

# **LEVEL DESCRIPTORS FOR KEY STAGE 3**

At KS3 National Curriculum assessments are made at a number of levels from 2 up to 7 (up to 8 in Mathematics). At the end of Year 9 all pupils are assessed in the core subjects of English, Mathematics and Science and awarded a National Curriculum level. Pupils will receive this information with the final assessment document in Year 9 along with information about all other National Curriculum subjects.

The information in this document consists of the following:

## **Targets**

Using government statistical research and the pupils' prior attainment levels at the end of Key Stage 2, it is possible for us to calculate target grades for core subjects.

VA Target - The grade a pupil would achieve if he/she makes the same progress as the average pupil nationally. This is the minimum target we expect.

UQ Target – The grade a pupil would achieve if he/she makes the same progress as a pupil performing in the top 25% nationally.

These targets are an indication of a pupil's potential. They are not predicted grades or minimum and maximum grades.

Teacher Target – This is an end of year level which the teacher believes the pupil could attain if he or she made every possible effort.

## **Current Level**

The grade given is an indication of the level on the National Curriculum at which the pupil is working at the moment. In some subjects it is given a number, but in others a number followed by a letter for example

- 5a the student is secure in all learning objectives in this level
- 5b the student has a good grasp of the majority of learning objectives but still has some misconceptions
- 5c the student has 'just' achieved this level

## **Effort, Behaviour, Organisation**

**Effort** - How well does the student pay attention in lessons, attempt all tasks in class to a good standard, regularly completes homework and asks for help when needed?

E = Excellent (ie always)

VG = Very Good (almost always)

S = Satisfactory (usually)

U = Unsatisfactory (one or more aspects missing that will be inhibiting learning)

P = Poor (level of effort made in lessons is having a negative impact on learning)

**Behaviour** - How well does the student focus in class? Does he/she get distracted? Does he/she try to distract others?

E = Excellent (always well behaved and courteous)

VG = Very Good (almost always well behaved and courteous)

S = Satisfactory (usually well behaved and courteous, may need to be brought back on task occasionally)

U = Unsatisfactory (loses focus but can be brought back on task easily)

P = Poor (poor behaviour in a significant number of lessons leading to negative impact on learning)

**Organisation** – Is the student bringing the correct equipment to lessons? Does he/she remember to bring ingredients, PE kit etc? Does the student hand in his/her homework on time?

E = Excellent (always organised)

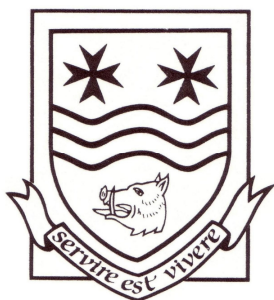
VG = Very Good (almost always well organised)

S = Satisfactory (usually well organised)

U = Unsatisfactory (lack of organisation that could have a negative effect on learning)

P = Poor (rarely organised leading to a significantly negative effect on learning)

When considering the progress your child is making in any subject please be aware that it is almost never smooth. Children vary greatly in the rates at which they move up through levels and grades and, indeed, the differences between any two consecutive levels can vary greatly both between and within subjects.



***The following pages give an indication of some of the kind of skills pupils typically need to achieve a sample of levels in each subject.***

## **ART**

### Level 4

Pupils should use a variety of approaches to explore and experiment with ideas and information to develop their own response. They should be able to develop skills in using a range of media and techniques and be able to identify qualities of media to select and use to suit their intentions. They should be able to compare and comment on methods and approaches used by artists, craftspeople and designers and discuss their own work considering how to adapt and refine their ideas.

### Level 5

Pupils should be able to take some creative risks when exploring, experimenting and responding to ideas and be able to select information to develop their work. They should be able to develop and use their technical knowledge and skills to manipulate the qualities of materials, processes and formal elements when designing and making. They consider and discuss ideas, methods and approaches used by artists, craftspeople and designers, relating these to context and purpose and can evaluate their own and others work reflecting on their own view of its purpose and meaning. They are able to adapt and refine their ideas, processes and intentions.

