

KS3 Indicative Competencies Policy



Believe, Succeed, Together

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1.0 Background

1.1 National Curriculum (NC) Levels

In 2013, the DfE confirmed that National Curriculum (NC) levels would be removed. Schools were subsequently given the challenge/autonomy to implement their own assessment arrangements.

In 2014, the DfE published guidance on assessment which contained three principles of effective assessment systems i.e. they should:

- Give reliable information to parents about how their child is performing.
- Help drive improvement for pupils and teachers.
- Make sure the school is keeping up with external best practice and innovation.

In 2014, the DfE introduced a phased transition from alphabetical (A*-G) to numerical (9-1) grades at Key Stage 4 (KS4). The Academy therefore developed a mirrored grading system at Key Stage 3 (KS3) within a set of subject-specific 'indicative competencies'.

1.2 Indicative Competencies

From 2016, pupils at KS3 have been assessed based on a set of indicative competencies for each subject.

The indicative competencies ensure that assessment is reliable, meaningful and understandable by:

- Identifying a maximum of six areas of competency i.e. the crucial skills, abilities and/or knowledge required in order to succeed in each subject.
- Outlining a clear route of progress, with the competency demands at each grade increasing in depth, breadth and complexity.
- Determining the grade at which these areas of competency emerge.

1.3 CREATE Curriculum

The CREATE curriculum is an attempt to bring together the key interrelated aspects of curriculum structure, design and delivery into a single coherent entity.

CREATE focuses on the following key elements:

- Challenge.
- Regulate.
- Enhance.
- Assess.
- Target.
- Enrich.

Element	Description
Challenge	Stretch and extend learning to foster a deeper understanding beyond the content of the National Curriculum and GCSE specifications.
Regulate	Plan, monitor and evaluate specific aspects of learning to foster greater responsibility and independence – DRAFT.
Enhance	Consolidate and develop subject-specific vocabulary and transferable literacy and numeracy skills.
Adapt and Assess	Adapt teaching to take account of different pupils' needs and provide an opportunity for all pupils to achieve. Undertake regular in-class assessment to monitor strengths and highlight specific areas for improvement.
Target	Consolidate identified strengths and develop and overcome areas for improvement.
Enrich	Enhance physical and emotional wellbeing; develop social, spiritual, moral and cultural capital; and provide opportunities and experiences to successfully transition to the next stage from secondary education.

The indicative competencies have evolved to take account of the key principles of the CREATE Curriculum.

2.0 Subject-Specific Indicative Competencies

The following pages include graded indicative competencies for each curriculum subject.

Art and Design				
	Develop	Refine	Record	Present
8+	An exceptional ability to communicate a full understanding of meanings in artwork, identifying why ideas are subject to different interpretations. Develops an exceptionally imaginative and original artwork in response to studied artists/themes.	An exceptional and confident ability to take independent risks, that demonstrates creative flair when exploring own original artistic outcomes. Decision making expresses reasoned judgements.	An exceptional ability to demonstrate confidence, control and skill when using a wide range of mediums, techniques and processes to suit intentions. Original and creative outcomes achieved.	An exceptional ability to fluently analyse and communicate their ideas, insights and views when explaining their thinking and practical work. Original and creative realisation of intentions produced with clear connections back to studied artists.
7	A highly developed ability to examine art from different time and cultures, making meaningful comments. Creatively responds to studied influences when exploring ideas and intentions.	A highly developed ability to select appropriate mediums, to suit their ideas and intentions. Risk taking is met with success and conveys own intentions. Decision making is purposeful.	A highly developed ability to respond consistently with skill and control using a wide range of mediums, techniques and processes.	A highly developed ability to explain meanings of their own and other's artwork and share influences that has led to their own realisation of intentions.
6	Demonstrates a consistent ability to consider and discuss how art is made, showing an understanding of studied theme. Development of own intentions are created and explained.	Explores own ideas, demonstrating a consistent ability when making artworks. Takes some risks when making artwork. Decision making is appropriate.	A consistent ability to utilise art mediums, techniques and processes with purpose and control.	A consistent ability to explain meanings of their own and other's artwork and share influences that has led to their own realisation of intentions.
5	Demonstrating a moderate ability to compare and contrast views about artwork, artists and other visual sources. Own intentions developed with links to studied artists/themes.	Demonstrates a moderate ability to explore suggested ideas with success, when making art. Decision making is shared.	A moderate ability to control mediums, techniques and processes to suit intentions.	A moderate ability to explain meanings of their own and other's artwork and share influences that has led to their own realisation of intentions.
4	Demonstrating some ability to comment on artwork and artists. Some ability to produce own intentions in connection to studied artists/themes.	Takes part, showing some ability, when exploring suggested ideas to make a piece of art. Decision making is straightforward.	Demonstrates some ability when using a range of mediums, techniques and processes.	Demonstrates some ability to explain meanings of their own and other's artwork and share influences that has led to their own realisation of intentions.
3	Describes and uses key features from studied sources. Artwork produced has some link to studied artists/themes.	Follows steps to make a response with developing independency.	Explores art mediums and techniques with developing independency.	A realisation of intention is created with a developing level of independency. Attempts to explain meanings of their own and other's artwork.
2	Describes artistic features in a minimal way.	Follows simple steps to make a response.	Uses art mediums and techniques.	An attempt to realise an intention.
1	Uses simple artistic key words/phrases.	Minimal ability to follow steps to make a piece of artwork.	Minimal ability to use art mediums and techniques.	Minimal ability to realise an intention.

