programs, including an "if, then and else" statement			**I/I can:** understand the difference between, and appropriately uses if and if, then and else statements use a variable and relational operators within a loop to govern termination design, writes and debugs modular programs using procedures			**I/I can:** understand that programming bridges the gap between algorithmic solutions and computers practical experience of a high-level textual language, including using standard libraries when programming use a range of operators and expressions e.g. Boolean, and		

				know that a procedure can be used to hide the detail with sub-solution	applies them in the context of program control.
					selects the appropriate data types
					recognises the purpose of translators and facilities of languages
Data & Data Representation	I can: recognise that digital content can be represented in many forms distinguish between some of these forms and can explain the different ways that they communicate information recognises the need to keep data safe	I/I can: recognise different types of data: text, number appreciate that programs can work with different types of data recognise that data can be structured in tables to make it useful know some ways of keeping data safe	I/I can: understand the difference between data and information know why sorting data in a flat file can improve searching for information use filters or can perform single criteria searches for information can explain basic data security rules	I can: perform more complex searches for information e.g. using Boolean and relational operators analyses and evaluates data and information, and recognises that poor quality data leads to unreliable results, and inaccurate conclusions list a wide range of security measures	I/I can: know that digital computers use binary to represent all data understand how bit patterns represent numbers and images know that computers transfer data in binary understand the relationship between binary and file size (uncompressed) define data types: real numbers and Boolean query data on one table using a typical query language identify forms of attack and how to avoid them e.g. DDOS, SQL injections
Hardware & Processing	I/I can: understand that computers have no intelligence and that computers can do nothing unless a program is executed	I/I can: recognise that a range of digital devices can be considered a computer recognise and can use a range of input and output devices	I/I can: know that computers collect data from various input devices, including sensors and application software understand the difference between hardware and application software,	I/I can: understand why and when computers are used understand the main functions of the operating system	I/I can: recognise and understands the function of the main internal parts of basic computer architecture

	recognise that all software executed on digital devices is programmed	understand how programs specify the function of a general purpose computer	and their roles within a computer system	know the difference between physical, wireless and mobile networks	understand CPU components and their functions and how they relate to memory understands the concepts behind the fetch-execute cycle knows that there is a range of operating systems and application software for the same hardware knows the utilities available to maintain them
Communication & Networks	I/I can: obtain content from the world wide web using a web browser understands the importance of communicating safely and respectfully online, and the need for keeping personal information private know what to do when concerned about content or being contacted	I/I can: navigates the web and can carry out simple web searches to collect digital content demonstrate use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online	I/I can: understand the difference between the internet and internet service e.g. world wide web shows an awareness of, and can use a range of internet services e.g. VOIP recognise what is acceptable and unacceptable behaviour when using technologies and online services	I/I can: understand how to effectively use search engines, and knows how search results are selected, including that search engines use 'web crawler programs' select, combine and uses internet services demonstrate responsible use of technologies and online services, and knows a range of ways to report concerns	I/I can: understand how search engines rank search results understand how to construct static web pages using HTML and CSS understand data transmission between digital computers over networks; Including the cloud and the concept of virtual networks including the internet i.e. IP addresses and packet switching understand the difference between a LAN and WAN and can explain the function of the main components recognise star and mesh network topologies

Information Technology	I/I can:	I/I can:	I/I can:	I/I can:	I/I can:
	use software under the control of the teacher to create, store and edit digital content using appropriate file and folder names	use technology with increasing independence to purposefully organise digital content	collect, organise and present data and information in digital content	make judgements about digital content when evaluating and repurposing it for a given audience	evaluate the appropriateness of digital devices, internet services and application software to achieve given goals
	understand that people interact with computers	show an awareness for the quality of digital content collected	creates digital content to achieve a given goal through combining software packages and internet services to communicate with a wider audience e.g. blogging	recognise the audience when designing and creating digital content	recognise ethical issues surrounding the application of information technology beyond school
	share their use of technology in school	use a variety of software to manipulate and present digital content: data and information	make appropriate improvements to solutions based on feedback received, and can comment on the success of the solution	understand the potential of information technology for collaboration when computers are networked	design criteria to critically evaluate the quality of solutions, uses the criteria to identify improvements and can make appropriate refinements to the solution
	know common uses of information technology beyond the classroom				
	talk about my work and makes changes to improve it	share their experiences of technology in school and beyond the classroom		use criteria to evaluate the quality of solutions, can identify improvements making some refinements to the solution, and future solutions	
		talk about their work and makes improvements to solutions based on feedback received			