### Level 6

Pupils accept creative risks, exploring and experimenting with ideas independently and inventively to develop, design and make work. They apply technical knowledge and skills to realise intentions using qualities of materials, processes and formal elements effectively. They can interpret and explain ideas and meanings of artists, craftspeople and designers, recognising characteristics of historical, social and cultural contexts. They can provide a reasoned evaluation of their own and others' work and use critical understanding to develop their own views and practice.

### Level 7

Pupils learn from taking creative risks that help them to form and develop their ideas and to create purposeful, imaginative work with some originality. They demonstrate confident understanding and use of materials, processes and the formal elements, combining these thoughtfully to realise intentions. They analyse and comment on their own and others work, appreciating how codes and conventions are used to express ideas in different genres, styles and traditions. They explain how and why their understanding of the work of others affects their own ideas, values and practice.

# DESIGN AND TECHNOLOGY

## Level 4

Pupils generate ideas by collecting and using information. They take users' views about aesthetic and technical issues into account. They produce step-by step plans. They communicate alternative ideas using words, labelled sketches and models, showing that they are aware of constraints. They work with a variety of materials and components with some accuracy, paying attention to quality of finish and to function. They select and work with a range of tools and equipment. They reflect on their designs as they develop, recognising the significance of knowledge and previous experience and bearing in mind the way the product will be used. They identify what is working well and what could be improved to overcome practical problems.

## Level 5

Pupils draw on and use various sources of information. They clarify their ideas through discussion, drawing and modelling, showing understanding of aesthetic and economic dimensions. They use their understanding of the characteristics of culture and society reflected in familiar products when developing and communicating their own ideas. They work from their own detailed plans, modifying them where appropriate. They work with a range of tools, materials, ingredients, equipment, components and processes with some precision. They check their work as it develops and show some evidence of creativity as they modify their approach in the light of progress. They test and evaluate their products, showing that they understand the situations in which those products will function and are aware of resources as a constraint. They evaluate their products and their use of information sources.

## Level 7

Pupils use a wide range of appropriate sources of information to develop ideas. They investigate form, function and production processes before communicating creative ideas, using their understanding of others' designing to inform their own. They recognise the different needs of a range of users and search for trends and patterns in existing solutions as they develop fully realistic products. They produce plans that predict the time needed to carry out the main stages of making products. They work with a range of tools, materials, equipment, components and processes, taking full account of their characteristics. They adapt their methods of manufacture to changing circumstances, providing a sound explanation for any change from the design proposal. They select appropriate techniques to evaluate how their products would perform when used and modify their products in the light of the evaluation to improve their performance.

# DRAMA

By the end of **Year 7** pupils are expected to be at level 4 (below average is 3 and above is 5).

By the end of **Year 8** pupils are expected to be at level 5 (below average at 4 and above is 6).

By the end of **Year 9** pupils are expected to be at level 6 (below average at 5 and above is 7).

The criteria for each drama level is explained below, identifying what is expected of each pupil. It has been split into three sections; Creating, Performing and Evaluating, to enable them to build up a range of skills

## **Creating**

### Level 3

Pupils should be able to work well with others, be able to think of ideas and contribute them to a group, use the technique Role play and perform as a character and use his/her imagination.

### Level 4

Pupils should be able to build on other people's ideas when working in groups and understand the basic social and group skills necessary for meaningful drama to take place. Pupils should understand and demonstrate improvisation and use drama techniques to explore role in a variety of situations.

### Level 5

Pupils should work sensitively and supportively with others, be able to express ideas clearly and with confidence, understand the techniques expected and apply them consistently, i.e role play, improvisation, freeze and demonstrate the ability to create and sustain a character on stage.

### Level 6

Pupils will be able to respond to a range of texts in an original and different way, work in mixed groups of varying sizes developing the ability to negotiate and make decisions as part of a group. They will have the ability to work in a group as part of a team and understand that this is essential to be able to create good drama. Pupils should understand the techniques required to be creative, to step out, mark the moment, thought track and hot seating.

