

Learning Descriptors: Art



Learning Descriptor	What does this mean in Art?
Exceptional Grade 8-9	An exceptional ability to critically analyze the work of an artist and demonstrate a strong understanding of sources. Applying this to rigorous recording of ideas, observations and insights through drawing, annotation and any other appropriate mediums.
Secure Grade 6-7	A highly developed ability to critically analyze the work of an artist and demonstrate a high understanding of sources. Applying this to a good ability to record ideas, observations and insights through drawing, annotation and any other appropriate mediums.
Partial Grade 4-5	A consistent ability to begin to analyze the work of an artist and consistent attempts to understand relevant sources. Applying this to recording of ideas, observations and insights through drawing, annotation and any other appropriate mediums.
Limited Grade 1-3	Some ability to begin to analyze and describe the work of an artist. Some ability to begin to apply this to recording of ideas, observations and insights, with some use of different mediums.
No Evidence Unclassified Grade	Minimal ability to describe and analyze the work of an artist. Minimal evidence of application of recording ideas through use of limited mediums.



Learning Descriptors: Computing



Learning Descriptor	What does this mean in GCSE Computer Science? Paper 1 – Principles of Computer Science
Exceptional Grade 8-9	Students have demonstrated a mastery of Topic 2 Data. They have a comprehensive understanding of the topic keywords and concepts. They have also demonstrated that they can confidently apply these principles to solve a wide range of binary mathematics problems and compute file sizes. Students should further their understanding of the topic through practice and finding tougher binary mathematics challenges.
Secure Grade 6-7	Students have demonstrated secure knowledge and understanding of Topic 2 Data and have been able to solve a range of binary and data-based problems with minimal errors. There are some gaps in knowledge that students fill by revising the topic to ensure full understanding of the concepts and practice past paper content to make sure they are familiar with a broad range of potential questions.
Partial Grade 4-5	Students have demonstrated partial knowledge of Topic 2 Data, but this may be lacking in certain areas. They can solve basic and moderately difficult binary problems but struggle to apply their knowledge sufficient to solve more challenging problems. Students should revisit the core concepts of binary mathematics and file sizes to ensure correct understanding. They should partner this with practicing a wide range of past exam content.
Limited Grade 1-3	Students have demonstrated a limited knowledge of Topic 2 Data and have been able to apply this knowledge to solve basic binary problems, however students have struggled with questions of a higher difficulty. Students should first address any misconceptions they may have around the topic, revising to ensure that this knowledge is both correct and secure. Once done, students should practice applying this knowledge using past exam questions.
No Evidence Unclassified Grade	Students may have missed their assessment due to absence or have not engaged sufficiently to demonstrate any progress through the curriculum. It is the responsibility of the student to ensure they catch up on any work missed through absence including homework tasks to ensure there are no gaps in knowledge that could hinder progress. All work covered is available on the relevant Teams pages.

Learning Descriptors: Computing



Learning Descriptor	What does this mean in GCSE Computer Science? Paper 2 – Application of Computational Thinking
Exceptional Grade 8-9	Students have demonstrated mastery of the skills necessary to solve a range of programming questions. They are fully proficient in their ability to apply computational thinking skills to a range of problems and solve them logically and efficiently. Students should seek additional challenges to ensure they continue to flourish and achieve their full potential in the GCSE exams.
Secure Grade 6-7	Students' knowledge of the curriculum content and key vocabulary is secure. They have demonstrated that they can apply this knowledge to analyse a range of computational problems in order to create a working solution. They lack the ability to fully tackle more challenging problems, however partial solutions can be created. Students should continue to practice their skills by solving past exam questions and similar problems using the PLS for help.
Partial Grade 4-5	Students have shown that they have some grasp on the core constructs of programming concepts. They can demonstrate this knowledge sufficiently to solve problems of moderate difficulties and attempt solutions to more challenging problems, however these may often be inaccurate. Students should use Turing Lab to consolidate understanding of Python fundamentals and practice solving problems they struggle with, with the aid of the PLS.
Limited Grade 1-3	Students have demonstrated isolated knowledge of concepts within the curriculum but may lack the ability to recall the meaning of certain keywords. Students struggle to apply this knowledge to solve all but the simplest computational problems. Students should focus their efforts on making sure they are familiar with each of the keywords, this can be supported by completing the challenges on Turing Lab. After this, they should practice solving simple problems with the aid of the PLS, moving onto more complex problems when comfortable.
No Evidence Unclassified Grade	Students may have missed their assessment due to absence or have not engaged sufficiently to demonstrate any progress through the curriculum. It is the responsibility of the student to ensure they catch up on any work missed through absence including homework tasks to ensure there are no gaps in knowledge that could hinder progress. All work is made available on the relevant Teams pages.

