

## Art: Year 7 to 9 Step Grid

KS Steps	Explore materials, processes and techniques	Examine the work of artists' and craftspeople	Generate ideas	Evaluate
S9	<ul style="list-style-type: none"> <li>➤ Demonstrate <b>exceptional</b> practical skills when producing art</li> <li>➤ Evidence exceptional control of materials</li> <li>➤ Demonstrate an exceptional ability to observe the subject matter to realise intentions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Confidently relate to the work of artists and craftspeople (understand how a range of work is produced in different ways to meet different needs)</li> <li>➤ Demonstrate an exceptional ability to interpret the artists style and technique</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrate an exceptional comprehension of the work of artists and craftspeople to inform and inspire their own ideas</li> <li>➤ Demonstrate an exceptional ability to control materials to suit ideas</li> <li>➤ Discuss, judge, describe and confidently relate to the work and techniques of artists and craftspeople</li> </ul>	<ul style="list-style-type: none"> <li>➤ Articulately record how to improve their work in appropriate language using a range of art terms. Document further annotations explaining the success of the improvements</li> <li>➤ Confidently and concisely evaluate own and others art work (presenting reasoned judgements, demonstrating analytical, critical and contextual understanding)</li> </ul>
S8	<ul style="list-style-type: none"> <li>➤ Demonstrate <b>outstanding</b> practical skills when producing art</li> <li>➤ Evidence outstanding control of materials</li> <li>➤ An outstanding ability to observe the subject matter to realise intentions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Relate to the work of artists and craftspeople (understand how a range of work is produced in different ways to meet different needs)</li> <li>➤ Demonstrate an outstanding ability to interpret the artists style and technique</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrate an outstanding comprehension of the work of artists and craftspeople to inform their own ideas</li> <li>➤ Demonstrate an outstanding ability to control materials to suit ideas</li> <li>➤ Discuss, judge, describe and relate to the work and techniques of artists and craftspeople</li> </ul>	<ul style="list-style-type: none"> <li>➤ Articulately record how to improve their work in appropriate language using a range of art terms</li> <li>➤ Confidently and fluently evaluate own and others art work (presenting reasoned judgements, demonstrating analytical, critical and contextual understanding)</li> </ul>
S7	<ul style="list-style-type: none"> <li>➤ Demonstrate <b>excellent</b> practical skills, when producing art</li> <li>➤ Evidence excellent control of materials</li> <li>➤ An excellent ability to observe the subject matter to realise intentions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrate an excellent understanding of the work of artists and craftspeople (recognise and understand how a range of work is produced in different ways to meet different needs)</li> <li>➤ Demonstrate an excellent ability to interpret the artists style and technique</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrate an excellent and assured comprehension of the work of artists and craftspeople to inform their ideas</li> <li>➤ Demonstrate an excellent, assured ability to control materials to suit ideas</li> <li>➤ Discuss, judge, describe and respond to the work of artists and craftspeople</li> </ul>	<ul style="list-style-type: none"> <li>➤ Confidently and articulately record how to improve their work in fluent and appropriate language</li> <li>➤ Very fluently evaluate own and others art work (appreciating how codes and conventions are used to express ideas in different genres, styles and traditions)</li> </ul>
S6	<ul style="list-style-type: none"> <li>➤ Demonstrate <b>confident</b> practical skills when producing art</li> <li>➤ Evidence confident control of materials</li> <li>➤ A confident ability to observe the subject matter to realise intentions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrate a confident understanding of the work of artists and craftspeople (recognise how work is produced in different ways to meet different needs)</li> <li>➤ Demonstrate a confident ability to interpret the artists style and technique</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrate a confident understanding of the work of artists and craftspeople to inform their own ideas</li> <li>➤ Demonstrate a confident ability to control materials to suit ideas</li> <li>➤ Discuss, judge and describe the work and techniques of artists and craftspeople</li> </ul>	<ul style="list-style-type: none"> <li>➤ Confidently record how to improve their work in fluent and appropriate language</li> <li>➤ Fluently evaluate own and others art work (appreciating how codes and conventions are used to express ideas in different genres, styles and traditions)</li> </ul>

S5	<ul style="list-style-type: none"> <li>➤ Demonstrate <b>good</b> practical skills when producing art</li> <li>➤ Evidence good control of materials</li> <li>➤ A good ability to observe the subject matter to realise intentions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrate a good understanding of the work of artists and craftspeople (discuss, judge and describe how work is produced in different ways to meet different needs)</li> <li>➤ Demonstrate a good ability to interpret the artists style and technique</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrate a good understanding of the work of artists and craftspeople to inform their own ideas</li> <li>➤ Demonstrate a good ability to control materials to suit ideas</li> <li>➤ Discuss and judge the work and techniques of artists and craftspeople</li> </ul>	<ul style="list-style-type: none"> <li>➤ Confidently record how to improve their work in detail using appropriate language</li> <li>➤ Very confidently evaluate own and others art work (providing a reasoned evaluation of the purpose and meaning of their own work and that of others)</li> </ul>
S4	<ul style="list-style-type: none"> <li>➤ Demonstrate <b>some</b> practical skills when producing art</li> <li>➤ Evidence some control of materials</li> <li>➤ Some ability to observe the subject matter to realise intentions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrate some understanding of the work of artists and craftspeople (discuss, judge and describe how work is produced in different ways to meet different needs)</li> <li>➤ Demonstrate some ability to interpret the artists style and technique</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrate some understanding of the work of artists and craftspeople to inform their own ideas</li> <li>➤ Demonstrate some ability to control materials to suit ideas</li> <li>➤ Discuss some ideas using a range of art terms</li> </ul>	<ul style="list-style-type: none"> <li>➤ Confidently record how to improve their work in detail</li> <li>➤ Confidently evaluate own and others art work (providing a reasoned evaluation of the purpose and meaning of their own work and that of others)</li> </ul>
S3	<ul style="list-style-type: none"> <li>➤ Demonstrate <b>limited</b> practical skills when producing art</li> <li>➤ Evidence limited control of materials</li> <li>➤ A limited ability to observe the subject matter to realise intentions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrate a limited understanding of the work of artists and craftspeople (discuss and describe how work is produced in different ways to meet different needs)</li> <li>➤ Demonstrate a limited ability to interpret the artists style and technique</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrate a limited understanding of the work of artists and craftspeople to inform their ideas</li> <li>➤ Demonstrate a limited ability to control materials to suit ideas</li> <li>➤ Discuss ideas using some art terms</li> </ul>	<ul style="list-style-type: none"> <li>➤ Record in detail how to improve their work</li> <li>➤ Evaluate their own and others art work (reflecting on their own view of its purpose and meaning)</li> </ul>
S2	<ul style="list-style-type: none"> <li>➤ Demonstrate <b>extremely limited</b> practical skills when producing art</li> <li>➤ Control of materials is extremely limited</li> <li>➤ Extremely limited ability to observe the subject matter to realise intentions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrate an extremely limited understanding of the work of artists and craftspeople (discuss and describe)</li> <li>➤ Demonstrate an extremely limited ability to interpret the artists style and technique</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrate an extremely limited understanding of the work of artists and craftspeople to inform their ideas</li> <li>➤ Demonstrate an extremely limited ability to control materials to suit ideas</li> <li>➤ Discuss ideas and understand various art terms</li> </ul>	<ul style="list-style-type: none"> <li>➤ Record how to improve their work with some strengths and weaknesses commented on</li> <li>➤ Discuss their own and others art work (considering how they might adapt and refine their ideas, skills and processes)</li> </ul>

# Computing: Year 7 to 9 Step Grid

KS Level	Algorithms	Programming & development	Data & Data Representation	Hardware & Processing	Communication & Networks
8	<ul style="list-style-type: none"> <li>• Designs a solution to a problem that depends on solutions to smaller instances of the same problem (recursion).</li> <li>• Understands that some problems cannot be solved computationally.</li> </ul>	<ul style="list-style-type: none"> <li>• Designs and writes nested modular programs that enforce reusability utilising sub-routines wherever possible.</li> <li>• Understands the difference between 'While' loop and 'For' loop, which uses a loop counter.</li> <li>• Understands and uses two dimensional data structures.</li> </ul>	<ul style="list-style-type: none"> <li>• Performs operations using bit patterns e.g. conversion between binary and hexadecimal, binary subtraction etc.</li> <li>• Understands and can explain the need for data compression, and performs simple compression methods.</li> <li>• Knows what a relational database is, and understands the benefits of storing data in multiple tables.</li> </ul>	<ul style="list-style-type: none"> <li>• Has practical experience of a small (hypothetical) low level programming language.</li> <li>• Understands and can explain Moore's Law.</li> <li>• Understands and can explain multitasking by computers.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the hardware associated with networking computer systems, including WANs and LANs, understands their purpose and how they work, including MAC addresses.</li> </ul>
7	<ul style="list-style-type: none"> <li>• Recognises that the design of an algorithm is distinct from its expression in a programming language (which will depend on the programming constructs available).</li> <li>• Evaluates the effectiveness of algorithms and models for similar problems.</li> <li>• Recognises where information can be filtered out in generalizing problem solutions.</li> <li>• Uses logical reasoning to explain how an algorithm works.</li> <li>• Represents algorithms using structured language.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciates the effect of the scope of a variable e.g. a local variable can't be accessed from outside its function.</li> <li>• Understands and applies parameter passing.</li> <li>• Understands the difference between, and uses, both pre-tested e.g. 'while', and post-tested e.g. 'until' loops.</li> <li>• Applies a modular approach to error detection and correction.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows the relationship between data representation and data quality.</li> <li>• Understands the relationship between binary and electrical circuits, including Boolean logic.</li> <li>• Understands how and why values are data typed in many different languages when manipulated within programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows that processors have instruction sets and that these relate to low-level instructions carried out by a computer.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows the purpose of the hardware and protocols associated with networking computer systems.</li> <li>• Understands the client-server model including how dynamic web pages use server-side scripting and that web servers process and store data entered by users.</li> <li>• Recognises that persistence of data on the internet requires careful protection of online identity and privacy.</li> </ul>
6	<ul style="list-style-type: none"> <li>• Understands a recursive solution to a problem repeatedly applies the same</li> </ul>	<ul style="list-style-type: none"> <li>• Uses nested selection statements.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands how numbers, images, sounds and character sets use the same bit patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the von Neumann architecture in relation to the fetch-execute</li> </ul>	<ul style="list-style-type: none"> <li>• Knows the names of hardware e.g. hubs, routers, switches, and the names of protocols e.g.</li> </ul>

	<p>solution to smaller instances of the problem.</p> <ul style="list-style-type: none"> <li>• Recognises that some problems share the same characteristics and use the same algorithm to solve both.</li> <li>• Understands the notion of performance for algorithms and appreciates that some algorithms have different performance characteristics for the same task.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciates the need for, and writes, custom functions including use of parameters.</li> <li>• Knows the difference between, and uses appropriately, procedures and functions.</li> <li>• Understands and uses negation with operators.</li> <li>• Uses and manipulates one dimensional data structures.</li> <li>• Detects and corrects syntactical errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Performs simple operations using bit patterns e.g. binary addition.</li> <li>• Understands the relationship between resolution and colour depth, including the effect on file size.</li> <li>• Distinguishes between data used in a simple program (a variable) and the storage structure for that data.</li> </ul>	<p>cycle, including how data is stored in memory.</p> <ul style="list-style-type: none"> <li>• Understands the basic function and operation of location addressable memory.</li> </ul>	<p>SMTP, iMAP, POP, FTP, TCP/ IP, associated with networking computer systems.</p> <ul style="list-style-type: none"> <li>• Uses technologies and online services securely, and knows how to identify and report inappropriate conduct.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Understands that iteration is the repetition of a process such as a loop.</li> <li>• Recognises that different algorithms exist for the same problem.</li> <li>• Represents solutions using a structured notation.</li> <li>• Can identify similarities and differences in situations and can use these to solve problems (pattern recognition).</li> </ul>	<ul style="list-style-type: none"> <li>• Understands that programming bridges the gap between algorithmic solutions and computers.</li> <li>• Has practical experience of a high-level textual language, including using standard libraries when programming.</li> <li>• Uses a range of operators and expressions e.g. Boolean, and applies them in the context of program control.</li> <li>• Selects the appropriate data types.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows that digital computers use binary to represent all data.</li> <li>• Understands how bit patterns represent numbers and images.</li> <li>• Knows that computers transfer data in binary.</li> <li>• Understands the relationship between binary and file size (uncompressed).</li> <li>• Defines data types: real numbers and Boolean.</li> <li>• Queries data on one table using a typical query language.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognises and understands the function of the main internal parts of basic computer architecture.</li> <li>• Understands the concepts behind the fetch-execute cycle.</li> <li>• Knows that there is a range of operating systems and application software for the same hardware.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands how search engines rank search results.</li> <li>• Understands how to construct static web pages using HTML and CSS.</li> <li>• Understands data transmission between digital computers over networks, including the internet i.e. IP addresses and packet switching.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Shows an awareness of tasks best completed by humans or computers.</li> <li>• Designs solutions by decomposing a problem and creates a sub-solution for each of these parts.</li> <li>• Recognises that different solutions exist for the same problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the difference between, and appropriately uses if and if, then and else statements.</li> <li>• Uses a variable and relational operators within a loop to govern termination.</li> <li>• Designs, writes and debugs modular programs using procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Performs more complex searches for information e.g. using Boolean and relational operators.</li> <li>• Analyses and evaluates data and information, and recognises that poor quality data leads to unreliable results, and inaccurate conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands why and when computers are used.</li> <li>• Understands the main functions of the operating system.</li> <li>• Knows the difference between physical, wireless and mobile networks.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands how to effectively use search engines, and knows how search results are selected, including that search engines use 'web crawler programs'.</li> <li>• Selects, combines and uses internet services.</li> <li>• Demonstrates responsible use of technologies and online</li> </ul>