### Level 7

Pupils will put research and discussion ideas together and have a strong involvement in organising and directing drama. They should be creative in their vocal range and have a variety of different accents to help create colourful characters on stage. They will develop the dramatic techniques that enable me to create and sustain a variety of characters, motivate and involve people who are less confident in the group to work well and encourage others to express their opinions and contribute ideas. They should solve problems in the group by encouraging others.

## **Performing**

### Level 3

Pupils will use a stimulus (resource/picture) with a degree of imagination to show a developing ability to devise, improvise and create interesting characters. They will face the audience when performing and project their voice on stage.

### Level 4

Pupils should be able to co-operate with others and perform to an audience with confidence. They should communicate characters through words, movement and gesture, maintain the attention of an audience and use good speech when performing.

### Level 5

Pupils will use a range of skills to perform with confidence in front of an audience, use skills such as mime, clown techniques, freeze with confidence. They should be aware of the audience and structure a performance with a clear beginning, middle and end. They will project their voice with confidence and show a variety of different accents/voices.

### Level 6

Pupils will have the ability to communicate a convincing character using words, movement and gesture as well as being able to think and apply different ideas to enhance a performance. They should have strong vocal presence on stage and have a strong range of accents. Pupils should be able to perform a range of techniques with confidence and show depth and understanding of their characters.

### Level 7

Pupils will take responsibility for their part and support other actors, they will change and experiment with acting on stage as a result of the suggestions of others. They should use a range of technical resources to enhance the play and successfully perform realistic fighting techniques on stage.

## **Evaluating**

### Level 3

Pupils will be able to comment on other people's work and say how it could be better, use basic drama terms such as role play, improvisation and freeze frames. They will reflect on their own work and see what they can do to improve. They should be able to set targets to improve on in drama.

### Level 4

Pupils will develop the ability to listen carefully to comments about work, improve where required and evaluate their own and other's work constructively. They will have learned to appreciate and appraise their own and other's work as part of the process of making drama.

### Level 5

Pupils will understand that the process of drama has its own worth and that performance is not always part of the activity. They will be able reflect and respond constructively to their own work and that of their peers. They will be aware of their own strengths and weaknesses, set targets accordingly and be able to give feedback to groups on their performance and always give positive feedback immediately after each performance.

### Level 6

Pupils will have the ability to talk about how successful the drama was for the audience, set targets, achieve and create new ones on a lesson to lesson basis. They will be able to evaluate their own and other people's work constructively, collaborate in and evaluate the presentation of dramatic performances, scripted and unscripted, which explore character, relationships and issues.

### Level 7

Pupils will use technical terms to describe how characters and plots are shown in a drama, analyse and give positive feedback with constructive criticism. They can comment successfully on whether the storyline is relevant and the techniques were completed.

# ENGLISH

## Speaking and Listening

### Level 3

**Level 3a** speakers can talk and listen confidently in different situations, putting across ideas and in discussion show that they understand the main points. They can show they have listened carefully by making comments and asking questions, thinking about what they say depending on to whom they are talking, changing some words and details if necessary. They will be aware of Standard English and when it might be used.

**Level 3b can do most of these things, level 3c some of them.**

### Level 5

**Level 5a** speakers talk and listen confidently in a wide range of situations, including some formal ones, engage the listener's interest, beginning to vary expression and vocabulary. In discussion, they pay close attention to what others say; asking questions to develop ideas, making contributions that take account of other people's views. They begin to use Standard English in formal situations.

**Level 5b can do most of these things, level 5c some of them.**

### Level 7

**Level 7a** speakers match their talk to different situations with confidence, using vocabulary precisely and organising what they say to communicate clearly. In discussion, they make significant contributions, evaluating other people's ideas and varying how and when they participate. They use Standard English confidently in situations that require it.

