

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 – Vector Graphics

Exceptional

Students have a comprehensive understanding of the difference between a vector and bitmap. They are able to confidently and competently manipulate images, using layering, grouping and resizing without support creating complex vector images.

Secure

Students understand the difference between a vector and bitmap. They are able to manipulate images, using layering, grouping and resizing, with little support, creating complex vector images. 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 understands some differences between a vector and bitmap. They can manipulate some images, using layering, grouping and resizing, with teacher support, creating vector images. 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 a basic understanding between a vector and bitmap. They are able to manipulate images, using layering, grouping and resizing, but not unsupported, creating basic vector images. 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 will have demonstrated skills in creating tension and atmosphere within performance, creating a secure understanding of what is meant by 'effect on an audience'. Students will have created tension and atmosphere without the use of dialogue, communicating meaning to an audience using sound scaping. Students will have demonstrated exceptional skills when improvising, exploring in detail characterisation and plot development. Students will have demonstrated exceptional collaboration and group work.
Secure	Students will have demonstrated skills in creating tension and atmosphere within most of the performance, creating a secure understanding of what is meant by 'effect on an audience'. Students will have created tension and atmosphere without the use of dialogue, communicating meaning to an audience using sound scaping during most the performance. Students will have demonstrated a secure use of skills when improvising, exploring in some detail, characterisation and plot development. Students will have demonstrated good collaboration and group work.
Partial	Students will have demonstrated skills in creating tension and atmosphere within some of the performance, creating some understanding of what is meant by 'effect on an audience'. Students will have created tension and atmosphere without the use of dialogue, communicating meaning to an audience using sound scaping during some the performance. Students will have demonstrated some use of skills when improvising, exploring in some detail, characterisation and plot development. Students will have demonstrated mostly good collaboration and group work.
Limited	Students will have demonstrated very little skills in creating tension and atmosphere within the performance, creating little understanding of what is meant by 'effect on an audience'. Students will have created tension and atmosphere without the use of dialogue, communicating meaning to an audience using sound scaping during some the performance. Students will have demonstrated limited use of skills when improvising, exploring in little detail, characterisation and plot development. Students will have demonstrated limited collaboration and group work.
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?

Students were asked to explore how Patrick Ness uses language to present the monster in 'A Monster Calls'. 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 a limited understanding of the writer's intentions and have instead focused on writing a narrative summary. 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 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 have mastered the knowledge outlined below with a high level of accuracy and attention to detail. They use non-negotiable vocabulary from knowledge organisers with creativity, and continually consolidate key vocabulary to ensure the highest levels of retention of key words and concepts.
Secure	Students have mastered the key concepts for this term of using adjectival agreement, negative structures, irregular verbs in the present tense and regular verbs in the near future, and picking out key details from extended reading texts confidently.
Partial	Students have demonstrated understanding of the key concepts for this term, though not yet consistently. They can usually use adjectival agreement, negative structures, irregular verbs in the present tense and regular verbs in the near future and can pick out some details from extended reading texts.
Limited	Students have demonstrated some understanding of some of the key concepts for this term, but this is inconsistent. They can occasionally use adjectival agreement, negative structures, irregular verbs in the present tense and regular verbs in the near future. They can pick out some details from extended reading texts but they often forget to apply this knowledge when working independently.
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 of the key knowledge on the topic of development and were able to successfully apply this to key human interactions and physical processes associated within the topic.
Secure	Students showed a good level of understanding of the key knowledge on the topic of development and were able to apply this to key human interactions and physical processes within the topic.
Partial	Students were able to recall some of the key knowledge on development and were able to attempt to apply this to key human interactions and physical processes within the topic.
Limited	Students were able to recall a limited range of key knowledge on development and were inconsistent when attempting to apply this knowledge to key human interactions and physical processes within the topic. Students' response to the extended writing question was very limited if attempted at all.
No Evidence	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 Tudor England, the key features of the Catholic and Protestant church and the main changes brought to England through Elizabeth's social, political and foreign policy.

