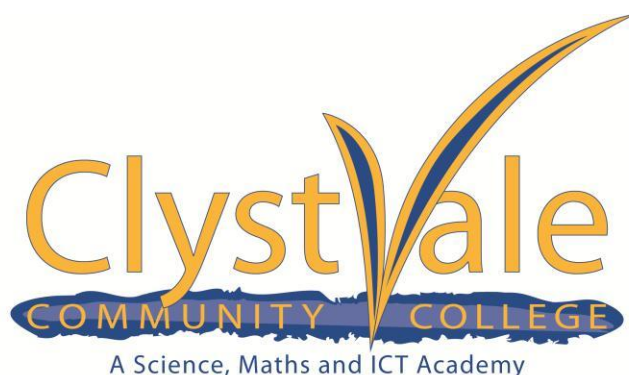


# Key Stage 3 Reports

Year 7

Subject Grade  
Descriptors



A Science, Maths and ICT Academy

## Introduction

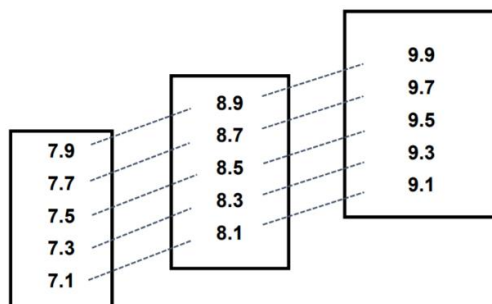
Key Stage 3 is divided into three yearly blocks, each with their own set of knowledge and skills that students need to master. The more fully students master this learning, the better prepared they will be for the following year's work.

The grade awarded on the termly report will reflect the level of knowledge and skills a student is demonstrating. In Year 7, students are graded from 7.1 up to 7.9. The grade bands are as follows:

7.9	Exceptional
7.8	Mastery
7.7	
7.6	Secure
7.5	
7.4	Developing
7.3	
7.2	Emerging
7.1	

A grade 7.1 would suggest that a student needs a lot of support to access the curriculum, where 7.9 indicates a total mastery of the year's work.

Please note, students will tend to follow a 'flat path' as they move through the key stage – in other words, a student achieving a 7.6 in Year 7 will typically achieve 8.6 in Year 8 and 9.6 in Year 9, however we recognise that progress is not linear and that there may be some exceptions to this.























This does NOT mean that the student is standing still in their learning. As the level of challenge increases year-on-year the same grade would indicate that the student is consistently working well and keeping pace with the new learning that is being covered.

At Key Stage 3, each subject area has grade descriptors for each grade band. The Summer Term report will contain a statement of attainment for each subject area. This will provide you with a written description summarising the knowledge and skills your child will have demonstrated over the course of the year.

The information that follows outlines the grade descriptor for each grade band, for every subject at Key Stage 3.

# YEAR 7 ART REPORTING DESCRIPTORS

EXCEPTIONAL	7.9		Has shown exceptional depth of research into the work of artists which has had considered influences on their work.
			Has an exceptional ability to successfully control a range of art materials with confidence.
			Has an exceptional ability to draw accurate images with detail with effective use of a range of tone to create blended 3D effects. Written notes document ideas and use subject specific vocabulary.
			Work created is personal, highly skilled and selected from their research and planning.
MASTERY	7.8		Has shown good depth of research into the work of artists which influences their work in some way.
			Has a very good ability to successfully control a range of art materials.
	7.7		Has an ability to draw accurate images with detail and use a range of tone to create blended 3D effects. Written notes explain their ideas and use some subject specific vocabulary.
			Artwork created is personal, skilful and links well to all of their research and planning.
SECURE	7.6		Has an ability to research the work of artists which relates to their work.
			Is able to successfully control some art materials to a good standard.
	7.5		Makes some accurate observation shown in drawing skills. Artwork demonstrates the ability to add detail and use a full range of tone to create some 3D effects. Written notes support their ideas.
			Artwork created links to their research and shows some independence.
DEVELOPING	7.4		Has some ability to find out information from artists and sources that are relevant to their project.
			Is able to show some success in the use of art materials but is inconsistent.
	7.3		Some ability to draw accurate images, which may be inconsistent. Strives to be accurate when drawing and uses some tonal range with uneven blending. Can use annotations to describe and label ideas.
			Artwork shows links to project artists and has a plan.
EMERGING	7.2		Has some ability to collect basic information about an artist and their work.
			A range of materials can be used, but more control and consistency is needed.
	7.1		Has a developing ability to draw images from observation, with some effort shown with tone. Labels are shown but often no annotation.
			Some ability to create work from research done in lessons.

