



# ASSESSMENT POLICY

<b>Policy Number</b>	0055		<b>Policy Author</b>	E Cahill & S Szuszkiewicz
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## 1.0 Introduction

Curriculum planning has been undertaken to ensure access to a broad and balanced curriculum for students (See Curriculum Statement). The purpose of this policy is to exemplify our assessment process and clearly outline the method of assessment at Key Stage 3 in order to ensure clarity for all stakeholders, in the absence of National Curriculum levels.

The assessment model allows opportunities for students to complete regular formal assessment points throughout their time at the Academies, allowing tracking of progress over time. It encourages student confidence under examination conditions, whilst also allowing staff development opportunities through undertaking moderation and assessment. Regular student self-reflection will ensure that learners can take responsibility for their own areas of development, whilst also providing regular check points for Scheme of Work development and review.

## 2.0 Route Planner

Yr7 Start	EOY7	Yr8 Start	EOY8	Yr9 Start	EOY9	Yr10 Start	EOY10	Yr11 EO Term 1	Yr11 EO Term 2	End KS4
S7	S8	S8	S9	6-	7	7	8	8+	9	9
S6	S7	S7	S8	5+	6	6	7	7+	8	8
S5	S6	S6	S7	4+	5	5	6	6+	7	7
S4	S5	S5	S6	3+	4	4	5	5+	6	6
S3	S4	S4	S5	2+	3	3	4	4+	5	5
S2	S3	S3	S4	1+	2	2	3	3+	4	4

The above flight path is also applied to the following Yr9 subjects: EN, MA, SC, GG, HI.

The flight path for Year 9 subjects outside of core are (AR, CAT, DT, FR, IT, PR, PE-L, RE):

Yr7 AP1	EOY7	Yr8 AP1	EOY8	Yr9 AP1	EOY9
S3	S4	S4	S5	S6	S7

Progress from Key Stage 2 to 4 is mapped against Key Stage 2 data, where available. This translates into Academy Steps which transition into GCSE grades. This ensures that high expectations can be driven from the beginning of the Learning Journey, in the absence of National Curriculum levels. BTEC grades are calculated on a points scale equivalent to GCSE grades.

The route planner allows analysis of progress for all stakeholders, identification of vulnerable students and groups as well as ensuring timely planning for bespoke interventions.

All students have their target grades reviewed at each assessment point. Any target grade that is met will be celebrated and replaced with an aspirational target.

In response to the absence of KS2 data due to the Covid 19 pandemic, aspirational targets have been set for all students and are regularly renewed, in line with Government guidance.

### 3.0 Key Stage 3 Academy Steps

In order to ensure the highest expectations for all students, the Academy steps will be used to assess student performance throughout Key Stage 3. Student targets will be set on entry based on the route planner, and this will allow progress to be mapped through to the end of Key Stage 4. Students without Key Stage 2 data will be set using baseline assessment.

There are 12 Academy Steps to ensure the students are given opportunities for stretch and support throughout their Key Stage 3 experience. Students are expected to make one step of progress each year.

Any child that enters at a Step 4 has met age related expectations at Key Stage 2.

Aspirational targets are set in order to ensure stretch and these can be adjusted on a case by case basis.

Step	Step Descriptor	Related aspirational GCSE grade
S12	<b>Platinum (Exceptional Performance)</b>	9
S11		8
S10		7
S9	<b>Gold</b>	6
S8		5
S7		4
S6	<b>Silver</b>	3
S5		2
S4		1
S3	<b>Bronze</b>	WT
S2		
S1		

### 4.0 Mastery Skills

At Key Stage 3, the content of the curriculum is expected to be wide-ranging in order to develop:

- Clear skills and knowledge progression
- Contextual knowledge
- Support any identified deficits in learning
- Support our most able students through NACE initiatives and methodology

In every subject area, staff will have identified a set of Mastery skills. These skills are designed to allow all students opportunities for success and mastery in all subject areas. Staff are actively encouraged to drive the highest standards of skill, allowing freedom of content delivery as a result.

The consistent application of skills across the curriculum will ensure long term success for all students, regardless of their entry level.

Below are the Mastery Skills as identified for each individual subject. Individual subject teachers will track success against these skills through regular formative assessment, leading to regular whole school Assessment Points (AP). Progress against these will be measured using a RAG system. Mastery of most or all skills in a subject area would be indicative of exceptional performance.

<b>MASTERY SKILLS: ART</b>	
Select from and use images, objects and information from given resources	Independently collect images, objects and information
Can observe/ record with line to show shape	Observe and record using the formal art elements
Can observe and attempt to show tone and value	Create links between their work and the work of others
Describe the work of others and respond to this	Analyse the work of others and respond
Recreate and label the colour wheel	Can explore and develop ideas through materials
Observe, record and use demonstrated skills with adequate control of materials and processes	Experiment confidently with new and previously learnt materials and process
Can attempt to control materials and processes confidently	Can confidently control materials and processes
Describe their own work using basic key words	Analyse their own work using key terms
Create an outcome using relevant materials and processes	Create personal outcomes using relevant materials and processes
Record basically using a sketchbook	Record confidently and clearly using a sketchbook

<b>MASTERY SKILLS: CATERING</b>	
Understand the principles of nutrition and health.	Apply the principles of nutrition and health.
Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet.	Cook a repertoire of predominantly savoury dishes from scratch so that they are able to feed themselves and others a healthy and varied diet.
Investigate a range of cooking techniques and equipment.	Understand how to use nutritional information and allergy advice panels on food labels to help make informed food choices.
Understand the source, seasonality and characteristics of a broad range of ingredients.	Understand how to adapt and produce a dish using own recipes.

Understand basic kitchen food safety.	Evaluate different types of kitchen hazards including biological, chemical and physical.
Understand basic kitchen health and safety.	Understand the importance of energy balance and the implications of dietary excess or deficiency, e.g. malnutrition, maintenance of a healthy weight.
Understand how to evaluate a dish using awareness of taste, texture and smell.	Critically evaluate a dish using awareness of taste, texture and smell.
Understand the basics of 'farm to fork' and the source of food.	Investigate and analyse 'farm to fork' and the source of food.
Investigate the importance of a healthy and varied diet as depicted in the 'eat well' plate and eight tips for healthy eating.	Be able to modify recipes and cook dishes that promote current healthy eating messages.
Safely apply limited skills to some equipment and ingredients to plan, prepare and present simple dishes.	Safely and effectively apply competent technical skills to a range of equipment and ingredients to plan, prepare and present dishes with some degree of complexity.

### **MASTERY SKILLS: COMPUTING**

Use two or more programming languages.	Use two or more programming languages.
Understand simple Boolean logic [for example, AND, OR and NOT].	Understand simple Boolean logic [for example, AND, OR and NOT].
Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems.	Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems.
Create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability.	Create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability.

Understand a range of ways to use technology safely, respectfully, responsibly and securely.	Understand a range of ways to use technology safely, respectfully, responsibly and securely.
Understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers.	Understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers.
Understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits.	Understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits.
Understand several key algorithms that reflect computational thinking use logical reasoning to compare the utility of alternative algorithms for the same problem.	Understand several key algorithms that reflect computational thinking use logical reasoning to compare the utility of alternative algorithms for the same problem.
Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems.	Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems.
Understand how people can protect their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.	Understand how people can protect their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.

### **MASTERY SKILLS: DT**

Identify and understand user needs.	Identify and understand user needs taking into account different cultures.
Develop and communicate design ideas using annotated sketches.	Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools.
Select and use basic tools.	Select from, and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture.
Identify and use different materials to make a product.	Select from, and use a wider, more complex range of materials, components and ingredients, taking into account their properties.

Test, evaluate and refine their ideas and products against a specification.	Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups.
Investigate new and emerging technologies.	Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists.
Investigate smart materials.	Understand how more advanced mechanical systems used in their products enable changes in movement and force.
Understand how more advanced electrical and electronic systems can be powered and used in their products.	Apply computing and use electronics to embed intelligence in products that respond to inputs.
Use basic fabrics to create a textiles model.	Create a 3D model using modelling techniques.
Understand how to create an evaluation of a product.	Use manufacturing techniques and equipment.

### **MASTERY SKILLS: DRAMA**

Collaborate successfully with others	Use precise drama vocabulary
Apply drama techniques/mediums in rehearsal & performance	Describe the different roles within theatre creation
Use drama vocabulary	Examine and analyse the meaning and impact of live theatre
Communicate with an audience using voice and physicality	Justify creative choices of performance
Demonstrate an interpretation of a character	Implement a range appropriate of drama techniques/mediums in performance
Explain how to create atmosphere in performance	Understand different conventions within theatre styles/genres.