**Level 7b can do most of these things, level 7c some of them**

## Writing

### Level 3

**A level 3a** writer can use capital letters, full stops and question marks correctly at least half the time, write stories with a beginning, a middle and a simple ending and write in different forms, starting to change them for different readers. They can write clearly, spelling basic words correctly, making their meaning clear using a basic vocabulary. They will try to change the way they write depending on who and what the writing is for.

**Level 3b does most of these; level 3c does some of them**

### Level 5

**A level 5a writer** can show varied and interesting writing in a range of forms using a more formal style when necessary, usually use paragraphs and write using simple and complex sentences. They will usually use punctuation properly, including commas, apostrophes and speech marks, write clearly and fluently spelling basic words and usually spelling long words correctly. They will use new words to make their writing better and try to change the way they write depending on who and what the writing is for.

**Level 5b can do most of these, level 5c some of them**

### Level 7

**At level 7a writer** can write confidently using a range of sentence structures. They will use paragraphs in a clear and coherent way showing control of characters, events and settings in narrative writing, with variety in structure. They will give clear and coherent points of view in non-fiction writing. They will write legibly and fluently, spelling accurately, including difficult words, use a varied vocabulary accurately and effectively to emphasise meaning and show a clear sense of purpose and audience, with a confident choice of style and register.

**7b can do most of these, 7c some of them**

### Reading

#### Level 3

**A level 3a reader** can read a wide range of texts (stories, poems, plays, non-fiction, magazines etc), read independently (by themselves), show understanding of the main points of the things they read and talk or write about what they like or dislike in what they read. They can show they know the difference between fact and opinion (maybe with a bit of help) and use the alphabet to help find information in books or in the library.

**Level 3b can do most of these things, level 3c some of them**

#### Level 5

**A level 5a reader** can show understanding of a wide range of texts, picking out important points, using inference and deduction if necessary. They can identify key features, themes and characters, pick out sentences, phrases and information to support their point of view. They will know the main ways different texts are organised and use them in their own work, compare and contrast different texts (either by the same author or different ones). They will be able to discuss sensibly whether a text is successful or not and sum up information from different sources.

**Level 5b can do most of these, level 5c some of them**

#### Level 7

**A level 7a reader** can read and discuss a wide range of texts, showing understanding of how meaning and information are put across, put into words personal and critical responses to poems, plays and novels/short stories, including awareness of thematic, structural and linguistic features. They can analyse key features of non-fiction writing and select and synthesise a range of information from a variety of different sources.

**Level 7b can do most of these, level 7c some of them**

## **GEOGRAPHY**

### Level 1

Pupils show their knowledge, skills and understanding in studies at a local scale. They recognise and make observations about physical and human features of localities. They express their views on features of the environment of a locality. They use resources that are given to them, and their own observations, to ask and respond to questions about places and environments.

## Level 2

Pupils show their knowledge, skills and understanding in studies at a local scale. They describe physical and human features of places, and recognise and make observations about those features that give places their character. They show an awareness of places beyond their own locality. They express views on the environment of a locality and recognise how people affect the environment. They carry out simple tasks and select information using resources that are given to them. They use this information and their own observations to help them ask and respond to questions about places and environments. They begin to use appropriate geographical vocabulary.

## Level 3

Pupils show their developing knowledge and understanding of places by describing the physical and human features of different localities and offering explanations for the location of some of those features. They recognise that different places may have both similar and different characteristics that influence the lives and activities of people living there. They recognise that people seek to improve and sustain environments. They offer simple reasons for their observations and views about these places and environments. They use skills and sources of evidence to respond to a range of geographical questions, and begin to use appropriate vocabulary to communicate their findings.

## Level 4

Pupils show knowledge and understanding of aspects of the geography of the UK and the wider world. They recognise and describe the physical and human features of places and begin to do this within a wider locational framework. They describe how physical and human processes can change the features of places and how these changes affect the lives and activities of people living there. They recognise and describe simple geographical patterns. They understand that people can both improve and damage the environment. They offer reasons for their own views about environmental change and recognise that other people may hold different views. Drawing on their knowledge and understanding, they begin to suggest suitable geographical questions, and use a range of geographical skills to investigate places and environments. They use primary and secondary sources of evidence in their investigations and communicate their findings using appropriate vocabulary.