DEVELOP CONTEXT

EXPERIMENT REFINE

RECORD REVIEW

PERSONAL CONNECT

# YEAR 7 B&V REPORTING DESCRIPTORS

EXCEPTIONAL	7.9	<p><b>Ability to draw information from different sources to reach informed and well-reasoned conclusions. Evidence of originality, independence and wider reading apparent.</b></p>
		<p>Students can...</p> <ul style="list-style-type: none"> <li>Show originality in their ideas and independence of thought</li> <li>Draw a conclusion that explains their opinion in depth with a range of reasons and examples and reach a justified conclusion</li> <li>Draw links between different topics or previous learning to support the points they have made</li> </ul>
MASTERY	7.8 7.7	<p><b>Ability to explain why there are differences in views/actions of believers both within and between religions, generating personal response to these views.</b></p>
		<p>Students can...</p> <ul style="list-style-type: none"> <li>Explain two or more reasons why religious/non-religious people may agree/disagree with a statement, provide examples to illustrate their points and make links</li> <li>Give two or more reasons for their view giving examples to illustrate their points and link back to the statement or the point being made (PEEL)</li> <li>Explain how religious teachings can be interpreted in different ways</li> </ul>
SECURE	7.6 7.5	<p><b>Ability to analyse and evaluate religious ideas and belief, understanding how religious believers might be influenced by the beliefs they hold and articulating the religious ideas behind these opinions.</b></p>
		<p>Students can ...</p> <ul style="list-style-type: none"> <li>Describe religious beliefs on a specific issue</li> <li>Explain how a religious/ non-religious person would respond to an issue giving a reason for their belief</li> <li>Give a reason for/against an idea, belief or response</li> <li>Explain the meaning of key terms / concepts or teachings they mention in their writing</li> </ul>
DEVELOPING	7.4 7.3	<p><b>Ability to explain the beliefs of religious believers and express their own opinion/contrasting opinions in response to this in a balanced and fair way.</b></p>
		<p>Students can...</p> <ul style="list-style-type: none"> <li>Explain a religious view and/or a non-religious view towards an issue and support with a simple explanation</li> <li>Use key terms/vocabulary in their answers</li> <li>Describe their view on a particular topic</li> <li>Explain two contrasting responses to an issue with a simple reason to support</li> </ul>
EMERGING	7.2 7.1	<p><b>Basic ability to define keywords and ideas and are able to express their own opinion in response to these.</b></p>
		<p>Students can...</p> <ul style="list-style-type: none"> <li>State/give key beliefs that people have or key reasons</li> <li>Identify key terms from multiple choice questions</li> <li>Explain their view on a particular topic/issue and give a simple reason to support this view</li> </ul>

Descriptor

Example

# YEAR 7 D&T REPORTING DESCRIPTORS

EXCEPTIONAL	7.9	Undertakes comprehensive, independent research including effective use of ICT. Very well presented, original and creative design ideas with detailed and insightful annotation. Excellent initial use of CAD (Computer Aided Design). Thorough evaluation of products using the design specification, suggesting a variety of improvements to the design.
		Listens carefully to demonstrations, working safely and independently during practical time. Excellent practical skills demonstrated and regularly helps peers.
		Excellent understanding of tools, processes and materials.
MASTERY	7.8 7.7	Can carry out research with limited/no support, including good use of ICT. Very well presented and creative design ideas with detailed annotation. Effective initial use of CAD (Computer Aided Design). Evaluates products in detail using the design specification, suggesting a variety of appropriate modifications to improve the design.
		Listens carefully to demonstrations, working safely and independently during practical time. Excellent practical skills demonstrated and sometimes helps peers.
		Very good understanding of tools, processes and materials.
SECURE	7.6 7.5	Can carry out research with some support, including appropriate use of ICT. Produces a variety of well-presented and appropriate design ideas with annotation. Appropriate initial use of CAD (Computer Aided Design) during development. Evaluates products against the design specification, suggesting suitable modifications to improve the design.
		Listens carefully to demonstrations and works safely during practical time. Good practical skills demonstrated and works collaboratively with peers.
		Good understanding of tools, processes and materials.
DEVELOPING	7.4 7.3	Can carry out research with extra guidance, including use of ICT. Produces a variety of appropriate design ideas with some notes. CAD (Computer Aided Design) used with a degree of independence. Evaluates products and suggests some suitable modifications to improve design.
		Works safely and enthusiastically during practical time. Some extra support required.
		Some understanding of tools, processes and materials.
EMERGING	7.2 7.1	Can carry out research with some 1:1 or additional support. Displays findings in design booklets. Produces a few design ideas. CAD (Computer Aided Design) used during development of products. Some evaluative comments evident.
		Demonstrates some practical skills with extra or 1:1 support.
		Limited understanding of tools, processes and materials.

