

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 – Going Audio Visual

Exceptional

Students have a comprehensive understanding of the principles of pixels, structure and file make up of images on a computer. They are able to confidently and competently apply mathematical constructs to calculate the sizes, colour depth and resolution of images. They have an appreciation of how light density that creates colour on a display and the values assigned are converted into binary so a computer can read and understand it.

Secure

Students have an understanding of the principles of pixels, structure and file make up of images on a computer. They are able to apply mathematical constructs to calculate the sizes, colour depth and resolution of images. They have an appreciation of how light density that creates colour on a display and the values assigned are converted into binary so a computer can read and understand it. 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 principles of pixels, structure and file make up of images on a computer. They are able to apply mathematical constructs to calculate the sizes, colour depth and resolution of images with support. They have an appreciation of how light density that creates colour on a display and the values assigned are converted into binary so a computer can read and understand it. 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 can identify that images are made up of pixels on a computer. They have limited appreciation of how light density that creates colour on a display and the values assigned are converted into binary so a computer can read and understand it. 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 demonstrated an exceptional understanding of Stanislavskian techniques. Students demonstrated an exceptional understanding of context, sub-text and character development through their theatrical skills when performing one of the following plays: <i>"The Boy in the Striped Pyjamas"</i> by John Boyne adapted by Angus Jackson, <i>"Noughts and Crosses"</i> by Malorie Blackman adapted by Sabrina Mafhouz or <i>"The Curious Incident of the Dog in the Night-Time"</i> by Mark Haddon adapted by Simon Stephens. The playwright's intentions, were excellently analysed and demonstrated through decisions on style, themes, staging and theatrical skills.
Secure	Students demonstrated a clear understanding of Stanislavskian techniques. Students demonstrated an understanding of context, sub-text and character development through their theatrical skills when performing one of the following plays: <i>"The Boy in the Striped Pyjamas"</i> by John Boyne adapted by Angus Jackson, <i>"Noughts and Crosses"</i> by Malorie Blackman adapted by Sabrina Mafhouz or <i>"The Curious Incident of the Dog in the Night-Time"</i> by Mark Haddon adapted by Simon Stephens. The playwright's intentions, were analysed and demonstrated through decisions on style, themes, staging and theatrical skills.
Partial	Students demonstrated some understanding of Stanislavskian techniques. Students demonstrated some understanding of context, sub-text and character development through their theatrical skills when performing one of the following plays: <i>"The Boy in the Striped Pyjamas"</i> by John Boyne adapted by Angus Jackson, <i>"Noughts and Crosses"</i> by Malorie Blackman adapted by Sabrina Mafhouz or <i>"The Curious Incident of the Dog in the Night-Time"</i> by Mark Haddon adapted by Simon Stephens. The playwright's intentions, were analysed and there was evidence of some decisions on style, themes, staging and theatrical skills.
Limited	Students demonstrated limited understanding of Stanislavskian techniques. Students demonstrated limited understanding of context, sub-text and character development through their theatrical skills when performing one of the following plays: <i>"The Boy in the Striped Pyjamas"</i> by John Boyne adapted by Angus Jackson, <i>"Noughts and Crosses"</i> by Malorie Blackman adapted by Sabrina Mafhouz or <i>"The Curious Incident of the Dog in the Night-Time"</i> by Mark Haddon adapted by Simon Stephens. The playwright's intentions, were not clear and this was evident through the decisions on style, themes, staging and theatrical skills.
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 Andy Mulligan characterises 'Rat' in the novel *Trash*. 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 a 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 key concepts for this term. They are confident speaking aloud with consistently accurate sound-spelling links, use infinitives correctly, and conjugate accurately irregular and regular verbs in the present, near future and perfect tense in a variety of pronouns and write clearly and comprehend extended listening files in an assessment setting.
Secure	Students understand key concepts for this term and can embed this in their application of knowledge. They speak aloud with increasing confidence with consistently accurate sound-spelling links, use infinitives correctly, and conjugate accurately irregular and regular verbs in the present, near future and perfect tense and write clearly and comprehend extended listening files in an assessment setting.
Partial	Students have an understanding of key concepts for this term, yet this is not fully embedded in application of knowledge. They are confident speaking aloud with accurate sound-spelling links, use infinitives correctly, and conjugate irregular and regular verbs in the present, near future and perfect tense and write clearly and understand details from extended listening files in an assessment setting.
Limited	Students have demonstrated some understanding of some of the key concepts for this term, but this is inconsistent. They can make phonetic sound-spelling links, use infinitives correctly, recognise irregular verbs in the present, near future and perfect tense and correct word order in writing and can pick out some details from extended listening files but they often forget to apply this knowledge when working in an assessment setting.
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 Middle East and were able to successfully apply this to key human interactions and physical processes within the region.
Secure	Students showed a good level of understanding of the key knowledge on the Middle East and were able to apply this to key human interactions and physical processes within the region.
Partial	Students were able to recall some of the key knowledge on the Middle East and were able to attempt to apply this to key human interactions and physical processes within the region.
Limited	Students were able to recall a limited range of key knowledge on the Middle East and were inconsistent when attempting to apply this knowledge to key human interactions and physical processes within the region. 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 the Interwar Period from 1919-1933. Students should understand how 20th century events shaped the political sphere at this time, leading to the victory of the Nazi party in the November 1932 election.