Devise a performance	Demonstrate an understanding of the impact of semiotics and proxemics
Reflect/Respond constructively to own work and that of others.	Understand how to use a stimulus in performance
Perform in front of an audience with confidence	Explain the effect of technical elements within performance
Understand how to structure a scene	Understand the format and conventions of a script

### **MASTERY SKILLS: English Language Writing**

W1 - Sentence demarcation is mostly secure and mostly accurate	W1 - Sentence demarcation is consistently secure and consistently accurate
W2 - Range of punctuation is used, mostly with success	W2 - Wide range of punctuation is used with a high level of accuracy
W3 - Uses a variety of sentence forms for effect	W3 - Uses a full range of appropriate sentence forms for effect
W4 - Mostly uses Standard English appropriately with mostly controlled grammatical structures	W4 - Uses Standard English consistently and appropriately with secure control of complex grammatical structures
W5 - Generally accurate spelling, including complex and irregular words	W5 - High level of accuracy in spelling, including ambitious vocabulary
W6 - Increasingly sophisticated use of vocabulary	W6 - Extensive and ambitious use of vocabulary

### **MASTERY SKILLS: English Language Reading**

#### **Fiction**

R1 - Summarise simple explicit ideas within fictional texts	R1 – Clearly summarise explicit ideas within fictional texts
R2 – Interpret simple implicit ideas within fictional texts	R2 – Clearly interpret implicit ideas within fictional texts
R3 - Show awareness of audience, purpose and context of fictional writing	R3 – Show understanding of audience, purpose and context of fictional writing
R4 – Show awareness of how writers use language, structure and form to achieve effects in fictional writing	R4 – Analyse how writers use language, structure and form to achieve effects in fictional writing
R5 - Begin to evaluate fictional texts critically	R5 – Evaluate fictional texts critically
R6 - Make simple connections within fictional texts	R6 – Make clear connections within fictional texts
R7 - Give a personal response to fictional texts, using textual reference for support	R7 - Give an informed personal response to fictional texts, using textual reference for support



**MASTERY SKILLS: English Language Reading  
Non-Fiction**

R1 - Summarise simple explicit ideas within non-fiction texts	R1 – Clearly summarise explicit ideas within non-fiction texts
R2 – Interpret simple implicit ideas within non-fiction texts	R2 – Interpret increasingly complex implicit ideas within non-fiction texts
R3 - Show awareness of audience, purpose and context of non-fiction writing	R3 – Show understanding of audience, purpose and context of non-fiction writing
R4 – Show awareness of how writers use language, structure and form to achieve effects in non-fiction writing	R4 – Analyse how writers use language, structure and form to achieve effects in non-fiction writing
R5 - Begin to evaluate non-fiction texts critically	R5 – Evaluate non-fiction texts critically
R6 - Make simple connections within non-fiction texts	R6 – Make clear connections within non-fiction texts
R7 - Give a personal response to non-fiction texts, using textual reference for support	R7 - Give an informed personal response to non-fiction texts, using textual reference for support

**MASTERY SKILLS: FRENCH**

Respond to basic familiar spoken language.	Respond to familiar spoken language across a range of topics.
Identify key points in spoken language.	Identify details and opinions in spoken language.
Participate in short conversations.	Participate in conversations with a few exchanges and an unpredictable element.
Express simple opinions.	Express opinions and give reasons.
Respond to familiar language in written texts.	Identify key points and opinions in extended texts.
Identify key points in written texts.	Identify different time frames in extended texts.
Write sentences with simple opinions.	Write opinions and reasons across a range of topics.
Justify opinions with simple reasons.	Use present tense and either past or future in writing and speaking.
Use mainly understandable pronunciation.	Use mostly accurate pronunciation.
Write with some accuracy.	Use reasonably accurate grammar and vocabulary.

## MASTERY SKILLS: GEOGRAPHY

Identify geographical features	Explain geographical features
Describe geographical data	Analyse geographical data
Explain reasons for data patterns	Assess the validity of a geographical statement
Use a range of maps	Explain a reasoned judgement
Explain similarities and differences	Explain cause and consequence
Use a range of specialist terms	Adapt an annotated data presentation
Identify characteristics	Employ correct geographical terminology in explanations
Use geographical applications	Justify why global change occurs
Use diagrams to explain geographical concepts	Analyse and evaluate fieldwork
Calculate outcomes using Figure Material	Assess impacts and outcomes

## MASTERY SKILLS: HISTORY

Describe features	Judge source usefulness
Judge source content	Show accurate, detailed knowledge
Use own knowledge	Explain causes and consequences
Describe causes and consequences	Write a narrative account
Describe similarities and differences	Describe features of key time periods
Describe changes and continuities	Explain similarities and differences
Place events in chronological order	Assess interpretations of history
Make an inference	Explain reasons for differing historical views
Create a sequence of events	Explain changes and continuities
Find appropriate historical sources	Judge significance

## MASTERY SKILLS: MATHS

Number	Algebra	Number	Algebra	Ratio and Proportion	Geometry and Measure	Statistics and Probability
Apply the four operations, +ve and -ve, understand place value	Simplify algebraic expressions	Order +ve and -ve integers, decimals and fractions.	Factorise using brackets	Use scale Factors, scale diagrams.	Use conventional terms and notation: points, lines, vertices, edges, planes, parallel lines, perpendicular lines, right angles	Record describe and analyse the frequency of outcomes of probability experiments
Use concepts and vocabulary to show full understanding.	Collect like terms	Use relationships between operations, including inverse operations and BODMAS	Plot graphs of simple formulae	Express one quantity as a fraction of another	Apply angle facts linked to triangles quadrilaterals and straight lines.	Apply ideas of randomness, fairness and equally likely events.
Interpret fractions and percentages as operators	Multiply single term with a bracket	Calculate exactly with fractions and multiples of Pi.	Fully understand the difference between equations and an identity	Use ratio notation, including reduction to simplest form	Identify and apply circle definitions and properties.	
Use standard units of metric measurements, mm, cm, M, KM.....	Use standard mathematical formulae. Rearrange standard mathematical formulae.	Work with fractions in ratio problems	Understand gradient and intercepts using the form $y=mx+c$	Understand and use proportion as equality of ratios		
Use a calculator to support working out including indices and standard form	Solve linear equations	Fully understand how to estimate by rounding.	Interpret simple expressions as functions with inputs and outputs			

### MASTERY SKILLS: MUSIC

Use musical vocabulary	Use precise musical vocabulary
Perform successfully with others	Collaborate successfully with others
Listen respectfully to music	Listen and response to a range of music
Identify musical elements	Describe and apply musical elements
Reflect on musical performances	Justify musical choices in composing
Explain musical elements	Compose an effective music piece
Compose a musical piece	Perform a music piece with some level of fluency
Show some musical dexterity on a chosen instrument	Analyse music and performances
Evaluate own musical performance	Evaluate own and others performances
Apply musical elements	Demonstrate knowledge of musical notations

### MASTERY SKILLS: PE

Can demonstrate their ability to select and apply an increased range of appropriate skills, techniques and ideas in their activities, with greater refinement, precision, control and fluency	Can demonstrate their ability to select and apply an extensive range of appropriate skills, techniques and original ideas in their activities, with considerable refinement, precision, control and fluency.
They make and adapt decisions about how they will plan and approach their performance in response to new or changing situations.	They make effective decisions about how they will plan and approach their performance in response to new or changing situations
Can analyse and comment on their own and others' performances showing an understanding of the factors that affect the quality and effectiveness of performance	Can analyse and evaluate their own and others' work demonstrating an understanding of the impact that skills, tactics or composition, and fitness have on the quality and effectiveness of performance
They plan ways to improve their own and others' performance	Can identify priorities for improvement and plan appropriate, progressive practices
Can identify major factors that affect performance and participation in physical activity and show some understanding of how these different factors relate to each other	They understand how to monitor and evaluate progress towards targets
They take increasing responsibility for the planning and execution of safe exercises	Pupils have a good understanding of factors affecting performance and participation and the relationship between them
They understand the principles behind planning their own activity and exercise programmes	They have a good understanding of the principles behind, and benefits of, regular, safe exercise and its impact on performance, fitness and health

They explain some of the long-term effects of exercise and activity on physical, mental and social health	They can explain the advantages, to themselves and others, of following active and healthy lifestyles
They identify potential risks involved in different activities	They identify and explain potential risks related to physical activities
Can demonstrate their ability to select and apply an increased range of appropriate skills, techniques and ideas in their activities, with greater refinement, precision, control and fluency	Can demonstrate their ability to select and apply an extensive range of appropriate skills, techniques and original ideas in their activities, with considerable refinement, precision, control and fluency.

### **MASTERY SKILLS: READING**

Read a text for meaning.	Use a range of strategies including accurate decoding of a text to read for meaning.
Show understanding and choose the appropriate quote, event or idea from a text to demonstrate understanding of a text whether it is fiction or nonfiction.	Understand, describe, select or retrieve information, events or ideas from both fiction and nonfiction texts with quotations to demonstrate an understanding of a particular text.
Make comparisons within texts.	Successfully make comparisons within a text and with other texts.
Show how texts fit into their cultural and historical traditions.	Successfully relate texts to their social, cultural and historical contexts and their literary traditions.
Simply explain why the writer has made certain language choices (such as emotive language, formal/informal language and such like).	Explain and comment in detail on the writer's use of language for effect within a text.
Make predictions from a text about what might happen.	Make detailed predictions about a text from details that are stated and implied.
Read and understand meaning in a text that is only hinted at.	Confidently deduce, infer or interpret information, events or ideas from a text.
Identify the writer's purpose and viewpoint within a text.	Identify and comment in detail on the writers' purpose and viewpoints as well as the overall effect of a text on the reader.
Simply evaluate a text in a critical way using quotations to support points.	Evaluate texts in a critical way and comment on the structure and organisation of them (grammatical and presentational features).
Give a personal response to a text.	Give an informed personal response to a text using textual reference to support the points.