Learning Focus	Drama KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 7														
	GCSE Grade 1			GCSE Grade 2			GCSE Grade 3			GCSE Grade 4			GCSE Grade 5		
	Emerging			Developing			Securing			Mastering			Beyond		
	1.3	1.2	1.1	2.3	2.2	2.1	3.3	3.2	3.1	4.3	4.2	4.1	5.3	5.2	5.1
Rehearsal and preparing to perform	I/I can: find it difficult to work with a wide range of my peers struggle with sharing ideas in group or class discussion spend too much time considering ideas and not implementing them in rehearsal bring issues from outside the classroom into the space, this affects my ability to concentrate struggle to complete tasks on time, this results in my performance work being poor and underprepared			I/I can: work effectively with the majority of my class share ideas but am reticent to do so struggle with implementing ideas, but try to in the time allowed occasionally struggle to complete tasks within the time allowed. This can result in some aspects of my performance work being poor and underprepared			I/I can: work with any member of the class offer my own ideas to the group and demonstrate creativity and imagination that benefits my own work use rehearsal time effectively to prepare for performance respond to the ideas of others play both lead and minor roles consider blocking, entrances and exits in my work			I/I can: work effectively with any member of the class to create pieces of work for performance have adequate understanding of the content of the performance use rehearsal time effectively to prepare for performance within the constraints of the genre or style respond to and develop the ideas of others play both lead and minor roles that are both stereotypical and realistic			I/I can: able to work with any member of the class offering ideas and can take on a leadership role without dominating the group make others feel comfortable in group work and involve them by listening to their ideas and offering advice independently communicate ideas which demonstrate excellent creativity, imagination that benefits my work and the work of others use the influence of theatre practitioners to develop my work		
Performing	I/ I can: sometimes act out improvised drama from a stimulus sometimes stay in role for some of the performance sometimes use my voice to show I am playing a character that is different from myself			I/I can: use my voice with some attention to detail when playing a character stay in role for most of the performance use movement with some attention to detail when playing a character			I/I can: use my voice with attention to detail when playing a character use movement with attention to detail when playing a character use a range of drama techniques or strategies with some control create a well organised performance and I am aware of			I/I can: make good use of pitch, pause, pace and tone when using vocal skills for my character make good use of gesture, stillness, fluency and expression when using my movement skills to play a character			I/I can: make excellent use of pitch, pause, pace and tone when using vocal skills for my character make excellent use of gesture, stillness, fluency and expression when using my movement skills to play a character		

	work with some members of the group, but usually get distracted or distract others use my voice to show character, but it is quiet and not properly projected so it is difficult for the audience to understand me	create a well orgnaised performance and I am aware of my responsibilities when performing in front of an audience choose vocabulary and language to match the person, place and time to match my character's situation	my responsibilities when I am performing in front of an audience choose vocabulary and language to match the person, place and time to match my character's situation this is referenced subtly in the character performance	create characters with some originality and stay committed through a performance use a range of strategies and in a range of genres, styles and stage types with some control communicate with members of the audience, other performers and the examiner	perform using any strategies and in any genre, style, type of stage type with excellent control communicate to an excellent standard with other performers, audience members and the examiner
Evaluation and Written Work	I/I can: find it difficult to complete oral and written evaluations without help sometimes try to evaluate my own work and that of my peers and make small attempts to discuss what went well and suggest improvements don't always use subject specific terminology don't always show understanding of drama terminology and how it helps in the creation of drama; this affects my ability to evaluate have issues with spelling, punctuation and grammar	I/I can: give written and oral feedback that reflects some knowledge of drama terminology and strategies evaluate my own work and that of my peers and try to discuss strengths and areas for improvement use subject specific language can offer largely descriptive reviews submit home learning that shows some commitment and this is usually handed in on time research adequately, but it may be copied from the internet without my reflections use spelling punctuation and grammar with little accuracy and the selected style and form is basic	I/I can: give oral and written feedback that reflects knowledge of drama terminology and strategies evaluate my own work and that of my peers and try to discuss strengths and areas for improvement using drama terminology correctly show commitment and effort in my evaluations makes use of subject specific language reviews are coherent and show some judgement occasionally offering examples to illustrate my argument research adequately, but it may be copied from the internet with my reflections	I/I can: give oral and written feedback that reflects secure knowledge of drama terminology and strategies evaluate my own work and that of my peers and try to discuss strengths and areas for improvement using drama terminology securely	I/I can: give oral and written feedback that reflects a complex knowledge of drama terminology and strategies evaluate my own work and that of my peers and try to discuss strengths and areas for improvement using more complex drama terminology correctly and effectively to bring improvements to the work of others