		<ul style="list-style-type: none"> <li>• Knows that a procedure can be used to hide the detail with sub-solution.</li> </ul>			services, and knows a range of ways to report concerns.
3	<ul style="list-style-type: none"> <li>• Designs solutions (algorithms) that use repetition and two-way selection i.e. if, then and else.</li> <li>• Uses diagrams to express solutions.</li> <li>• Uses logical reasoning to predict outputs, showing an awareness of inputs.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates programs that implement algorithms to achieve given goals.</li> <li>• Declares and assigns variables.</li> <li>• Uses post-tested loop e.g. 'until', and a sequence of selection statements in programs, including an if, then and else statement.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the difference between data and information.</li> <li>• Knows why sorting data in a flat file can improve searching for information.</li> <li>• Uses filters or can perform single criteria searches for information.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows that computers collect data from various input devices, including sensors and application software.</li> <li>• Understands the difference between hardware and application software, and their roles within a computer system.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the difference between the internet and internet service e.g. world wide web.</li> <li>• Shows an awareness of, and can use a range of internet services e.g. VOIP.</li> <li>• Recognises what is acceptable and unacceptable behaviour when using technologies and online services.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Understands that algorithms are implemented on digital devices as programs.</li> <li>• Designs simple algorithms using loops, and selection i.e. if statements.</li> <li>• Uses logical reasoning to predict outcomes.</li> <li>• Detects and corrects errors i.e. debugging, in algorithms.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses arithmetic operators, if statements, and loops, within programs.</li> <li>• Uses logical reasoning to predict the behaviour of programs.</li> <li>• Detects and corrects simple semantic errors i.e. debugging, in programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognises different types of data: text, number.</li> <li>• Appreciates that programs can work with different types of data.</li> <li>• Recognises that data can be structured in tables to make it useful.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognises that a range of digital devices can be considered a computer.</li> <li>• Recognises and can use a range of input and output devices.</li> <li>• Understands how programs specify the function of a general purpose computer.</li> </ul>	<ul style="list-style-type: none"> <li>• Navigates the web and can carry out simple web searches to collect digital content.</li> <li>• Demonstrates use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Understands what an algorithm is and is able to express simple linear (non-branching) algorithms symbolically.</li> <li>• Understands that computers need precise instructions.</li> <li>• Demonstrates care and precision to avoid errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows that users can develop their own programs, and can demonstrate this by creating a simple program in an environment that does not rely on text e.g. programmable robots etc.</li> <li>• Executes, checks and changes programs.</li> <li>• Understands that programs execute by following precise instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognises that digital content can be represented in many forms.</li> <li>• Distinguishes between some of these forms and can explain the different ways that they communicate information.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands that computers have no intelligence and that computers can do nothing unless a program is executed.</li> <li>• Recognises that all software executed on digital devices is programmed.</li> </ul>	<ul style="list-style-type: none"> <li>• Obtains content from the world wide web using a web browser.</li> <li>• Understands the importance of communicating safely and respectfully online, and the need for keeping personal information private.</li> <li>• Knows what to do when concerned about content or being contacted.</li> </ul>

## Drama: Year 7 to 9 Step Grid

Level	Making	Performing	Responding
9	<p><b>Pupils can:</b></p> <ul style="list-style-type: none"> <li>Organise their own work confidently, either as part of an ensemble or a solo piece</li> <li>Often lead and direct others in rehearsal</li> <li>Use a very wide range of different conventions, devices and techniques to create a desired effect on an audience</li> <li>Show subtlety as well as panache in their dramatic interpretation of texts, either as performers, directors or designers</li> <li>Demonstrate an awareness of different levels of meaning through their use of metaphor and symbol</li> </ul>	<p><b>Pupils can:</b></p> <ul style="list-style-type: none"> <li>Direct, design or stage-manage different styles of plays imaginatively and thoughtfully</li> <li>Demonstrate high standards in all aspects of crafting performance pieces</li> <li>Create or help others to create and sustain a range of complex characters in performance</li> </ul>	<p><b>Pupils can:</b></p> <ul style="list-style-type: none"> <li>Demonstrate a good knowledge and understanding of the cultural, historical and social context of drama they are in or see</li> <li>Use theatre terminology accurately and effectively</li> <li>Evaluate their work and that of others, supporting their comments with reasoned arguments which draw on their knowledge of theatre forms and practitioners</li> </ul>
8	<p><b>Pupils can:</b></p> <ul style="list-style-type: none"> <li>Experiment with, explore and use without prompting, a wide range of theatre resources, techniques, genres and traditions</li> <li>Collaborate sensitively with others in creating performance pieces that are challenging, structured and appropriate for their intended audience</li> <li>Make use of appropriate software to develop and translate ideas for performance</li> <li>Demonstrate imagination and considered justification when interpreting a range of texts</li> </ul>	<p><b>Pupils can:</b></p> <ul style="list-style-type: none"> <li>Work productively as part of an ensemble, demonstrating control and subtlety in their performances</li> <li>Improvise, rehearse and perform theatre pieces, demonstrating understanding of the skills of the performer, technician or director</li> </ul>	<p><b>Pupils can:</b></p> <ul style="list-style-type: none"> <li>Demonstrate a knowledge of theatre from different times, places and cultures</li> <li>Write and talk about plays in performance, showing a good knowledge of theatre conventions and devices, eg the use of soliloquy in Shakespeare or the distancing effects in the work of Brecht</li> <li>Analyse drama in performance, using appropriate language and theatre vocabulary to suggest improvements</li> </ul>
7	<p><b>Pupils can:</b></p> <ul style="list-style-type: none"> <li>Create performances for different audiences and purposes using various genres, styles and traditions, such as a chorus from Greek theatre or costume from Kabuki theatre</li> <li>Contribute creatively to the devising and collective authorship of their own dramas</li> <li>Make considered use of appropriate theatrical devices and technical effects to</li> </ul>	<p><b>Pupils can:</b></p> <ul style="list-style-type: none"> <li>Refine their work in rehearsal, work and develop a piece of devised work and transcribe it into a scripted scene</li> <li>Make full use of the available performance space and resources in their productions</li> <li>Combine sound and silence, movement and stillness, light and darkness to create a powerful piece of theatre</li> </ul>	<p><b>Pupils can:</b></p> <ul style="list-style-type: none"> <li>Make connections between their own work and wider theatre traditions</li> <li>Show initiative in seeking information about their drama work from a range of sources, eg the internet</li> <li>Recognise and articulate strengths and weaknesses in a piece of work, suggesting areas for improvement</li> </ul>

	<p>establish atmosphere and enhance the whole presentation, eg using simple props as symbols throughout the piece or creating specific colours in stage lighting and costume</p> <ul style="list-style-type: none"> <li>• Interpret material from assorted sources, including both classic and contemporary texts, creating pieces of drama which can both educate and entertain</li> </ul>		
<b>6</b>	<p><b>Pupils can:</b></p> <ul style="list-style-type: none"> <li>• Devise dramas in various forms, based on a range of challenging issues and themes</li> <li>• Give and accept suggestions and ideas during the rehearsal process</li> <li>• Make plays which employ symbolic representations or effects to communicate meaning</li> <li>• Create and represent clearly defined characters from the written work, add depth and consider motivation</li> </ul>	<p><b>Pupils can:</b></p> <ul style="list-style-type: none"> <li>• Organise and present performances to a range of audiences for different purposes and in a range of styles</li> <li>• Make good use of available technology to enhance and support their productions</li> <li>• Select and control appropriate vocal and movement skills, with some subtlety and develop them in rehearsal</li> </ul>	<p><b>Pupils can:</b></p> <ul style="list-style-type: none"> <li>• Discuss and give reasons for their preferences in drama, based on their knowledge of theatre past and present, eg the use of stock characters drawn from commedia dell'arte</li> <li>• Use correct terminology to describe their own work and begin to analyse how actors, technicians and directors have achieved specific effects or communicated ideas, emotions and feelings</li> </ul>
<b>5</b>	<p><b>Pupils can:</b></p> <ul style="list-style-type: none"> <li>• Explore and interpret ideas, issues and relationships in their drama work, and structure it using appropriate dramatic forms, eg documentary drama, and conventions such as the use of the aside</li> <li>• Combine their skills and knowledge of drama to devise plays of different types for different purposes</li> <li>• Sustain a defined character for a reasonable amount of time</li> <li>• Select and use a range of available technical resources for dramatic effects, eg a CD player, an overhead or data projector and lights</li> <li>• Interpret and rehearse extracts from a range of scripted plays</li> <li>• Write scripts or short plays based on devised work, using appropriate theatre conventions</li> </ul>	<p><b>Pupils can:</b></p> <ul style="list-style-type: none"> <li>• Organise a short, clear and coherent performance for an audience</li> <li>• Use an increasing range of different drama techniques, effects and theatre conventions in the plays they present</li> <li>• Improve and refine their acting, directing or technical contribution through the rehearsal process</li> </ul>	<p><b>Pupils can:</b></p> <ul style="list-style-type: none"> <li>• Relate, compare and contrast their work with drama from other times and cultures</li> <li>• Discuss the way that ideas are presented and represented, how plots are developed and characters portrayed</li> <li>• Compare different interpretations of the same text, eg extracts from two videos of the same play</li> <li>• Use technical terms when talking or writing about dramas they have seen or participated in</li> </ul>



<p><b>4</b></p>	<p><b>Pupils can:</b></p> <ul style="list-style-type: none"> <li>• Work confidently in groups using a range of drama techniques to explore situations and devise dramas for different purposes</li> <li>• Plan and structure plays that make use of a range of techniques and forms to express their ideas, eg narration in story theatre, mask work, and mime in physical theatre</li> <li>• Actively interpret the work of playwrights</li> <li>• Write and perform their own simple scripts, demonstrating an understanding of some correct theatre conventions</li> <li>• Establish a character, with control over movement and voice</li> </ul>	<p><b>Pupils can:</b></p> <ul style="list-style-type: none"> <li>• Select and operate a range of simple theatre technologies to create the right space for their drama and to enhance their work</li> <li>• Learn lines, collaborate with others and organise simple presentations</li> <li>• Experiment with their voices and movement, to create or present different characters in performance</li> </ul>	<p><b>Pupils can:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an awareness of some theatre traditions from different times and places, eg Kathakali dance drama, Greek or Tudor theatre</li> <li>• Discuss the themes or issues in the drama and the way they were presented</li> <li>• Reflect on and evaluate their own and other pupils' work, suggest improvements and use correct basic theatre terminology</li> <li>• Comment on how intended effects have been achieved, eg the use of silence</li> </ul>
<p><b>3</b></p>	<p><b>Pupils can:</b></p> <ul style="list-style-type: none"> <li>• Devise plays from a range of stimuli</li> <li>• Respond to the use of drama techniques to deepen the role or understanding of the situation, eg hot seating</li> <li>• Select appropriate lighting or simple symbolic props, sets or costumes, and understand their effect</li> <li>• Choose vocabulary and movement to match the person, place and time required by their story or situation</li> </ul>	<p><b>Pupils can:</b></p> <ul style="list-style-type: none"> <li>• Act out improvised dramas and existing scripts, creating characters that are clearly different from themselves, and experiment with voice, gesture, costumes and staging</li> <li>• Communicate their work as part of a group, learning lines and sharing the different functions needed to present the play, eg making and using props effectively, creating sound effects or operating simple lighting effects, for instance, with torch light</li> </ul>	<p><b>Pupils can:</b></p> <ul style="list-style-type: none"> <li>• Discuss their work and the work of others, showing understanding of different forms and making use of some specialist terms, eg pantomime, melodrama and shadow puppets</li> <li>• Understand how meaning can be shown through the simple use of symbol, metaphor or imagery, eg using height and distance to indicate status and relationships</li> <li>• Both in and out of role, comment thoughtfully on the drama and suggest ways of improving it</li> <li>• Reflect on the action taken by characters in the drama and consider alternative responses</li> </ul>