Learning Descriptors: Drama



Learning Descriptor

What does this mean in Drama?

Students are assessed using the AQA assessment objectives as below and the grade is accumulative of a practical and written assessment.

Exceptional Grade 8-9

Practical assessment:

Exceptional group work skills and responsibility for learning in the trust, collaboration and improvisation work.
Exceptional use of vocal and physical skills throughout their 'Introduction and Response to a Stimulus' performance
Ongoing exceptional assessment of student's participation, energy levels, contribution to the lessons and their theatrical skills.

Written Assessment:

Exceptional evaluation of practical knowledge retention and exceptional illustration of their written understanding of their practical work. This includes Stage configurations, working stage areas, roles in the theatre, physical and vocal skills, "Blood Brothers" context and how to answer a 4-mark design examination question.

Secure Grade 6-7

Practical assessment:

Evidence of group work skills and responsibility for learning in the trust, collaboration and improvisation work.
Good use of vocal and physical skills throughout their 'Introduction and Response to a Stimulus' performance
Continuous evidence of student's participation, energy levels, contribution to the lessons and their theatrical skills.

Written Assessment:

Clear evaluation of practical knowledge retention and a good illustration of their written understanding of their practical work. This includes Stage configurations, working stage areas, roles in the theatre, physical and vocal skills, "Blood Brothers" context and how to answer a 4-mark design examination question.

Partial Grade 4-5

Practical assessment:

Evidence of some group work skills and responsibility for learning in the trust, collaboration and improvisation work.
Evidence of the use of some vocal and physical skills throughout their 'Introduction and Response to a Stimulus' performance
Some evidence of student's participation, energy levels, contribution to the lessons and their theatrical skills.

Written Assessment:

Some evaluation of practical knowledge retention and some illustration of their written understanding of their practical work. This includes Stage configurations, working stage areas, roles in the theatre, physical and vocal skills, "Blood Brothers" context and how to answer a 4-mark design examination question.

Limited Grade 1-3

Practical assessment:

Limited evidence of group work skills and responsibility for learning in the trust, collaboration and improvisation work.
Limited use of vocal and physical skills throughout their 'Introduction and Response to a Stimulus' performance
Limited evidence of student's participation, energy levels, contribution to the lessons and their theatrical skills.

Written Assessment:

Limited evidence of practical knowledge retention and limited illustration of their written understanding of their practical work. This includes Stage configurations, working stage areas, roles in the theatre, physical and vocal skills, "Blood Brothers" context and how to answer a 4-mark design examination question.

No Evidence Unclassified Grade

Students have absence or unable to complete their assessment due to an absence. Students have not engaged effectively enough in lessons demonstrating no progress.

LEARNING DESCRIPTORS: English Language



Learning Descriptor What does this mean in English Language?

In Paper 1, Section A, students read an unseen literary fiction text and answer 4 questions.

Exceptional Progress 27-40 Marks Grades 8-9	Students have developed critical and exploratory responses to the literary fiction text, consistently demonstrating exceptional skills across the 4 questions, including examining a writers' methods and evaluating how a writer influences reader response. They have managed the assessment time effectively.
Secure Progress 21-26 Marks Grades 6-7	Students have typically developed clearly considered responses to the literary fiction text, demonstrating sound skills across the 4 questions, including exploring a writers' methods and evaluating how a writer influences reader response. They have largely managed the assessment time effectively; however, it is likely that not all answers are developed fully.
Partial Progress 13-20 Marks Grades 4-5	Students have demonstrated explained understanding of the literary fiction text, showing some skill across the 4 questions, including exploring a writers' methods and evaluating how a writer influences reader response. They have managed the assessment time; however, it is likely answers lack development and/or that a question is unattempted.
Limited Progress 4-12 Marks Grades 1-3	Students have shown limited understanding of the literary fiction text, likely demonstrating narrative or undeveloped responses to the 4 questions. They have struggled to analyse the writers' methods and to evaluate how a writer influences reader response. They have likely struggled to manage the assessment time effectively, leaving question/s unattempted.
No Evidence 0-3 Marks Unclassified	Students may have missed the assessment due to absence or have not engaged sufficiently well with it to demonstrate any progress through the curriculum. Students must take responsibility for catching up on learning missed through absence and must take responsibility for their own learning demonstrating resilience.