Music															
KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 7															
Learning Focus	GCSE Grade 1			GCSE Grade 2			GCSE Grade 3			GCSE Grade 4			GCSE Grade 5		
	Emerging			Developing			Securing			Mastering			Beyond		
	1.3	1.2	1.1	2.3	2.2	2.1	3.3	3.2	3.1	4.3	4.2	4.1	5.3	5.2	5.1
Listening, Appraising and Reading Music	**I can:** describe the music elements and recognise some in listening tasks classify instruments according to their physical properties and identify instruments in listening tasks suggest improvements to my own and other's work create and interpret graphic scores recognise the following rhythmical symbols: semibreves, minims, crotchets, quavers and semiquavers read treble clef notation 9(E – F)			**I can:** explore the contexts, origins and traditions of different musical styles identify different genres of music and their features in a listening task evaluate how venue, occasion and purpose affect the way music is created, performed and heard consider successful/non-successful outcomes and improve my own and other's work recognise the following rhythmical symbols and their rest signs: semibreves, minims, crotchets, quavers, semiquavers and dotted note values read treble clef notation with ledger lines identify tones and semitones on the keyboard including sharps and flats			**I can:** describe and compare musical features in listening tasks using appropriate vocabulary evaluate the success of my work and set realistic targets for improvement read bass clef notation with ledger lines construct and recognise the difference between major, minor and chromatic scales			**I can:** analyse music in detail, using key words and musical terminology evaluate how different contexts are reflected in my own and other's work notate known rhythmical symbols (semibreves, minims, crotchets, quavers, semiquavers and their rest signs) and pitches using the Grand Staff using simple time-signatures and bar lines construct major and minor chords			**I can:** write accurate descriptions, using technical music vocabulary to give detailed answers evaluate and make critical judgements about the use of musical conventions read/write notation in compound time-signatures determine tonality by ear and recognise/write all major key signatures		

Performance	I can: perform pieces of music using notes within the range of one octave using a note guide perform with reasonable fluency and accuracy on the keyboard from a score with letter names perform in front of others	I can: perform pieces of music using a pitch range of 2 octaves using a note guide perform fluently and accurately on the keyboard from a score with letter names maintain my part during group performances play three chords on the ukulele demonstrate reasonable confidence during performances	I can: perform fluently and accurately on the keyboard without a note guide read/play from tab notation adjust my part showing awareness of the needs of others during group/ensemble playing Perform longer parts from memory/ or music notations demonstrate a high level of confidence during performances	I can: perform longer parts with reasonable technical skill using expression, tempo, timbre, dynamics and phrasing play from a musical score without the letter names written on to assist me coordinate my part with the other performers considering timing add a chordal accompaniment to a melody	I can: play more challenging parts on my own instrument or the keyboard following complex rhythms and playing more than one part (ABRSM Grade 1) read a musical score coherently make appropriate adjustments to my part within an ensemble considering sound balance
Composition	I can: create simple melodic/rhythmic phrases with a set of given notes create compositions which explore different timbres develop composition ideas in rehearsal time compose using some form of notation	I can: create melodic and rhythmic material within a given structure and key/scale use tempo and dynamics creatively refine and improve initial ideas effectively during rehearsals	I can: create/compose music for different genres which explore the music elements and devices use relevant notation to plan and score my composition develop musical ideas in rehearsal time	I can: create/compose musical compositions using a range of music elements and devices compose complementary parts	I can: create/compose musical compositions exploiting the music elements and devices explore a range of different styles, genres and traditions use music software to score my composition