Design Folder

Practical

Subject knowledge

# YEAR 7 DIGITAL MEDIA REPORTING DESCRIPTORS

EXCEPTIONAL	7.9	<ul style="list-style-type: none"> <li>A. Demonstrate high level understanding of email tools, protocols and etiquette.</li> <li>B. Can create solutions to problems using a wide range of techniques (Sequence, Selection and Iteration) debugging any issues.</li> </ul>
		<ul style="list-style-type: none"> <li>A. Can identify the difference between Data and Information and use analysis tools confidently such as Graphs and Conditional formatting.</li> <li>B. Can describe in detail with reference across a number of fields how these inventions have impacted our society today.</li> </ul>
		<ul style="list-style-type: none"> <li>A. Can recognise what a protocol is and how Connectivity issues can impact Internet Services.</li> <li>B. Can complete explorer task independently using sub routines and debugging issues as they arise</li> </ul>
MASTERY	7.8 7.7	<ul style="list-style-type: none"> <li>A. Understand the difference between CC and BCC and recognise safe working practices in and around computer technology.</li> <li>B. Can combine programming constructs to create working programs and identify problems faced.</li> </ul>
		<ul style="list-style-type: none"> <li>A. Can confidently use advance formula to analyse data (e.g. SUM, MAX MIN COUNTA).</li> <li>B. Can accurately describe and in some cases explain how these developments impact us today.</li> </ul>
		<ul style="list-style-type: none"> <li>A. Can describe different network hardware in detail explaining how these connect to deliver data.</li> <li>B. Can identify the requirements and meet most of these using selection and iteration.</li> </ul>
SECURE	7.6 7.5	<ul style="list-style-type: none"> <li>A. Use attachments and can use software to collaborate appropriately with others.</li> <li>B. Can describe what a variable is and use error codes to understand what is wrong, can identify programming constructs within code.</li> </ul>
		<ul style="list-style-type: none"> <li>A. Can use basic formula using cells references to add, subtract, divide and multiply.</li> <li>B. Can describe some of the inventions in detail that have led to the technology we use today.</li> </ul>
		<ul style="list-style-type: none"> <li>A. Can explain what the internet is with some reference to IP Addresses and Packets of Data.</li> <li>B. Can demonstrate some independent problem solving skills to develop program using count controlled iteration to reduce the number of lines of code.</li> </ul>
DEVELOPING	7.4 7.3	<ul style="list-style-type: none"> <li>A. Able to use basic CVCC online tools making use of features within these including CC, forward, OneDrive and online software such as Power Point and Word.</li> <li>B. Can produce basic flowchart using the correct sequencing and predict what will happen when decisions are used.</li> </ul>
		<ul style="list-style-type: none"> <li>A. Can accurately identify cells using cell references and format cells and use Sort and/or filter tools in some way.</li> <li>B. Can identify a wide range of people who have had an impact on the technology and society we take for granted.</li> </ul>
		<ul style="list-style-type: none"> <li>A. Can identify there are differences between the internet and WWW.</li> <li>B. Can debug sub routines and apply iteration to reduce the number of lines of code making some use of variables.</li> </ul>
EMERGING	7.2 7.1	<ul style="list-style-type: none"> <li>A. Able to access CVCC emails system and Microsoft Teams and Send, Reply to emails and access Teams assignments.</li> <li>B. Can describe the purpose of some functions such as output, input and locate some errors in code.</li> </ul>
		<ul style="list-style-type: none"> <li>A. Can identify basic spreadsheet items - columns, rows and cells.</li> <li>B. Can identify some of the people who have developed the technology now taken for granted.</li> </ul>
		<ul style="list-style-type: none"> <li>A. Can recognise software use to access webpages and the basic structure of website addresses.</li> <li>B. Can with guidance form a working sub routine which makes limited use of iteration.</li> </ul>

Autumn A – Sept/Oct  
Autumn B – Nov/Dec

Spring A - Jan/Feb  
Spring B – Mar-Apr

Summer A – May/Jun  
Summer B – Jun/Jul

# YEAR 7 DRAMA REPORTING DESCRIPTORS

EXCEPTIONAL	7.9	<p>Contributes ideas clearly to their group showing good leadership skills. Own creations are confidently planned. Can recognise and use a variety of drama techniques with confidence and creativity.</p>
		<p>Can consistently stay in role for the whole of a performance. Lines set to learn are delivered without mistakes. Can perform a variety of convincing characters with confidence and originality.</p>
		<p>A very good awareness of social, cultural, political and historical contexts, and the impact this has on the drama.</p>
		<p>Can respond to questions and feedback in class intelligently with analysis. Makes detailed suggestions for improvement, reflecting consistently.</p>
MASTERY	7.8	<p>Contributes ideas to their group and is capable of showing good leadership skills. Own creations are well planned. Can recognise / use various different drama techniques with confidence and creativity.</p>
		<p>Can consistently stay in role for the whole of a performance. Lines set to learn are delivered with very few mistakes. Can perform a variety of convincing characters with confidence.</p>
	7.7	<p>A good awareness of social, cultural, political and historical contexts and the impact this has on the drama.</p>
		<p>Can respond to questions and feedback in class with comments that are thoughtful and positive. Makes good suggestions for improvement with reflection.</p>
SECURE	7.6	<p>Will make reasonable suggestions and contribution to their groups work. Their own creations use a simple structure. Can recognise and use different drama techniques with reasonable confidence.</p>
		<p>Can stay in role for good parts of their performance, occasionally struggling to focus. Lines are performed with prompting. Can portray a character that shows some thought and detail.</p>
	7.5	<p>A reasonable awareness of social and cultural contexts.</p>
		<p>Can respond to questions and feedback in class with basic descriptive responses. Makes reasonable suggestions for improvement.</p>
DEVELOPING	7.4	<p>Will feel more comfortable being led than offering own suggestions and ideas when developing the drama. Their own creations are simple however they are confident with being involved with the drama. Can use basic drama techniques.</p>
		<p>Can play a simple character but sometimes struggles to maintain this. Scripted lines are not learnt, or will require significant prompting. Can create a character similar to themselves.</p>
	7.3	<p>A basic understanding of social and cultural contexts.</p>
		<p>Can respond to questions with basic statements. Makes basic suggestions for improvement to their work. Their comments require more detail.</p>
EMERGING	7.2	<p>Shows occasional awareness of other group members when developing a piece of drama. Offers basic contributions to the development of the piece.</p>
		<p>Will perform a static speaking role with one line or will mime without lines. Does not yet have the confidence and ability to stay in role for a significant period.</p>
	7.1	<p>A limited understanding of social and cultural contexts.</p>
		<p>They are able to respond and describe what they saw. Can make minimal suggestions for improvement, with significant prompting.</p>