## MASTERY SKILLS: SCIENCE

State key facts	Give, name or state key facts with reasons
Define some key scientific terms	Define most key scientific terms
Perform basic calculations	Perform multi-step calculations
Describe some key concepts	Describe trends and patterns in secondary data
Explain some key scientific concepts	Explain key scientific concepts with a scientific knowledge and understanding
State the similarities between variables	Describe the differences between variables
Describe the differences between variables	Compare two variables using scientific knowledge and understanding
Draw simple conclusions from qualitative data	Draw detail conclusions from qualitative and quantitative data
Analyse data and draw conclusions supported by some evidence	Analyse qualitative and quantitative data and draw conclusions supported by some evidence
Evaluate primary or secondary data methodologies	Evaluate primary or secondary data and suggest improvements to experimental methods

### Key Stage 4 & 5

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents/carers** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage (KS) 4, and AS levels, A-levels and other post-16 qualifications in KS5.

### 5.0 Exemplification of Steps

Each subject area has exemplified each step to support all stakeholders in their knowledge and understanding. This will support teachers during assessment, students with self-reflection and identification of need, whilst also ensuring parents can understand and analyse reporting data.

This assessment policy is linked to

- BTEC Policy
- Curriculum Policy

Step	ART
<b>S12</b>	<ul style="list-style-type: none"> <li>• Independently explore ideas and critically evaluation visual and written information ·</li> <li>• Initiate research, document and interpret information ·</li> <li>• Exploit the characteristics of materials and processes ·</li> <li>• Communicate their own ideas, insight and views</li> </ul>
<b>S11</b>	<ul style="list-style-type: none"> <li>• Explore ideas and evaluate relevant visual information ·</li> <li>• Research, document and present information in a visual and creative way ·</li> <li>• Exploit the potential of materials and processes ·</li> <li>• Evaluate and further develop their ideas and the influence from others work</li> </ul>
<b>S10</b>	<ul style="list-style-type: none"> <li>• Explore ideas and assess visual information</li> <li>• Select organise and present information in a visual and creative way</li> <li>• Show independence in ideas development and material investigation</li> <li>• Analyse and explain the development of their own and other work</li> </ul>
<b>S9</b>	<ul style="list-style-type: none"> <li>• Develop own ideas through investigation</li> <li>• Manipulate materials and processes and analysis outcomes</li> <li>• Interpret visual and practical qualities to communicate ideas</li> <li>• Analyse and explain how ideas and context affects their work</li> </ul>
<b>S8</b>	<ul style="list-style-type: none"> <li>• Explore own ideas and select visual materials</li> <li>• Manipulate materials and processes to communicate ideas</li> <li>• Analyse and comment on ideas ·</li> <li>• Adapt and refine work to reflect feedback</li> </ul>
<b>S7</b>	<ul style="list-style-type: none"> <li>• Explore own ideas and collect visuals</li> <li>• Show knowledge and understanding of materials and processes</li> <li>• Compare and comment on ideas, materials and processes in own and others work</li> <li>• Adapt and improve work to realise own ideas further</li> </ul>
<b>S6</b>	<ul style="list-style-type: none"> <li>• Explore own ideas</li> <li>• Can investigate visual and practical qualities in materials and process</li> <li>• Can comment on similarities and differences in own and others work</li> <li>• Improve work based on feedback</li> </ul>
<b>S5</b>	<ul style="list-style-type: none"> <li>• Explore simple ideas</li> <li>• Investigate and use a variety of materials and process</li> <li>• Comment on differences in others ideas</li> <li>• Suggest ways of improving own work</li> </ul>
<b>S4</b>	<ul style="list-style-type: none"> <li>• Record and display work adequately in sketchbook</li> <li>• Use and control selected materials and processes confidently</li> <li>• Describe what they think or feel about their own an others work</li> </ul>
<b>S3</b>	<ul style="list-style-type: none"> <li>• Use sketchbook to display work</li> <li>• Control and use selected materials adequately</li> <li>• Explain and describe their own and other work.</li> </ul>
<b>S2</b>	<ul style="list-style-type: none"> <li>• Explain and describe their own and other work in simple terms</li> <li>• Control and use materials adequately</li> <li>• Can make simple visual recordings</li> <li>• Can use basic visual techniques and materials to create outcome</li> </ul>
<b>S1</b>	<ul style="list-style-type: none"> <li>• Comment on relevant visuals</li> <li>• Attempt basic control and use of materials</li> <li>• Can make simplistic visual recordings</li> </ul>

Step	CATERING
<b>S12</b>	<ul style="list-style-type: none"> <li>Supervise others within the kitchen to prepare and present a dish.</li> </ul>
<b>S11</b>	<ul style="list-style-type: none"> <li>Uses own recipes to complete practical tasks independently and within time constraints presenting high quality finished dishes and evaluate how they can improve.</li> </ul>
<b>S10</b>	<ul style="list-style-type: none"> <li>Uses own recipes to complete practical tasks independently and within time constraints presenting high quality finished dishes.</li> </ul>
<b>S9</b>	<ul style="list-style-type: none"> <li>Consistently complete practical tasks independently and within time constraints presenting high quality finished dishes and evaluate how they can improve.</li> </ul>
<b>S8</b>	<ul style="list-style-type: none"> <li>Consistently complete practical tasks independently and within time constraints presenting high quality finished dishes.</li> </ul>
<b>S7</b>	<ul style="list-style-type: none"> <li>Complete practical tasks independently and within time constraints presenting good quality finished dishes.</li> </ul>
<b>S6</b>	<ul style="list-style-type: none"> <li>Work using a range of practical skills and techniques effectively.</li> </ul>
<b>S5</b>	<ul style="list-style-type: none"> <li>Complete practical tasks independently and within time constraints.</li> </ul>
<b>S4</b>	<ul style="list-style-type: none"> <li>Complete practical tasks independently, may not be within time constraints.</li> </ul>
<b>S3</b>	<ul style="list-style-type: none"> <li>Complete practical tasks with support.</li> </ul>
<b>S2</b>	<ul style="list-style-type: none"> <li>Can use some basic equipment and techniques, with support.</li> </ul>
<b>S1</b>	<ul style="list-style-type: none"> <li>Can identify some basic equipment and techniques, with support.</li> </ul>



<b>Step</b>	<b>COMPUTING</b>
<b>S12</b>	<ul style="list-style-type: none"> <li>• Can compare wired and wireless networks.</li> <li>• Can explain network topologies and protocol.</li> </ul>
<b>S11</b>	<ul style="list-style-type: none"> <li>• Can understand the components that make up digital systems, how they communicate with one another and with other systems.</li> </ul>
<b>S10</b>	<ul style="list-style-type: none"> <li>• Can manipulation of logical expressions, e.g. truth tables and Boolean valued variables. Two dimensional arrays.</li> </ul>
<b>S9</b>	<ul style="list-style-type: none"> <li>• Understand how numbers can be represented in binary and be able to carry out simple operations on binary numbers, e.g. binary addition, conversion between binary and decimal.</li> </ul>
<b>S8</b>	<ul style="list-style-type: none"> <li>• Can analyse ethical, legal, cultural and environmental concerns.</li> <li>• Using a visual program or textual programming language document the programs and explain how they work.</li> </ul>
<b>S7</b>	<ul style="list-style-type: none"> <li>• Can analyse the impact of digital technology to the individual and to wider society.</li> <li>• Can describe how computer networks can provide multiple services, e.g.: email, instant messaging.</li> </ul>
<b>S6</b>	<ul style="list-style-type: none"> <li>• Can understand that digital technology affects wider society.</li> <li>• Understand how text, images and sound can be represented digitally in the form of binary numbers, e.g. 2-bit image.</li> </ul>
<b>S5</b>	<ul style="list-style-type: none"> <li>• Understand how to protect online identity and privacy.</li> <li>• Can create, re-use, revise and re-purpose digital artefacts for a given audience.</li> <li>• Can use input and output, selection, variables and data types within a textual or visual programming language.</li> </ul>
<b>S4</b>	<ul style="list-style-type: none"> <li>• Recognise inappropriate content, contact and conduct and know a range of ways to report concerns.</li> <li>• Collect appropriate data.</li> <li>• Design and create simple programs that accomplish specific goal.</li> </ul>
<b>S3</b>	<ul style="list-style-type: none"> <li>• Understand a range of ways to use technology securely, e.g.: password strength, document protection.</li> <li>• Use software to accomplish given goals, e.g.: choose appropriate software.</li> <li>• Identify inputs and outputs in a visual/textual language. (Scratch)</li> </ul>
<b>S2</b>	<ul style="list-style-type: none"> <li>• Can recognise acceptable/unacceptable online behaviour.</li> <li>• Can collect data.</li> <li>• Can understand algorithms can be represented symbolically. (flowcharts)</li> </ul>
<b>S1</b>	<ul style="list-style-type: none"> <li>• Can use technology safely, respectfully and responsibly.</li> <li>• Can recognise common uses of information technology beyond school, e.g.: VLE, digital devices, websites.</li> <li>• Can understand that a sequence is a set of steps.</li> </ul>