## Level 5

Pupils show increasing depth of knowledge and understanding of aspects of the geography of the UK and the wider world. They use this to describe physical and human characteristics of places within a wider locational and contextual framework. They describe how physical and human processes can lead to similarities and differences in the environments of different places and in the lives of people who live there. They describe and begin to explain geographical patterns.

They understand some ways that human activities cause environments to change. They demonstrate an awareness of sustainable development and recognise the range of views held about environmental interaction and change. Drawing on their knowledge and understanding, they suggest relevant geographical questions and use appropriate geographical skills to investigate places and environments. They select and begin to evaluate sources to establish evidence for their investigations. They suggest plausible conclusions to their investigations and present their findings both graphically and in writing using appropriate vocabulary.

## Level 6

Pupils use their knowledge and understanding of the geography of the UK and the wider world to describe and begin to analyse physical and human characteristics of places in a range of locations, contexts and scales. They explain physical and human processes and recognise that these interact to produce the distinctive characteristics of places. They begin to explain the ways in which physical and human processes lead to diversity and change in places. They identify geographical patterns at a range of scales. They recognise how conflicting demands on the environment may arise and compare sustainable and other approaches to managing environments. They appreciate that different values and attitudes, including their own, result in different approaches to environmental interaction and change. Drawing on their knowledge and understanding, they suggest appropriate sequences of investigation into relevant geographical questions and issues and use geographical skills effectively when carrying these out. They evaluate sources to establish evidence for their investigations. They present their findings in a coherent way using appropriate methods and vocabulary and reach conclusions that are consistent with the evidence.

## Level 7

Pupils make links in their knowledge and understanding of the geography of the UK and the wider world. They use these links to analyse the physical and human characteristics of places, drawing on their knowledge of a wide range of locations, contexts and scales. They explain interactions within and between physical and human processes and show how these interactions create diversity and interdependence and help change places and environments. They identify and analyse the geographical patterns that result from these interactions at a range of scales. They understand that many factors influence the decisions made about sustainable and other approaches to developing places and environments, and use this understanding to explain the resulting changes. They appreciate that the environment in a place and the lives of the people who live there are affected by actions and events in other places. They recognise that human actions, including their own, may have unintended environmental consequences and that change sometimes leads to conflict. Drawing on their knowledge and understanding, they plan their own sequences of investigation into relevant geographical questions and issues and use a wide range of geographical skills accurately when carrying these out. They evaluate sources by considering critically their origin, nature and purpose, present well argued summaries of their investigations, use accurate geographical vocabulary and begin to reach substantiated conclusions.

## Level 8

Pupils use their knowledge and understanding of the geography of the UK and the wider world to analyse the physical and human characteristics of places. They explain changes in the characteristics of places over time by drawing on their knowledge and understanding of a wide range of locations, contexts and scales. They analyse the interactions within and between physical and human processes and show how these interactions create diversity and interdependence and help change places and environments. They describe and analyse the geographical patterns these interactions create at a range of scales and the changes that result. They analyse different approaches to developing places and environments and explain the causes and consequences of environmental change. They show how the interaction between people and environments can result in complex and unintended changes. They understand and describe a range of views about environmental interaction. Drawing on their knowledge and understanding, they show independence in identifying appropriate geographical questions and issues, and in using an effective sequence of investigation.

They select a wide range of skills and use them effectively and accurately. They evaluate critically a range of sources; they present full and coherently argued summaries of their investigations and reach substantiated conclusions.

## **HISTORY**

### Level 3

Pupils can give 2/3 reasons, results and changes of the differences between views of the past. They will write in their own words what a source tells them and recognise different periods of time and give similarities and differences between times in the past. They will begin to write in paragraphs.