Business Studies

	Identify and Recall	Explain and Propose/Create	Apply	Assess, Evaluate and Justify
8+	Recall key Business terms with extensive understanding	Evaluates business ideas supported by extensive research	Evaluates business idea with extensive links to business scenario	Justifies solutions to problems by making judgements and validity of ideas
7	Recall key Business terms with detailed understanding	Examines business ideas supported by detailed research	Examines business ideas supported by detailed links to business scenario	Proposing solutions to problems by applying acquired knowledge, facts and techniques
6	Recall key Business terms with developed understanding	Examines business ideas supported by developed research	Examines business ideas supported by developed links to business scenario	Solving problems by applying acquired knowledge, facts and techniques
5	Recall key Business terms with clear understanding	Explains business ideas supported by clear research	Explains business ideas supported by clear links to business scenario	Explains problems by applying acquired knowledge, facts and techniques
4	Recall key Business terms with some understanding	Explains business ideas supported by some research	Explains business ideas supported by some links to business scenario	Explains a problem with business idea
3	Recall key Business terms with basic understanding	Identify business ideas supported by basic research	Identify business ideas supported by basic links to business scenario	Identifies a problem with business idea
2	Recall key Business terms with definitions	Ranks suitable business ideas	Ranks suitable business ideas with links to generic business	Ranks problems with business idea
1	Recall key Business terms	List business ideas	Lists ideas with minimal links to generic business	Lists problems with business idea

Citizenship				
Grade	Understand / Recall	Apply Knowledge	Analyse / Evaluate	Synthesis / Create
8+	Recall, explain and demonstrate detailed knowledge of specific key words from both a global and national perspective	To have a superior and deep knowledge and understanding of the key citizenship concepts of democracy, justice, rights, identities, diversity and current affairs and how these may change over time, using highly relevant examples and evidence	Make reasoned and persuasive arguments to represent their own and other viewpoints leading to a conclusion that is reflective of all viewpoints and evidence discussed	Work purposefully with others to plan and carry out citizenship actions to create a solution to a problem in either a local, national or global setting
7	Recall and explain in detail specific key words and demonstrate an understanding of global current affairs	To have a secure knowledge and understanding of the key citizenship concepts of democracy, justice, rights, identities, diversity and current affairs and how these may change over time, using some relevant examples or evidence	Discuss and argue persuasively using a range of supporting evidence. Question and evaluate personal opinions and provide a strong conclusion that links the points made	Work independently and with others to have successful impact to through campaigning to improve the lives of people locally, nationally or globally
6	Recall and explain specific key words with confidence.	To have a sound knowledge and understanding of the key citizenship concepts of democracy, justice, rights, identities and diversity whilst showing a good understanding of current affairs	Demonstrate an appreciation of different points of view and draw own conclusions with some relevant examples and provide a basic conclusion	Work with others to initiate and carry out appropriate course of action that will improve the lives of people locally, nationally or globally
5	Recall and explain key words in context	To have a reasonable knowledge and understanding of the key citizenship concepts of democracy, justice, rights, identities and diversity whilst showing a basic understanding of current affairs	Demonstrate an appreciation of different points of view and draw own conclusions with some relevant examples and some attempt to provide concluding remarks	Plan, carry out and explain citizenship actions taken. Participate effectively to a campaign that will have a local, national or global impact
4	Recall and explain Citizenship key words with some understanding	To have some knowledge and understanding of the key citizenship concepts of democracy, justice, rights, identity and diversity and current affairs	Explore a range of opinions including your own and the views from a wider society.	Work as a group to plan and carry out a campaign effectively to bring about change locally or nationally
3	Recall and explain briefly relevant Citizenship vocabulary	To briefly explain the importance of democracy, justice, human rights, personal identity, diversity and current affairs	Discuss topical issues and demonstrate an ability to appreciate the views of others.	Work as a group to plan and carry out an action to bring about change in the local area
2	Define key Citizenship vocabulary	To describe key features of democracy, justice, human rights, personal identity, diversity and current affairs	Recognise that there are different points of view	Work with others to contribute to a plan of action that will benefit others
1	Recall key Citizenship vocabulary	To recognise examples of democracy, justice, human rights, identity, diversity and current affairs	To be able to express a single viewpoint	Identify Citizenship issues

Computing

Grade	Careers, Society and E-safety	Application and Problem-Solving	Understanding Client Requirements	Creativity Graphic Design / Game Design / Web Design
8+	Fully developed awareness of technology careers, e-safety and transferrable skills, awareness of impact computing has on society	Demonstrate advanced real-world problems, use logical reasoning, binary and Boolean logic	Fully understand and communication of the client requirements can provide fully complete design to a solution	Fully develop creative media-based projects. To include graphic design / game design / web design using all pre-production documents.
7	Developed awareness of technology careers, e-safety and transferrable skills, awareness of impact computing has on society.	Detailed advanced real-world problems, use logical reasoning, binary and Boolean logic	Developed understanding and communication of the client requirements can provide fully complete design to a solution	Developed creative media-based projects. To include graphic design / game design / web design using all pre-production documents.
6	Sound awareness of technology careers, e-safety and transferrable skills, awareness of impact computing has on society.	Sound advanced real-world problems, use logical reasoning, binary and Boolean logic	Sound understanding and communication of the client requirements can provide complete design to a solution	Sound a creative media-based projects. To include graphic design / game design / web design using all pre-production documents.
5	An awareness of technology careers, e-safety and transferrable skills, awareness of impact computing has on society.	Some advanced computing skills, real world problems, use logical reasoning, binary and Boolean logic	An understanding of the client requirements can provide sufficient design to a solution.	Most requirement of a creative media-based projects. To include graphic design / game design / web design using sufficient pre-production documents.
4	Developing awareness of technology careers, e-safety and transferrable skills, awareness of impact computing has on society.	Developing basic computing skills, real world problems, use logical reasoning, binary and Boolean logic	Developing understanding of the client requirements can provide more design to a solution	Developing creative media-based projects. To include graphic design / game design / web design using most pre-production documents.
3	Emerging awareness of technology careers, e-safety and transferrable skills, awareness of impact computing has on society.	Emerging confidence to log in, access files, create files and save them.	Emerging understanding of the client requirements can provide more design to a solution	Emerging creative media-based projects. To include graphic design / game design / web design using some pre-production documents.
2	Improving awareness of technology careers, e-safety and transferrable skills, awareness of impact computing has on society.	Improving confidence to log in, access files, create files and save them.	Improving understanding of the client requirements can provide some design to a solution	Improving creative media-based projects. To include graphic design / game design / web design using some pre-production documents.
1	Limited awareness of technology careers, e-safety and transferrable skills, awareness of impact computing has on society.	Basic computing skills, can log in, access files, create files and save them.	Basic understanding of the client requirements can provide some design to a solution	Limited creative media-based projects. To include graphic design / game design / web design using some pre-production documents.