Step	DESIGN AND TECHNOLOGY
<b>S12</b>	<ul style="list-style-type: none"> <li>• Can produce a unique, imaginative and innovative model that has demonstrated a creativity flair and originality that consider SMSC issues.</li> </ul>
<b>S11</b>	<ul style="list-style-type: none"> <li>• Can produce development work through experimentation with a variety of techniques and modelling (including CAD where appropriate) in order to produce a detailed final design solution.</li> </ul>
<b>S10</b>	<ul style="list-style-type: none"> <li>• Can produce a high-quality product that includes design test, evaluate and refine their ideas and products against a specification taking into account the view of intended users and other interested groups</li> </ul>
<b>S9</b>	<ul style="list-style-type: none"> <li>• Can support others to complete the design make and evaluation task independently throughout the year on a range of project and materials presenting high quality models.</li> </ul>
<b>S8</b>	<ul style="list-style-type: none"> <li>• Can consistently complete the design make and evaluation task independently throughout the year on a range of project and materials presenting high quality models.</li> </ul>
<b>S7</b>	<ul style="list-style-type: none"> <li>• Can produce a range of suggestions and justifications for possible improvements.</li> <li>• Can complete make tasks independently and within time constraints presenting good quality finished products.</li> <li>• Can produce a design that shows Imaginative and innovative ideas clearly, demonstrating a degree of creativity, flair and originality that consider SMSC issues.</li> </ul>
<b>S6</b>	<ul style="list-style-type: none"> <li>• Can produce written evidence of testing that has been completed and recorded in a suitable format.</li> <li>• Can use a range of practical skills and techniques effectively to make a product.</li> <li>• Can present design idea which show depth of understanding of material processes and techniques.</li> </ul>
<b>S5</b>	<ul style="list-style-type: none"> <li>• Can use a template to produce a detailed level evaluation taking into account how they refined their ideas.</li> <li>• Can complete a make tasks independently and within time constraints using minimal practical skills</li> <li>• Can present design idea which show understanding of material processes and techniques.</li> </ul>
<b>S4</b>	<ul style="list-style-type: none"> <li>• Can use a template to produce a detailed level evaluation taking into account the design specification.</li> <li>• Can complete a make tasks independently, may not be within time constraints.</li> <li>• Can present a range of detailed annotated design ideas to a good standard.</li> </ul>
<b>S3</b>	<ul style="list-style-type: none"> <li>• Can use a template to evaluated to a basic level taking into account the design specification.</li> <li>• Can use some basic tools and techniques, with support when making a product.</li> <li>• Can present a range of design ideas to a good standard (may not be annotated)</li> </ul>
<b>S2</b>	<ul style="list-style-type: none"> <li>• Can produce a basic bullet pointed evaluation with one or two improvements mentioned.</li> <li>• Can identify some basic tools and techniques, with support.</li> <li>• Create a design that shows a basic understanding of materials and processes.</li> </ul>
<b>S1</b>	<ul style="list-style-type: none"> <li>• Can produce a basic bullet pointed evaluation may not be against the criteria.</li> <li>• Participate in a practical lesson to make a product.</li> <li>• Can produce a design that shows a basic understanding of the task.</li> </ul>

Step	DRAMA
S12	<ul style="list-style-type: none"> <li>• Offers comprehensive explanations of the creative intentions for the performance.</li> <li>• Demonstrates accomplished ability to analyse and evaluate the realisation of creative intentions within performance.</li> <li>• Individual performance is refined, articulate and dynamic, creating significant impact with ability to drive the piece, showing accomplished energy and ease</li> </ul>
S11	<ul style="list-style-type: none"> <li>• Secure analysis of decisions made regarding content, genre, structure, character, form, style and language</li> <li>• Assured and comprehensive practical creation, development and refinement of ideas</li> <li>• Assured vocal and physical control demonstrated when applying use of clarity, pitch, inflection, pace, projection, space, gesture, stillness and stance</li> </ul>
S10	<ul style="list-style-type: none"> <li>• Secure and consistent use of appropriate drama terminology</li> <li>• Demonstrates consistent engagement with the process of collaboration, rehearsal and refinement</li> <li>• Effective rapport and communication with audience and other performers</li> </ul>
S9	<ul style="list-style-type: none"> <li>• Individual performance demonstrates a coherent understanding of style, genre and theatrical conventions</li> <li>• Characterisations demonstrates a strong understanding of the role and its context within performance</li> <li>• Demonstrates a convincing and sustained interpretation of a text in performance</li> </ul>
S8	<ul style="list-style-type: none"> <li>• Clear ability to create characters that support communication of creative intent to the audience, with focus, energy and confidence</li> <li>• Clear contributions to the realisations of the artistic intention in performance</li> <li>• Individual performance is developed and has a clear impact showing emerging energy and ease</li> </ul>
S7	<ul style="list-style-type: none"> <li>• Demonstrates the ability to create consistently original and meaningful work</li> <li>• Characterisation is consistent and well-rehearsed</li> <li>• Demonstrates an adequate understanding of how gesture, spatial relationships and contact communicate meaning to an audience</li> </ul>
S6	<ul style="list-style-type: none"> <li>• Begins to develop leadership abilities, contributing to the overall shaping of performance work</li> <li>• Vocal delivery is generally appropriate and consistent</li> <li>• Analyses the work of others sensitively and constructively</li> </ul>
S5	<ul style="list-style-type: none"> <li>• Works productively in rehearsal, contributing somewhat to create meaningful outcomes</li> <li>• Begins to develop consistent technical control in the use of vocal techniques</li> <li>• Shows an understanding of how creative choices communicate meaning to an audience</li> </ul>
S4	<ul style="list-style-type: none"> <li>• Interpret character appropriately from script work</li> <li>• Focus and stay in role at all times within performance</li> <li>• General knowledge of appropriate drama terminology</li> </ul>
S3	<ul style="list-style-type: none"> <li>• Attempt to contribute ideas in rehearsal</li> <li>• Work confidently in a group</li> <li>• Begins to apply some drama techniques/mediums to performance</li> </ul>
S2	<ul style="list-style-type: none"> <li>• Identify some positive features about the work of others</li> <li>• Begin to use basic vocal and physical skills to create a character</li> <li>• Collaborate within a group</li> </ul>
S1	<ul style="list-style-type: none"> <li>• Participate in a performance</li> <li>• Attempt to define basic drama terms</li> <li>• Be a respectful audience member</li> </ul>

<b>STEP</b>	<b>ENGLISH LANGUAGE READING</b>	<b>ENGLISH LANGUAGE WRITING</b>
<b>S12</b>	<ul style="list-style-type: none"> <li>Analyses the effect of the writer's choices</li> </ul>	<ul style="list-style-type: none"> <li>Sophisticated use of vocabulary and devices</li> <li>Ambitious and wide range of vocabulary spelt accurately</li> </ul>
<b>S11</b>	<ul style="list-style-type: none"> <li>Read between the lines perceptively</li> </ul>	<ul style="list-style-type: none"> <li>Inventive use of features</li> <li>Full range of appropriate sentence forms used</li> </ul>
<b>S10</b>	<ul style="list-style-type: none"> <li>Show perceptive differences between texts</li> </ul>	<ul style="list-style-type: none"> <li>Carefully crafted use of devices</li> <li>Wide range of punctuation</li> </ul>
<b>S9</b>	<ul style="list-style-type: none"> <li>Clear references between texts</li> </ul>	<ul style="list-style-type: none"> <li>Highly engaging</li> <li>Generally accurate spelling including complex words</li> </ul>
<b>S8</b>	<ul style="list-style-type: none"> <li>Makes clear inferences</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary and devices chosen for effect</li> </ul>
<b>S7</b>	<ul style="list-style-type: none"> <li>Make some inferences</li> </ul>	<ul style="list-style-type: none"> <li>Writing is engaging</li> </ul>
<b>S6</b>	<ul style="list-style-type: none"> <li>Chooses relevant quotes</li> </ul>	<ul style="list-style-type: none"> <li>Writing is structured for effect</li> <li>Range of punctuation used mainly with success</li> <li>controlled grammatical structures</li> </ul>
<b>S5</b>	<ul style="list-style-type: none"> <li>Uses subject words clearly and accurately. Can explain the audiences reaction</li> </ul>	<ul style="list-style-type: none"> <li>Some maintained writing style. Some discourse markers</li> <li>Generally accurate spelling</li> <li>Uses sentences for effect</li> </ul>
<b>S4</b>	<ul style="list-style-type: none"> <li>Choose and explain details from the text</li> </ul>	<ul style="list-style-type: none"> <li>Planned use of vocabulary and some language devices. Some paragraphs</li> <li>Varied punctuation, attempts different sentence types</li> </ul>
<b>S3</b>	<ul style="list-style-type: none"> <li>Refer to and use details from the text</li> </ul>	<ul style="list-style-type: none"> <li>Simple awareness of audience and purpose. Random paragraphs.</li> <li>Some accurate spelling</li> <li>varied control of punctuation</li> </ul>
<b>S2</b>	<ul style="list-style-type: none"> <li>Use subject words appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Occasional sense of audience and purpose</li> <li>Some evidence of conscious punctuation.</li> <li>Accurate basic spelling</li> </ul>
<b>S1</b>	<ul style="list-style-type: none"> <li>Identify details in the text</li> </ul>	<ul style="list-style-type: none"> <li>Simple vocabulary and no paragraphs</li> <li>Occasional use of sentences.</li> </ul>