Creating

Performing

Understanding

Analysing

# YEAR 7 ENGLISH REPORTING DESCRIPTORS

EXCEPTIONAL	7.9	<p>Selects quotations and refers to them in detail. Can accurately and independently use a wider range subject specific terminology. Identifies purpose, audience or form (PAF) with increasing independence. Is developing their analysis of similarities and differences between writers' ideas and techniques. Is beginning to make developed evaluative comments on the parts of the text that are relevant.</p>
		<p>Consistently uses a range of linguistic devices to make writing more engaging. Can match the ingredients in a wide range of forms. Can confidently use simple, compound, and complex sentences in their writing. Punctuation within and around sentences is accurate almost all of the time and is increasingly using sophisticated punctuation.</p>
MASTERY	7.8	<p>Selects short, relevant quotations and refers to them specifically. Can use a range of terminology to explore the language of a text e.g., adverb, simile, metaphor, personification with greater accuracy. Identifies purpose, audience or form (PAF) with increasing independence. Can securely identify similarities and differences between writers' ideas and techniques. Makes clear evaluative comments on the effects of writers' choices.</p>
	7.7	<p>Uses some linguistic devices for deliberate effect. Can match the ingredients they use in an increasing range of forms. Is increasingly confident in varying the position of subordinate clauses for impact in complex sentences. Can write short sentences accurately. Can join clauses making them longer with commas, semicolons, and colons accurately. Can use question marks, exclamation marks and speech marks accurately.</p>
SECURE	7.6	<p>Selects shorter quotations which are more relevant to the focus of their writing. Can use language terms such as – noun, adjective, verb, metaphor, simile with greater accuracy. Is starting to identify a text's purpose, audience or form (PAF) with some independence, exploring similarities and differences between writers' ideas. They make evaluative comments on the effects of writers' choices.</p>
	7.5	<p>Uses simple linguistic devices in their writing. Can use some ingredients of the text types they have examined in their own writing. Uses simple and compound sentences with increasing success. They understand the functionality of sentence types. They use full stops and capital letters accurately. They are using commas, question marks, exclamation marks and speech marks with more accuracy.</p>
DEVELOPING	7.4	<p>Selects relevant parts of a text. With support, they can use some basic language terms in their work and can identify the audience and purpose of a text. They make simple comments making value judgements on the effect that some words or phrases may have.</p>
	7.3	<p>They are beginning to use simple linguistic devices in their writing. With support, they can use some ingredients of the text types they have examined in their own writing. They can write simple sentences with some success. They use compound sentences with some success and have an awareness of the connectives or punctuation that they can use. They mostly use full stops and capital letters correctly. Sometimes they use punctuation inside their sentences, like commas, to help people understand their sentences.</p>
EMERGING	7.2	<p>Identifies sections of text that might be useful as evidence. They are aware that textual analysis uses language terms such as noun, adjective, verb. They are aware that a writer has an audience and a purpose in mind when they write. They can make a simple comment making a value judgement on what they have read in a text.</p>
	7.1	<p>They are aware of basic language devices in their writing. They aware that texts have particular style ingredients. They understand that words can join to form sentences and can use simple sentences with some success. They are aware that writing must be separated by punctuation to make meaning clear. They sometimes use full stops in their work.</p>

Reading

Writing



# YEAR 7 FOOD AND NUTRITION REPORTING DESCRIPTORS

EXCEPTIONAL	7.9	<p>Excellent understanding of basic Health &amp; Safety and hygiene rules Excellent understanding of Eatwell Guide principles such as Eatwell Guide pie chart nutritional proportions Excellent understanding of Macronutrients in diet</p>
		<p>An in-depth understanding of kitchen equipment and its safe application Exceptional understanding of mathematical and scientific processes that are involved in cooking (weighing and measuring) Excellent understanding and application of cooking skills and techniques that include hand-eye coordination</p>
MASTERY	7.8	<p>Very good understanding of basic Health &amp; Safety and hygiene rules Very good understanding of Eatwell Guide principles such as Eatwell Guide pie chart proportions Very good understanding of Macronutrients in diet</p>
	7.7	<p>Very good understanding of kitchen equipment and its safe application Very good understanding of mathematical and scientific processes that are involved in cooking (weighing and measuring) Very good understanding and application of cooking skills and techniques that include hand-eye coordination</p>
SECURE	7.6	<p>Good understanding of basic Health &amp; Safety and hygiene rules Good understanding of Eatwell Guide principles such as Eatwell Guide pie chart proportions Good understanding of Macronutrients in diet</p>
	7.5	<p>Good understanding of kitchen equipment and its safe application Good understanding of mathematical and scientific processes that are involved in cooking (weighing and measuring) Good understanding and application of cooking skills and techniques that include hand-eye coordination</p>
DEVELOPING	7.4	<p>Some understanding of basic Health &amp; Safety and hygiene rules Some understanding of Eatwell Guide principles such as Eatwell Guide pie chart proportions Some understanding of Macronutrients in diet</p>
	7.3	<p>Some understanding of kitchen equipment and its safe application Some understanding of mathematical and scientific processes that are involved in cooking (weighing and measuring) Some understanding and application of cooking skills and techniques that include hand-eye coordination</p>
EMERGING	7.2	<p>Limited understanding of basic Health &amp; Safety and hygiene rules Limited understanding of Eatwell Guide principles such as Eatwell Guide pie chart proportions Very limited understanding of Macronutrients in diet</p>
	7.1	<p>Limited understanding of kitchen equipment and its safe application Limited understanding of mathematical and scientific processes that are involved in cooking (weighing and measuring) Limited understanding and application of cooking skills and techniques that include hand-eye coordination</p>