# DT Food: Year 7 to 9 Step Grid

KS3	Research	Menu choice (Design)	Planning	Cooking skills (Practical work)	Evaluation
9	<ul style="list-style-type: none"> <li>Independently plan and carry out and analyse further relevant research.</li> </ul>	<ul style="list-style-type: none"> <li>Review a wide and varied range of high skill relevant menu ideas</li> <li>Detailed reasons for choice of each idea relating to task, technical skills, nutrition, ingredients properties and cooking methods.</li> </ul>	<ul style="list-style-type: none"> <li>Detailed, realistic, logical plan which uses correct technical vocabulary</li> <li>Accurate dovetailing</li> <li>Accurate timings</li> <li>Q&amp;S clearly referenced to stages of making</li> </ul>	<ul style="list-style-type: none"> <li>Competently show a wide range of complex skills and processes with excellent speed and accuracy.</li> <li>Select and use a range of appropriate equipment confidently, accurately and safely.</li> </ul>	<ul style="list-style-type: none"> <li>Full nutrition analysis of recipes completed.</li> <li>Detailed, appropriate sensory testing.</li> <li>Final dishes costed per portion.</li> <li>Detailed relevant improvements for all nutrition, a, t, t and cost.</li> </ul>
8	<ul style="list-style-type: none"> <li>Relevant, detailed and concise work showing a clear understanding of learning.</li> <li>Findings are analysed and applied consistently to design, planning, practical and evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>Review a wide range of high skill menu ideas relevant to the task with reference to research about foods, techniques, user needs, time and resources.</li> <li>Explain likes, dislikes and reasons for choosing each idea relating to task, technical skills, nutrition, ingredients properties and cooking methods.</li> </ul>	<ul style="list-style-type: none"> <li>Logical and accurate plan with dovetailing of several recipes.</li> <li>The plan makes clear and detailed reference to food quality safety throughout.</li> </ul>	<ul style="list-style-type: none"> <li>Make a range of high skill dishes with good speed and accuracy.</li> <li>Independently correct working errors.</li> <li>Use a range of appropriate equipment accurately and safely.</li> <li>Always apply a high level of safety and hygiene.</li> <li>Prepare very high quality food with accompaniments.</li> </ul>	<ul style="list-style-type: none"> <li>Sensory testing of a, t, t with good analysis and evaluation.</li> <li>Detailed relevant improvements suggested.</li> <li>A good knowledge of nutrition and suitability to task is shown.</li> </ul>
7	<ul style="list-style-type: none"> <li>Relevant and detailed work showing a good understanding of learning.</li> <li>Knowledge usually analysed and applied to design, planning, practical and evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>Review a range of menu ideas, some high skill, with reference to research about foods characteristics and processes</li> <li>Explain likes and dislikes and some reasons for choosing ideas that might include relevance to task, nutrition, ingredients properties and cooking methods.</li> </ul>	<ul style="list-style-type: none"> <li>Accurate step by step plan for making more than 1 final dish with some dovetailing.</li> <li>Some technical vocab for techniques and cooking methods.</li> <li>The plan predicts time and lists food safety and quality rules</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of medium and high skills with some accuracy and creativity</li> <li>Confidently adapt recipes to minimise waste.</li> <li>Correct some working errors.</li> <li>Use equipment with some accuracy, control and safety.</li> <li>Apply a wide range of safety and hygiene rules</li> </ul>	<ul style="list-style-type: none"> <li>Sensory testing of a, t, t with some analysis of results.</li> <li>Some suggested improvements show some knowledge of nutrition and suitability to brief.</li> </ul>

				<ul style="list-style-type: none"> <li>• Make consistently high quality garnished dishes</li> <li>• Always finish in good time</li> </ul>	
6	<ul style="list-style-type: none"> <li>• Work completed independently.</li> <li>• All work shows good understanding of learning but may lack some explaining details</li> <li>• Knowledge often applied to design, planning, practical and evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe a range of relevant menu ideas</li> <li>• Explain likes and dislikes for each idea</li> <li>• Explain some reasons for choosing ideas that might include relevance to task and ingredients properties.</li> </ul>	<ul style="list-style-type: none"> <li>• Clear plan for making the final dish. Includes ingredients and equipment and some time predictions.</li> <li>• The plan includes relevant food safety rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt recipes for a, t, t and nutrition and follow most recipes independently.</li> <li>• Apply safety and hygiene rules independently.</li> <li>• Confidently make more than 1 dish at a time. (eg main + side)</li> <li>• Produce good quality, neat, attractive food most of the time</li> </ul>	<ul style="list-style-type: none"> <li>• Some sensory testing of A,T,T</li> <li>• Likes and dislikes explained in detail</li> <li>• Improvements explained in detail with examples</li> </ul>
5	<ul style="list-style-type: none"> <li>• Work shows some understanding of the most areas of learning.</li> <li>• Knowledge sometimes applied to design, planning, practical and evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain a wide range of relevant menu ideas.</li> <li>• Explain likes and dislikes and reasons for choosing ideas with reference to task and user needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Clear plan that others could follow for making the final dish. Includes ingredients and equipment.</li> <li>• The plan includes some food safety rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt recipes for a, t, t and follow most recipes independently.</li> <li>• Apply safety and hygiene rules independently.</li> <li>• Often produce good quality, neat, attractive food.</li> </ul>	<ul style="list-style-type: none"> <li>• A,T,T ratings completed for all practicals</li> <li>• Briefly explain likes and dislikes for all practicals</li> <li>• Improvements explained with examples</li> </ul>
4	<ul style="list-style-type: none"> <li>• Work shows understanding of many areas of learning.</li> <li>• Knowledge is sometimes applied to some areas of design, planning, practical and/or evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain a range of relevant menu ideas</li> <li>• Explain likes and dislikes for each idea with reference to task and user needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Step by step plan for making the final dish.</li> <li>• Includes list of ingredients with accurate and appropriate measurements. Also equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a range of dishes following recipe with increasing accuracy.</li> <li>• Show a wide range of basic skills.</li> <li>• Work safely and hygienically without reminders.</li> <li>• Consider presentation when serving food</li> </ul>	<ul style="list-style-type: none"> <li>• A, T, T ratings completed for most practicals</li> <li>• Briefly explain likes and dislikes for most practicals.</li> <li>• Briefly explain improvements that could be made</li> </ul>
3	<ul style="list-style-type: none"> <li>• Work shows basic understanding of many areas of learning.</li> <li>• Knowledge is rarely applied to design,</li> </ul>	<ul style="list-style-type: none"> <li>• Draw and label a range of menu ideas that consider some parts of task and research.</li> <li>• List likes and dislikes for each idea</li> </ul>	<ul style="list-style-type: none"> <li>• Simple plan for making the final dish. Includes main stages of making.</li> <li>• Lists ingredients and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a range of dishes with increasing accuracy.</li> <li>• Show a range of basic skills.</li> </ul>	<ul style="list-style-type: none"> <li>• A, t, t ratings completed for most practicals</li> <li>• List likes and dislikes</li> </ul>

	planning, practical and evaluation.			<ul style="list-style-type: none"> <li>• Work safely and hygienically with some reminders.</li> <li>• Consider presentation when serving food</li> </ul>	<ul style="list-style-type: none"> <li>• List some improvements that could be made</li> </ul>
2	<ul style="list-style-type: none"> <li>• Work shows basic understanding of some areas of learning including Eatwell guide and importance of 5 a day</li> <li>• Name and sort food used into eatwell guide</li> </ul>	<ul style="list-style-type: none"> <li>• Draw and label a few menu ideas that consider some parts of the task and research.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic list of food with some preparation points</li> </ul>	<ul style="list-style-type: none"> <li>• Make some basic dishes with a heat source.</li> <li>• Select and use basic tools and equipment</li> <li>• Make some more complex dishes with group support</li> </ul>	<ul style="list-style-type: none"> <li>• Rate appearance, taste and texture (a,t,t) for some practicals</li> <li>• List some likes and dislikes</li> </ul>
1	<ul style="list-style-type: none"> <li>• Work shows basic understanding of some areas of learning including Eatwell guide</li> <li>• Name and sort food used into Eatwell guide with some support</li> </ul>	<ul style="list-style-type: none"> <li>• List 1 or 2 ideas that fit the task</li> </ul>	<ul style="list-style-type: none"> <li>• List food that might be included in recipe</li> </ul>	<ul style="list-style-type: none"> <li>• Use some basic techniques to make food without a heat source</li> <li>• Weigh and measure with some help</li> </ul>	<ul style="list-style-type: none"> <li>• Verbally explain likes and dislikes</li> <li>• Verbally suggest changes for next time the dish is made</li> </ul>
B	<ul style="list-style-type: none"> <li>• Tell others if food is from animals or plant.</li> <li>• Name a range of foods</li> </ul>	<ul style="list-style-type: none"> <li>• Tell others what they would like to make to eat</li> </ul>	<ul style="list-style-type: none"> <li>• Can suggest the next stage in making</li> </ul>	<ul style="list-style-type: none"> <li>• Use some basic techniques and follow safety rules with some help</li> </ul>	<ul style="list-style-type: none"> <li>• Verbally explain likes and dislikes</li> </ul>

## **DT: Year 7 to 9 Step Grid**

Step	
S9	<ul style="list-style-type: none"> <li>• Primary and secondary research used to establish client's needs.</li> <li>• Consideration of environmental, social and economic challenges made that could influence the design and making.</li> <li>• Able to use the work of past and present designers and design movements to influence work.</li> <li>• Generate imaginative and creative ideas using a range of strategies, including 2-D and 3-D (CAD) drawing, and modelling, annotated as Step 7</li> <li>• Select appropriate materials and components working accurately using tolerances, producing minimal waste, (lay plan/ cutting list)</li> <li>• Produce accurate plans with estimated times, tools, materials and order of processes.</li> <li>• Use special techniques and processes to a high level of accuracy.</li> <li>• All aspects of the prototype tested against the design brief and specification including third party testing.</li> <li>• Thorough analysis and evaluation throughout the process with clear justification and understanding.</li> </ul>
S8	<ul style="list-style-type: none"> <li>• Use a range of research methods independently. Analyse research to produce <u>own</u> specification</li> <li>• Show clear understanding of production methods and materials in specification and design ideas.</li> <li>• Good quality, clear 3D design ideas with evaluative annotation about properties and characteristics of materials and processes, needs of users, time and resources.</li> <li>• Model ideas to develop designs using an iterative approach</li> <li>• Produce plans with estimated times, tools, materials and processes</li> <li>• Finished product is complex, accurate and meets the specification criteria</li> <li>• Evaluate using different methods of testing. Suggest improvements as a result of testing.</li> </ul>
S7	<ul style="list-style-type: none"> <li>• Independently research to produce a detailed specification that reflects the research</li> <li>• Investigate different methods of production relevant to the task.</li> <li>• Generate original 3D ideas with explanation of features that links to specification</li> <li>• Evaluate ideas, recognising needs of users, time available, resources and skills needed</li> <li>• Produce plan that predicts time, tools, materials and order of processes.</li> <li>• Model ideas to develop designs using an iterative approach</li> <li>• Adapt working methods as necessary, giving reasons for changes made</li> <li>• Finished product is well made, accurate and meets the specification criteria</li> <li>• Evaluate throughout making, modify and improve as necessary.</li> <li>• Evaluate against the specification and get user feedback to suggest improvements to the product</li> </ul>
S6	<ul style="list-style-type: none"> <li>• Use books, computers, and investigations to independently research then analyse it to produce a design specification</li> <li>• Generate and annotate a variety of ideas to meet specification criteria.</li> <li>• Model ideas to develop designs using an iterative approach</li> <li>• Use detailed drawings with sizes to show final design.</li> <li>• Produce plans to match designs, showing techniques and processes.</li> <li>• Check work as it progresses and change plans if necessary.</li> <li>• Develop and increase skills base through a variety of techniques and processes.</li> <li>• Evaluate work referring to specification and research. Suggest improvements.</li> </ul>