Application- Students applied their knowledge by answering an extended writing question on how religion, foreign policy, and society changed under Elizabeth I.

Learning Descriptor	What does this mean in History?
Exceptional	Students showed mastery of the key chronology of Elizabethan England and the different social, foreign, and political policies that she enacted in England.
Secure	Students showed a good level of understanding about the key chronology of Elizabethan England and the different social, foreign and political policies that she enacted in England.
Partial	Students were able to recall some aspects of knowledge about Elizabeth's social, foreign and political policies.
Limited	Students showed some understanding of the key features of Elizabethan England. This was not consistent across social, foreign and political policy. 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



Year 8 – Term 1

Learning Descriptor	What does this mean in MATHEMATICS?
Exceptional	Students showed mastery of the following topics: Ratio and scale; Multiplicative change; Multiplying and dividing fractions and, Working in the cartesian plane.
Secure	Students have demonstrated a good level of understanding of the following topics: Ratio and scale; Multiplicative change; Multiplying and dividing fractions and, Working in the cartesian plane.
Partial	Students have demonstrated some understanding of the following topics: Ratio and scale; Multiplicative change; Multiplying and dividing fractions and, Working in the cartesian plane.
Limited	Students have demonstrated an inconsistent understanding of the following topics: Ratio and scale; Multiplicative change; Multiplying and dividing fractions and, Working in the cartesian plane.
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 understand musical notation and be able to transfer this knowledge into their keyboard skills. They have been able to perform chords, melodies and improvisation in an extremely sophisticated way. The student uses music vocabulary effectively to describe how the elements of music can be used in Blues Music and Nationalist and Programme Music.
Secure	Students can mostly understand musical notation and be able to transfer this knowledge into their keyboard skills. They have been able to perform chords, melodies, and sometimes improvisation in practical work. The student mostly uses music vocabulary to describe how the elements of music can be used in Blues Music and Nationalist and Programme Music.
Partial	Students can sometimes understand musical notation and be able to transfer this knowledge into their keyboard skills. They can perform chords well but struggle to play melodies and features of improvisation. The student uses music vocabulary occasionally to describe how the elements of music can be used in Blues Music and Nationalist and Programme Music.
Limited	Students struggle to understand musical notation and be able to transfer this knowledge into their keyboard skills. They can perform some chords well but have not attempted to play melodies and features of improvisation. The student rarely uses music vocabulary to describe how the elements of music can be used in Blues Music and Nationalist and Programme Music.
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 have a full understanding of the concepts of digestion, photosynthesis and elements as studied this half term. They are very secure in their knowledge of human digestion; being able to identify each of the 7 nutrients in different foods, describe the route that food takes through our digestive organs and explain the need for bacteria and enzymes in digestion. They also have a clear understanding of photosynthesis and the role that glucose plays within the plant. They are able to apply their knowledge of atoms, elements and compounds to identify the different types of substance from their name and particle diagram. 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 clear understanding of the concepts digestion, photosynthesis and elements as studied this half term. They are secure in their knowledge of human digestion; being able to identify each of the 7 nutrients in different foods, describe the route that food takes through our digestive organs and explain the need for bacteria and enzymes in digestion. They also have a clear understanding of photosynthesis and the role that glucose plays within the plant. They are able to apply their knowledge of atoms, elements and compounds to identify the different types of substance from their name and particle diagram.
Partial	Students have a varied understanding of the concepts digestion, photosynthesis and elements as studied this half term. It is likely that they are able to recall many key facts relating to; the 7 different food groups and the digestive system, photosynthesis and uses of glucose, and the identification of atoms elements and compounds. However, there are some gaps in understanding and students may be unable to apply their knowledge to unfamiliar situations.
Limited	Students have little understanding of the concepts digestion, photosynthesis and elements as studied this half term. They are able to recall some key facts relating to; the 7 different food groups and the digestive system, photosynthesis and uses of glucose, and the identification of atoms elements and compounds. However, there are many gaps in understanding and students are unable to apply their knowledge . 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.