

Learning Descriptors: Art



Learning Descriptor	What does this mean in Art?
Exceptional	An exceptional ability to recall knowledge of the elements of art and apply these through an accurate use of tone and observational skills, identifying shadows and highlights.
Secure	A highly developed ability to recall knowledge of the elements of art and apply these through an accurate use of tone and observational skills.
Partial	A consistent ability to recall some knowledge of the elements of art. An ability to begin to apply these through use of tone and some developing observational skills.
Limited	Some ability to recall knowledge of the elements of art. Some ability to begin to apply light and dark tones using limited observational skills.
No Evidence	Minimal ability to recall knowledge of the elements of art. No evidence of application of tone.

Learning Descriptors: Computing



Learning Descriptor	What does this mean in Computing? Topic 1 – Computer Fundamentals
Exceptional	Students have fully mastered the fundamentals of using a computer with a clear understanding of the functions of the Office 365 suite and etiquette surrounding emails. Students clearly understand how to conduct themselves safely whilst accessing technology.
Secure	Students have a secure understanding of the fundamentals of using a computer with knowledge of the Office 365 suite and etiquette surrounding emails. Students understand how to conduct themselves safely whilst accessing technology. There are some small gaps in their knowledge that can be filled by reading over class notes, in their books or on Teams if the student has been absent and the knowledge organiser for this topic.
Partial	Students have some understanding of the fundamentals of using a computer with knowledge of the Office 365 suite and etiquette surrounding emails. Students have some understanding how to conduct themselves safely whilst accessing technology. There are gaps in their knowledge that can be filled by reading over class notes, in their books or on Teams if the student has been absent and the knowledge organiser for this topic.
Limited	Students have little understanding of the fundamentals of using a computer with minimal knowledge of the Office 365 suite and etiquette surrounding emails. Students have limited understanding how to conduct themselves safely whilst accessing technology. There are large gaps in their knowledge that can be filled by reading over class notes, in their books or on Teams if the student has been absent and the knowledge organiser for this topic.
No Evidence	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 made available on the relevant Teams pages.

Learning Descriptors: Drama



Learning Descriptor	What does this mean in Drama?
Exceptional	Students used all of their vocal skills in performance; pitch, pace, projection, accent, tone, intonation and emphasis. Students used all of their physical skills, including Gesture, Gait, Facial Expressions and Posture The impact of physical and vocal skills in their performances gave a clear and precise meaning to the audience. Students clearly understood the actor's workspace: the stage including the areas of the stage and stage directions, the different staging configurations and the positioning of the audience.
Secure	Students used their vocal skills most of the time in their performance; pitch, pace, projection, accent, tone, intonation and emphasis. Students used their physical skills, including Gesture, Gait, Facial Expressions and Posture most of the time. The impact of physical and vocal skills in their performances gave mostly clear and precise meaning to the audience. Students understood the actor's workspace most of the time: the stage including the areas of the stage and stage directions, the different staging configurations and the positioning of the audience.
Partial	Students used some of their vocal skills in performance; pitch, pace, projection, accent, tone, intonation and emphasis. Students used some of their physical skills, including Gesture, Gait, Facial Expressions and Posture. The impact of physical and vocal skills in their performances gave some clear and precise meaning to the audience. Students understood the actor's workspace some of the time: the stage including the areas of the stage and stage directions, the different staging configurations and the positioning of the audience.
Limited	Students used very little of their vocal skills in performance; pitch, pace, projection, accent, tone, intonation and emphasis. Students used very little of their physical skills, including Gesture, Gait, Facial Expressions and Posture The impact of physical and vocal skills in their performances gave limited meaning to the audience. Students did not use the actor's workspace effectively: the stage including the areas of the stage and stage directions, the different staging configurations and the positioning of the audience.
No Evidence	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 Analysis Learning Descriptors

What does this mean in English?

For many of our Year 7 students, this was the first time they have been assessed on writing an extended analytical response. Students were asked to explore how Michael Morpurgo uses language to present the villain and hero of 'Beowulf'. They needed to form an argument, use evidence and explain methods.