S5	<ul style="list-style-type: none"> <li>• Use books, computers and investigations to find information to develop own simple specification criteria.</li> <li>• Generate and annotate a range of ideas to meet most of the specification points.</li> <li>• Use drawing and models and comment about them, to make at least one improvement.</li> <li>• Write up and work from your own plans, altering them when needed.</li> <li>• Work accurately with a range of tools and materials, using a variety of processes and new techniques.</li> <li>• Errors identified as they come up and in the evaluation, some improvements suggested.</li> </ul>
S4	<ul style="list-style-type: none"> <li>• Use books, computers, to research with guidance, to write own specification with help.</li> <li>• Develop and work to own specification with help and guidance.</li> <li>• Generate and annotate some ideas in response to the brief and analysis of research with guidance.</li> <li>• Use drawing and models and comment about them, to make ideas clearer.</li> <li>• Write up and work from your own plans.</li> <li>• Work quite accurately with a range of tools and materials, using some different processes and techniques.</li> <li>• Identify errors in the evaluation, with some user needs considered.</li> </ul>
S3	<ul style="list-style-type: none"> <li>• Carry out relevant basic research, like measuring, produce a mood board, little analysis made, leading to a basic specification.</li> <li>• Use research results to help produce ideas.</li> <li>• Work to a basic specification</li> <li>• Draw several ideas, giving reasons for choice.</li> <li>• Produce a simple step by step plan listing tools and materials.</li> <li>• Use tools and materials with increasing accuracy and attention to the quality of finish.</li> <li>• Identify some good and bad points in a product that could be improved and how it could be done.</li> </ul>
S2	<ul style="list-style-type: none"> <li>• Superficial research</li> <li>• Produce some crude sketched ideas to fit the brief.</li> <li>• Know the names of basic tools and materials and use them correctly and safely.</li> <li>• Produce a rough plan in advance which considers order of making.</li> <li>• Work with some accuracy to produce an outcome similar to the intended drawn design.</li> <li>• Explain how a product could be improved to meet the users' needs</li> </ul>
S1	<ul style="list-style-type: none"> <li>• No research</li> <li>• Produce one or two ideas to fit the brief, able to talk about their intentions.</li> <li>• Very little or no planning ahead.</li> <li>• With help produce a finished outcome, care and some accuracy when making.</li> <li>• Able to discuss suitable improvements.</li> </ul>
B3,B2  B1	<ul style="list-style-type: none"> <li>• Be able to discuss ideas that would meet the needs of the user and design brief.</li> <li>• Produce one crude sketch.</li> <li>• Understand the function of the specification.</li> <li>• Be able to say what should be done next.</li> <li>• Follow instructions for safety</li> <li>• Work practically with some confidence and help</li> </ul>

## EBL: Year 7 to 9 Step Grid

KS Level	Planning	Research	Development	Review/Evaluation	Independence.
5	This learner will demonstrate <b>good awareness of the topic</b> and be able to <b>identify the main and sub elements of a topic/project</b> . The project will be planned with <b>good detail</b> .	This learner will demonstrate ability to find and locate <b>relevant research material</b> . They will <b>process the research</b> obtained and make <b>good links between project plans</b> and how the research will impact the <b>development</b> of the topic. Research will be gained from a <b>variety of different sources</b> .	This learner will produce an end product which is <b>directly linked to the project plan and aims</b> . Good clear links made <b>between project aims and research</b> . Development will <b>follow intended plan</b> and <b>show a depth in understanding</b> of the project, which is demonstrated in the outcome. <b>Changes will be commented on</b> and explained.	This learner will evaluate the project in <b>good detail</b> and understands the <b>clear strengths and weaknesses</b> of the process. Changes made will be have <b>good justifications and explanations</b> . When presenting review – presentation will have <b>elements of originality</b> and they can <b>clearly talk about the process</b> without the need of reading. Some readings may still occur.	The learner will work well as a team/pair and take <b>responsibility in outcomes</b> . They will <b>lead with ideas and show originality</b> in overcoming difficulties. <b>Deadlines will be met</b> and <b>personal input</b> will have <b>success</b> to the <b>group outcomes</b> . This learner will <b>work effectively individually</b> , asking for <b>guidance to show understanding</b> of the processes.
4	This learner will demonstrate <b>an awareness</b> of the topic and be able to <b>identify the main elements of a topic</b> and plan these with some detail.	This learner will demonstrate an ability to <b>find and locate relevant research material</b> . They will show <b>some degree of processing</b> of the research obtained. Research will be <b>web based and there will be use of other information</b> sources.	This learner will predominantly <b>produce something</b> which is <b>linked to project plan and aims</b> . <b>Links made between project aims and research</b> . Often development <b>will follow the plan and intended outcome</b> and <b>some depth</b> in understanding of the project.	This learner will have <b>some evaluation</b> of the process. <b>Basic strengths and weaknesses</b> of project/task commented on. When presenting review – presentation will be <b>slightly text heavy</b> and <b>some reading</b> from the PowerPoint and <b>shows some depth in understanding of the process</b> .	The learner will <b>work well as a team/pair</b> and <b>take some responsibility</b> in outcomes. <b>Some deadlines</b> will be met and <b>personal input will have some success</b> .
3	This learner will demonstrate a <b>limited awareness</b> of the topic but should be able to identify the <b>main elements</b> of a topic and plan these with <b>limited detail</b> .	This learner will demonstrate an ability to find and <b>copy research material</b> . They will show a <b>lack of processing</b> of the research obtained. Research will be <b>predominantly web based</b>	This learner will predominantly produce something which is <b>tenuously linked</b> to project plan and aims. <b>Few links</b> made <b>between project aims and research</b> . Often the development will <b>not follow</b>	This learner will have <b>limited evaluation</b> of the process. Very <b>basic strengths and weaknesses</b> of project/task commented on. When presenting the review – presentation will be <b>text heavy</b>	The learner will work as a team/pair but <b>struggle with own tasks</b> and completing these by appropriate deadlines. Often <b>input will be minimal</b> , with a <b>heavy</b>



		and will <b>show limited understanding</b> of other information.	<b>intended plan</b> and outcome and <b>lacks depth</b> in understanding of the project as a whole.	<b>and a lot of reading</b> from the PowerPoint and show a <b>lack of depth in understanding</b> .	<b>reliance on teacher/adult</b> input.
6	This learner will demonstrate <b>excellent awareness of the topic</b> and be able to <b>identify the complex ideas and sub elements</b> of a topic/project and <b>plan these with excellent thorough detail</b> .	This learner will <b>find and locate relevant research material</b> . They will <b>process the research obtained</b> and make <b>excellent and succinct links between project plans and how the research will impact the development of the topic</b> . Research will be gained from a <b>variety of different sources</b> and also <b>primary research will be gathered and analysed</b> .	This learner will produce an <b>end product</b> which is <b>directly linked</b> to the project plan and aims. <b>Excellent links</b> made between <b>project aims and research</b> . Development <b>will follow intended plan</b> and <b>excellent depth shown in the understanding of the project</b> , which is demonstrated in the outcome. Changes will be commented on and explained in detail.	This learner will evaluate the project in <b>excellent detail</b> and <b>understand the clear strengths and weaknesses of the process</b> . Changes made will be have <b>excellent justifications</b> and <b>explanations</b> . When presenting review – presentation <b>will be original</b> and they can <b>clearly talk</b> about the process without the need of reading.	The learner will <b>work well as a team/pair</b> and <b>take responsibility in outcomes</b> . They will <b>lead with ideas</b> and <b>show originality</b> in overcoming difficulties. <b>Deadlines will be met</b> and <b>personal input will be effective and necessary</b> . They will <b>also coach other students</b> and <b>guide the group to success</b> . This learner will work independently, asking for guidance to show understanding of the processes.

## English Writing: Year 7 to 9 Step Grid

		Communication and style	Organisation and control	Sentences and punctuation		Vocabulary and spelling	
Performance descriptors	Writing skills	<ul style="list-style-type: none"> <li>Write imaginative, interesting and thoughtful texts</li> <li>Produce texts which are appropriate to task, reader and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Organise and present whole texts effectively, sequencing and structuring information, ideas and events</li> <li>Construct clear, sequenced and linked paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Vary sentence types for clarity, purpose and effect</li> </ul>	<ul style="list-style-type: none"> <li>Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences</li> </ul>	<ul style="list-style-type: none"> <li>Select appropriate and effective vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Use correct spelling</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Outstanding Original</b></p>	<p><b>Level 8</b></p> <p><b>I can...</b></p>	<ul style="list-style-type: none"> <li>• Use a range of forms in original and compelling ways to engage my reader</li> <li>• Write in a consistent style and tone that matches the task, purpose and audience</li> <li>• Sustained crafting and manipulation of language, tone and style for impact</li> </ul>	<ul style="list-style-type: none"> <li>• Construct and shape my writing expertly so the reader responds as I intend</li> <li>• Imaginatively organise my writing to control how the reader is given information, ideas and attitudes</li> <li>• Link paragraphs with integrated complex discourse markers such as ‘thus’, ‘conversely’, ‘undeniably’</li> </ul>	<ul style="list-style-type: none"> <li>• Write impressive sentences that will have the effect and impact I want on the reader</li> <li>• Craft sentences using a full range of punctuation – including dashes, semi-colons and colons - to create an effect on my reader</li> </ul>	<ul style="list-style-type: none"> <li>• Choose words wisely and ambitiously with precision</li> <li>• Use an increasingly wide range of vocabulary with imagination and flair</li> </ul>	<ul style="list-style-type: none"> <li>• Use the strategies I have learnt to ensure correct spelling throughout my work</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Complex Crafted</b></p>	<p><b>Level 7</b></p> <p><b>I can...</b></p>	<p>Decide on an appropriate form to match the task, purpose and audience</p> <p>Write with my reader in mind, using and adapting the conventions of text types flexibly and imaginatively</p> <p>Adopt a style and tone to suit the task, purpose and audience e.g. sarcasm, irony, humour, emotive language</p>	<p>Shape my writing so that my reader responds in the way I want</p> <p>Craft my paragraphs to create an impact on the reader, including one sentence paragraphs</p> <p>Use discourse markers such as ‘arguably’, ‘indeed’, ‘moreover’ to create an evaluative voice to my work</p>	<p>Use a wide variety of crafted sentences to create effects that emphasise what I want to say</p> <p>Use the full range of punctuation – including dashes, semi-colons and colons - to create an effect on my reader</p>	<p>Choose my words carefully and ambitiously, so that my writing is precise and has an impact on the reader</p> <p>Choose and use words imaginatively, in ways that match the purpose and my reader including more specialist terminology</p>	<p>Use the strategies I have learnt to ensure correct spelling throughout my work</p>

Effective Controlled	<b>Level 6</b>	Plan my writing so that I am using an appropriate form e.g. letter, article, speech, prose, poetry	Plan and organise my writing in a way that will have an impact on my reader	Choose to write the kinds of sentences, that will give the effect I want according to the purpose of my writing	Use commas, semi-colons, colons, and ellipsis correctly in longer sentences to help the reader follow my meaning	Always choose the best words to match the subject and purpose of my writing	Check my writing for the spelling mistakes I commonly make
	<b>I can...</b>	Choose and sustain an appropriate style right through my writing e.g. persuasive, humorous, argument, descriptive, opinion  Adapt the conventions of the text type where this will add originality and interest e.g. formal/informal	Link paragraphs together so my reader can see clearly how my piece of writing is developing using connectives such as 'in addition', 'on the other hand', 'to conclude'  Connect the sentences within paragraphs so that my meaning and purpose are clear	Make sure I use a variety of sentences, including simple and complex sentences  Control the tense of my writing	Check my writing for the grammar mistakes I commonly make, for example, using commas instead of full stops	Choose my words carefully and ambitiously so that my writing is precise and has an impact on the reader	Learn the spellings of uncommon and difficult to spell words that I want to use, especially those with syllables and letters that you don't hear