Physical Education KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 7															
Learning Focus	GCSE Grade 1			GCSE Grade 2			GCSE Grade 3			GCSE Grade 4			GCSE Grade 5		
	Emerging			Developing			Securing			Mastering			Beyond		
	1.3	1.2	1.1	2.3	2.2	2.1	3.3	3.2	3.1	4.3	4.2	4.1	5.3	5.2	5.1
Demonstrate skills in physical activity and sport (individual and team), applying appropriate technique(s).	I can: demonstrate basic skills such as throwing and catching with limited control and accuracy			I can: demonstrate a range of basic skills with more control, accuracy and some fluency within drills, although these can often deteriorate			I can: demonstrate more complex skills with some control, although I might make mistakes, resulting in a deterioration of skill. I will be trying these skills in drills and conditioned games			I can: demonstrate more complex skills with greater control and consistency to help outwit my opponent in either drills or conditioned games. These skills may sometimes deteriorate under pressure			I can: demonstrate complex and transferable skills consistently within drills and conditioned games to effectively outwit my opponent(s)		
Demonstrate and apply appropriate decision making skills, strategies and/or compositional ideas within physical activity and sport, taking into account personal strengths and weaknesses, and of others.	I can: contribute to basic strategies and compositional ideas that are suggested to me, allowing me to perform a role within a team or individual activity			I can: use basic strategies and compositional ideas within my play/performance to allow my contribution to be performed with control whilst reacting to others			I can: use a range of more complex strategies and compositional ideas to control my contribution to an activity and seek an advantage over others			I can: use and develop more complex strategies and compositional ideas to overcome opponents in team and individual games, whilst demonstrating control and consistency to take advantage of my own (and team's) strengths			I can: use and develop a range of complex strategies to consistently and effectively take advantage of my own (and team's) strengths, whilst recognising the weaknesses of opponents		
Using communication and leadership skills, demonstrate ideas and problem solving solutions in spontaneous and/or pre-determined ways whilst under pressure in physical activity and sport.	I can: work with others to complete a task, whilst following **basic** instructions			I can: communicate **b**asic ideas whilst demonstrating control (listening) to help solve problems			I can: show leadership skills through communicating more complex ideas to help myself and others achieve success. show control through listening and cooperating with others			I can: consistently show leadership skills, such as communication and cooperation, to develop my own or team performance to be successful whilst using more complex ideas with control			I can: consistently use my leadership skills, such as communication and cooperation, to be an effective leader that ensures complex ideas are performed successfully		
Use appropriate physical characteristics/attributes (eg strength, stamina, speed, agility, flexibility, coordination) to achieve	I have: a basic understanding that exercise is part of healthy lifestyle, and can			I have: a basic understanding of the components of fitness and will			I have: a more complex understanding of the components of fitness and can			I have/can: a more complex understanding of the components of fitness and the			I have/can: a more complex understanding of the components of fitness and		

successful performance, and achieve a collective outcome, in physical activity and sport.	demonstrate the components of fitness	be able to name some, whilst performing them with control	make links between them and the exercises perform with control	links/effects to different body systems. perform the components consistently and with control under test conditions	the links/effects to different body systems. perform the components consistently and be effective in the set up and delivery of fitness tests
Adhere to 'rules', health and safety guidelines, 'fair play' and consider appropriate risk management strategies in physical activity and sport	I have: a basic understanding of the rules regarding safety in PE and sport	I have: a basic understanding of the rules regarding safety in PE and sport and can control myself accordingly	I have a more complex understanding of a range of rules and safety considerations in PE and sport and control myself accordingly	I have: a more complex understanding of a range of rules and safety considerations in PE and sport and consistently control myself accordingly	_
Analyse and evaluate performance to bring about personal improvement in physical activity and sport	I can: identify basic strengths and weaknesses of my own performance and that of others	I can: take control over describing basic strengths and weaknesses of my own performance and that of others	I can: take control over explaining more complex strengths and weaknesses of my own performance and that of others	I can: consistently make more complex judgements on the strengths and weaknesses of my own performance and that of others, whilst taking control through suggesting improvements	I can: consistently make more complex judgements on the strengths and weaknesses of my own performance and that of others, whilst justifying the effectiveness of my suggestions for improvement