Design Technology (Core Knowledge and Timber Specialism)

Grade	Investigate (A01)	Design (A02)	Make (A03)	Evaluate (A04)
8+	Expands avenues of research to determine individual areas of supporting research.	Establishes innovative designs freely, developed to improve all specification areas.	Organises specific tasks, taking into regard quality controls and processes. Modifies and adapts their manufacture, making designs unique with succinct quality controls.	Reviews all stages of the design process, adding links to specification fulfilment throughout . Reviews and criticises products, using testing and justification within evaluation.
7	Selective research focused on products identified in analysis sufficient coverage specification.	Creative and innovative designs freely developed to improve on most areas of specification.	Interprets , plans and improves plan, making adjustments to materials, processes and equipment. Produces a quality product with some quality controls utilised to improve outcome .	Reviews and working out improvements to make to design and developments. Further analyses a final product, linking achievements to the specification with reviewing.
6	Ensures that sustainability is embedded throughout research elements.	Illustrates a range of designs and developments of products.	Plans , records, and demonstrates some element of quality control. Demonstrates skill and control in manufacturing of prototype	Effectively evaluates the outcome of the product aided by some review against title
5	Research fundamental areas of a product.	Designs and improves a product.	Creates a prototype product with usable materials and processes. Sets out tasks and select basic tools of a make task	Determines products success recognising areas to improve
4	Uses some element of sustainability in research.	Applies improvements to a design to impact the visual effect of product.	Lists tasks and equipment but not necessarily in task order. Completes prototypes with some application of skill.	Responds to opinions regarding outcome of product
3	Identifies the use of materials, processes and health and safety of a product.	Compares designs and attempt to improve design idea.	Follows a list of steps for manufacturing a product Creates a prototype with simplified parts	Able to identify strengths and weaknesses of a product/prototypes
2	Identifies a product's different materials and manufacture.	Improves the visual appearance of a product	Constructs a product out of separate parts	Simplistic evaluation of product/prototypes
1		Replicates a previous design Constructs a product with guidance		Able to rate a product/prototype

Drama				
Grade	Response	Performance	Analysis	Vocabulary
8+	Can I show highly developed and detailed ideas about the stimulus or play-text?	Am I accomplished in my use of vocal and physical aspects in performance?	Am I able to offer highly developed and detailed analysis of performance, including visual, aural and spatial aspects of performance?	Is my use of drama and theatre terminology highly developed and does it enrich the meaning and quality of my response?
7	Can I demonstrate thoughtful ideas about the stimulus or play-text?	Can I demonstrate thoughtful vocal and physical control in performance?	Am I able to offer thoughtful analysis of performance, including visual, aural and spatial aspects of performance?	Is my use of drama and theatre terminology thoughtful throughout my response?
6	Can I share confident ideas about the stimulus or play-text?	Can I demonstrate confident control of vocal and physical aspects in performance?	Am I able to offer confident and detailed analysis of performance?	Can I confidently use drama and theatre terminology to shape the quality of my response?
5	Can I share clear ideas gained from the stimulus or play-text?	Can I show clear control of vocal and physical aspects in performance?	Am I able to offer detailed feedback on specific moments of a performance?	Can I use drama and theatre terminology (words) throughout my response?
4	Do I have a developed understanding of the stimulus or play-text?	Can I show some developing control of vocal and physical aspects in performance?	Am I able to offer well-placed feedback on a performance?	Does my use of drama and theatre terminology (words) aid meaning?
3	Can I share simple ideas about the stimulus or play-text?	Can I show simple control of vocal and physical aspects in performance?	Am I able to offer simple feedback on a performance?	Can I use some subject specific words when responding to work?
2	Do I have an emerging understanding of the stimulus or play-text?	Can I sometimes use my voice and movement in performance?	Am I able to sometimes offer simple feedback on a performance?	Can I sometimes use drama words when giving feedback to others?
1	Can I understand the main parts of the story or characters?	Can I understand how to use voice and movement in performance?	Can I identify one or two parts of a performance that I liked?	Can I identify one or two drama words and use them when giving feedback to others?