Clear Consistent	<b>Level 5</b>  <b>I can...</b>	<p>Make my purpose and point of view very clear and make sure it stays the same all the way through a piece of writing e.g. present facts and opinions, balance action and dialogue</p> <p>Choose a style that matches the task and keeps my reader interested e.g. persuasive, humorous, argument, descriptive, opinion</p> <p>Add more detail to my writing to make it clearer and more interesting, choosing key events to elaborate and expand</p>	<p>Plan my writing so that I know how it will develop all the way through, using paragraphs to show my reader how I have organised my ideas</p> <p>Make sure that my paragraphs follow on from each other</p> <p>Use more connecting words to link my paragraphs together such as 'whilst', 'until', 'despite', 'however'</p>	<p>Vary my sentences in length and structure to add detail, to emphasise points and express key ideas</p> <p>Choose the kind of sentence to write by thinking how it will affect my reader</p> <p>Use a wide range of sentence openers such as:          Adverbials - 'some time later', 'as we ran', 'slowly, we crept...'          Subjects - 'they', 'the girls', 'our class';          Prepositions - 'under', 'above', 'on', 'with'</p>	<p>Use punctuation accurately to show the beginnings and ends of sentences</p> <p>Use accurate punctuation for speech</p> <p>Use commas correctly in long sentences to separate different clauses</p> <p>Use apostrophes for contractions and ownership</p> <p>Start to use semi-colons and colons</p>	<p>Use a wide range of words in my writing e.g. verbs, adverbs, adjectives, precise nouns.</p> <p>Choose words that will have an impact on my reader e.g. to create an emotive response or a vivid description</p>	<p>Identify my most common spelling mistakes and find my own way to correct them, including words with syllables and letters that you don't hear</p> <p>Make sure that I understand how prefixes and suffixes work, especially plurals</p>
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<b>Relevant</b> <b>Some consistency</b>	<b>Level</b> <b>4</b>  <b>I</b> <b>can...</b>	<p>Make sure that everything I write is connected with the topic and does not go off the point</p> <p>Make sure the reader understands my point of view e.g. present facts and opinions, balance action and dialogue</p> <p>Choose a way of writing that matches the purpose of the task and try to stick to it e.g. persuasive, humorous, argument, descriptive, opinion</p>	<p>Organise my writing with a good beginning and ending</p> <p>Plan and organise my writing so that my reader will be able to follow it easily from beginning to end</p> <p>Use some connecting words to link my ideas together, such as 'first', 'next', 'finally'</p> <p>Begin to use paragraphs/sections to organise my writing using topic sentences to help my reader make sense of the text</p>	<p>Vary my sentences in length and structure including simple and compound sentences</p> <p>Attempt to use complex sentences by adding a subordinate clause to the start, middle or end of a sentence</p>	<p>Write in sentences that start with a capital letter and end with the right punctuation mark</p> <p>Use speech marks correctly</p> <p>Try to use commas to break down long sentences and in lists</p> <p>Try to use apostrophes for contractions such as 'isn't', 'can't', 'I'll'</p>	<p>Choose words that match my topic</p> <p>Use describing words and phrases to add detail, interest and variety to my writing e.g. a wider selection of adjectives and adverbs, words to emphasise a mood or the way a character speaks</p>	<p>Use look, cover, write, check method to improve my spelling.</p> <p>Sound out words and use regular patterns in words to try to spell difficult words.</p> <p>Improve my knowledge of common spelling patterns, including words that sound the same but have different spellings and meanings</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Straightforward Basic</p>	<p><b>Level 3</b></p> <p><b>I can...</b></p>	<p>Include ideas that fit the topic e.g. memories in a recount, sequence events in a story, informative points in a report</p> <p>Choose a way of writing that matches the purpose of the task e.g. past tense in a newspaper report, first person in a diary</p> <p>Give more information by adding detail into my sentences e.g. use adjectives to give a point of view, use verbs to show how a character speaks or moves.</p> <p>Try to express my own thoughts and ideas</p>	<p>Decide the best order for what I want to say</p> <p>Write a clear beginning and ending</p> <p>Show which ideas belong together by organising my writing in sections or paragraphs</p> <p>Use simple links between sections or paragraphs such as 'when we got there', 'after that'</p>	<p>Write sentences of different lengths</p> <p>Join some sentences together with 'and', 'but', 'so', 'because'</p> <p>Use the same tense throughout a piece of writing</p>	<p>Start my sentences with a capital letter and end them with a full stop, question mark or exclamation mark</p> <p>Use speech marks to show the words characters actually say</p> <p>Use commas in lists</p>	<p>Choose some words that will have a special effect on my reader e.g. simple adjectives and adverbs</p>	<p>Make sure I spell 'everyday' words correctly</p> <p>Make sure I spell the endings of words correctly</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Basic</p>	<p><b>Level 2</b></p> <p><b>I can...</b></p>	<p>Include ideas that fit the topic e.g. memories in a recount, sequence events in a story, informative points in a report</p> <p>Write in a way that matches the task e.g. past tense in a newspaper report, first person in a diary</p> <p>Write some of my own ideas</p>	<p>Make sure my writing has a proper beginning and ending</p> <p>Put what I want to say in the right order</p> <p>Group ideas on the same topic together</p>	<p>Join some sentences together with words like 'and', 'but' and 'so'</p> <p>Know whether I am writing about the past or the present and use the right words to show this</p>	<p>Write sentences that start with a capital letter and end with a full stop</p> <p>Use question marks and exclamation marks at the right time</p>	<p>Choose to use some new words that I would like to try out</p>	<p>Sound out letters and sounds in words I find difficult to spell</p>

# English Reading: Year 7 to 9 Step Grid

		Read and synthesise			Explain and analyse		Ideas and context – compare and evaluate	
<b>Performance descriptor</b>	<b>Reading skills</b>	Use a range of strategies to read for meaning	Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	Deduce, infer or interpret information, events or ideas from texts	Identify and comment on the structure and organisation of texts.	Explain and comment on writers' use of language, including grammatical and literary features at word and sentence level	Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader	Relate texts to their social, cultural and historical traditions
<b>Outstanding Original</b>	<b>Level 8</b> <b>I can...</b>		Combine insight, evidence and wider textual knowledge to make a full interpretation of a text. Compare and evaluate interpretations, drawing on others' interpretations that may differ from my own		Show precisely and with insight, through apt textual evidence, how text structure and language contribute to meaning		Write critical responses that are based on a secure understanding of a writer's purposes. Evaluate the effects by exploring how viewpoints are expressed	Make interesting links and comparisons between texts, including those written in different times and from unfamiliar cultures and periods
<b>Complex Crafted</b>	<b>Level 7</b> <b>I can...</b>		<p>Select evidence precisely, from throughout a text, to help me argue my point</p> <p>Refer to other sources such as articles and webpages, novels and poems, to help me develop and argue my point about a text</p>	<p>Make connections between my insights into a text, drawing on different pieces of evidence, to make an overall interpretation</p> <p>Write several paragraphs with linking points, precise evidence and thoughtful explanation of writers' choices and the effects on the reader (QWERTY)</p>	<p>Make connections between my insights into a text to make an overall interpretation. Evaluate techniques such as verse form, chapter/section breaks and time shifts</p>	<p>Make precise and thoughtful comments analysing how language is used for impact.</p> <p>Show how a wide range of language techniques (imagery, vocabulary choices, tone) contributes to the overall effect of a text on the reader.</p>	<p>Analyse and evaluate the position of the writer (viewpoint), the narrator (first/second/third person) and the readers in a text</p> <p>Evaluate how viewpoints are established (form) and managed in a text such as rhetorical devices</p> <p>Show my understanding of a writer's use of irony and sarcasm</p>	<p>Analyse how a text is influenced by earlier texts of the same type</p> <p>Analyse how different meanings and interpretations of a text relate to the contexts in which it is written and read</p>

Effective Controlled	<b>Level 6</b>  <b>I can...</b>		<p>Identify the relevant points in a text, making informed choices</p> <p>Bring together information from different sources or from different places in the same text</p> <p>Use a short, well-chosen quotation within a sentence to show that I can refer closely to a text</p>	<p>Explore different possible meanings in a text</p> <p>Comment on the wider importance of events or ideas in a text</p> <p>Write more than one paragraph with a point, with evidence and an explanation of writers' choices and the effects on the reader (QWERTY)</p>	<p>Comment on the impact of how a text is organised, tracing how main ideas or events are developed over the text</p> <p>Explore how a writer's theme or purpose is presented across a text, exploring openings, endings, changes and juxtapositions</p>	<p>Use the appropriate terms when I comment on and explain the effect of a writer's techniques e.g. simile, metaphor, personification, verbs, adverbs</p> <p>Explain in detail how language is used at different points in a text.</p> <p>Comment on how language choices can contribute to a text's overall effect on the reader</p>	<p>Use several clear examples from across a text to explain how a writer puts across a particular point of view e.g. use of repetition or rhetorical questions</p> <p>Use several clear examples from across a text to explain how a writer creates particular effects on readers</p>	<p>Comment on the typical features of texts from different times e.g. sonnet form, biography, dramatic monologue</p> <p>Discuss examples of a how a text's meaning is changed by the time and place in which it is written and read</p>
Clear Consistent	<b>Level 5</b>  <b>I can...</b>		<p>Identify most of the main points in a text</p> <p>Support my comments with relevant and appropriate quotations or references to the text</p>	<p>Explain what clues from different points in a text are showing me</p> <p>Make sure I can find evidence in the text to support my comments when I read between the lines</p> <p>Write a detailed paragraph with a clear point, some evidence and some explanation of writers' choices and the effects on the reader (QWERTY)</p>	<p>Explain why I think a writer has organised a text in a particular way e.g. openings, middle, endings</p> <p>Explain how topic sentences are developed with explanation and illustration in a text</p> <p>Explain how different forms are used for different effects</p>	<p>Use appropriate terminology to identify the techniques writers use e.g. simile, metaphor, personification, verbs, adverbs</p> <p>Explain why I think a writer has chosen particular words or phrases and the effect on the reader</p>	<p>Understand the writer's general point of view and purpose in a text I am reading</p> <p>Explain simply the likely effect of a text on its readers</p> <p>Understand and explain simply that writers create texts to have an impact on readers</p>	<p>Comment on similarities and differences between texts or versions</p> <p>Explain the importance of a text's setting or background</p>



					e.g. how an article is organised to provide clear information			
<b>Relevant</b> Some consistency	<b>Level 4</b>  <b>I can...</b>		Skim and scan to find information quickly  Select the information I need in a text  Pick out some words or phrases to back up my comments about a character or event	Write about what word clues in a text are showing me  Find clues from different parts of a text to help me answer a question	Identify the layout or structure the writer has used  Write about how the writer has organised the text such as sentence lengths, paragraphs, headings, sub-headings	Identify the sorts of words the writer has used  Write about the sorts of words the writer has used to suit the topic	Work out the writer's main purpose in a text e.g. to inform, persuade, describe  Write about what a text makes readers think or feel  Explain why I like or dislike a text	Write about similarities between texts  Write about a text's setting or background
<b>Straightforward</b> Basic	<b>Level 3</b>  <b>I can...</b>	Choose the best strategies to read and work out the meaning of words I do not know	Find information in the fiction and non-fiction texts I am reading  Write about texts I am reading  Find sections of the text that back up my comments	Understand what clues in a text are showing me  Use at least two of the following reading strategies: questioning a text; making mental pictures based on what I read; predicting what might happen next in a text	See how a text has been laid out and organised  Pick out some of the punctuation in a text	Pick out some interesting choices of words in a text	Work out what I think the writer is trying to say within a whole text  Say what I think and feel about a text	Find some similarities between texts  Identify a text's setting or its background
<b>Basic</b>	<b>Level 2</b>  <b>I can...</b>	Read a range of key words  Work out how to read	Remember things about a text I have read	Use the words and pictures in a text to work out how a character is thinking or	Notice the way texts have beginnings, middles and endings	Pick out interesting words in a text	Find an opinion in a text  Say what I like or dislike about a text	Read and understand some different types of texts

		some words I don't know  Use punctuation to help me when I read aloud	Know where to look for information	feeling in a book I am reading  Use the words and pictures in a text to work out why something has happened in a book I am reading				Pick out some differences between types of texts  Understand that books can be written about different times and places
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# English Speaking: Year 7 to 9 Step Grid

	Creating speeches and presenting		Debating and Discussing		Improvising and Performing	Using Standard English
<b>Speaking skills</b>	<i>Express personal ideas through speech and presentation ensuring focus and clarity on the subject and purpose of the piece</i>	<i>Adapt and vary structure and vocabulary appropriately</i>	<i>Participate in formal debates and structured discussions summarising and building on what has already been said</i>	<i>Ensure that meaning is shaped through suggestions, comments and questions</i>	<i>Improvise and perform within different roles and scenarios using language skills and other dramatic devices to explore texts, ideas and issues.</i>	<i>Use Standard English which is appropriate to audience and context.</i>
<b>Level 8 I can...</b>	<p>Make creative, precise selections from advanced strategies and conventions to meet varied speaking and listening challenges</p> <p>Adapt vocabulary, grammar and non-verbal features to match context and purpose with distinct personal style</p>		<p>Show perceptive understanding of varied, complex speech, sustaining concentrated listening and responding with flexibility to develop ideas</p> <p>Initiate and lead a variety of group roles, managing and sustaining discussion with sensitivity</p>		<p>Deepen response to ideas and issues by exploiting dramatic approaches and techniques creatively, and experimenting with complex roles and scenarios</p>	<p>Utilise Standard English which exploits language variation and effective vocabulary for a variety of audiences and contexts</p>
<b>Level 7 I can...</b>	<p>Explore a wide range of subject matter with precision and effect</p>	<p>Manage and manipulate talk to position the listener</p> <p>Make apt and flexible choices of vocabulary, grammar and non-verbal features across different contexts and audiences</p>	<p>Respond to and interrogate what is said and how delivery relates to the speaker's viewpoint, shaping direction and content of talk with well-judged contributions</p>	<p>Draw on a range of different group roles and responsibilities, sustaining effective collaboration and discussion</p>	<p>Explore complex ideas and issues through insightful choice of speech, gesture and movement, establishing roles and applying dramatic approaches with confidence</p>	<p>Use Standard English which demonstrates a wide range of vocabulary effectively chosen for a variety of audiences and contexts, both formal and informal</p>
<b>Level 6 I can...</b>	<p>Explore complex ideas and feelings in a range of ways, summarising and extending</p>	<p>Maintain generally controlled and effective organisation of talk to guide the listener</p>	<p>Engage with complex material making perceptive responses, showing awareness of the speaker's</p>	<p>Adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion</p>	<p>Demonstrate empathy and understanding through flexible choices of speech, gesture and movement, adapting roles convincingly to explore ideas and issues</p>	<p>Use Standard English which demonstrates an effective use of language for a variety of purposes and</p>