Food & Nutrition Theory

Food Preparation & Cooking Practical

# YEAR 7 GEOGRAPHY REPORTING DESCRIPTORS

EXCEPTIONAL	7.9	<p>Demonstrates knowledge and understanding of a range of places and environments at various scales. Offers explanations for interactions within and between physical and human processes.</p>
		<p>Applies their knowledge and understanding to interpret, analyse and conclude geographical issues. Makes judgements based on evidence. They assess differing viewpoints.</p>
		<p>Is able to analyse, conclude and evaluate geographical investigations, based on evidence. Uses a variety of skills with consistent accuracy.</p>
MASTERY	7.8 7.7	<p>Is able to explain changes in places over time, physical and human processes, and interactions with other places.</p>
		<p>Applies their knowledge and understanding to interpret and analyse geographical issues. They can make balanced judgements based on differing viewpoints.</p>
		<p>Uses evidence to analyse data and draw conclusions from it. Uses a variety of map skills accurately e.g. 6 figure grid references, scale, direction.</p>
SECURE	7.6 7.5	<p>Has a secure knowledge of the world, including globally significant physical and human features. Understands the links between people, places and the environment.</p>
		<p>Can use their knowledge to form and explain their opinions. They can describe alternative viewpoints on an issue. They are able to structure an argument.</p>
		<p>Are beginning to conduct geographical investigations using a range of sources. Uses map skills with accuracy e.g. 4 &amp; 6 figure grid references, direction, distance.</p>
DEVELOPING	7.4 7.3	<p>Has some knowledge of places locally, in the UK and wider world. Is able to comment on significant landmarks and/or physical features of environments and comment on how and why they may be changing.</p>
		<p>Can use their knowledge to interpret and comment on a geographical issue. They recognise that opinions on an issue may differ.</p>
		<p>Can use sources such as maps, atlases, globes, aerial photos and images to answer questions.</p>
EMERGING	7.2 7.1	<p>Has basic knowledge of places and environments. Can identify similarities and differences in environments.</p>
		<p>With support is able to use their knowledge to comment on a geographical issue.</p>
		<p>With support is able to locate features on a map and identify places in an atlas.</p>

Knowledge

Application of knowledge

Skills

# YEAR 7 HISTORY REPORTING DESCRIPTORS

EXCEPTIONAL	7.9	Can analyse causes, consequences or change in detail and reach a developed conclusion.
		Is able to produce an extended piece of writing independently, which features a high level of analysis.
		Analyses how accurate sources are using content and own knowledge. Is able to explain how provenance affects usefulness and shapes content.
MASTERY	7.8 7.7	Can explain a range of causes and consequences in detail to reach a conclusion.
		Is able to produce an extended piece of writing independently or with little support. Explanations and analysis are used to reach a conclusion.
		Can use provenance to state whether the source is useful or not and use effective evidence to support this.
SECURE	7.6 7.5	Can accurately recall information and describe key causes, changes and/ or consequences. Can use their knowledge to form their own unsupported conclusion.
		With support is able to produce an extended piece of writing. Explanations may be disjointed but there is some attempt to explain rather than describe.
		Can use own knowledge to comment on the accuracy of a source and is starting to evaluate the provenance of the source to make comments regarding its usefulness.
DEVELOPING	7.4 7.3	Is able to recall information and identify key causes, changes and/ or consequences.
		With support is able to organise ideas into coherent paragraphs. Responses tend to be descriptive.
		Can interpret sources and also recognise how the provenance of a source might impact on its reliability. Is able to describe how views of the past may differ.
EMERGING	7.2 7.1	Can recall some key facts and information linked to the topic being studied.
		Needs support to structure responses to the questions. Tends to copy information rather than apply own knowledge to answer the question.
		Needs support to extract information from sources. Recognises that individuals may have different views of the past.