LEARNING DESCRIPTORS: English Literature



Learning Descriptor

What does this mean in English Literature?

In Paper 1, Section A, students respond to an extract-based question, forming an argument underpinned by understanding of context, writer's intentions, and writer's methods.

Exceptional Progress 24-34 Marks Grades 8-9

Students have developed a contextualised, critical and exploratory argument to the question and text. Their ideas are structured and fully supported by aptly selected quotations. Students demonstrate a fine-grained analysis of writer's methods and explore effects, showing awareness of genre and language patterns. Students demonstrate the ability to judiciously use subject specific terminology.

Secure Progress 18-23 Marks Grades 6-7

Students develop a clear and sustained argument in response to the question and text. At the higher level of the band, students demonstrate real thoughtfulness, with specific ideas in relation to audience and context. They support their ideas with well selected quotations, evaluating the writer's methods and isolating effective features. They are confident in applying terminology.

Partial Progress 11-17 Marks Grades 4-5

Students develop and explain their ideas, making relevant and sensible comment in response to the text, context and question, showing some understanding of the writer's intentions. When commenting on the effect of language, students show some understanding of the writer's choices and the effects of these choices.

Limited Progress 3-10 Marks Grades 1-3

Students have answered the question but show a limited understanding of the text, possibly focusing only on the extract and on writing a narrative response. They have some awareness of writer's methods, but this is inconsistent. When commenting on the effect of language, students show an understanding of the writer's choices but are unable to articulate why those choices have been made. There may be references to subject terminology, but terminology may also be used inaccurately.

No Evidence 0-2 Marks Unclassified

Students may have missed the assessment due to absence or have not engaged sufficiently well with it to demonstrate any progress through the curriculum. Students must take responsibility for catching up on learning missed through absence and must take responsibility for their own learning demonstrating resilience.

Learning Descriptors: Food & Nutrition



Learning Descriptor	What does this mean in Food and Nutrition?
Exceptional Grade 8-9	Pupil show an exceptional ability to recall the knowledge learnt in Food and apply these skills by selecting appropriate materials and processes to create a final dish. Pupils show how they can safely within practical sessions.
Secure Grade 6-7	Pupils show a good ability to recall the knowledge learnt in Food and apply these skills by selecting appropriate materials and processes to create a final dish. Pupils can pick safe working procedures most of the time.
Partial Grade 4-5	Pupils show a satisfactory ability to recall the knowledge learnt in Food and apply these skills by selecting appropriate materials and processes to create a final dish. Pupils can pick safe working procedures some of the time.
Limited Grade 1-3	Pupils show some ability to recall the knowledge learnt in Food and apply these skills by selecting appropriate materials and processes to create a final Dish. Pupils need reminders to pick safe working procedures.
No Evidence Unclassified Grade	Minimal ability to recall knowledge of the knowledge in Food. No evidence of working safely in practical tasks.