Step	ENGLISH LITERATURE
<b>S12</b>	<ul style="list-style-type: none"> <li>• Has a clear concept to explore</li> <li>• Has something to say in relation to the task</li> <li>• A clear point of view about the text drives the response</li> <li>• Exploratory comparison of writers' use of language, structure and form with subject terminology used judiciously</li> <li>• Convincing comparison of effects of writers' methods on reader</li> </ul>
<b>S11</b>	<ul style="list-style-type: none"> <li>• Looks closely at the method and selecting precise details</li> <li>• Explores ideas and purpose</li> </ul>
<b>S10</b>	<ul style="list-style-type: none"> <li>• Thinks about the text and develops ideas</li> <li>• Develops alternative meanings using evidence from the text</li> <li>• Thoughtful comparison of writers' use of language and/or structure and/or form with subject terminology used effectively to support consideration of methods</li> <li>• Comparative examination of effects of writers' methods on reader</li> </ul>
<b>S9</b>	<ul style="list-style-type: none"> <li>• Focuses on specific elements</li> <li>• Focuses on abstract themes and ideas</li> <li>• POETRY</li> </ul>
<b>S8</b>	<ul style="list-style-type: none"> <li>• Clearly and consistently answers the question</li> <li>• Considers ideas/perspectives/ detailed links between context/text/task</li> <li>• Relevant comparison of writers' use of language and/or structure and/or form with some relevant use of subject terminology</li> <li>• Some comparison of effects of writers' methods on reader</li> </ul>
<b>S7</b>	<ul style="list-style-type: none"> <li>• Goes from 'this is what it means' to considering other points of view</li> <li>• Focuses on elements of the writer's craft linked to meanings</li> </ul>
<b>S6</b>	<ul style="list-style-type: none"> <li>• Maintains the focus on an idea, task or a technique</li> <li>• Uses references effectively</li> <li>• Firmly focuses on the text as a deliberate construction</li> </ul>
<b>S5</b>	<ul style="list-style-type: none"> <li>• Explains the effect of a writer's method.</li> <li>• Shows an understanding of ideas and that a text is written to present an idea</li> <li>• Starts to focus on the text as deliberately written and is aware that the writer has made choices.</li> </ul>
<b>S4</b>	<ul style="list-style-type: none"> <li>• Explains ideas about what they think and why</li> <li>• Deals with the whole text</li> <li>• Selects some references and uses PEE style/structure</li> <li>• Some links between writers' use of language or structure or form</li> </ul>
<b>S3</b>	<ul style="list-style-type: none"> <li>• Focuses on the content of the text rather than structure</li> <li>• Some awareness of the themes</li> </ul>
<b>S2</b>	<ul style="list-style-type: none"> <li>• Starts to focus on the question and makes comments linked to the task</li> <li>• Supports comments by explanation or reference to the text</li> <li>• Identifies at least one method or deliberate choice</li> </ul>
<b>S1</b>	<ul style="list-style-type: none"> <li>• Describes or re-tells the story</li> <li>• A limited understanding of the ideas of the writer</li> <li>• Makes references to the text</li> </ul>

Step	FRENCH
<b>S12</b>	<ul style="list-style-type: none"> <li>• Can draw conclusions from complex spoken passages across a range of topics.</li> <li>• Can manipulate language and use mostly accurate pronunciation and intonation.</li> <li>• Can identify opinions and infer meaning from complex written passages.</li> <li>• Can manipulate language, vocabulary and grammar mostly accurately.</li> </ul>
<b>S11</b>	<ul style="list-style-type: none"> <li>• Can extract information from complex spoken passages.</li> <li>• Can initiate and sustain detailed conversations.</li> <li>• Can respond to complex written passages.</li> <li>• Can write effectively for different purposes across a wide range of topics.</li> </ul>
<b>S10</b>	<ul style="list-style-type: none"> <li>• Can begin to draw conclusions from spoken passages</li> <li>• Can begin to respond effectively to unpredictable questions.</li> <li>• Can begin to infer meaning from extended texts.</li> <li>• Can begin to write complex language.</li> </ul>
<b>S9</b>	<ul style="list-style-type: none"> <li>• Can identify key messages in extended spoken passages.</li> <li>• Can take part in longer conversations including an unpredictable element.</li> <li>• Can identify key messages in extended written passages.</li> <li>• Can write more extended passages with reasonable accuracy.</li> </ul>
<b>S8</b>	<ul style="list-style-type: none"> <li>• Can understand past, present and future time frames in spoken French.</li> <li>• Can use past, present and future time frames in conversation.</li> <li>• Can understand past, present and future time frames in written French.</li> <li>• Can use past, present and future time frames in written French.</li> </ul>
<b>S7</b>	<ul style="list-style-type: none"> <li>• Can understand past and future time frames as well as present in spoken French.</li> <li>• Can use past or future time frames as well as present in conversation.</li> <li>• Can understand past or future time frames as well as present in written French.</li> <li>• Can use past or future time frames as well as present in written French.</li> </ul>
<b>S6</b>	<ul style="list-style-type: none"> <li>• Can understand written opinions in spoken French.</li> <li>• Can express opinions and justify them in conversation.</li> <li>• Can understand reasons for opinions in written French.</li> <li>• Can give reasons for opinions in written French.</li> </ul>
<b>S5</b>	<ul style="list-style-type: none"> <li>• Can understand simple opinions in spoken French.</li> <li>• Can express simple opinions in conversation.</li> <li>• Can understand simple opinions in written French.</li> <li>• Can express simple opinions in writing.</li> </ul>
<b>S4</b>	<ul style="list-style-type: none"> <li>• Can understand conversations with 3 to 4 exchanges in spoken French.</li> <li>• Can participate in conversations with 3 to 4 exchanges.</li> <li>• Can understand short paragraphs in written French.</li> <li>• Can write short paragraphs.</li> </ul>
<b>S3</b>	<ul style="list-style-type: none"> <li>• Can understand spoken sentences.</li> <li>• Can participate in conversations using complete sentences</li> <li>• Can understand written sentences.</li> <li>• Can write simple phrases or sentences.</li> </ul>
<b>S2</b>	<ul style="list-style-type: none"> <li>• Can understand spoken phrases or short sentences</li> <li>• Can say simple words or sentences.</li> <li>• Can understand written phrases or short sentences.</li> <li>• Can write simple words or phrases.</li> </ul>
<b>S1</b>	<ul style="list-style-type: none"> <li>• Can understand simple spoken words</li> <li>• Can repeat simple words</li> <li>• Can understand simple written words</li> <li>• Can copy simple words</li> </ul>