Knowledge

Application of knowledge

Skills

# YEAR 7 MATHS AUTUMN REPORTING DESCRIPTORS

<b>EXCEPTIONAL</b>	7.9	<div style="background-color: green; width: 100%; height: 100%;"></div>	<p>Exceptional in all areas including having the ability to tackle problem solving type questions and to be able to make links across different topic areas</p>
	7.8	<div style="background-color: green; width: 100%; height: 100%;"></div>	<p>Can apply integer concepts to solve daily life problems Understands the conventions of writing recurring decimals Is able to round to a given number of significant figures and use to estimate calculations Can use prime factor decomposition to find HCF and LCM and use these to solve problems</p>
<b>MASTERY</b>	7.7	<div style="background-color: red; width: 100%; height: 100%;"></div>	<p>Can substitute integers, fractions and decimals into expressions and formulae Is able to solve equations in one variable with an unknown on both sides of the equals sign</p>
	7.6	<div style="background-color: green; width: 100%; height: 100%;"></div>	<p>Can use a calculator with negative numbers Can use the four operations with problem solving Can use index notation for squares and cubes. Is able to calculate roots Can convert decimals to fractions and round to a given number of decimal places Is able to find the HCF and write numbers as a product of primes Knows the tests for divisibility</p>
<b>SECURE</b>	7.5	<div style="background-color: red; width: 100%; height: 100%;"></div>	<p>Can substitute positive and negative numbers into expressions and formulae Is able to write and solve equations with brackets to solve problems Recognises sequences of square, triangular and cube numbers</p>
	7.4	<div style="background-color: green; width: 100%; height: 100%;"></div>	<p>Can add, subtract, multiply and divide using different methods with positive and negative numbers Can calculate using BIDMAS Can calculate square and cube numbers Can order and use the four operations with decimals Is able to round to the nearest whole number and power of 10</p>
<b>DEVELOPING</b>	7.3	<div style="background-color: red; width: 100%; height: 100%;"></div>	<p>Can use and interpret algebraic notation, write simple expressions and formulae and expand a single bracket Can substitute letters for numbers Can add and subtract linear expressions Is able to use function machines and solve linear equations</p>
	7.2	<div style="background-color: green; width: 100%; height: 100%;"></div>	<p>Understands place value and can write integers as numbers and words Can add and subtract using different methods Can order and compare whole numbers using inequality notation Recognises and is able to order negative numbers Is able to round numbers to the nearest power of ten Understands tenths and hundredths</p>
<b>EMERGING</b>	7.1	<div style="background-color: red; width: 100%; height: 100%;"></div>	<p>Is able to use letters to represent numbers Can collect like terms and simplify expressions</p>

NUMBER/RATIO

ALGEBRA

GEOMETRY

DATA HANDLING

# YEAR 7 MATHS SPRING REPORTING DESCRIPTORS

<b>EXCEPTIONAL</b>	7.9		Exceptional in all areas including having the ability to tackle problem solving type questions and to be able to make links across different topic areas
<b>MASTERY</b>	7.8 7.7		Students can independently work with fractions, mixed numbers and decimals without any guidance Students are able to decide on the most appropriate piece of maths to use
<b>SECURE</b>	7.6 7.5		Can divide with fractions and mixed numbers Understands rational numbers and is able to use a calculator with these Can compare rational and real numbers Is able to divide a decimal by a decimal Can reduce and increase a quantity by a percentage
<b>DEVELOPING</b>	7.4 7.3		Can calculate fractions of quantities Is able to add and subtract fractions and mixed numbers Can multiply fractions Is able to round decimals to whole numbers and decimal places Can divide a decimal by a whole number Is able to convert between units Can calculate percentages of quantities Can convert between ratios and fractions Is able to find equivalent ratios and simplify
<b>EMERGING</b>	7.2 7.1		Understands fractions both as mixed numbers and improper fractions Is able to find and use equivalent fractions for comparing Understands place value, ordering and rounding decimals Can convert between fractions and decimals Is able to multiply and divide by powers of 10 Understands the concept of percentage Understands the concept of ratio

NUMBER/RATIO

ALGEBRA

GEOMETRY

DATA HANDLING

# YEAR 7 MATHS SUMMER REPORTING DESCRIPTORS

EXCEPTIONAL	7.9	<p>Exceptional in all areas including having the ability to tackle problem solving type questions and to be able to make links across different topic areas</p>
MASTERY	7.8	<p>Students can independently work seamlessly with angles, surface area and volume without any guidance Students are able to decide on the most appropriate piece of maths to use</p>
	7.7	<p>Students can produce independent work seamlessly using various data charts</p>
SECURE	7.6	<p>Can undertake real life applications with volume and surface area</p>
	7.5	<p>Can work well with grouped data and compound bar charts</p>
DEVELOPING	7.4	<p>Understand angles are created by parallel lines and transversals Can calculate angles in triangles Understand reflection and rotational symmetry Can calculate the perimeter and area of triangles Can calculate the circumference and area of circles Can calculate the surface area and volume of cubes and cuboids</p>
	7.3	<p>Can interpret pictograms, vertical line charts and bar charts Can work with grouped data</p>
EMERGING	7.2	<p>Is able to draw and name angles Can plot points and draw lines and planes Can calculate the perimeter and area of squares and rectangles Understands reflection symmetry</p>
	7.1	<p>Can collect, classify and tabulate data Can interpret pictograms, vertical line charts and bar charts</p>