Learning Descriptors: French



Learning Descriptor	What does this mean in French? Foundation Tier (10A2 and most of 10B)
Exceptional Grade 5	Students have mastered the key concepts for this term. They demonstrate understanding of forming the present, perfect and future tense, and can produce these accurately. They can comprehend details in extended reading and listening tasks, including success at transcription, and translate small sentences into French and English.
Secure Grade 4	Students have demonstrated a solid understanding of some of the key concepts for this term. They demonstrate understanding of forming the present, perfect and future tense, and can produce this mostly successfully. They can pick out details in extended reading and listening tasks, including success at transcription, and translate small sentences into French and English.
Partial Grade 2-3	Students have demonstrated some understanding of some of the key concepts for this term. They demonstrate understanding of forming the present, perfect and future tense, but produce this independently occasionally. They can pick out details in extended reading and listening tasks, including occasional success at transcription, and translate small sentences into French and English with occasional success.
Limited Grade 1-2	Students have demonstrated an inconsistent understanding of some of the key concepts for this term. They demonstrate some understanding of forming the present, perfect and future tense, but cannot produce this independently. They can pick out some details in extended reading and listening tasks, including limited success at transcription, and translate small sentences into French and English with limited success.
No Evidence Unclassified Grade	Students may have missed their assessment due to absence or have not engaged sufficiently well in it to demonstrate any progress through the curriculum. Students must take responsibility for catching up on learning missed through absence and must take responsibility for their own learning, demonstrating resilience.



Learning Descriptors: French



Learning Descriptor	What does this mean in French? Higher Tier – (10A1 and selected 10 B students)
Exceptional Grade 8-9	Students have mastered the key concepts for this term. They demonstrate understanding of forming the present, perfect and future tense, and can produce these accurately. They write clearly and concisely using a variety of pronouns, with developed ideas, and with complex language throughout. They can comprehend details in extended reading and listening tasks, including success at transcription, and translate sentences into French and English.
Secure Grade 6-7	Students have demonstrated a solid understanding of some of the key concepts for this term. They demonstrate understanding of forming the present, perfect and future tense, and can produce these accurately. They communicate well, and develop most of their ideas, attempting to use complex language. They can comprehend details in extended reading and listening tasks, including success at transcription, and translate sentences into French and English.
Partial Grade 4-6	Students have demonstrated a solid understanding of some of the key concepts for this term. They demonstrate understanding of forming the present, perfect and future tense, and can produce this mostly successfully. They attempt to communicate clearly and attempt to use complex language, but only with some success. They can pick out details in extended reading and listening tasks, including success at transcription, and translate small sentences into French and English.
Limited Grade 3-5	Students have demonstrated an inconsistent understanding of some of the key concepts for this term. They demonstrate some understanding of forming the present, perfect and future tense, but cannot produce this independently. They can pick out some details in extended reading and listening tasks, including limited success at transcription, and translate small sentences into French and English with limited success.
No Evidence Unclassified Grade	Students may have missed their assessment due to absence or have not engaged sufficiently well in it to demonstrate any progress through the curriculum. Students must take responsibility for catching up on learning missed through absence and must take responsibility for their own learning, demonstrating resilience.



Learning Descriptors: Geography



Learning Descriptor	What does this mean in Geography?
Exceptional Grade 8-9	Students showed mastery of the key knowledge on rivers and were able to successfully recall and apply knowledge accurately to both OS Map based skills questions as well as extended writing exam questions. Responses to extended writing questions included accurate use of geographical terminology and detailed explanation of relevant human and physical factors throughout.
Secure Grade 6-7	Students showed a good level of key knowledge on rivers and were able to recall and apply knowledge to both OS Map based skills questions as well as extended writing exam questions. Responses to extended writing questions included use of geographical terminology. Detailed explanation of relevant human and physical factors was evident in places but needed further development throughout the response.
Partial Grade 4-5	Students were able to recall some of the key knowledge on rivers and attempted to apply this knowledge to both OS Map based skills questions as well as extended writing exam questions. Responses to extended writing questions were inaccurate and limited in the use of geographical terminology. The explanation of relevant human and physical factors was limited and inaccurate places and all factors stated need to be fully explained in detail.
Limited Grade 1-3	Students were able to recall a limited range of the key knowledge on rivers and struggled to apply knowledge to both OS Map based skills questions as well as extended writing exam questions. Responses to extended writing questions were inaccurate and limited in the use of geographical terminology. The explanation of relevant human and physical factors was inaccurate and, in many cases, not attempted.
No Evidence Unclassified Grade	Students may have missed their assessment due to absence or have not attempted to engage or demonstrate any progress in the curriculum. Students must take responsibility for catching up on learning missed through absence and must take responsibility for their own learning, demonstrating resilience

Learning Descriptors: History



Knowledge- To demonstrate a chronological understanding of changes to society, economy, and politics from 1930-1945 in America. Students should understand how Roosevelt's New Deal helped get Americans back into jobs to try and recover the economy through government investment in alphabet agencies. Students should also understand how the New Deal only did so much, and the Second World War was the reason the American economy recovered.