English Language						
Grade	AO1	AO2	AO3	AO4	AO5	AO6
8+	Have I offered compelling insight into both texts in a unique and unmatched way?	Have I analysed the relevant sections of more than one quote that evidences a unique insight? Have I done this for more than one text?	Have I offered an insightful and perceptive comparison of two or more texts? Have I fully justified my point that the two texts are intrinsically linked?	Have I critically evaluated more than one writer's attempts to create an effect? Have I evidenced this with several quotes?	Am I consistently adhering to an accurate tone, style and register to match the given form, purpose and audience? Does my crafting of language display flair and originality?	Is my spelling of ambitious vocabulary accurate and correct? Does my language use ensure my writing is clear, purposeful and effective?
7	Have I offered compelling insight into one text in a unique and unmatched way?	Have I analysed relevant sections of more than one quote that evidence a less obvious point? Have I attempted to do this for more than one text?	Have I accurately analysed an obscure but debatable reference between two or more texts?	Have I evaluated at least one writer's attempt to create an effect with reference to at least two quotes?	Am I adhering to an accurate tone, style and register to match the given topic? Is there evidence of carefully crafted language choices in more than one paragraph?	Have I accurately used ambitious vocabulary and punctuation to create an effect?
6	Have I correctly identified and discussed figurative aspects of more than one text?	Have I analysed relevant sections of more than one quote that evidence my obvious point?	Have I attempted to analyse an unusual connection between two or more texts?	Have I correctly analysed more than one attempt to create an effect with correct quotes? Have I attempted to evaluate at least one effect?	Have I accurately matched the tone, style and register for the given topic? Have I clearly planned the content of my writing for a desired effect?	Have I used ambitious vocabulary mostly accurately? Are my language choices considerate of effect?
5	Does my answer reference hidden aspects of more than one text?	Have I attempted to identify more than one aspect of each text that creates an effect? Have I used subject terminology mostly accurately?	Have I correctly analysed an obvious theme between two or more texts? Have I described more unusual connections?	Have I correctly identified more than one writer's attempts to create an effect with correct quotes? Have I accurately analysed the effect?	Have I mostly accurately matched the tone, style and register for the given topic? Have I attempted to create effects using the order of information?	Have I attempted to use ambitious vocabulary? Is my use of language intentional? Is my spelling, punctuation and grammar accurate?
4	Does my answer relate to hidden parts of the text? Have I attempted to do this for more than one text?	Have I correctly identified at least one part of each text that creates an effect? Have I accurately written about the effect?	Have I identified a common theme between two or more texts? Have I attempted to analyse how they are presented?	Have I correctly identified a quote that shows an effect? Have I attempted to analyse the effect?	Have I attempted to match the tone, style and register for the given topic? Does my work consider paragraph order?	Have I chosen specific words for effect? Is my spelling, punctuation and grammar generally accurate?
3	Have I correctly identified and written about obvious parts of more than one text?	Have I attempted to identify one part of each text that creates an effect? Have I written about the effect?	Have I written about a common theme between two texts? Have I described how they are written?	Have I written about the way an author tries to create an effect? Have I used a quote to prove this?	Does the order of my paragraphs make sense and give information about the right thing?	Have I used paragraphs? Can I use basic punctuation and spell simple words correctly?
2	Have I written about the obvious parts of the text? Have I tried to do this for two texts?	Have I written about specific parts of the text that create an effect? Have I attempted to do this for more than one text?	Have I written about specific sections of more than one text in my writing?	Have I linked something that happens in the text back to the question?	Am I writing about the right thing throughout my work? Does the order of my work make sense?	Have I used simple sentences and spelled simple words correctly? Have I used basic punctuation and grammar?
1	Have I answered the question?	Have I written about the effect?	Have I written about more than one text in my writing?	Have I written about something that happens in the text?	Am I writing about the right thing?	Have I used basic punctuation, spelling and grammar?

English Literature

Grade	AO1	AO2	AO3	AO4
8+	Does my statement offer a critical insight into the text in a unique and unmatched way? Is there more than one quote to illustrate this point?	Have I critically analysed the relevant sections of more than one quote that evidences a unique insight? Have I critically evaluated the writer's attempts to create an effect?	Have I critically evaluated the writer's methods of conveying a message regarding society? Are there other perspectives?	Is my spelling of ambitious vocabulary accurate and correct? Do I analyse writer's methods and techniques with a consistent, precise identification and use of subject terminology? Does my language use ensure my arguments are clear, purposeful and effective?
7	Does my statement challenge basic interpretations of the text? Is there any conflicting evidence?	Have I identified specific techniques used in more than one quote that create an effect? Have I suggested alternative responses a reader could have to the text?	Have I clearly stated the link between the quote and what message the author was trying to convey regarding society? Is this the best evidence to explain the link between my related texts?	Am I developing a wide-ranging vocabulary with punctuation and grammar used accurately? Is my consistent use of subject terminology accurate? Is my language use considered to be ambitious or above the average reading level?
6	Have I explored an insightful, but undeniable way that the writer presents the focus? Is there more than one quote to evidence this?	Have I referenced more than one quote when arguing my point? Have I explored an alternative response a reader could have to the text?	Have I begun to explore what message the author was trying to convey regarding society? Have I accurately evidenced the link between my related texts?	Is my spelling, punctuation and grammar mostly accurate? Have I used sufficient subject terminology correctly? Am I using vocabulary considered at a high reading level?
5	Have I suggested an insightful way that the writer presents the focus? Have I used the best quote?	Have I clearly explained what the evidence shows? Have I correctly identified the subject terminology?	Have I attempted to explain the significance of a specific social/historical influence on the author's methods? Have I evidenced the link between my related texts?	Is my spelling, punctuation and grammar generally accurate? Have I used sufficient subject terminology correctly?
4	Have I suggested an accurate way that the writer presents the focus? Does the quote match this suggestion?	Have I explained what the evidence shows? Have I attempted to identify subject terminology?	Have I identified the link between my quote and a specific social/historical influence? Have I attempted to explain the link between my related texts?	Have I shown understanding of how basic meaning can be created, and how grammar is applied? Have I tried to use subject terminology?
3	Have I suggested a way the writer presents the focus? Have I used a quote?	Have I made any link between specific words in the quote and my statement?	Have I identified social/historical information in relation to my quote? Have I acknowledged the link between my related texts?	Have I used simple structural devices and language features? Have I correctly applied basic spelling, grammar and punctuation?
2	Have I worded my statement using language from the question?	Have I linked my ideas?	Have I identified social/historical information?	Have I used basic punctuation and spelled simple words correctly?
1	Have I mentioned the main part of the question in my statement?	Have I attempted to describe a way that the writer achieves an effect?	Have I mentioned the inspiration for a part of the text? e.g. time period.	Have I used basic punctuation, spelling and grammar inconsistently?