NUMBER/RATIO

ALGEBRA

GEOMETRY

DATA HANDLING

# YEAR 7 MFL REPORTING DESCRIPTORS

EXCEPTIONAL	7.9	Is able to understand listening extracts spoken at near normal speed, and to transcribe extended sentences. Is able to spot whether verbs in longer written texts refer to present or future actions.
		Can show increasing independence in written work, regularly extended sentences to produce a more fluent-sounding text. Initiates conversations by using the target language in class and extends conversations by asking questions.
		Demonstrates awareness of grammar through accurate translation. Begins to use knowledge of language to work out the meaning of totally unfamiliar language, for example by looking at word families or structures seen elsewhere.
MASTERY	7.8 7.7	Able to understand all key facts expressed in listening extracts and longer texts including all references to opinions and reasons. Able to translate longer sentences/paragraphs into English with a high level of accuracy.
		Able to take part in brief conversations on a range of the topics covered, with some opportunity to prepare beforehand and with increasingly accurate intonation and pronunciation. Able to write giving, and asking for, opinions and some detail.
		All language produced could be understood by a sympathetic native speaker. Ideas and information expressed with greater fluency and translations into English show few to no errors.
SECURE	7.6 7.5	Able to pick out key information in listening texts spoken at near-normal speed and to understand different styles of text (e.g. adverts, songs, simple poems). Able to use a vocabulary list/glossary accurately.
		Can take part in simple conversations talking about likes and dislikes and giving reasons for opinions. Able to write using mostly memorised language, however this may lead to some inaccuracy, although the intended meaning is clear.
		Accuracy in translation and comprehension is good, and speaking is usually in full sentences. There may be a few more errors in written work as more and more language is written from memory.
DEVELOPING	7.4 7.3	Shows an understanding of a range of language covered when presented clearly, as well as beginning to pick out key details. Can translate familiar language clearly into English.
		Able to ask and answer simple questions, as well as express opinions. Able to write several short sentences on a topic with support, and can translate familiar language into French / Spanish. Generally accurate and meaning is clear.
		Translation, written and spoken work are usually clear, although there may be significant mistakes when expressing more complicated ideas. Beginning to show ability to move away from reference materials.
EMERGING	7.2 7.1	Can understand familiar vocabulary items used in context and when spoken clearly. Able to match sound to spelling when reading aloud, and show understanding of familiar language when written clearly.
		Shows awareness of sound patterns and can answer simple questions when spoken clearly. Can give simple opinions when prompted, and written language is clear although spelling may not always be accurate.
		Beginning to demonstrate the ability to communicate own ideas, with support from reference materials. Gives very brief responses that may contain errors.

Receptive Skills

Productive Skills

Application of Knowledge

# YEAR 7 MUSIC REPORTING DESCRIPTORS

EXCEPTIONAL	7.9	<p>Can improvise an 8 beat complex rhythm with total assurance. Can perform a piece of significant length and of significant difficulty as a soloist with accuracy, control, expression and attention to dynamics. Is able to accompany or play as part of an ensemble with accuracy, sensitivity and expression.</p>
		<p>Can create a successful and creative melody and accompaniment with a sense of shape, rhythm, correct harmony and can develop it using a variety of elements and at least one compositional technique. Will demonstrate a confident understanding of style, working independently and with assurance.</p>
		<p>Can recognise the sound of the majority of instruments in the orchestra and their family. Has an awareness of what characteristics that instrument has and an approximate range, selecting them confidently and creatively to use in composition tasks. Can analyse use of musical elements to determine how a piece is created using the correct musical terminology. Is able to identify at least one compositional device.</p>
MASTERY	7.8 7.7	<p>Can improvise an 8 beat rhythm with crotchets and quavers with confidence. Can sing or play a piece of significant length and reasonable difficulty as a soloist with accuracy, control, expression and attention to dynamics.</p>
		<p>Can create a successful melody and accompaniment with a sense of shape, rhythm, correct harmony, developing it using a variety of elements. Can follow a number of steps to create a composition with attention to detail, especially with regard to expression and demonstrating a confident understanding of style, working independently and with confidence.</p>
		<p>Can recognise the sound and family of the majority of instruments in the orchestra and have an awareness of their range and characteristics, selecting them appropriately to use in composition tasks. Can analyse how the musical elements are used to create a piece using the correct musical terminology.</p>
SECURE	7.6 7.5	<p>Create an 8 beat rhythm with crotchets and quavers and clap it back in time, with a degree of confidence. Can sing in tune and with confidence, taking a large solo part and/or play a melody or accompaniment accurately and with assurance.</p>
		<p>Can create a melody with a sense of shape, rhythm and an attempt at an accompaniment. Can develop this by changing at least 3 elements. Can follow 3 steps to create a composition task fully with attention to detail and demonstrating a clear understanding of style.</p>
		<p>Can recognise the sound of and name at least 4 different instruments, know which instrumental family they are from and have an awareness of what characteristics that instrument has. Can use the elements of dynamics, pitch, tempo, to describe a piece using the correct musical terminology.</p>
DEVELOPING	7.4 7.3	<p>Clap back an 8 beat rhythm accurately. Sing/play a simple melody as part of a group in tune, expressively and with assurance.</p>
		<p>Can put a number of pitches together to create a melody with a sense of shape and rhythm and can develop this by changing at least two elements. Can follow a three step task to create a composition with attention to detail.</p>
		<p>Can recognise the sound of and name three different instruments and know the four instrumental families. Can use the elements of dynamics, pitch, tempo, to music to describe a piece in a basic manner.</p>
EMERGING	7.2 7.1	<p>Can clap an 8 beat pulse and/or play a simple melody with a good attempt at staying in time, but with a few inaccuracies. Sing back as part of a group following the ascending/descending patterns of a melody line.</p>
		<p>Can put a number of pitches together with an attempt at adding a rhythm. Can follow one or two steps to complete a composing task fully.</p>
		<p>Can recognise the sound and name 1-2 different instruments. Can appreciate whether a piece is fast or slow, loud or quiet.</p>