Application- Students applied their knowledge of 1930-1945 America to a essay question from Paper 1 Section A. Students considered the ways the New Deal and Second World War impacted America socially, economically, and politically.

Learning Descriptor What does this mean in History?

Exceptional Grade 8-9	Students showed mastery of the New Deal and Second World War and the different ways that they helped to get America out of the Great Depression. Students gave a consolidated judgement as to why it was the Second World War.
Secure Grade 6-7	Students showed a good level of understanding about the New Deal and Second World War and how these events helped to recover America's economy during the Great Depression.
Partial Grade 4-5	Students were able to recall some aspects of knowledge about how the New Deal and Second World War helped to get America out of the Great Depression.
Limited Grade 1-3	Students showed some understanding of the key social, political, and economic changes in the 1930's. This was not consistent across all aspects, particularly when addressing how the New Deal helped recover the economy during the Great Depression. They were not able to apply this knowledge well to the enquiry essay.
No Evidence Unclassified Grade	Students may have missed their assessment due to absence or have not attempted to engage or demonstrate any progress in the curriculum.

Learning Descriptors: Mathematics



Learning Descriptor	What does this mean in Mathematics? Foundation Tier
Exceptional Grade 5	Students showed mastery of the following foundation topics: Congruence, similarity and enlargement; Trigonometry and, Representing solutions of equations and inequalities.
Secure Grade 4	Students have demonstrated a good level of understanding of the following foundation topics: Congruence, similarity and enlargement; Trigonometry and, Representing solutions of equations and inequalities.
Partial Grade 2-3	Students have demonstrated some understanding of the following foundation topics: Congruence, similarity and enlargement; Trigonometry and, Representing solutions of equations and inequalities.
Limited Grade 1-2	Students have demonstrated an inconsistent understanding of the following foundation topics: Congruence, similarity and enlargement; Trigonometry and, Representing solutions of equations and inequalities.
No Evidence Unclassified Grade	Students may have missed their assessment due to absence or have not engaged sufficiently well in it to demonstrate any progress through the curriculum. Students must take responsibility for catching up on learning missed through absence and must take responsibility for their own learning, demonstrating resilience.

Learning Descriptors: Mathematics



Learning Descriptor	What does this mean in Mathematics? Higher Tier
Exceptional Grade 8-9	Students showed mastery of the following higher topics: Congruence, similarity and enlargement; Trigonometry and, Representing solutions of equations and inequalities.
Secure Grade 6-7	Students have demonstrated a good level of understanding of the following higher topics: Congruence, similarity and enlargement; Trigonometry and, Representing solutions of equations and inequalities.
Partial Grade 4-6	Students have demonstrated some understanding of the following higher topics: Congruence, similarity and enlargement; Trigonometry and, Representing solutions of equations and inequalities.
Limited Grade 3-5	Students have demonstrated an inconsistent understanding of the following higher topics: Congruence, similarity and enlargement; Trigonometry and, Representing solutions of equations and inequalities.
No Evidence Unclassified Grade	Students may have missed their assessment due to absence or have not engaged sufficiently well in it to demonstrate any progress through the curriculum. Students must take responsibility for catching up on learning missed through absence and must take responsibility for their own learning, demonstrating resilience.