French				
Grade	Listening	Speaking	Reading	Writing
8+	I can understand the main points and detail in more challenging passages and produce developed responses.	I can speak creatively and spontaneously using extended sentences on a range of topics. I can answer unprepared questions.	I can recognise and translate a wide variety of important detail in a range of challenging topics. I can answer challenging questions in French with good levels of accuracy.	I can write creatively on a range of topics, expressing and justifying my thoughts and opinions. I can translate into French with high levels of accuracy.
6/7	I can understand the three main tenses in passages with unfamiliar vocabulary and respond with accuracy.	I can use the three main tenses accurately and justify my opinions in a detailed / extended way.	I can recognise the three main tenses in passages with unfamiliar vocabulary.	I can write accurately using the three main tenses, talking about other people, and using negatives.
4/5	I can understand some details and tenses in longer passages with more complex language such as time phrases and connectives.	I can use the present and future tenses accurately and I am starting to speak spontaneously. I may include the perfect tense if appropriate.	I can understand tenses in passages, and I am able to translate into French with a good level of accuracy (grammar and spelling).	I am beginning to write accurate, longer paragraphs using the present and future tenses, giving detailed opinions. I may also include the perfect tense.
3	I can understand the main points of a short passage which include some complex language such as opinions and feelings.	I can take part in a simple conversation expressing feelings and opinions with little hesitation.	I can understand the main points of a short passage which includes more complex language such as feelings and opinions.	I can write short paragraphs which will be linked with examples of connectives and time phrases.
2	I can understand longer sentences and produce responses without prompts.	I can take part in a short, prepared conversation with some hesitation.	I can understand information in longer sentences and can answer with a good level of accuracy.	I am starting to write short sentences from memory expressing feelings and opinions.
1	I can understand a few words/ short sentences and can select some correct multiple-choice answers, transcribing with accuracy.	I can say single words and simple sentences with some correct pronunciation.	I can recognise and translate individual words and short sentences with some accuracy.	I can write and copy words and symbols accurately. I can write short sentences with some accuracy using prompts.

Food Preparation and Nutrition

Grade	Nutrition and Health	Knowledge of Ingredients	Practical Skills
8+	Evaluate dishes/recipes applying an extensive understanding of nutrition and health principles.	Understand and evaluate in detail the source, seasonality and characteristics of a broad range of ingredients.	Demonstrate independence completing practical work to an exceptional standard.
7	Analyse dishes/recipes applying a good understanding of nutrition and health principles.	Understand in detail the source, seasonality and characteristics of a broad range of ingredients.	Demonstrate independence completing practical work to a high standard.
6	Analyse dishes/recipes applying a some understanding of nutrition and health principles.	Understand in some detail the source, seasonality and characteristics of a range of ingredients.	Demonstrate independence completing practical work to good standard.
5	Show a good knowledge of the main nutrition and health principles.	Show good knowledge of seasonality and characteristics of a range of ingredients.	Demonstrate independence completing practical work to a competent standard.
4	Show some knowledge of the main nutrition and health principles.	Show some knowledge of seasonality and characteristics of a range of ingredients.	Demonstrate some independence when completing practical work.
3	Identify the main nutrient's and the importance of a balanced diet.	Identify characteristics of common ingredients and know where they come from.	With limited guidance prepare and cook ingredients.
2	Identify the main nutrients.	Identify characteristics of common ingredients.	With guidance safely prepare ingredients.
1	Recall some of the Eatwell Guide.	Recall characteristics of common ingredients.	Hold a knife safely with guidance.

Geography

Grade	Application of Key Terms	Understanding of Geographical Processes	Evaluating Geographical Resources	Use of Case Studies and Evidence
8+	Extensive knowledge of the key terms. Applies key words confidently through discussion, and answers to case study and geographical skills questions.	Extensive knowledge of geographical processes. Able to provide detailed diagrams with full labels. Able to describe and explain the social, economic and environmental impact of the processes.	Able to extract key information from a variety of resources and confidently apply the information to answer questions.	Extensive understanding and application of case studies, citing key information to demonstrate comprehensive knowledge and understanding.
7	Competent knowledge of the key terms. Able to define and apply them appropriately to case study case study and geographical skills questions.	Competent knowledge of geographical processes. Utilises a labelled diagram to aid understanding. Able to describe the social, economic and environmental impact of the processes.	Able to extract information from a variety of resources and competently apply the information to answer questions.	Competent understanding and application of case studies, citing key information to demonstrate knowledge and understanding.
6	Knowledge of key terms. Able to use them in case study and geographical skills questions.	Knowledge of the geographical processes. Able to outline the social, economic and environmental impact of the processes.	Able to use resources effectively and use the information to answer questions.	Uses appropriate case studies, citing relevant information to demonstrate knowledge and understanding.
5	Knowledge of key terms. Able to use them in some case study and geographical skills questions.	Can recall key geographical processes. Able to highlight the social, economic and environmental impact of the processes.	Able to use resources and use the information to answer questions.	Able to recall specific case studies, but with limited detail in terms of demonstrating broad knowledge and understanding.
4	Can recall most key terms and use them in some case study and geographical skills questions.	Can recall most key geographical processes. Able to recall some of the social, economic and environmental impact of the processes.	Can access the resource and use aspects to answer questions.	Able to provide basic facts about a case study and begin to explain their relevance.
3	Can recall most key terms but with limited understanding.	Can recall most geographical processes but with limited understanding of their impact.	Can access the resource but with limited use to answer questions.	Able to provide basic facts about a case study but the explanation is too generalised.
2	Can recall some key terms but with limited understanding.	Can recall some geographical processes but with limited understanding of their impact.	Can access some aspects of the resource but with limited use to answer questions.	Able to reference to a case study.
1	Can recall some key terms.	Can recall some geographical processes.	Can access some aspects of the resource.	No reference to a specific case study.