	ideas where appropriate	Adapt vocabulary, grammar and non-verbal features to meet an increasing range of demands, for example, more complex subject matter	aims and extending meanings			situations, both formal and informal
<b>Level 5</b> <b>I can...</b>	Express and explain relevant ideas and feelings, with some detail to make meaning clear	Structure talk in deliberate ways for clarity and effect to engage the listener  Adapt vocabulary, grammar and non-verbal features (for example, facial expressions) in ways well-matched to audience, purpose and context	Recognise significant details and being able to read between the lines, developing the speaker's ideas in different ways	Stay in role and follow the discussion with independence in pairs or groups, sometimes changing the overall direction of talk with effective contributions	Show deeper thinking into texts and issues through deliberate choices of speech, gesture and movement, beginning to stay in role and adapting the role appropriately in different situations	Use Standard English which demonstrates an understanding of the effect of varying language for different purposes and situations
<b>Level 4</b> <b>I can...</b>	Express straightforward ideas and feelings, with some relevant detail	Structure talk in ways which support meaning and show attention to the listener  Use a variety of vocabulary, grammar and non-verbal features (for example, facial expressions) to suit audience, purpose and situation	Show generally clear understanding of the discussion topic, sometimes introducing new ideas	Take on straightforward responsibilities in pairs and groups	Put across straightforward ideas about characters and situations, making deliberate choices of speech, gesture (like facial expressions) and movement (place on stage, for example) in different roles and situations	Use Standard English appropriately, most of the time, showing understanding between using informal and formal English
<b>Level 3</b> <b>I can...</b>	Develop ideas and feelings	Organise talk to help the listener, with a beginning, middle and end	Reply to the speaker's main ideas, developing them through generally relevant comments and suggestions	Try to be an active member of the group, listening to the topic and speaking when it's the right time	Show understanding of characters or situations by thinking about how to speak and act if I was a certain character	Use Standard English some of the time, showing understanding when it is important to use Standard English and when it is less important

		Use language in a way that is suitable for the audience				
<b>Level 2</b>	Say simple ideas	Try to make my ideas have a beginning, middle and end	Understand what is being spoken about and give some simple ideas	Be a member of the group, listening and saying some ideas	Try to speak and act as though I am a different person	Use Standard English sometimes
<b>I can...</b>		Think about how to speak to my audience				

# MFL: Year 7 to 9 Step Grid

Keswick School Step Grid for MFL (from 2017)

Step	Descriptor		
	To achieve these steps, students will be able to:		
	Listening & Reading	Speaking	Writing
9	Show that they understand the gist of a wide range of authentic passages in familiar contexts. These passages cover a range of factual and imaginative material in a variety of tenses, some of which expresses different points of view, issues and concerns. They summarise, report, and explain extracts, orally or in writing. They develop their independent reading by choosing and responding to stories, articles, books and plays, according to their interests.	Take part in discussions covering a range of factual and imaginative topics. They give, justify and seek personal opinions and ideas in informal and formal situations. They deal confidently with unpredictable elements in conversations, or with people who are unfamiliar. They speak fluently, with consistently accurate pronunciation, and can vary intonation. They use different tenses, give clear messages and make few errors.	Pupils communicate ideas accurately and in an appropriate style over a range of familiar topics, both factual and imaginative. They write coherently and accurately in a mixture of tenses.
8	Respond effectively to a wide range of spoken/written passages including more complex and extended passages, which could include different tenses. Extract information, identify opinions, draw conclusions and infer meaning.	Initiate (ask questions) and sustain detailed conversations manipulating language, mostly accurately, expressing ideas and justifying opinions and responding effectively to unpredictable questions. Use mostly accurate pronunciation and intonation and a mixture of tenses.	Write effectively for different purposes, explaining ideas, expressing and justifying opinions and manipulating vocabulary and grammar, including some more complex language, including a variety of tenses, mostly accurately.
7	Respond more effectively, extracting information, identifying opinions and drawing conclusions in more complex and extended written and spoken passages from a range of topic areas that could include past or future tense as well as the present tense with good accuracy.	Initiate (ask questions) and sustain detailed conversations manipulating language, mostly accurately, but with occasional major errors. Express ideas and justify opinions and respond reasonably to unpredictable questions. Use different tenses. Use mostly accurate pronunciation and intonation.	Write more effectively for different purposes, explaining ideas, expressing and justifying opinions and manipulating vocabulary and grammar, including some more complex language, which could include a variety of tenses, mostly accurately but with occasional major errors.
6	Respond appropriately, identifying main points, specific details and opinions in written and spoken texts from a range of topic areas that could include past or future tense as well as the present tense with good accuracy.	Develop conversations, manipulating language with good accuracy. Express and justify opinions about familiar topics and respond appropriately to unpredictable questions, expressing opinions and justifying them. Attempt different tenses. Use generally accurate pronunciation and intonation.	Write clearly for different purposes, expressing and justifying ideas and opinions and manipulating vocabulary and structures and grammar with a good level of accuracy. Attempt different tenses. Able to respond appropriately to less familiar ideas and express and justify opinions about them.
5	Respond appropriately to spoken/written language including some more extended passages, identifying overall messages, key points, details and opinions.	Develop conversations, manipulating language with reasonable accuracy, expressing and justifying opinions and responding appropriately to unpredictable questions. Use generally accurate pronunciation and intonation.	Write clearly for different purposes, expressing and justifying ideas and opinions and manipulating vocabulary and grammar with accuracy.
4	Respond appropriately to spoken/written language, identifying overall messages, key points and details with some accuracy.	Develop conversations, manipulating language with reasonable accuracy and expressing opinions. Use generally accurate pronunciation and intonation.	Write clearly for different purposes, expressing ideas and opinions and manipulating vocabulary and grammar with reasonable (2/3) accuracy.
3	Respond to spoken/written language, identifying overall messages, key points and details with less accuracy.	Participate in conversations, manipulating language with attempts at accuracy and expressing opinions. Use reasonably accurate pronunciation and intonation.	Write clearly, expressing ideas and opinions and using a variety of vocabulary and structures with attempts at accuracy.
2	Respond to basic and familiar spoken/written language, identifying key points and some details	Participate in conversations expressing simple opinions and using a limited range of language with some accuracy. Use mainly understandable pronunciation and intonation.	Convey meaning and express simple opinions using a limited range of language with some accuracy.
1	Note main points and some details or opinions in very short spoken and written passages that use familiar language. A good level of accuracy.	Answer 3-4 questions giving short simple responses from memory.	Copy sentences correctly. Write 2-3 short, simple sentences from memory, following a model.
B3	Note main points and some details or opinions in very short spoken and written texts that use familiar language. Reasonable accuracy.	Answer 3-4 questions giving short, simple responses using support if necessary.	Copy sentences correctly. Write 1-3 short, simple sentences from memory following a model.
B2	Note main points and some details or opinions in very short spoken and written texts that use familiar language with attempts at accuracy.	Answer 2-3 questions giving short, simple responses using support	Write familiar words from memory. Copy sentences correctly.
B1	Recognise some words	Try to pronounce some words correctly	Copy single words correctly

# Geography: Year 7 to 9 Step Grid

	<i>Knowledge of place and location. Knowledge of Human and Physical Geography</i>	<i>Geography skills and fieldwork</i>
<b>9</b>	<ul style="list-style-type: none"> <li>• Exceptional understanding of the subject.</li> <li>• Exceptional use of place knowledge and skilled comparison of places</li> <li>• Exceptional use of geographical terminology</li> </ul>	<ul style="list-style-type: none"> <li>• Independent application of a wide range of skills showing exceptional accuracy and understanding</li> <li>• Exceptional ability to formulate appropriate questions</li> </ul>
<b>8</b>	<ul style="list-style-type: none"> <li>• Account for the differences in development and understand the range of complex factors that contribute to quality of life in different places.</li> <li>• Uses UK and world geography confidently to describe and analyse places in detail.</li> <li>• Makes geographical links to analyse physical and human features.</li> <li>• Explains changes in places over time using detailed geographical knowledge.</li> <li>• Analyses geographical patterns and processes at different scales.</li> <li>• Uses key words very well.</li> <li>• Explains how interaction between people and environment leads to complex and unintended change.</li> <li>• Understands and describes a range of views about environmental interaction.</li> <li>• Explain the causes and consequences of environmental change.</li> <li>• Analyses different ways of developing places and environments.</li> </ul>	<ul style="list-style-type: none"> <li>• Independent identification of appropriate geographical questions.</li> <li>• Very accurate use of a wide range of skills.</li> <li>• Evaluative comments/ limitations of skills are often offered as well as suggested improvements.</li> <li>• Very accurate presentation.</li> <li>• Reach substantiated conclusions.</li> </ul>
<b>7</b>	<ul style="list-style-type: none"> <li>• Uses UK and world geography to describe and analyse places in detail.</li> <li>• Uses geographical links to analyse physical and human features.</li> <li>• Explains how processes interact to make places different and how places change.</li> <li>• Analyses geographical patterns at different scales.</li> <li>• Uses key words well.</li> <li>• Explains how different uses of the environment and events in other places leads to conflict.</li> <li>• Explains how many factors lead to different ways of developing places and environments, including sustainable ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish own sequence of investigation.</li> <li>• Accurate use of a wide range of skills.</li> <li>• Accurate presentation.</li> <li>• Reach well justified conclusions.</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>• Knows and uses UK and world geography to describe and analyse places.</li> <li>• Understand physical and human features work together to make places different and change.</li> <li>• Can explain how places change and how local people are affected.</li> <li>• Pick out geographical patterns at different scales.</li> <li>• Uses key words well.</li> <li>• Understand that different uses of the environment leads to conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Ask relevant geographical questions.</li> <li>• Effective use of a range of skills with very few errors.</li> <li>• Good presentation.</li> <li>• Reach conclusions based on evidence.</li> </ul>

	<ul style="list-style-type: none"> <li>Knows that different opinions lead to different ways of using and caring for the environment including sustainability</li> </ul>	
<b>5</b>	<ul style="list-style-type: none"> <li>Knows more detailed UK and world geography</li> <li>Can make detailed descriptions of physical and human features</li> <li>Show how processes make places similar or different and how local people are affected.</li> <li>Can describe and begin to explain geographical patterns.</li> <li>Knows the key words and uses them properly.</li> <li>Understand how people can change the environment.</li> <li>Understands sustainability and that people hold different views on it.</li> </ul>	<ul style="list-style-type: none"> <li>Explain views and suggest plausible conclusions.</li> <li>Satisfactory use of a range of skills.</li> <li>Satisfactory presentation.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Knows basic UK and world geography</li> <li>Can pick out physical and human features and describe them.</li> <li>Can explain how places change and how local people are affected.</li> <li>Can describe simple geographical patterns.</li> <li>Knows the key words and uses some of them.</li> <li>Can show how people improve the environment or damage it.</li> <li>Give reasons for their own views on environmental change Know that other people hold different views on the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Use of a range of simple skills, with some errors.</li> <li>Answer some geographical questions.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Describe and distinguish between physical and human features.</li> <li>Give some reasons why features are found where they are.</li> <li>Begin to use geographical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Use of a small range of simple skills, although errors appear such as lack of labels or inappropriate scale.</li> <li>Use some sources to answer geographical questions.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Describe features of a human or physical environment.</li> <li>Suggest how physical features might affect people or the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to use simple skills.</li> <li>Answers questions with support.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Name some physical or human features of a place.</li> </ul>	<ul style="list-style-type: none"> <li>Comments on geographical features with support.</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>Learning to describe a place</li> </ul>	<ul style="list-style-type: none"> <li>Learning how to comment on geographical features.</li> </ul>