Application- Students applied their knowledge of the Interwar Years to a source on the Treaty of Versailles and answered an statement question on the most effective way Hitler was able to control German society. Students considered factors such as the gestapo, propaganda, and the SS.

Learning Descriptor	What does this mean in History?
Exceptional	Students showed mastery of the Interwar Years and the different ways that the Gestapo, SS, and Propaganda were able to control German society.
Secure	Students showed a good level of understanding about the Interwar Years and how Hitler was able to control Germany by creating a police state.
Partial	Students were able to recall some aspects of knowledge about the Interwar Years and Hitler's ability to control Germany by creating a police state.
Limited	Students showed some understanding of the key events of the Interwar Years. This was not consistent across all aspects, particularly when addressing how Hitler was able to control society through the Gestapo, SS, and Propaganda. 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: Straight line graphs; Forming and solving equations; Testing conjectures and, Three dimensional shapes.
Secure	Students have demonstrated a good level of understanding of the following topics: Straight line graphs; Forming and solving equations; Testing conjectures and, Three dimensional shapes.
Partial	Students have demonstrated some understanding of the following topics: Straight line graphs; Forming and solving equations; Testing conjectures and, Three dimensional shapes.
Limited	Students have demonstrated an inconsistent understanding of the following topics: Straight line graphs; Forming and solving equations; Testing conjectures and, Three dimensional shapes.
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 compose a sophisticated pop song which included syncopated chords, a catchy melody line, a riff and the structure of a pop song with a verse and chorus. They have used key features like a hook and riff to enhance their composition further. The student understands how to describe the musical features of pop music and use this knowledge to support their performances
Secure	Students can compose a good pop song which included simple chords, a catchy melody line, a riff and the structure of a pop song with a verse and chorus. They have used some key features like a hook and riff to enhance their composition further. The student mostly understands how to describe the musical features of pop music and use this knowledge to support their performances.
Partial	Students can attempt to compose a pop song which included simple chords and a riff. They have tried to use some key features like a hook and riff to enhance their composition further but not successfully. The student can recognise some musical features of pop music and but does not use this knowledge to support their performances.
Limited	Students have composed the chords for their pop song only and have missed out on the opportunity to add a riff, melody and the main pop structure. The student shows little evidence of understanding of key vocabulary like hook, riff and syncopation. They struggle to identify any key musical features in a pop song to enhance their performances
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 fully mastered the key concepts of the KS3 curriculum. They are able to recall, manipulate and apply their foundational knowledge of the key concepts of forces, energy, waves, matter, reactions, Earth, genes, organisms and ecosystems. Students are able to apply their scientific knowledge to unknown situations and use their laboratory skills to plan, process, analyse and critique and scientific investigation. 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 key concepts of the KS3 curriculum. They are able to recall, manipulate and apply their foundational knowledge of the key concepts of forces, energy, waves, matter, reactions, Earth, genes, organisms and ecosystems. Students are able to apply their scientific knowledge to unknown situations and use their laboratory skills to plan, process, analyse and critique and scientific investigation.
Partial	Students have a varied understanding of the key concepts of the KS3 curriculum. They are able to recall, manipulate and apply their knowledge to some of the key concepts of forces, energy, waves, matter, reactions, Earth, genes, organisms and ecosystems. Students 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	Students have little understanding of the key concepts of the KS3 curriculum. They are unable to recall key knowledge relating to many of the key concepts of forces, energy, waves, matter, reactions, Earth, genes, organisms and ecosystems. 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	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 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 making phonetic sound-spelling links in listening, using adjectival agreement, irregular verbs in the present tense and correct word order in writing 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 make phonetic sound-spelling links, use adjectival agreement, irregular verbs in the present tense and correct word order in writing 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 make phonetic sound-spelling links, use adjectival agreement, irregular verbs in the present tense and correct word order in writing and can pick out some details from extended reading texts but they often forget to apply this knowledge when working in an assessment setting.
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.