History

Grade	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance	Sources and Evidence	Interpretations
8+	Engage with and analyse historical arguments about cause and consequences	Construct clear analysis about the amount of/ importance of change/ continuity	Engage with historical debate on diversity and experience	Weigh up different judgements on significance	Evaluate a range of sources to reach conclusions	I use detailed knowledge of the two time periods in question to analyse interpretations
7	Judge the importance of different causes and consequences	Analyse change and continuity	Recognise groups experiences differ and this will change in different time periods	Explain why people have different ideas about significance	Consider the importance of the NOP (nature, origin and purpose) of a source to answer questions	Analyse interpretations to reach judgements
6	Classify consequences (LT/ST) and explain links between causes	Start to analyse the type and amount of change/ continuity	Use criteria like race to explain differences in experience	Use criteria to judge how significant events are e.g. scale of impact	Evaluate sources to find the most relevant information to answer questions	Use criteria e.g. time period to explain differences in interpretations
5	Explain why a consequence occurred/ why it may differ, suggest how causes may be linked	Describe the type and amount of change/ continuity	Explain why different groups experience events differently	Explain why I think something is significant	Start to evaluate sources to find evidence to help answer questions	Start to explain why interpretations may differ
4	Identify causes and state different consequences for different groups	Identify change and continuity within/ across different time periods	Identify whose experiences will be different	Make my own choices about significant events with some reasons	Find strengths and weaknesses in sources for particular questions	Describe different interpretations of the same event/person
3	State the cause/ consequence of events	Show knowledge and understanding of some changes studied	State a similarity/ a difference in people's experiences	State what I think is significant	Use sources to answer more developed questions – beyond basic comprehension	Describe someone's interpretation of an event/ person
2	Match a cause to its consequence	Spot what has changed and stayed the same	Spot similarities and differences in people's experiences	Select the most important events	Use sources to answer questions – comprehension	Spot similarities/ differences between interpretations
1	Know what consequence means	Spot what has changed or stayed the same	Spot what is similar or different for groups	Spot important events	Find answers to simple questions in a source	Show understanding of what an interpretation is saying about an event/ person etc

Mathematics

Grade	Algebra	Number	Ratio and Proportion	Probability and Statistics	Geometry and Measures
8+	<ul style="list-style-type: none"> Factorise and solve quadratic expressions Rearranging formulae Forming and solving equations Simultaneous equations 	<ul style="list-style-type: none"> Multiplying and Dividing standard form Reverse percentages Recurring decimals to fractions 	<ul style="list-style-type: none"> Inverse proportion Compound interest Similar shapes (proof) 	<ul style="list-style-type: none"> Probability Trees (non-replacement) Sampling Box Plots Cumulative Frequency 	<ul style="list-style-type: none"> Enlargement with negative and fractional scale factors Compound shapes Trigonometry Loci Pythagoras
7	<ul style="list-style-type: none"> Solving algebraic fractions Solving equations graphically Drawing quadratic graphs Solving Inequalities Finding equations of straight lines 	<ul style="list-style-type: none"> Reverse Percentages Writing standard form Percentages of amounts Bounds 	<ul style="list-style-type: none"> Direct proportion Percentage change Reverse percentage problems Simple interest Distance-time graphs 	<ul style="list-style-type: none"> Sample space diagrams Venn diagrams Averages from tables Probability Trees (replacement) 	<ul style="list-style-type: none"> Translation Volume and surface area of triangular prisms Circles (cylinders, spheres) Angle rules (interior and exterior) Bearings
6	<ul style="list-style-type: none"> Expanding quadratic brackets Finding gradients Midpoints of lines 	<ul style="list-style-type: none"> Indices Rounding (sig fig) HCF and LCM Prime Factors 	<ul style="list-style-type: none"> Ratio and fractions Increase and decrease of percentages Compound units 	<ul style="list-style-type: none"> Discrete and Continuous Data Experimental probability Scatter diagrams Pie Charts 	<ul style="list-style-type: none"> Reflection Rotation Areas of trapezia Volume and surface area of cubes & cuboids
5	<ul style="list-style-type: none"> Solving 2-step equations Substitution Nth term rules Plot graphs from equations 	<ul style="list-style-type: none"> Factors and Multiples Finding percentages Significant Figures Decimals (\times/\div) Fractions ($+/-$) 	<ul style="list-style-type: none"> Sharing ratio Proportion Exchange rates 	<ul style="list-style-type: none"> Mutually exclusive events Two Way tables Averages and Range Vertical line charts Frequency tables 	<ul style="list-style-type: none"> Angles on a line/at a point Construction Plans and elevations Areas of triangles, rectangles...
4	<ul style="list-style-type: none"> Expanding brackets Linear factorising 	<ul style="list-style-type: none"> Money Negatives Fractions (\times/\div) 	<ul style="list-style-type: none"> Value for money 	<ul style="list-style-type: none"> Calculating probabilities 	<ul style="list-style-type: none"> Rotational symmetry Perimeter
3	<ul style="list-style-type: none"> Simplifying positive terms Simplifying multiplication and division 	<ul style="list-style-type: none"> Reading tables Multiplication and Division 	<ul style="list-style-type: none"> Simplifying ratio Using ratio for recipe questions 	<ul style="list-style-type: none"> Pictograms Listing outcomes 	<ul style="list-style-type: none"> Line symmetry Calculating angles Properties of solids
2	<ul style="list-style-type: none"> Plot coordinates in all 4 quadrants Term to term sequences 	<ul style="list-style-type: none"> Reading scales Ordering decimals Addition and Subtraction 		<ul style="list-style-type: none"> Bar charts Probability scale 	<ul style="list-style-type: none"> Naming 3d shapes Names of angles Nets
1	<ul style="list-style-type: none"> Plot coordinates in 1st quadrant Algebraic notation 	<ul style="list-style-type: none"> Place value Ordering integers 		<ul style="list-style-type: none"> Tally charts 	<ul style="list-style-type: none"> Naming 2d shapes