Performing

Composing

Listening



# YEAR 7 CORE PE REPORTING DESCRIPTORS

EXCEPTIONAL	7.9	Can safely apply a range of appropriate techniques, strategies and/or compositional ideas demonstrating a capable and controlled performance. Shows some technique and accuracy in the performance. Has the ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to the position they are playing. Their contribution is evident but infrequent throughout the game.
		Has excellent knowledge of the bones in the body and where they are located. Has exact knowledge of how the skeleton can provide protection to the body and organs as well as other roles it plays. Has a strong understanding of cardiac output and also how responses can be considered for performers of different abilities.
MASTERY	7.8	Can choose and link together skills, techniques, strategies and/or compositional ideas demonstrating a capable and controlled performance. Shows some technique and accuracy in the performance of some skills in set plays but there are obvious inconsistencies in open play. Understands and can independently apply rules with consistency.
	7.7	Has a good knowledge of the bones in the body and where they are. Has a good knowledge of which bones provide protection to the body and also other roles of bones such as movement and blood production. Can confidently calculate heart rates and understand how cardiac output will change with exercise.
SECURE	7.6	Can apply basic strategies and or compositional ideas demonstrating some success/control in small sided games or performance. Understands and can independently apply most of the basic rules. The quality of their technique is maintained for a few skills. At times they produce the intended results/accuracy and can apply some basic strategies and compositional ideas in basic games and practices.
	7.5	Can name most of the bones in the body and where they are. Has a fairly good knowledge of which bones protect which part of the body and which are useful for movement or weight bearing. Is confident to calculate maximum heart rate and explain how this alters with activity.
DEVELOPING	7.4	Can link simple skills and actions with some control and co-ordination. Can pick the right skills, actions and ideas in various activities. With limited support, they understand and can apply some basic rules. Can select the correct skill under limited pressure but is rarely able to apply this.
	7.3	Can name lots of the bones in the body and know where some of them are. They know some of the places in your body where bones can protect organs. They understand certain long bones help with movements like running. They can explain that the heart rate and stroke volume will increase with exercise.
EMERGING	7.2	Can copy simple techniques, skills and action with limited control and minimal co-ordination. They understand very basic rules but cannot apply them into small drills or games.
	7.1	They have a limited knowledge of the bones and the protection they can provide. They can recall some of the bones of the body. They understand that bones are also useful for movement. They are aware that the heart rate and breathing rate will increase with exercise.

Practical Performance

Knowledge of Theory

# YEAR 7 SCIENCE REPORTING DESCRIPTORS

EXCEPTIONAL	7.9	Can apply the concepts taught this term and link to prior knowledge to construct detailed explanations for unfamiliar contexts and solve problems, which may include using quantitative methods.
		Can competently undertake a full analysis of data, taking full account of anomalies and offering explanations for them. Can justify all aspects of the chart or graph used for displaying results and can explain their choice of a straight line or curved line of best fit.
MASTERY	7.8	Can construct several step explanations, linking cause and effect and applying ideas taught this term with confidence. Can compare and contrast different arguments or views related to the topics taught this term.
	7.7	Can confidently identify patterns in data and use these to describe the relationships between variables. Can apply knowledge and understanding from the topics taught this term to confidently explain the relationship between variables. Can justify their chosen method of chart or graph for displaying results.
SECURE	7.6	Uses keywords confidently to explain the concepts taught this term. Can use key ideas taught to make connections, for example, between structure and function of organs, or apply particle model to explain simple ideas. Can perform simple calculations.
	7.5	Can identify anomalous results in a set of data and select appropriate data for calculating a mean. Can identify the relationship between two variables, describe the pattern in a data set and start to explain it using scientific knowledge from the topics taught this term. Can present data in a table with correctly labelled headings with units.
DEVELOPING	7.4	Can recall and use some keywords to describe ideas from the topics taught this term. Can describe processes such as digestion or energy transfers.
	7.3	Can analyse data to identify a simple pattern, identifying the variables involved, and can calculate a simple mean or estimate values of data between known values.
EMERGING	7.2	Can recall some simple facts for the topics taught this term. Can label simple diagrams when given keywords.
	7.1	Can, with guidance, present data in a table and produce a chart or graph. Can identify evidence which supports a claim made.

Knowledge and concepts

Working scientifically