Learning Descriptors: Music



Learning Descriptor	What does this mean in Music?
Exceptional Grade 8-9	Students can clearly describe and articulate the 10 elements of music and use this knowledge to effectively describe how they are used in musical examples. Composition Assessment - Students can create sophisticated compositions which include a chord progression, catchy melody line, a bass line as well as a drum part. Performance Assessment - Students perform well in their instrument with clear expression, accuracy and fluency. Appraising Assessment - Students can respond well to an essay question and provide a detailed argument with the use of the musical elements and key vocabulary. They have successfully compared the Star Wars set work with an unfamiliar example.
Secure Grade 6-7	Students can describe and articulate the 10 elements of music and use this knowledge to describe how they are used in musical examples. Composition Assessment - Students can create impressive compositions which include a chord progression, catchy melody line, a bass line as well as a drum part. Performance Assessment - Students perform well in their instrument with expression, accuracy and fluency. Appraising Assessment - Students can respond appropriately to an essay question and provide an argument with the use of the musical elements and key vocabulary. They have compared the Star Wars set work with an unfamiliar example.
Partial Grade 4-5	Students can describe and articulate some of the 10 elements of music and use this knowledge to describe how they are used in musical examples, where possible. Composition Assessment - Students have attempted compositions which include a chord progression, catchy melody line, a bass line. Performance Assessment - Students perform well in their instrument with some expression, accuracy and fluency. Appraising Assessment - Students can respond well to an essay question and provide some arguments with the use of the musical elements and key vocabulary. They have attempted to compare the Star Wars set work with an unfamiliar example.
Limited Grade 1-3	Students struggle to describe and articulate the 10 elements of music and use this knowledge to effectively describe how they are used in musical examples. Composition Assessment - Students have attempted compositions which include a chord progress, catchy melody line, a bass line as well as a drum part but have struggled to complete. Performance Assessment - Students perform mostly well in their instrument with limited expression, accuracy and fluency, but more work is needed. Appraising Assessment - Students can respond to an essay question but struggle to use musical vocabulary and refer to the elements of music. They have attempted to compare the Star Wars set work with an unfamiliar example, but more detailed analysis is required.
No Evidence Unclassified Grade	Students have absence or unable to complete their assessment due to an absence. Students have not engaged effectively enough in lessons demonstrating no progress.

Learning Descriptors: Science



Learning Descriptor	What does this mean in Science? Foundation Tier
Exceptional Grade 5	Students have fully mastered the concepts of electricity and infection and response. Students have a broad understanding of the use and design of electrical components, can design and construct electrical circuits, calculate resistance, voltage and charge, and explain how electricity is used domestically. They are able to assess how pathogens affect the body and how the body responds to fight off infection. They are able to use mathematical methods to interpret scientific data. Students are able to identify key features of an investigation and begin to use them to form a logical method. They may also be able to analyse and evaluate aspects of the investigation. In order to develop further pupils making exceptional progress should seek out wider reading opportunities around the curriculum (e.g. BBC Bitesize), follow their AI pathway using Century Learning and begin to develop revision tools such as flashcards.
Secure Grade 4	Students have a firm understanding of the concepts of electricity and infection and response. Students are secure in their knowledge of the use and design of electrical components, can design and construct electrical circuits, calculate resistance, voltage and charge, and explain how electricity is used domestically. They are able to assess how pathogens affect the body and how the body responds to fight off infection. Students can evaluate the use of antibiotics and explain why we need to continue with discovery in this area. Students are able to use mathematical methods to interpret scientific data. They are able to identify key features of an investigation and begin to use them to form a logical method. They may also be able to analyse and evaluate aspects of the investigation.
Partial Grade 2-3	Students have a varied understanding of the concepts of electricity and infection and response. Students are able to recall some of their knowledge on the use and design of electrical components, can design and construct electrical circuits, calculate resistance, voltage and charge, and explain how electricity is used domestically. They may be able to assess some of how pathogens affect the body, how the body responds to fight off infection and the role of antibiotics. Students may be able to apply some mathematical methods to assess the outcomes of scientific investigations. They may be able to apply their knowledge to identify some of the key features of a scientific investigation. However, they are not yet able to complete a full method, analysis and critique of a process.
Limited Grade 1-2	Students have little understanding of the concepts of electricity and infection and response. Students are able to recall little of their knowledge on the use and design of electrical components, can design and construct electrical circuits, calculate resistance, voltage and charge, and explain how electricity is used domestically. They are unable to recall much of how pathogens affect the body, how the body responds to fight off infection and the role of antibiotics. Students are unable to successfully apply the majority of the mathematical methods used to evaluate chemical reactions. They may be able to recognise some of the key processes in carrying out a scientific investigation, however they are unable to fully plan, analyse and critique their methods. Many questions may have been left blank or attempted with little effort.
No Evidence Unclassified Grade	Students may have missed the assessment due to absence or may not have engaged sufficiently well in the assessment in order to demonstrate any progress through the curriculum. Students must take responsibility to catch up on any learning missed to absence.