Music			
Grade	Purposeful Practice	Confident Creativity	Active Listening
8+	Perform at Grade 3 ABRSM standard and am developing a stylistic flair in my performances.	Compose music showing an advanced development in the realisation of my ideas and demonstrating imaginative contrast in the use of all of the elements of music.	Use advanced musical vocabulary in order to analyse music based on a secure knowledge of a variety of musical concepts.
7	Perform at Grade 2 ABRSM standard handling subtler dynamic and tempo changes sensitively.	Use repetition, development and contrast to compose music within an advanced structure, using the elements of music to achieve a sense of style and character; notate my music with complete accuracy.	Use musical vocabulary to analyse music giving consideration to the intentions of the composer and the effect on the listener.
6	Perform at Grade 1 ABRSM standard showing control of the instrument and demonstrating an awareness of tempo and dynamics.	Compose music using a clear structure, demonstrating an understanding of tonality and using the elements of music to realise some creative ideas; notate my music with a high level of accuracy.	Actively listen to a variety of musical genres making critical judgements and observations about the use of the elements of music.
5	Perform music from staff notation accurately matching the demands of the chosen instrument (for example, three independent limbs on a drum kit, two independent hands on a piano).	Compose melodic phrases with a sense of shape and rhythm and which include a simple accompaniment; notate simple melodic and rhythmic parts with some accuracy.	Actively listen to contrasting pieces of music and describe their differences and similarities using the elements of music.
4	Perform a basic piece of music accurately from staff notation.	Compose music which has a clear beginning, middle and end and which uses the elements of music in response to a brief or creative idea; attempt to notate music in a suitable format.	Confidently identify and describe the use of the elements of music when responding to music.
3	Perform simple melodic or rhythmic lines by reading a form of written notation (staff notation, TAB, drum notation, graphic scores).	Compose music which has a sense of organisation and in which the elements of music are used to create a mood or atmosphere	Recognise simple musical terms and use these to describe music.
2	Perform in time with a pulse.	Use original ideas to compose and/or improvise a piece of music.	Identify and describe simple features of music.
1	Perform repeated patterns by ear (rhythmic or melodic).	Compose music which makes use of simple repeating patterns.	Identify general changes in music and describe these using simple vocabulary.

Physical Education				
Grade	Human Body and Movement	Socio-cultural Influences and Wellbeing	Team Sports	Individual Sports
8+	Evaluate the factors that underpin the function of anatomy and physiology in sports performance. Provides justification in your answers.	Evaluate the factors that underpin how socio-cultural and well-being factors affect involvement in physical activity and sport. Provides justification in your answers.	High level of ability to make tactical and strategic decisions. Contribution to the game is significant. High level of technique and accuracy in set plays and open play. Successful in outwitting opponents.	Excellent technique demonstrated for all skills and is maintained throughout all practices. High level of ability to make successful and effective tactical and strategic decisions.
7	Analyse the factors that underpin the function of anatomy and physiology in sports performance. Provides alternative viewpoints.	Analyse the factors that underpin how socio-cultural and well-being factors affect involvement in physical activity and sport. Provides alternative viewpoints.	Successful tactical decisions made in set plays and open play. Effective contributions in game play which can be sustained. Successful in outwitting opponents.	Very good technique demonstrated for all skills and is maintained for most practices. Ability to make successful and effective tactical and strategic decisions.
6	Interpret the functions of the components of anatomy and physiology. Provides specific sporting examples.	Interpret socio-cultural influences and/or well-being factors. Provides specific sporting examples.	Tactical decisions are relevant to the position with only minor lapses. Consistency of technique and accuracy. Outwits opponents with some ease.	Good technique demonstrated for all skills. Ability to usually make successful and effective tactical and strategic decisions.
5	Explain the functions of the components of anatomy and physiology. Provides sporting examples.	Explain socio-cultural influences and/or well-being factors. Provides sporting examples.	Some technique and accuracy in performance, not always consistent. Tries to outwit opponents with some success.	Good technique demonstrated for most skills. Ability to sometimes make successful and effective tactical and strategic decisions.
4	Describe competently the main aspects of anatomy and physiology in the human body.	Describe competently basic socio-cultural influences and/or well-being factors.	Inconsistencies in tactical play with reference to position playing. Contribution to the game is evident but infrequent.	Good technique demonstrated for some skills. Some ability to use tactics and strategies.
3	Some understanding of the basic anatomy and physiology of the human body.	Some understanding of basic socio-cultural influences and/or well-being factors.	Occasionally demonstrates knowledge of tactical play. Limited success in outwitting opponent	Occasionally demonstrates correct technique for some skills. Some ability to use basic tactics and strategies.
2	Recall basic anatomy and physiology of the human body.	Recall basic socio-cultural influences and/or well-being factors.	Limited ability and knowledge of tactics. Contribution to the game is limited. Limited technique and accuracy.	Limited technique demonstrated for a few skills. Limited ability to use tactics and strategies.
1	Identify basic anatomy and physiology of the human body.	Identify basic socio-cultural influences and/or well-being factors.	Very limited ability and knowledge of rules is weak. Avoids contribution to the game unless necessary.	Very limited technique demonstrated for a few skills. Very limited ability to use tactics and strategies. Very limited ability to select & apply appropriate skills.