## History: Year 7 to 9 Step Grid

Step	Chronology	Knowledge	Interpretations	Using sources	Writing skills
9	You have extensive and detailed factual knowledge and understanding. You can analyse relationships between a wide range of events, people, ideas and changes and between the features of different past societies and cultures	Your explanations and analyses of reasons for, and results of, events and changes, are very well explained. You analyse links between events and developments that took place in different countries and in different periods.	You make balanced judgements based on your understanding of the value of different interpretations of historical events and developments.	You use sources of information critically, carry out your own historical enquiries and develop and support an argument.	Your use of punctuation and grammar is very fluent, concise and uses a wide range of vocabulary. You make very good use of dates and terms
8	You show wide knowledge of history. You examine developments and changes in different places and between different periods.	Your explanations are well supported by evidence and set in a wider historical context.	You can provide a balanced judgement about the value of different interpretations by assessing the strengths and weaknesses.	You can confidently use sources critically and independently to carry out historical research and reach conclusions. All arguments and conclusions are supported by detailed evidence.	Precise use of structure and accuracy of punctuation and grammar. Fluent, concise written style which is focused on the question.
7	You are able to examine the links between different features within and across periods.	You put your explanations of causes and consequences in a wider historical context.	You are beginning to explain the importance of different historical interpretations.	You can confidently use sources critically and independently to carry out historical research and reach conclusions.	Develops the skills of Level 6 with more precision of structure and coherency. Developed use of punctuation and grammar.
6	You have detailed knowledge about periods within History You use this knowledge to compare features of a particular period or society.	You are able to examine causes and consequences. You are able to prioritise with explanation. You are able to identify links between causes.	You show confidence in explaining WHY different historical interpretations have been presented.	You can select evidence from a range of sources. You can identify and analyse strengths and weaknesses by assessing provenance (who, when, purpose).	You are able to use a balanced structure which is focused on the question. You use paragraphs to structure your response including prioritisation of interpretations.
5	You describe different people and periods from History. You can make links between and across different periods.	You are able to identify the causes and consequences of events. You are beginning to organise causes by making links e.g. with reference to priority and long term, short term.	You can describe, and begin to explain, different interpretations of events in History.	You can identify the strengths and weaknesses of sources. You can use the evidence from the sources to support an argument.	You are able to use relevant evidence to provide a structure which gives both sides of an argument. Answers are structured into paragraphs with a coherent structure.
4	You describe some features of the past and make some links to other time periods	You make some links between causes, consequences and events You are able to link how one event led to another.	You can show how some people have interpreted the past with different views.	You can select sources which are relevant to your historical study	You are able to select and organise information to answer questions. You are beginning to use paragraphs – including introductions and conclusions-and key historical terms.
3	You confidently use dates and times when talking about the past. You describe people and periods in the past.	You give some descriptions of some main events, people and changes. You can identify some changes and consequences.	You understand what interpretation means. You can identify and explain positive and negative language.	You can select evidence from sources in order to extract information	You are beginning to organise your work and ideas by using paragraphs and some key historical terms.
2	You use dates and times when talking about the past. You describe people and periods in the past.	You give some descriptions of some main events, people and changes. You can identify some changes and consequences.	You understand what interpretation means. You can identify and explain positive and negative language.	You can select evidence from sources in order to extract information	You are beginning to organise your work and ideas by using paragraphs and some key historical terms.
1	You know the difference between present and past in your own and other people's lives.	You know and recount episodes from stories about the past.	N/A	You can find answers to some simple questions about the past from sources of information.	You can write with some structure.

# Maths: Year 7 to 9 Step Grid

KS Level	Working Mathematically	Number	Algebra	Ratio, proportion and rates of change	Geometry and Measures	Probability	Statistics
9	Answer simple proof and 'show that' questions using consecutive integers, squares, even numbers $2n$ , odd numbers $2n+1$ .	Estimate powers and roots of any given positive numbers. Recall that $x$ to the power of $0 = 1$ and $x$ to the power of $-1$ is $1/x$ for positive integers. Use inequality notation to specify simple error intervals due to truncation or rounding.	Simplify expressions involving brackets and powers. Square a linear expression and collect like terms. Change the subject of a complex formula that involves fractions e.g. make $u$ or $v$ the subject of the formula $1/v + 1/u = 1/t$ . Solve linear inequalities in two variables graphically. Solve two simultaneous inequalities algebraically and show the solution set on a number line. Distinguish between arithmetic and geometric sequences. Continue a quadratic sequence and use the $n$ th term to generate terms. Continue geometric	Identify direct proportion from a table of values by comparing ratios of values.	Prove and use the fact that the angle in a semi-circle is a right angle. Prove and use the fact that angles in the same segment are equal. Prove and use the fact that opposite angles of a cyclic quadrilateral sum to 180 degrees. Prove and use facts about the angles subtended at the centre and at the circumference. Know that the tangent at any point on a circle is perpendicular to the radius at that point. Know that the perpendicular from the centre to the chord bisects the chord. Use the appropriate trigonometric ratio to find a length, or angle, and hence solve a two		Select and justify a sampling scheme and a method to investigate a population including random and stratified sampling. Interpret and analyse information in a range of linear graphs - to describe how one variable changes in relation to another. Estimate the median, quartiles and interquartile range for large data sets with grouped data. Compare the measures of spread between a pair of box plots/cumulative frequency graphs.

			progression and find term to term rule, including negative, fraction and decimal terms.		dimensional problems. Find angles of elevation or angles of depression. Know and apply the sine and cosine rules to find lengths and angles, and $\frac{1}{2}ab \sin C$ to find triangle area.		
<b>8</b>		Solve problems involving calculating with powers, roots and numbers written in standard form. Check for correct order of magnitude. Calculate errors in approximation, expressing them as inequalities.	Evaluate algebraic formulae, substituting fractions, decimals and negative numbers Manipulate algebraic formulae, equations and expressions, finding common factors and multiplying two linear expressions Use the difference of two squares Solve inequalities in two variables Sketch and interpret graphs of linear, quadratic, cubic and reciprocal functions, and graphs that model real situations	Use fractions or percentages to solve problems involving repeated proportional changes or the calculation of the original quantity given the result of a proportional change	Understand and use congruence and mathematical similarity Use sine, cosine and tangent in right-angled triangles when solving problems in two dimensions Distinguish between formulae for perimeter, area and volume, by considering dimensions	Understand how to calculate the probability of a compound event and use this in solving problems	Interpret and construct cumulative frequency tables and diagrams, using the upper boundary of the class interval Estimate the median and interquartile range and use these to compare distributions and make inferences
<b>7</b>	Make and test conjectures about patterns and	Round to one significant figure and	Find and describe in symbols the next term or nth term of a	Understand and use proportional changes, calculating	Calculate lengths, areas and volumes in	Understand relative frequency as an estimate of	Specify hypotheses and test them by designing and using

	relationships. Use counterexamples to invalidate arguments	multiply and divide mentally Understand the effects of multiplying and dividing by numbers between 0 and 1 Solve numerical problems involving multiplication and division with numbers of any size, using a calculator efficiently and appropriately.	sequence where the rule is quadratic Multiply two expressions of the form $(x + n)$ and then simplify the resulting quadratic expression Use algebraic and graphical methods to solve simultaneous linear equations Solve equations in a single variable which require rearrangement Solve simple inequalities Plot curves on a graph Rearrange equations to change the subject	the result of any proportional change using only multiplicative methods	plane shapes and right prisms Enlarge shapes by a fractional scale factor, and understand similar shapes Determine the locus of an object moving according to a rule Appreciate the imprecision of measurement and recognise that a measurement given to the nearest whole number may be inaccurate by up to one half in either direction Understand and use compound measures, such as speed Understand and apply Pythagoras' theorem	probability and use this to compare outcomes of experiments	appropriate methods that take account of variability or bias Determine the modal class and estimate the mean, median and range of sets of grouped data, selecting the statistic most appropriate to their line of enquiry Use measures of average and range, with associated frequency polygons, to compare distributions and make inferences Draw a line of best fit on a scatter diagram, by inspection
<b>6</b>	Begin to reason deductively in geometry, number and algebra Begin to connect graphical, geometric and algebraic representations	Use knowledge of percentages when solving problems involving comparisons Evaluate one number as a fraction or percentage of another	Order and approximate decimals when solving number problems and equations, for example, $x^3 + x = 20$ , using trial and improvement methods	Calculate using ratios in appropriate situations	Recognise and use common 2D representations of 3D objects Use the properties of quadrilaterals in classifying different types of quadrilateral	Deal with a combination of two and three events, and identify all the outcomes using diagrams and tables Use the fact that the total probability of all the mutually	Collect and record continuous data, choosing appropriate equal class intervals over a sensible range to create frequency tables Construct and interpret frequency diagrams

		<p>Equivalences between fractions, decimals and percentages</p> <p>Add and subtract fractions by writing them with a common denominator</p> <p>Recognise and use powers of 2, 3, 4 and 5.</p> <p>Distinguish between exact representation of irrational roots and decimal approximations.</p>	<p>Find and describe in words the rule for the next term or nth term of a sequence where the rule is linear</p> <p>Construct and solve linear equations with whole number coefficients</p> <p>Express coefficients as fractions.</p> <p>Plot straight-line graphs and interpret general features</p> <p>Use the order of operations including brackets, powers, fractions and reciprocals.</p>		<p>Solve problems using angle and symmetry properties of polygons, and angle properties of intersecting and parallel lines</p> <p>Devise instructions for a computer to generate and transform shapes and paths</p> <p>Understand and use appropriate formulae for finding circumferences and areas of circles and volumes of cuboids</p> <p>Enlarge shapes by a positive whole number scale factor</p>	<p>exclusive outcomes of an experiment is 1</p>	<p>Construct pie charts</p> <p>Interpret scatter diagrams, using a basic understanding of correlation</p>
<b>5</b>	Solve multi-step problems	<p>Multiply and divide whole numbers and decimals by 10, 100 and 1000</p> <p>Order, add and subtract negative numbers</p> <p>Add, subtract, multiply and divide with decimals to two places</p> <p>Simplify a fraction by cancelling common factors and solve simple problems</p>	<p>Apply inverse operations</p> <p>Use algebraic notation correctly.</p> <p>Construct and use simple formulae involving one or two operations</p> <p>Use and interpret coordinates in all four quadrants</p> <p>Use the order of operations including brackets and powers.</p>		<p>Construct models &amp; draw shapes, measuring &amp; drawing angles to the nearest degree</p> <p>Use language associated with angle</p> <p>Use the angle sum of a triangle and that of angles at a point</p> <p>Identify all the symmetries of 2D shapes</p> <p>Know metric equivalents of</p>	<p>Understand and use the mean of discrete data</p> <p>Compare two simple distributions, using the range and one of the averages</p> <p>Interpret graphs and diagrams, including pie charts</p>	<p>Understand and use the probability scale from 0 to 1</p> <p>Find probabilities by using methods based on equally likely outcomes or experimental evidence</p> <p>Understand that different outcomes may result from repeating an Experiment</p>

		<p>involving ratio and direct proportion</p> <p>Calculate fractional or percentage parts of quantities,</p> <p>Multiply and divide any three digit number by any two digit number</p> <p>Use approximation to check results</p> <p>Rapidly recall squares to 15, cubes to 5 and their roots</p>			<p>imperial units still in daily use</p> <p>Convert one metric unit to another</p> <p>Make sensible estimates of a range of measures</p> <p>Understand and use the formula for the area of a rectangle</p>	
<b>4</b>	<p>Check the reasonableness of results of calculations</p> <p>Know whether addition, subtraction, multiplication or division is required to solve a problem</p>	<p>Multiply and divide whole numbers by 10 or 100</p> <p>The four operations, including rapid recall of multiplication facts up to <math>12 \times 12</math></p> <p>Add and subtract decimals to two places and order decimals to three places</p> <p>Use fractions and percentages to describe approximate proportions</p>	<p>Recognise and describe number patterns, and relationships including multiple, factors and squares</p> <p>Use simple formulae expressed in words</p> <p>Use and interpret coordinates in the first quadrant</p>		<p>Make 3D mathematical models by linking given faces or edges, draw common 2D shapes in different orientations on grids</p> <p>Reflect simple shapes in a mirror line</p> <p>Use appropriate units and instruments for measuring, reading scales accurately</p> <p>Find perimeters of simple shapes and find areas by counting squares</p>	<p>Collect discrete data and record them using a frequency table</p> <p>Understand and use the mode and range to describe sets of data</p> <p>Group data in equal class intervals</p> <p>Construct and interpret frequency diagrams</p> <p>Construct and interpret simple line graphs</p>
<b>3</b>		<p>Show understanding of place value in numbers up to 1000</p> <p>Use decimal notation</p>			<p>Classify 3D and 2D shapes in various ways using mathematical</p>	<p>Extract and interpret information presented in simple tables and lists</p>

		<p>Rapid recall of multiplication by 2, 3, 4, 5 and 10</p> <p>Negative numbers (e.g. money and temperature)</p> <p>Use mental recall of addition and subtraction facts to 20</p> <p>Add and subtract numbers with two digits mentally and numbers with three digits using written methods</p> <p>Solve whole number problems involving multiplication or division, including those that give rise to remainders</p> <p>Use simple fractions that are several parts of a whole</p> <p>Recognise when two simple fractions are equivalent</p>			<p>properties such as reflective symmetry for 2D shapes</p> <p>Use metric units of length, capacity and mass, and units of time, in a range of contexts</p>		<p>Construct bar charts and pictograms</p>
<b>2</b>	<p>Choose the appropriate operation when solving addition and subtraction problems</p> <p>Use the knowledge that subtraction is</p>	<p>Count sets of objects reliably, and use mental recall of addition and subtraction facts to 10</p> <p>They begin to understand the place value of each digit in</p>	<p>Recognise sequences of numbers, including odd and even numbers</p> <p>Discuss their work using mathematical language and are beginning to represent it using</p>		<p>Use mathematical names for common 3D and 2D shapes and describe their properties, including numbers of sides and corners</p>		<p>Record data and results in simple lists, tables and block graphs, in order to communicate their findings</p>