Step	GEOGRAPHY
<b>S12</b>	<ul style="list-style-type: none"> <li>• Sustained K &amp; U of locations, processes and complex relationships between people and environment. A wide range of concepts applied to both familiar and unfamiliar contexts.</li> <li>• Sustained argument that is well developed, synthesises relevant knowledge and considers a range of factors. Illustrates balanced comparisons, logical connections between concepts and evidence specific to context.</li> <li>• Sustained use of geographical skills to collect and record a wide range of accurate information that supports all aspects of investigation. Validity of information is critically evaluated.</li> </ul>
<b>S11</b>	<ul style="list-style-type: none"> <li>• Complex knowledge/understanding of locations, processes and relationships between people and environment with concepts applied to unfamiliar contexts.</li> <li>• Complex arguments that mostly synthesise relevant knowledge. Coherent, but may show imbalances. Shows logical connections between concepts, supported by evidence.</li> <li>• Complex argument that uses geographical skills to obtain information from a range of sources that support aspects of the argument. Few limitations.</li> </ul>
<b>S10</b>	<ul style="list-style-type: none"> <li>• Accurate, concise K &amp; U of locations, processes and relationships between people and environment with concepts applied to unfamiliar contexts.</li> <li>• Accurate, concise arguments that mostly synthesise relevant knowledge. Some imbalances. Demonstrates logical connections between concepts, supported by evidence.</li> <li>• Accurate, concise argument that uses geographical skills to obtain information from a range of sources that support aspects of the argument. Some limitations.</li> </ul>
<b>S9</b>	<ul style="list-style-type: none"> <li>• Comprehensive K &amp; U of locations, processes and relationships between people and environment with concepts applied to unfamiliar contexts.</li> <li>• Comprehensive argument, mostly synthesises relevant knowledge, imbalanced. Some logical connections between concepts, partially supported by evidence.</li> <li>• Comprehensive argument that uses geographical skills to obtain information from a range of sources that support aspects of the argument. Some limitations.</li> </ul>
<b>S8</b>	<ul style="list-style-type: none"> <li>• Thorough K &amp; U of locations, processes and relationships between people and environment with concepts applied to unfamiliar contexts.</li> <li>• Thorough argument that mostly synthesises relevant knowledge, imbalanced. Shows some logical connections between concepts, partially supported by evidence.</li> <li>• Thorough argument employing geographical skills to obtain information from a range of sources that support aspects of the argument. Some limitations.</li> </ul>
<b>S7</b>	<ul style="list-style-type: none"> <li>• More detailed K &amp; U of locations, processes and relationships between people/ environment.</li> <li>• Mostly detailed arguments with some synthesis of knowledge/comparisons of factors, one sided comparisons and simple reasoning and evidence.</li> <li>• Mostly detailed argument with some number of geographical skills/basic conclusions.</li> </ul>
<b>S6</b>	<ul style="list-style-type: none"> <li>• Fairly detailed K &amp; U of locations/processes and relationships between people/environment.</li> <li>• Fairly detailed arguments with some synthesis of knowledge/comparisons of factors, one sided comparisons and simple reasoning and evidence.</li> <li>• Fairly detailed argument with a number of geographical skills/basic conclusions.</li> </ul>
<b>S5</b>	<ul style="list-style-type: none"> <li>• Moderate K &amp; U of locations, processes and relationships between people/environment.</li> <li>• Moderately detailed arguments with some synthesis of knowledge/comparisons of factors, one sided comparisons and simple reasoning and evidence.</li> <li>• Moderately detailed argument with a number of geographical skills/basic conclusions.</li> </ul>
<b>S4</b>	<ul style="list-style-type: none"> <li>• Clear K &amp; U of locations, processes and relationships between people and environment.</li> <li>• Clear arguments with some synthesis of knowledge/comparisons of factors, one sided comparisons and simple reasoning and evidence.</li> <li>• Clear argument with some geographical skills/basic conclusions.</li> </ul>
<b>S3</b>	<ul style="list-style-type: none"> <li>• Some K &amp; U of locations, processes and relationships between people and environment.</li> </ul>

	<ul style="list-style-type: none"> <li>• Some arguments that provide little synthesis of knowledge/comparisons of factors, one sided comparisons and simple reasoning and evidence.</li> <li>• Some argument that contains geographical skills/basic conclusions.</li> </ul>
<b>S2</b>	<ul style="list-style-type: none"> <li>• Emerging K &amp; U of locations/processes/relationships between people and environment.</li> <li>• Emerging arguments that provide little/no synthesis of knowledge/comparisons of factors, one sided comparisons and simple reasoning and evidence.</li> <li>• Emerging argument that contains limited number of geographical skills/basic conclusions.</li> </ul>
<b>S1</b>	<ul style="list-style-type: none"> <li>• Limited K &amp; U of locations, processes and relationships between people and environment</li> <li>• Limited arguments that provide little/no synthesis of knowledge/comparisons of factors, one sided comparisons and simple reasoning and evidence.</li> <li>• Limited argument that contains limited number of geographical skills/basic conclusions.</li> </ul>



Step	HISTORY
<b>S12</b>	<ul style="list-style-type: none"> <li>• Critically analyses/evaluates source/interpretations for context, provenance and content.</li> <li>• Gives extremely thorough, convincing and sustained answers on the 2nd order concept in the question. Conclusions are well supported.</li> <li>• Illustrates relevant, precisely selected, accurate and detailed knowledge of a range of events</li> </ul>
<b>S11</b>	<ul style="list-style-type: none"> <li>• Critically analyse sources/interpretations. Context, content and providence evaluated but may be judged more convincingly in some respects than others</li> <li>• Convincing argument focused on the 2nd order concept, with a well-reasoned conclusion.</li> <li>• Some precisely selected detail and sophisticated knowledge on a range of events</li> </ul>
<b>S10</b>	<ul style="list-style-type: none"> <li>• Analyses/evaluates sources and interpretations, referring to content, context and provenance.</li> <li>• Evaluates based on the 2nd order concept. A detailed response/supported conclusion.</li> <li>• Forms accurate, detailed responses on a range of events with strong supporting knowledge.</li> </ul>
<b>S9</b>	<ul style="list-style-type: none"> <li>• Analyses/evaluates sources and interpretations and explains answers in full detail.</li> <li>• Evaluates based on the 2nd order concept. Concludes with some evidence.</li> <li>• Provides accurate and detailed knowledge that includes specific, relevant details.</li> </ul>
<b>S8</b>	<ul style="list-style-type: none"> <li>• Analyses/evaluates sources and interpretations and explains most aspects in detail.</li> <li>• Answers focused on the 2nd order concept. 3 factors explained, and a conclusion offered.</li> <li>• Supplies accurate, detailed knowledge, e.g. names and dates linked to the question.</li> </ul>
<b>S7</b>	<ul style="list-style-type: none"> <li>• Evaluates sources/interpretations with some detail, referring to content and provenance.</li> <li>• Creates an argument based on the 2nd order concept. 2 factors explained/conclusion.</li> <li>• Provides accurate, detailed knowledge of events with one or two names and/or dates.</li> </ul>
<b>S6</b>	<ul style="list-style-type: none"> <li>• Begins to judge sources/interpretations with well selected evidence.</li> <li>• Begins to form an argument in line with the 2nd order concept. 2 factors explained.</li> <li>• Shows accurate, detailed knowledge of relevant events.</li> </ul>
<b>S5</b>	<ul style="list-style-type: none"> <li>• Can Infer from sources/interpretations and make judgements based on either context, content or provenance.</li> <li>• Links answers to the relevant 2nd order concept. One factor explained, more identified.</li> <li>• Gives more detailed knowledge of events relevant to the question.</li> </ul>
<b>S4</b>	<ul style="list-style-type: none"> <li>• Answers questions about sources and selects details/ begins to explain strengths or weaknesses of interpretations.</li> <li>• Gives answers linked to the 2nd order concept in the question. One factor explained.</li> <li>• Shows basic knowledge of some events, relevant to the question.</li> </ul>
<b>S3</b>	<ul style="list-style-type: none"> <li>• Can make relevant statement(s) about one or more sources and/or interpretations.</li> <li>• Can describe one relevant factor linked to the 2nd order concept in the question.</li> <li>• Can attempt a short account on certain topics/define some key historical terms.</li> </ul>
<b>S2</b>	<ul style="list-style-type: none"> <li>• Can copy from a source/make a relevant statement about a source and/or interpretation.</li> <li>• Can identify one relevant factor linked to the 2nd order concept.</li> <li>• Identifies dates/begins to describe and sequence events/define some key historical terms. SPaG not always correct.</li> </ul>
<b>S1</b>	<ul style="list-style-type: none"> <li>• Can copy from a source or interpretation.</li> <li>• Attempts to identify a factor linked to the 2nd order concept in the question.</li> <li>• Identifies dates/isolated facts about events/attempts to define a few key historical terms.</li> </ul>