Technology
KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 7

Learning Focus	GCSE Grade 1			GCSE Grade 2			GCSE Grade 3			GCSE Grade 4			GCSE Grade 5		
	Emerging			Developing			Securing			Mastering			Beyond		
	1.3	1.2	1.1	2.3	2.2	2.1	3.3	3.2	3.1	4.3	4.2	4.1	5.3	5.2	5.1
Investigating	I can: search mostly images to help inspire ideas			I can: respond to a brief or specification superficially search for specific images to help inspire ideas			I can: responds well to a brief or specification research to show a good level of detail which is relevant			I can: choose and collect relevant research that will provide inspiration			I can: understand clearly a design brief and respond with detailed analysis and a detailed plan for research		
Designing	I can: show simple Initial ideas label designs with key words			I can: create simplistic sketches showing little development label designs with key information. use CAD with some assistance			I can: produce ideas demonstrating a degree of creativity			I can: produce ideas that show some originality and further development			I can: produce a design criteria that reflects the design brief clearly identify a target market		
Social Ethical Environmental and Sustainability	I can: understand that making and design can impact on the environment			I can: apply at least two environmental issues to my work			I can: understand the importance of environmental issues on design			I can: change my design to incorporate environmental issues			I can: apply my knowledge of environmental issues to my design ideas		
Making	I can: produces outcome with constant support whilst making. use equipment with close supervision			I can: name and demonstrate the use of different types of tools and equipment produce outcomes with support and guidance.			I can: select ingredients/components and material that are appropriate to my design use equipment safely with some support			I can: select equipment and tools safely and effectively to produce a good outcome			I can: choose a wide range of materials and give reasons for my choice independently		

		provide some QC evidence to ensure I can produce an outcome that meets the initial brief. use equipment and machinery safely with support.			
Analysis And evaluation	I can: evaluate verbally to show limited knowledge of development	I can: take some action following advice and feedback	I can: test most aspects of the final outcome against my specification	I can: test most aspects of the final outcome against the original specification evaluate and justify the need for further modifications	I can: test my product in detail and evaluate appropriately throughout the designing and making process taking into account my client
SPAG	I can: spell and read with some accuracy	I can: spell and punctuates with reasonable accuracy	I can: write text appropriately to describe my design ideas	I can: recognise technical language and use it with support	I can: produce text that is legible, easily understood and shows a good grasp of grammar and uses some appropriate technical language

Spelling, Punctuation and Grammar & Social, Moral, Spiritual & Cultural Learning KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 7																
Learning Focus	GCSE Grade 1			GCSE Grade 2			GCSE Grade 3			GCSE Grade 4			GCSE Grade 5		
	Emerging			Developing			Securing			Mastering			Beyond		
	1.3	1.2	1.1	2.3	2.2	2.1	3.3	3.2	3.1	4.3	4.2	4.1	5.3	5.2	5.1
SPAG *Spelling, punctuation and grammar*	I can: write in mostly incomplete sentences use SPAG with some accuracy and with a very limited range of specialist language			I can: write in full sentences, starting to use paragraphs use SPAG with reasonable accurately and with a limited range of specialist language			I can: write in paragraphs and use connectives to develop ideas use SPAG with reasonable accurately and with a limited range of specialist language			I can: use an introduction and conclusion effectively use SPAG considerably accurately and with a good range of specialist language			I can: link paragraphs together to form a critical response use SPAG considerably accurately and with a good range of specialist language		
SMSC *Social, moral spiritual and cultural understanding*	I can: link my work or the work of others, to British Values, different beliefs and indicate social, moral and spiritual representation			I can: link my work or the work of others, to British Values, different beliefs and indicate social, moral and spiritual understanding. I can respect the work of others'			I can: link my work or the work of others, to British Values, different beliefs and indicate social, moral and spiritual understanding. I can respect the work of others'			I can: consistently link my work or the work of others, to British Values, different beliefs as well as clearly indicate social, moral and spiritual understanding. I can respect the work of others'			I can: consistently link my work or the work of others, to British Values, different beliefs as well as clearly indicate social, moral and spiritual understanding. I can respect the work of others'		