Religious Education			
Grade	Learning about Religion (AO1-Knowledge)	Learning from Religion (AO2-Understanding)	Analysis of Religion (AO3-Evaluation)
8+	Can use extensive and sophisticated religious vocabulary to analyse a range of religions and beliefs. Can understand interpretations of religion with reference to historical, cultural, social and philosophical effects.	Fully able to detail how beliefs influence attitudes and practice regarding: Interpretation of sources; expression of faith; impact on society and community; and responses to ultimate questions.	Gives a detailed and clear evaluation and justification of a variety of viewpoints including a variety of key religious teachings and practices within religions.
7	Can use a large range of religious vocabulary to show a good understanding of a variety of religions and beliefs Can provide detailed and insightful reasons for differences within and between religions.	Good detail in knowing how beliefs influence attitudes and practice regarding: Interpretation of sources; expression of faith; impact on society and community; and responses to ultimate questions.	Evaluates and justifies a variety of viewpoints with detailed reference to key religious teachings and the variety of practices within religions.
6	Can use a good range of religious vocabulary to fully describe different religions and their beliefs Can explain the reasons for differences within and between religions.	Can detail how beliefs influence attitudes and practice at a good level regarding: Interpretation of sources; expression of faith; impact on society and community; and responses to ultimate questions.	Evaluates and justifies a variety of viewpoints with clear reference to key religious teaching and practices.
5	Can use a variety of religious words to explain describe different religions and their beliefs Can consider reasons for differences and similarities within and between religions.	Shows how beliefs can influence attitudes and/or practice at a basic level regarding: Interpretation of sources; expression of faith; impact on society and community; and responses to ultimate questions.	Considers a variety of viewpoints with reference to key religious teachings and practices.
4	Can use religious words to clearly describe sources, beliefs, practices (what they do) and experiences Can describe a number of similarities and differences between and with religions.	Can recognise that beliefs influence practice regarding: Interpretation of sources; expression of faith; impact on society and community; and responses to ultimate questions.	Explains personal views in detail with clear reference to a variety of viewpoints including religious views and practices.
3	Can use religious words to describe key features of religion Can recognise some similarities and differences between religions.	Some limited recognition demonstrated regarding: Interpretation of sources; expression of faith; impact on society and community; and responses to ultimate questions.	Explains personal views with detailed reasons and make some reference to religious views and practices.
2	Identifies key religious beliefs and practices and shows a limited understanding of the religions studied.	Limited recognition demonstrated regarding: Interpretation of sources; expression of faith; impact on society and community; and responses to ultimate questions.	Explains personal views with reasons and some reference to religions.
1	Recalls simple facts about different world religions	Very limited recognition of the link between belief and attitude/practice regarding: Interpretation of sources; expression of faith; impact on society and community; and responses to ultimate questions.	Offers a simple opinion.

Science

Grade	Key Terms, Concepts and Processes	Planning to Collect Evidence	Collecting and Recording Evidence	Presenting Evidence – Graphs	Considering Evidence
9	Can comprehensively recall, define and explain key terms, concepts and processes and make clear links between them.	Consider a range of approaches to the investigation, making a decision based on scientific knowledge and understanding.	Make decisions about obtaining precise, accurate and reliable data.	As for grade 8 but also independently and confidently: Identify and explain points of particular significance.	Independently and confidently: Discuss how certain you can be of the evidence you have produced.
8	Can confidently recall, define and explain key terms, concepts and processes and make links between them.	Discuss in detail your investigation.	On your own, make systematic, precise and reliable observations and measurements.	Decide on suitable complex scales for your graph and plot sufficient points on the graph with an accurate line of best fit.	Independently, begin to explain and allow for anomalies.
7	Can effectively recall, define and explain key terms, concepts and processes.	Plan to collect data that is reliable.	On your own, make a series of precise and reliable observations/measurements.	Include averages where appropriate and plot at least five points on your graph. Draw an accurate line or curve of best fit.	Describe the relationship between the variables quantitatively. Identify any anomalies in your results.
6	Can recall, define and explain key terms, concepts and processes.	As for grade 5, but plan to collect repeat measurements.	Make a series of precise observations or measurements systematically.	Plot the points on your graph. Attempt to draw a line or curve of best fit.	Make and explain your conclusion consistent with your evidence.
5	Can recall define and explain most key terms, concepts and processes.	State the range of measurements you will make.	Make a series of observations/measurements.	Design a simple results table to record your evidence clearly.	Explain your conclusion using scientific words.
4	Can recall, define and explain some key terms, concepts and processes.	Describe what you are trying to find out, including an equipment list and a regard for safety, including variables.	Make at least three observations/measurements.	With help, record data in a simple table, draw simple bar charts with scales and plot a simple graph.	With help, explain your conclusion using simple vocabulary.
3	Can recall some key terms, concepts and processes with limited definitions and explanations.	Suggest what you are trying to find out and how you are going to make it a fair test.	With some help, take three observations or measurements.	With some help, plot a simple bar chart.	With some help, state your conclusion.
2	Can recall some key terms, concepts and processes.	Simply state what and how you are trying to find out.	Follow simple instructions.	With help, draw a suitable table for collected results.	With help, state a pattern in your results.
1	Can recall a very limited number of key terms, concepts and processes.	Simply state what you are trying to find out.	Be safe when instructed.	With help, collect some results to put in a simple table.	With help, state what your results show.

Statistics			
Grade	Processing Data	Presenting data	Probability
8+	Finding frequencies and frequency densities from a completed unequal histogram. Calculating Interquartile range using a grouped frequency table.	Completing boxplots from either stem and leaf or cumulative frequency diagrams.	Using set notation and finding probabilities from double/triple Venn diagrams.
7	Calculating group sizes using stratified sampling. Using grouped frequency tables for interpolation.	Using cumulative frequency graphs to find medians, and quartiles. Finding a median and IQR from a stem and leaf diagram.	Calculating conditional probabilities from complex tree diagrams. Applying the AND/OR rules to probability calculations.
6	Describing process of random sampling, including Simple and Stratified. Sampling populations and identifying benefits of random vs. non-random sampling.	Interpreting trend from time series graphs. Interpreting correlation from scatter graphs. Calculating frequencies from pie charts.	Calculating probabilities from a two-way table. Completing non-replacement probability tree diagrams.
5	Calculating averages from a grouped frequency table. Identifying discrete and continuous data.	Drawing time series graphs and describing trend Calculating angles for and drawing pie charts. Accurately plotting data on a scatter diagram and describing correlation.	Identifying mutually exclusive events. Completing simple probability tree diagrams. Find probability from a sample space.
4	Calculating averages from frequency tables. Knowing the meaning of random sampling.	Placing data inside a Venn diagram. Completing sample space diagrams.	Recording results for experimental probability.
3	Finding averages and range from a data list. Grouping data using inequalities (crocodiles).	Completing two-way tables. Understanding and drawing pictograms.	Calculating basic probabilities. Listing outcomes and writing basic probabilities as fractions e.g. dice rolls, counters.
1/2	Completing frequency tables and tally charts. Drawing bar charts and vertical line graphs (with pencil, ruler and appropriate labels). Ordering data in preparation for data organisation (smallest to biggest). Placing events on a Probability Scale (from impossible to certain and 0 to 1).		