Step	MATHS
<b>S12</b>	<ul style="list-style-type: none"> <li>• Solve problems involving negative and fractional indices.</li> <li>• Simplify and manipulate algebraic expressions involving surds and algebraic fractions.</li> <li>• Set up and use equations to solve more complex word problems involving direct and inverse proportion.</li> <li>• Use the trigonometric ratios to solve 3-D problems.</li> </ul>
<b>S11</b>	<ul style="list-style-type: none"> <li>• Find the value of calculations using indices including fractional and negative indices.</li> <li>• Solve quadratic equations of the form <math>x^2 + bx + c</math> by completing the square.</li> <li>• Set up and solve equations where <math>y</math> is inversely proportional to the cube of <math>x</math>.</li> <li>• Give reasons for angle sizes using mathematical language.</li> <li>• Use and understand frequency data.</li> </ul>
<b>S10</b>	<ul style="list-style-type: none"> <li>• Find upper and lower bounds of calculations that involve division.</li> <li>• Solve simple quadratic equations by using the quadratic formula.</li> <li>• Solve problems involving ratios given as mixed numbers.</li> <li>• Describe an enlargement using the scale factor and centre of enlargement where the scale factor is a negative and a fraction.</li> <li>• Know the appropriate use of histograms.</li> </ul>
<b>S9</b>	<ul style="list-style-type: none"> <li>• Multiply and divide in standard form.</li> <li>• Set up and solve a pair of simultaneous equations in two variables.</li> <li>• Identify direct proportion from a table of values by comparing ratios of values.</li> <li>• Describe an enlargement using the scale factor and the centre of enlargement where the scale factor is negative.</li> <li>• Construct cumulative frequency graphs.</li> </ul>
<b>S8</b>	<ul style="list-style-type: none"> <li>• Use the laws of indices for a number written in index form raised to a power.</li> <li>• Write simultaneous equations to represent a situation.</li> <li>• Interpret and write ratios to describe a situation.</li> <li>• Solve two or more step angle problems using angle facts for parallel lines including the use of bearings.</li> <li>• Compare the mean, median, mode and range as appropriate of two distributions.</li> </ul>
<b>S7</b>	<ul style="list-style-type: none"> <li>• Recognise numbers written in standard form.</li> <li>• Construct and solve equations involving brackets or unknown on both sides.</li> <li>• Compare ratios by changing them to the form 1: <math>m</math> or <math>m</math>: 1.</li> <li>• Mark on a diagram the position of point B given its bearing from point A.</li> <li>• Find the median, mode and range from a stem and leaf diagram.</li> </ul>
<b>S6</b>	<ul style="list-style-type: none"> <li>• Order fractions by converting them to decimals or otherwise.</li> <li>• Construct and solve simple linear equations with an unknown on one side.</li> <li>• Divide a given quantity into two parts in a given part: part or part: whole ratio.</li> <li>• Draw plans and elevations of 3-D shapes.</li> <li>• Interpret and discuss data.</li> </ul>
<b>S5</b>	<ul style="list-style-type: none"> <li>• Calculate fractions of quantities and measurements.</li> <li>• Solve simple two-step equations with integer coefficients.</li> <li>• Reduce ratios in the simplest form, including three-part ratios.</li> <li>• Identify alternate and corresponding angles on parallel lines and their values.</li> <li>• Construct complex bar charts.</li> </ul>
<b>S4</b>	<ul style="list-style-type: none"> <li>• Add and subtract decimals, positive and negative.</li> <li>• Substitute integers into more complex formulae expressed in letter symbols.</li> <li>• Identify equivalent fractions.</li> <li>• Use a protractor to draw an obtuse angles to the nearest degree.</li> <li>• Interpret simple diagrams and charts.</li> </ul>
<b>S3</b>	<ul style="list-style-type: none"> <li>• Know and use the order of operations.</li> <li>• Use notation and symbols correctly.</li> <li>• Know how many unit fractions in a whole.</li> </ul>

	<ul style="list-style-type: none"> <li>• Measures shapes to find perimeters and areas.</li> <li>• Answer simple questions about 'most likely' from a simple bar chart.</li> </ul>
<b>S2</b>	<ul style="list-style-type: none"> <li>• Understand addition and subtraction as they apply to whole numbers and decimals.</li> <li>• Find outputs of simple functions in words and symbols.</li> <li>• Read and construct scale drawings.</li> <li>• Use a protractor to measure acute angles to the nearest degree.</li> <li>• Find the range from a small set of data.</li> </ul>
<b>S1</b>	<ul style="list-style-type: none"> <li>• Know multiplication facts up to 10x10.</li> <li>• Convert a percentage to a number of hundredths or tenths.</li> <li>• Identify and name common solids: cube, cuboid, cylinder, prism, pyramid, sphere and cone.</li> <li>• Find range from a set of ordered data.</li> </ul>

Step	MUSIC
<b>S12</b>	<ul style="list-style-type: none"> <li>• Perform with sophisticated fluency</li> <li>• Compose with a wide variety of musical elements</li> <li>• Demonstrate accurate knowledge of wide range of musical elements effectively</li> <li>• Evaluate with a convincing and personal judgement</li> </ul>
<b>S11</b>	<ul style="list-style-type: none"> <li>• Perform with a high degree of fluency</li> <li>• Compose with a wide range of musical elements with sophistication.</li> <li>• Demonstrate an accurate knowledge of wide range of musical elements</li> <li>• Evaluate with convincing judgement using accurate and effective terminology</li> </ul>
<b>S10</b>	<ul style="list-style-type: none"> <li>• Perform with thorough fluency</li> <li>• Compose with a coherent range of musical elements</li> <li>• Demonstrate an accurate knowledge of a range of musical elements</li> <li>• Evaluate with purposeful judgement and accurate terminology</li> </ul>
<b>S9</b>	<ul style="list-style-type: none"> <li>• Perform with reasonable fluency</li> <li>• Compose with coherence</li> <li>• Demonstrate an accurate knowledge of musical elements</li> <li>• Evaluate with clear and reasonable judgements and terminology</li> </ul>
<b>S8</b>	<ul style="list-style-type: none"> <li>• Can perform with a broad fluency</li> <li>• Compose with coherence</li> <li>• Demonstrate mostly accurate knowledge of musical elements</li> <li>• Evaluate with clear judgement and appropriate terminology</li> </ul>
<b>S7</b>	<ul style="list-style-type: none"> <li>• Perform with a moderate fluency</li> <li>• Compose with developing coherency</li> <li>• Demonstrate some accurate knowledge of musical elements</li> <li>• Evaluate with a reasonably judgement and most consistent terminology</li> </ul>
<b>S6</b>	<ul style="list-style-type: none"> <li>• Perform with partial fluency</li> <li>• Compose with limited coherency</li> <li>• Demonstrate a regular knowledge of musical elements</li> <li>• Evaluate with clear reflections and relevant musical terminology</li> </ul>
<b>S5</b>	<ul style="list-style-type: none"> <li>• Perform with limited fluency</li> <li>• Compose with a range of musical elements</li> <li>• Demonstrate some knowledge of musical elements</li> <li>• Evaluate with simple reflections and inconsistent musical terminology</li> </ul>
<b>S4</b>	<ul style="list-style-type: none"> <li>• Perform with some fluency</li> <li>• Compose with some musical elements</li> <li>• Demonstrate limited knowledge of music and elements</li> <li>• Compare and contrast music</li> </ul>
<b>S3</b>	<ul style="list-style-type: none"> <li>• Perform with minimal fluency</li> <li>• Compose with limited musical elements</li> <li>• Describe music and musical elements</li> </ul>
<b>S2</b>	<ul style="list-style-type: none"> <li>• Perform a musical performance</li> <li>• Define musical elements</li> <li>• Match music and musical elements</li> </ul>
<b>S1</b>	<ul style="list-style-type: none"> <li>• Attempt a musical performance</li> <li>• Identify musical elements</li> <li>• listen and comment respectfully to music</li> </ul>

Step	PHYSICAL EDUCATION
<b>S12</b>	<ul style="list-style-type: none"> <li>• Demonstrate a high level of technique with consistent application of an advanced skill repertoire</li> <li>• Their level of tactical awareness and the use of advanced strategies enables them to consistently outwit both in attack and in defence</li> <li>• The level of their activity, knowledge and understanding will contribute to a mature performance</li> </ul>
<b>S11</b>	<ul style="list-style-type: none"> <li>• Sophisticated understanding of how to influence a game/match/event</li> <li>• Often showing significant improvisation, power, touch and deception as appropriate</li> <li>• The level of their activity, knowledge and understanding will contribute to an effective performance, as does their 'fitness for purpose'</li> </ul>
<b>S10</b>	<ul style="list-style-type: none"> <li>• In both attack and in defence, shows clear improvisation, power, touch and deception</li> <li>• Their level of tactical awareness and the use of strategies enables them to outwit opponents and dominate appropriate competition</li> <li>• Demonstrate a very good level of technique which shows the developing application of an advanced skill repertoire</li> </ul>
<b>S9</b>	<ul style="list-style-type: none"> <li>• The level of their knowledge and understanding will contribute to an effective understanding of 'fitness for purpose'</li> <li>• Awareness of features of history across time periods</li> <li>• The level of their activity, knowledge and understanding will contribute to an effective performance</li> </ul>
<b>S8</b>	<ul style="list-style-type: none"> <li>• In attack and in defence, shows clear improvisation, power, touch and deception their level of tactical awareness and the use of strategies enables them often to outwit opponents.</li> <li>• Demonstrate a good level of technique which shows the developing application of an advanced skill repertoire</li> </ul>
<b>S7</b>	<ul style="list-style-type: none"> <li>• The level of their knowledge and understanding will contribute to a above satisfactory understanding of 'fitness for purpose'</li> <li>• The level of their activity, knowledge and understanding will contribute to a above satisfactory performance</li> <li>• During competition in attack or in defence can show improvisation, power, touch or deception etc.</li> </ul>
<b>S6</b>	<ul style="list-style-type: none"> <li>• Their level of tactical awareness and the use of strategies enables them occasionally to outwit opponents</li> <li>• Shows more consistent application of an advanced skill repertoire</li> <li>• Demonstrate an average level of technique in more competitive situations.</li> </ul>
<b>S5</b>	<ul style="list-style-type: none"> <li>• The level of their knowledge and understanding will contribute to a satisfactory understanding of 'fitness for purpose'</li> <li>• The level of their activity, knowledge and understanding will contribute to a satisfactory performance</li> <li>• In attack and in defence they can occasionally show how improvisation, power, touch and deception</li> </ul>
<b>S4</b>	<ul style="list-style-type: none"> <li>• Their level of tactical awareness and the use of strategies enables them occasionally to outwit Opponents</li> <li>• Occasionally show application of an advanced skill repertoire</li> <li>• Demonstrate an average level of technique</li> </ul>
<b>S3</b>	<ul style="list-style-type: none"> <li>• Their level of tactical awareness and the use of simple strategies enables them occasionally outwit opponents during competition</li> <li>• Demonstrate a moderate level of technique showing a consistent application of a simple skill repertoire to the competition</li> </ul>
<b>S2</b>	<ul style="list-style-type: none"> <li>• Use strategies to participate in simplified competitions</li> <li>• Show application of a limited skill repertoire to the competition</li> </ul>
<b>S1</b>	<ul style="list-style-type: none"> <li>• Show basic level of tactical awareness</li> </ul>