Exceptional Progress 23-30 Marks	Students have developed a critical and exploratory argument to the question and text. Their ideas are structured and supported by quotations. Students demonstrate a fine-grained analysis of writer's methods and explore effects - at the higher level of marks, students show awareness of language patterns. Students demonstrate the ability to judiciously use subject specific terminology.
Secure Progress 15-22 Marks	Students craft an argument in response to the question and text, expressing clear ideas using thoughtful vocabulary. They are able to support their ideas with well selected quotations, evaluating the writer's methods and isolating effective features. They are generally confident in applying terminology and, at a higher level, can explore multiple layers of meaning.
Partial Progress 9-14 Marks	Students have answered the question, showing explained understanding of the writer's intentions. They are beginning to show a clear understanding of writer's methods and can use appropriate terminology at times. When commenting on the effect of language, students show some understanding of the writer's choices and the effects of these choices.
Limited Progress 3-8 Marks	Students have answered the question but show limited understanding of the writer's intentions and have instead focused on writing a narrative summary. At the top end, students 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 at the higher end of the level.
No Evidence 0-2 Marks	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: French



Learning Descriptor	What does this mean in French?
Exceptional	Students fully understand the key concepts for this term and have demonstrated a solid understanding of adjectival agreement, forming the present tense of regular verbs with a variety of pronouns and using nouns in French. They can also successfully identify and apply phonetic sound-spelling links, pick out details and demonstrate high levels of comprehension in extended reading tasks and translate small sentences into French and English with success.
Secure	Students fully understand the key concepts for this term and have demonstrated a solid understanding of adjectival agreement, forming the present tense of regular verbs and using nouns in French. They can also successfully identify phonetic sound-spelling links, pick out details in extended reading tasks and translate small sentences into French and English with success.
Partial	Students have demonstrated an understanding of the key concepts for this term, though this is not always consistent. They demonstrate an understanding of adjectival agreement, forming the present tense of regular verbs and using nouns in French. They can also identify some phonetic sound-spelling links, pick out some details in extended reading tasks and translate small sentences into French and English with some success.
Limited	Students have demonstrated some understanding of some of the key concepts for this term, but this is inconsistent. They demonstrate some understanding of adjectival agreement, forming the present tense of regular verbs and using nouns in French but they often forget to apply this knowledge when working in an assessment setting. They can identify some phonetic sound-spelling links, pick out some details in extended reading tasks and translate small sentences into French and English with limited success.
No Evidence	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	Students showed mastery on the location of continents and oceans and could successfully apply this knowledge to key place locations and physical processes within the topic . Students' response to the CLOCC description of London was accurate and referred to all the key five elements (continent, lines of latitude and longitude, oceans/seas, country and compass points).
Secure	Students showed a good level of understanding on the location of continents and oceans and could apply this knowledge to key place locations and physical processes within the topic. Students' response to the CLOCC description of London was mostly accurate and referred to all the key five elements (continent, lines of latitude and longitude, oceans/seas, country and compass points).
Partial	Students were able to recall some of the key knowledge on the location of continents and oceans attempted to apply this knowledge to key place locations and physical processes within the topic. Students' response to the CLOCC description of London was missing key references to lines of latitude and longitude as well as accurate use of compass points.
Limited	Students were able to recall a limited range of key knowledge on the location of continents and oceans and were inconsistent when attempting to apply this knowledge to key place locations and physical processes within the topic. Students' response to the CLOCC description of London was very limited if attempted at all.
No Evidence	Students may have missed their assessment due to absence or have not engaged sufficiently well in the assessment to demonstrate progress through the Geography 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 an understanding of change and continuity in England 43-1042AD. Students must understand the ways the Romans, Saxons, and Vikings developed English society, religion, and politics as well as the reasons for the Saxon and Viking migration to Britain.

Application – Students applied their knowledge to two challenging extended writing questions. The first question required students to describe two ways society changed under the Anglo-Saxons. Students were also required to write a 3 PEE paragraph answer on how the Anglo Saxons and Vikings developed English identity in the medieval period.