	<p>the inverse of addition</p> <p>Sort objects and classify them using more than one criterion</p> <p>They explain why an answer is correct</p>	<p>a number and use this to order numbers up to 100</p> <p>Use mental calculation strategies to solve number problems involving money and measures</p>	<p>symbols and simple diagrams</p>		<p>Distinguish between straight and turning movements</p> <p>Understand angle as a measurement of turn, and recognise right angles in turns</p> <p>Begin to use everyday non-standard and standard units to measure length and mass</p>		
<b>1</b>	<p>Sort objects and classify them, demonstrating the criterion they have used</p> <p>Recognise and use a simple patterns or relationships</p>	<p>Count, order, add and subtract numbers when solving problems involving up to 10 objects</p> <p>Read and write the small numbers</p>			<p>Use everyday language to describe properties and positions of 2D and 3D shapes.</p> <p>Measure and order objects using direct comparison, and order events.</p>		

## **Music: Year 7 to 9 Step Grid**

	<b>Performing Overall</b>	<b>Singing or playing on my own</b>	<b>Improvising and Composing</b>	<b>Notations</b>	<b>Listening and context</b>
<b>9</b>	Can perform complex pieces and direct group tasks (arranging and adapting parts if necessary) in different styles.	Can perform complex, technically demanding and extended pieces in a variety of styles shaping phrases, including all performance details and explaining judgements about their interpretation and understanding other valid interpretations of the pieces.	Can compose using a variety of more complex harmony, developing melodic/rhythmic ideas to give a balance of repetition, new and developed material.	Can sight read staff notation and/or TAB fluently including the ability to transpose and both treble and bass clefs. Can notate compositions using staff notation and chord/lead sheets depending on the style.	Can notate some chord sequences and pitches that are heard. Can describe music they hear in detail including bass lines and modulation
<b>8</b>	Can perform and lead (adapting parts if necessary) in different styles making a significant contribution to ensemble work.	Can perform complex and extended pieces in a variety of styles shaping phrases justifying judgements about their interpretation.	Can compose and improvise extended pieces with a sense of direction and style.	Can perform and compose using relevant notation that can be interpreted accurately by others.	Describes music within its cultural context
<b>7</b>	Can perform in different styles and makes a significant contribution to ensemble work	Can perform complex pieces and include detail of phrasing, articulation and dynamics with a sense of style.	Creates cohesive compositions using different structures, genres and styles and traditions.	Can perform from relevant notations	Makes critical judgements about musical characteristics and describes how they are reflected in their own and others' work
<b>6</b>	Can make subtle adjustments to their part within group performances.	Can make use of tempo, dynamics and phrasing in their performances Makes improvements to their work in the light of the chosen style	Can compose in different styles.	Can use appropriate notation to plan and refine material (composition)	Analyses and compares music from different styles and genres
<b>5</b>	Can perform a part from memory or notation in time with other ensemble members.	Can refine and improve their work	Composes music using rhythm, melody, chords and structure	Can work out and interpret another form of notation eg TAB or traditional notation.	Analyses and compares musical features correctly and describes how music reflects time and place.
<b>4</b>	Can play or song from simple notation and by ear with an awareness of other parts	Can suggest improvements to their own and others' work	Can improvise rhythmic and melodic phrases and compose within a musical structure.	Can read and notate more complex graphic scores.	Can describe music using appropriate musical vocabulary

3	Can contribute to combinations of several layers of sound and recognise how musical elements are combined and used expressively	Can Play or sing rhythmically simple parts using a limited range of notes. Can make improvements to their work	Can improvise repeated patterns	Can read and notate simple symbols as part of a graphic score	Discuss Musical Elements and their combined effect
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## Physical Education: Year 7 to 9 Step Grid

	Range and quality of skills	Physical attributes	Decision Making
9	Demonstrates and selects all core and advanced skills with an <b>outstanding</b> standard of accuracy, control and fluency, in both isolation and competitive situations.	Demonstrates an <b>outstanding</b> level of physical fitness and psychological control to perform effectively.	Demonstrates an <b>outstanding</b> understanding of the rules of the activity. Demonstrates an <b>outstanding</b> application of strategies, tactics and compositional ideas. Demonstrates an <b>outstanding</b> awareness of the strengths and weaknesses and actions of other players. Communication is <b>outstanding</b> .
8	Demonstrates and selects all core and advanced skills with an <b>excellent</b> standard of accuracy, control and fluency, in both isolation and competitive situations.	Demonstrates an <b>excellent</b> level of physical fitness and psychological control to perform effectively.	Demonstrates an <b>excellent</b> understanding of the rules of the activity. Demonstrates an <b>excellent</b> application of strategies, tactics and compositional ideas. Demonstrates an <b>excellent</b> awareness of the strengths and weaknesses and actions of other players. Communication is <b>excellent</b> .
7	Demonstrates and selects all core and most advanced skills with an <b>excellent</b> standard of accuracy, control and fluency, in both isolation and competitive situations.	Demonstrates an <b>excellent</b> level of physical fitness and psychological control to perform effectively.	Demonstrates an <b>excellent</b> understanding of the rules of the activity. Demonstrates an <b>excellent</b> application of strategies, tactics and compositional ideas. Demonstrates an <b>excellent</b> awareness of the strengths and weaknesses and actions of other players. Communication is <b>excellent</b> .
6	Demonstrates and selects most core and advanced skills with a <b>very good</b> standard of accuracy, control and fluency, in both isolation and competitive situations.	Demonstrates a <b>very good</b> level of physical fitness and psychological control to perform effectively.	Demonstrates a <b>very good</b> understanding of the rules of the activity. Demonstrates a <b>very good</b> application of strategies, tactics and compositional ideas. Demonstrates a <b>very good</b> awareness of the strengths and weaknesses and actions of other players.

			Communication is <b>very good</b> .
5	Demonstrates and selects most core and some advanced skills with a <b>very good</b> standard of accuracy, control and fluency, in both isolation and competitive situations.	Demonstrates a <b>very good</b> level of physical fitness and psychological control to perform effectively.	Demonstrates a <b>very good</b> understanding of the rules of the activity. Demonstrates a <b>very good</b> application of strategies, tactics and compositional ideas. Demonstrates a <b>very good</b> awareness of the strengths and weaknesses and actions of other players. Communication is <b>very good</b> .
4	Demonstrates and selects some core and some advanced skills with a <b>good</b> standard of accuracy, control and fluency, in both isolation and competitive situations.	Demonstrates a <b>good</b> level of physical fitness and psychological control to perform effectively.	Demonstrates a <b>good</b> understanding of the rules of the activity. Demonstrates a <b>good</b> application of strategies, tactics and compositional ideas. Demonstrates a <b>good</b> awareness of the strengths and weaknesses and actions of other players. Communication is <b>good</b> .
3	Demonstrates and selects some core and few advanced skills with an <b>adequate</b> standard of accuracy, control and fluency, in both isolation and competitive situations.	Demonstrates an <b>adequate</b> level of physical fitness and psychological control to perform effectively.	Demonstrates an <b>adequate</b> understanding of the rules of the activity. Demonstrates an <b>adequate</b> application of strategies, tactics and compositional ideas. Demonstrates an <b>adequate</b> awareness of the strengths and weaknesses and actions of other players. Communication is <b>adequate</b> .
2	Demonstrates and selects few core and advanced skills with a <b>limited</b> standard of accuracy, control and fluency, in both isolation and competitive situations.	Demonstrates a <b>limited</b> level of physical fitness and psychological control to perform effectively.	Demonstrates a <b>limited</b> understanding of the rules of the activity. Demonstrates a <b>limited</b> application of strategies, tactics and compositional ideas. Demonstrates a <b>limited</b> awareness of the strengths and weaknesses and actions of other players. Communication is <b>limited</b> .
1	Demonstrates and selects some core skills with a <b>poor</b> standard of accuracy, control and fluency, in both isolation and conditioned situations.	Demonstrates a <b>poor</b> level of physical fitness and psychological control to perform effectively.	Demonstrates a <b>poor</b> understanding of the rules of the activity. Demonstrates a <b>poor</b> application of strategies, tactics and compositional ideas. Demonstrates a <b>poor</b> awareness of the strengths and weaknesses and actions of other players. Communication is <b>poor</b> .

## RPE: Year 7 to 9 Step Grid

Ks3	Facts with understanding	Personal development	Philosophical and ethical thinking skills	Steps
8	Analyse different positions, justify with detailed evidence and evaluate impact on the wider world	Bring together (synthesise) ideas using different techniques (philosophical, ethical, theological, sociological or psychological perspectives) and creativity (different mediums), and critically evaluate your reasons, evidence and conclusions.	Research and critically evaluate ideas, reasons, evidence and questions from different perspectives (philosophical, ethical, theological, sociological or psychological perspectives)	9 7
7	Evaluate arguments, their sources and their impact on different viewpoints	Express and justify opinions and further questions coherently and creatively with relevant evidence and examples	Evaluate and justify viewpoints, research (e.g ultimate questions / ethical issues) and personal opinions with evidence	6
6	Explain with understanding ideas and their impact on different viewpoints	Express, justify and compare ideas using examples and start to raise further questions	Enquire and interpret ideas, reasons and impacts of ideas accurately and develop philosophical or ethical questions	5
5	Explain the impact of ideas and connections to different viewpoints	Explain your reflection on different ideas and viewpoints with reasons why	Investigate and explain the impact of different beliefs or philosophical ideas and links between them.	4
4	Outline and connect religious/philosophical or ethical ideas with different possible meanings	Show different ideas and understanding of the concepts with a personal reflection	Describe and discuss ideas. Show understanding of the symbolism, philosophical, ethics, religious or theological perspectives.	3

<b>3</b>	Describe and select	Ask relevant questions and give thoughtful responses, starting to use technical terms	Describe and discuss ideas and consider links between different points of view. Raise questions ..how, what, why	2
<b>2</b>	Retell ideas and practices studied	Ask questions (who, what why, how) and give an opinion	Collect information and start to use it in tasks, giving your own ideas too	1
<b>1</b>	Recall basic facts e.g. Names, places	Observe...who, what, why, when	Show curiosity. Find out about	B

## Science: Year 7 to 9 Step Grid

<b>step</b>	<b>When thinking scientifically students:</b>	<b>When understanding the applications and implications of science students:</b>	<b>When communicating in science students:</b>	<b>When using investigative approaches students:</b>	<b>When working critically with evidence students:</b>
<b>9</b>	Apply in depth understanding of all sciences and mathematical concepts	Research cutting edge scientific theories and techniques which affect our lives	Use precise wording and quantitative methods to evidence ideas	Put forward complex hypotheses and appropriate investigative methods to gather sufficient and accurate data	Can discuss in depth the uncertainty and validity of evidence
<b>8</b>	Use accurate scientific terminology to analyse the development of scientific theories, in both familiar and unfamiliar contexts	Describe ways that the values of society influence the very nature of science.	Critically analyse and evaluate evidence from different sources to draw logical and well evidenced conclusions. Conduct complex calculations.	Evaluate and refine a method and demonstrate relevant and comprehensive knowledge and understanding	Propose carefully considered Scientific explanations for unexpected observations, and judge the validity of scientific conclusions
<b>7</b>	Explain how processes are accepted or rejected in science.	Point out economic, ethical and social arguments for and against science.	Explain how information can be altered or presented in a way that makes it biased.	Identify key variables in practicals, saying which ones cannot be controlled and the effect of this.	Identify relationships between variables and can use this to draw conclusions and make predictions.
<b>6</b>	Describe how scientists share their ideas about evidence.	Explain how scientific developments have led scientists to ask and answer new questions.	Decide whether it is better to show information in a qualitative or quantitative way.	Plan practicals and identify variables which are dependant and independent.	Suggest scientific reasons for anomalies or why data has certain limitations.
<b>5</b>	Explain processes and suggest solutions to problems by using Scientific models and mostly accurate scientific terminology	Indicate how scientific or technological developments may affect groups of people.	Explain why people working together can lead to improved collection of evidence and carry out multi-step calculations	Evaluate a scientific method and suggest improvements, repeat sets of observations or measurements selecting suitable ranges.	Evaluate qualitative information and quantitative results to draw plausible conclusions
<b>4</b>	Understand how scientists use ideas and evidence to develop or suggest new theories.	Identify uses of different scientific ideas in different jobs.	Use correct scientific language to communicate ideas.	Take measurements or observations during a practical and identify potential risks.	Draw conclusions from data presented in different ways.
<b>3</b>	Use simple models to show situations.	See how Science is used in our everyday lives	Use simple scientific words to explain ideas.	Select the right equipment for a practical.	Suggest ways to improve a practical.
<b>2</b>	Use basic scientific ideas	Point out areas of our lives that involve science.	Use limited scientific words to describe, and do basic calculations	Make basic comments about experiments and equipment	Draw simple conclusions
<b>1</b>	Be familiar with some scientific ideas	Appreciate the three different areas of science	Use some scientific words and numbers	Recognise a use for basic apparatus	Come up with a basic idea