- Demonstrate a basic level of technique

Step	SCIENCE
S12	<ul style="list-style-type: none"> <li>• Evaluate quantitative and qualitative data acquired through practical work, design experiments and experimental observations, draw conclusions and suggest improvements where appropriate</li> <li>• Explain the effect of bias in unfamiliar situations</li> <li>• Justify a course of action in light of an analysis of risk and benefit</li> </ul>
S11	<ul style="list-style-type: none"> <li>• Correctly and accurately draw an appropriate graph, draw a line or curve of best fit and identify an anomalous results</li> <li>• Compare and contrast data, suggesting reasons why the data may be different</li> <li>• Explain ways of improving data in a practical investigation</li> </ul>
S10	<ul style="list-style-type: none"> <li>• Recognise and explain reliability and reproducibility of an experimental measurements using data collected</li> <li>• Present data appropriately as tables and graphs</li> <li>• Interpret data to draw conclusions using scientific explanations</li> </ul>
S9	<ul style="list-style-type: none"> <li>• Devise a procedure and select appropriate apparatus and materials suitable to produce valid data and draw conclusion</li> <li>• Describe how to make and record observations and measurements</li> <li>• Calculate a mean from three repeat measurements</li> </ul>
S8	<ul style="list-style-type: none"> <li>• Correctly identify the independent, dependent and control variables as well as one control variable in an investigation</li> <li>• Describe how to produce accurate and precise data, and reduce experimental error.</li> <li>• Describe a risk assessment</li> </ul>
S7	<ul style="list-style-type: none"> <li>• Compare in some detail qualitative and quantitative data, carry out calculations as appropriate and recognise patterns in such data</li> <li>• Suggest ways to investigate different types of enquiry question</li> <li>• Describe how to write a plan for an investigation</li> </ul>
S6	<ul style="list-style-type: none"> <li>• Communicate scientific observations, ideas, arguments and conclusions logically, concisely and in verbal diagrammatic, graphical, numerical and symbolic form</li> <li>• Describe how scientists develop an idea into a question that can be investigated</li> <li>• Identify independent, dependent, and control variables</li> </ul>
S5	<ul style="list-style-type: none"> <li>• Explain in some level of detail familiar and unfamiliar facts, observations and phenomenon in terms of scientific laws, theories and models</li> <li>• Add data to a graph or chart</li> <li>• State how to evaluate data</li> </ul>
S4	<ul style="list-style-type: none"> <li>• Use knowledge and understanding of science in everyday and technological applications of science with personal, social, economic and environmental implications</li> <li>• State an example of how data can be recorded</li> <li>• With help, calculate a mean of two values</li> </ul>
S3	<ul style="list-style-type: none"> <li>• Use scientific apparatus to collect data and assess risks</li> <li>• Name variables that can vary in an investigation</li> <li>• Identify different types of variable and experimental errors</li> </ul>
S2	<ul style="list-style-type: none"> <li>• Use some scientific vocabulary, terminology, definitions, units and conventions accurately in my answers</li> <li>• Select relevant equipment for an investigation</li> <li>• State what should be included in the plan for an investigation</li> </ul>
S1	<ul style="list-style-type: none"> <li>• Recall and demonstrate mostly relevant, knowledge of scientific phenomenon, patterns, laws, theories and models</li> <li>• Identify some equipment for an investigation</li> <li>• State some questions that can be investigated</li> </ul>

## **Assessment in RSHE (Relationships, Sex & Health Education)**

RSHE is different to other areas of the curriculum because as well as the transference of knowledge, it aims to develop and foster skills and values and therefore PSHRE assessment cannot be quantified into levels and grades. RSHE is equipping students to be able to deal with a variety of different situations. Not everything can be assessed in RSHE as it is something months or years before the skills and knowledge developed have a chance to be assessed in a real world situation.

The main principles of assessment in RSHE are outlined below:

### **Academic expectations**

Students work in booklets and each half term the teacher will review the work in these and complete a feedback page. Here the student is assessed on the basic academic expectations of completing all of the work set, participating in lessons and displaying a good attitude to learning.

### **Baseline assessments**

Baseline assessments are used to assess where students current understanding is of a topic to ensure the delivery of content is appropriate. Baseline assessments occur at the beginning of some units (such as Year 7 puberty) and at the beginning of each lesson where students record their confidence in relation to the lesson outcomes.

### **Scenario assessments**

Each half term students will have an opportunity to demonstrate how their knowledge and skills have developed through a scenario assessment. These will either be multiple choice or extended writing assessments. By providing scenarios, students will be able to show that they have learnt how to deal with different situations in appropriate ways.

### **Reflective practice**

It is important in RSHE that students use self-assessment and reflection to acknowledge how their own thinking and understanding has developed. This is completed every lesson by returning to their baseline confidence checker and reviewing their knowledge at the end of the lesson as well as completing a reflection statement each lesson about how their thinking has developed throughout the lesson.

### **Teacher's professional judgement**

Teachers' professional judgement is used and teachers are given the agency to comment on what they have seen within the classroom. These will not be quantified into a level or grade, however the teacher may recognise that over time a student has developed their ability to, for example, empathise or to listen to other viewpoints, and it is important that this is acknowledged and celebrated by the teacher. Teacher's will have an opportunity to acknowledge these developments when they complete the feedback sheet in student booklets each half term as well as at parents evenings.

## **Recognition of Prior Learning (RPL)**

This document provides all approved VTCT (Vocational and Charitable Trust) centres offering VTCT, iTEC and Skillsfirst qualifications with information and guidance on implementing a fair and consistent approach to the Recognition of Prior Learning (RPL).

The definition of (RPL) is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit / component of a qualification, by considering knowledge, understanding, or skills that a learner already possess and does not need to develop through a course of learning. It enables the recognition of achievement from a range of activities using any valid assessment methodology. The use of RPL is of significant value to learners provided that the assessment requirements of a given unit or qualification are met.

The term 'RPL' is the

- (a) identification of any learning undertaken, and / or attainment, by a learner
- (i) prior to that learner taking a qualification at your centre and
  - (ii) which is relevant to the knowledge, skills and understanding which will be assessed as part of that qualification and
- (b) evidence presented is recognition to confirm the learner has attainment at the right level and standard before the learner will be assessed, or that a qualification can be awarded.

Due to the nature of RPL it is essential evidence is:

- Valid
- Authentic
- Sufficient
- Current
- Relevant

It should be noted that RPL is an alternative route to achievement and not an easy option or shortcut. This document does not cover end-point assessment (EPA). However, it is important to note that the RPL process must be of equal rigour to other assessment methods.

### **RPL Responsibilities**

It is the approved centre's responsibility to

- communicate VTCT expectations regarding RPL with those involved in the process



- make learners aware of the opportunity to use RPL as part of the initial information, advice and guidance they receive
- inform learners RPL is an alternative route to achievement and not an easy option or shortcut.
- inform learners RPL does not extend to end-point assessment (EPA)
- ensure learners are aware they will be required to submit evidence to support the RPL process
- make sure the centre staff are trained in the use of RPL
- ensure staff undertaking the RPL mapping process are competent to make accurate decisions about RPL
- inform VTCT about any learner who wishes to use RPL as a method of assessment towards their intended qualification
- ensure RPL mapping process has been completed
- evaluate whether the learner's prior achievement fully or partially achieves the learning outcomes and assessment criteria
- ensure the evidence meets the demands of the learning outcomes and qualification
- ensure the evidence is valid, authentic, sufficient, current and relevant
- carry out the necessary due diligence and quality assurance arrangements to support the RPL process
- ensure the mapping documentation and supporting documentation is available for external monitoring activities
- make certificate claims in following the normal certification process

VTCT external quality assurers will be required to sample the evidence during routine external quality assurance activities. Centres are required to keep records of valid claims through RPL for 3 years.

If the accountable person has any concerns or doubt regarding the learner's knowledge, understanding, skills, competence or evidence proposed, RPL must not be applied.

### **RPL Arrangements**

If an approved centre wishes to offer RPL to a particular learner. It must complete an RPL application and self-declaration form directly from the quality assurance department:

[qualityassurance@vtct.org.uk](mailto:qualityassurance@vtct.org.uk)