Learning Descriptor	What does this mean in History?
Exceptional	Students showed mastery of the key chronology of the Anglo Saxon and Viking invasions of England and explain the social, religious, or political changes to England from the 9th to 11th century.
Secure	Students showed a good level of understanding about the key chronology of the Anglo Saxon and Viking invasions of England and explain the social, religious, or political changes to England from the 9th to 11th century.
Partial	Students were able to recall some aspects of knowledge about how the Anglo Saxons and Vikings shaped English identity.
Limited	Students have showed some understanding of the key knowledge this half term, but this is inconsistent. They were not able to apply this knowledge well to the enquiry essay.
No Evidence	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?
Exceptional	Students showed mastery of the following topics: Sequences; Understand and use algebraic notation; Equality and equivalence and, Place value and ordering integers and decimals.
Secure	Students have demonstrated a good level of understanding of the following topics: Sequences; Understand and use algebraic notation; Equality and equivalence and, Place value and ordering integers and decimals.
Partial	Students have demonstrated some understanding of the following topics: Sequences; Understand and use algebraic notation; Equality and equivalence and, Place value and ordering integers and decimals.
Limited	Students have demonstrated an inconsistent understanding of the following topics: Sequences; Understand and use algebraic notation; Equality and equivalence and, Place value and ordering integers and decimals.
No Evidence	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	Students can clearly articulate and describe what the elements of music are and how they can be used in music in a sophisticated way. They know confidently what melody, harmony, structure, texture, tonality, timbre, tempo, instrumentation and dynamics mean and can use key vocabulary to support
Secure	Students are confident with the elements of music and can explain what they mean and recognise how they are used in musical examples. They mostly know what melody, harmony, structure, texture, tonality, timbre, tempo, instrumentation and dynamics mean and can use some key vocabulary to support
Partial	Students can identify most of the musical elements and be able to explain how they are used in musical examples. They can partially describe melody, harmony, structure, texture, tonality, timbre, tempo, instrumentation and dynamics mean and can use the occasional key vocabulary for each.
Limited	Students can explain what some of the basic musical elements mean but not necessarily how and why they are used in musical examples. They struggle to describe what melody, harmony, structure, texture, tonality, timbre, tempo, instrumentation and dynamics mean and rarely use key vocabulary of each to support.
No Evidence	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?
Exceptional	Students are fully secure in their knowledge of the principles of lab safety, lab equipment and be able to use these effectively and independently. They are also confident in their knowledge of the particle model, by understanding the different states of matter and how we change between them, as well as diffusion and its link to organisms. Students will have a broad knowledge of the levels of organisation including cell structure and the function of each organelle, as well being able to calculate resultant forces and speed from calculations and distance time graphs. In order to develop further pupils making exceptional progress should seek out wider reading opportunities around the curriculum (e.g. BBC Bitesize)
Secure	Students have a solid understanding of the principles of lab safety, lab equipment and be able to use these effectively and independently. They are also confident in their knowledge of the particle model, by understanding the different states of matter and how we change between them, as well as diffusion and its link to organisms. Students will have a secure knowledge of the levels of organisation including cell structure and the function of each organelle, as well being able to calculate resultant forces and speed from calculations and distance time graphs.
Partial	Students have a varied understanding of the topics studied this half term. They are able to recall and apply some knowledge relating to; lab safety and equipment, the particle model, cellular organisation, the calculations of resultant forces, and finding speed from calculations and distance time graphs.
Limited	Students have a little understanding of the topics studied this half term. They are unable to recall and apply much of the topics studied this half term; lab safety and equipment, the particle model, cellular organisation, the calculations of resultant forces, and finding speed from calculations and distance time graphs. Many questions may have been left blank or attempted with little effort.
No Evidence	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: Spanish



Learning Descriptor	What does this mean in Spanish?
Exceptional	Students have mastered the knowledge outlined below with a high level of accuracy and attention to detail. They are able to recall knowledge of key vocabulary from their knowledge organisers and continually consolidate this knowledge to ensure the highest retention of key words and concepts.
Secure	Students have mastered the key concepts for this term of making phonetic sound-spelling links, conjugating regular and irregular verbs in the present tense. They can pick out key details from extended reading tasks confidently and can apply this knowledge independently. They can translate full sentences from and into the target language with minor errors.
Partial	Students have demonstrated understanding of the key concepts for this term, though not yet consistently. They can usually make phonetic sound-spelling links and can usually conjugate regular and irregular verbs in the present tense with increasing accuracy. They can also pick out some details from extended reading texts and can apply this knowledge more independently. They can translate short phrases from and into the target language more accurately.
Limited	Students have demonstrated some understanding of the key concepts for this term, but this is inconsistent. They can make some phonetic-sound spelling links and occasionally can conjugate regular and / or irregular verbs in the present tense with inconsistencies. They can also pick out some details from extended reading texts but they often forget to apply this knowledge when working independently. They can translate some key words from and into the target language.
No Evidence	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: Technology



Learning Descriptor	What does this mean in Technology?
Exceptional	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	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	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	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	Minimal ability to recall knowledge of the knowledge in Design and Technology. No evidence of working safely in practical tasks.