Learning Descriptors: Science



Learning Descriptor	What does this mean in Science? Higher Tier
Exceptional Grade 8-9	Students have fully mastered the concepts of electricity, infection and response and quantitative chemistry. Students have a broad understanding of the use and design of electrical components, can design and construct electrical circuits, calculate resistance, voltage and charge, and explain how electricity is used domestically. They are able to assess how pathogens affect the body and how the body responds to fight off infection. Students can evaluate the use of antibiotics and explain why we need to continue with discovery in this area. They are able to use mathematical methods to interpret scientific data and predict the outcomes of reactions. Students are able to apply their scientific knowledge to plan, process, analyse and critique and scientific investigations. In order to develop further pupils making exceptional progress should seek out wider reading opportunities around the curriculum (e.g. BBC Bitesize), follow their AI pathway using Century Learning and begin to develop revision tools such as flashcards.
Secure Grade 6-7	Students have a firm understanding of the concepts of electricity, infection and response and quantitative chemistry. Students are secure in their knowledge of the use and design of electrical components, can design and construct electrical circuits, calculate resistance, voltage and charge, and explain how electricity is used domestically. They are able to assess how pathogens affect the body and how the body responds to fight off infection. Students are able to use mathematical methods to interpret scientific data and predict the outcomes of reactions. They can evaluate the use of antibiotics and explain why we need to continue with discovery in this area. Students are able to apply their scientific knowledge to plan, process, analyse and critique and scientific investigations.
Partial Grade 4-6	Students have a varied understanding of the concepts of electricity, infection and response and quantitative chemistry. Students are able to recall some of their knowledge on the use and design of electrical components, can design and construct electrical circuits, calculate resistance, voltage and charge, and explain how electricity is used domestically. They may be to assess some of how pathogens affect the body, how the body responds to fight off infection and the role of antibiotics. Students may be able to apply some mathematical methods to assess the outcomes of scientific investigations. They may be able to apply some of their scientific knowledge to plan a scientific investigation and describe how they would carry it out. However, they are not yet able to complete a full analysis and critique of a process.
Limited Grade 3-5	Students have little understanding of the concepts of electricity, infection and response and quantitative chemistry. Students are able to recall little of their knowledge on the use and design of electrical components, can design and construct electrical circuits, calculate resistance, voltage and charge, and explain how electricity is used domestically. They are unable to recall much of how pathogens affect the body, how the body responds to fight off infection and the role of antibiotics. Students are unable to successfully apply the majority of the mathematical methods used to evaluate chemical reactions. Students may be able to recognise some of the key processes in carrying out a scientific investigation, however they are unable to fully plan, analyse and critique their methods. Many questions may have been left blank or attempted with little effort.
No Evidence Unclassified Grade	Students may have missed the assessment due to absence or may not have engaged sufficiently well in the assessment in order to demonstrate any progress through the curriculum. Students must take responsibility to catch up on any learning missed to absence.

Learning Descriptors: Design Technology



Learning Descriptor	What does this mean in Design and Technology?
Exceptional Grade 8-9	Pupil show an exceptional ability to recall the knowledge learnt in Design and Technology and apply these skills by selecting appropriate materials and processes to create a final product. Pupils show how they can safely within practical sessions.
Secure Grade 6-7	Pupils show a good ability to recall the knowledge learnt in Design and Technology and apply these skills by selecting appropriate materials and processes to create a final product. Pupils can pick safe working procedures most of the time.
Partial Grade 4-5	Pupils show a satisfactory ability to recall the knowledge learnt in Design and Technology and apply these skills by selecting appropriate materials and processes to create a final product. Pupils can pick safe working procedures some of the time.
Limited Grade 1-3	Pupils show some ability to recall the knowledge learnt in Design and Technology and apply these skills by selecting appropriate materials and processes to create a final product. Pupils need reminders to pick safe working procedures.
No Evidence Unclassified Grade	Minimal ability to recall knowledge of the knowledge in Design and Technology. No evidence of working safely in practical tasks.