### Level 5

Pupils will describe and link reason, results and changes and describe in detail events, people and changes. They will give simple reasons for different views of the past and explain how useful a source is. They will describe and link features of past societies, writing in paragraphs, using correct dates and terms and giving an introduction and conclusion.

### Level 7

Pupils will explain the importance of some reasons, results and changes and explain how and why different views have been produced. They will judge the reliability and value of sources and give a supported conclusion on their own. They can analyse relationships between features of a period or society. They will write in paragraphs, using correct dates and terms, giving detailed descriptions and explanations with introduction and supported conclusion.

## **ICT**

### Level 3

At level 3 pupils can use a spreadsheet or database program to solve simple problems and know that they may need to use more than one program to solve their problem. They can improve an ICT solution, eg improve a poster or leaflet, put instructions into a correct order, eg make a cup of tea and can use a spreadsheet model, eg work out the correct price for a disco ticket. They will be able to find information, eg a particular piece of information from the Internet, display information by using the correct graph and exchange ideas with others, eg create a presentation about themselves.

### Level 5

Pupils can put together work from different programs, not simply picture and writing, design and create a leaflet from scratch and explain why they did it their way. They will use the “input, process and output” sequence of steps in their work, explain their work by clearly putting notes on it and check that collected information is accurate.

## **MATHEMATICS**

### Level 3

When problem solving pupils try different approaches and try to organise their results by using charts and diagrams. Pupils use mental recall of multiplication tables up to 10 to solve whole number problems involving multiplication and division. They use simple fractions and decimals and recognise negative numbers in context such as money and temperature. Pupils understand reflective symmetry of 2D shapes and can name 3D shapes. They can use metric units of length, capacity and mass and standard units of time. They are able to extract and interpret information from tables and lists and display it as bar charts and pictograms.

### Level 5

When problem solving pupils check their results and are able to describe them mathematically using symbols words and diagrams. They can multiply and divide decimals by powers of ten and use all operations with negative numbers. Pupils can solve problems involving proportion by using fractions, decimals and percentages. They can construct, use and solve simple formulae and equations with up to two operations and brackets. Pupils can draw shapes accurately measuring angles to the nearest degree and they know the properties of triangles. They can calculate the area of a rectangle. Pupils can compare simple distributions by working out and using the mean, mode, median and range of each. They can interpret bar charts and pie charts. Pupils can find and justify probabilities by selecting and using methods based on equally likely outcomes and experimental evidence.

### Level 7

When problem solving pupils are able to develop the investigation, giving reasons for their choices and justifying their solutions. They can give estimates to calculations by approximating to one significant figure and they can use a variety of functions to use a calculator efficiently. They can solve problems by using proportional change and can find the formula for the nth term of linear or quadratic sequences. Pupils can solve simultaneous equations by algebraic and graphical methods and they can solve simple inequalities. They can use Pythagoras' Theorem to solve problems and calculate lengths, areas and volumes of plane shapes and prisms. They can draw transformations and enlarge shapes by a fractional scale factor. They can compare distributions involving continuous and grouped data and can draw scatter diagrams and lines of best fit. They understand relative frequency as an estimate of probability.

## **MODERN FOREIGN LANGUAGES**

### **Listening**

#### Level 1

Pupils show that they understand a few familiar spoken words and phrases. They understand speech spoken clearly, face to face or from a good quality recording. They may need a lot of help, such as repetition or gesture.

#### Level 3

Pupils can understand short passages made up of familiar language, spoken at near normal speed; understand instructions, messages and dialogues. They can identify and note main points and personal responses [eg. likes, dislikes and feelings]. They may need short sections to be repeated.

#### Level 5

Pupils can understand language made up of familiar material from several topics, including present and past or future events. They can understand language spoken at near normal speed in everyday circumstances with little or no interference or hesitancy. They can identify and note main points and specific details, including opinions. They may need some repetition.

#### Level 7

Pupils can understand a range of material that contains some complex sentences and unfamiliar language. They can understand language spoken at normal speed, including news items and nonfactual material taken from radio or television. They need little repetition.

## **Speaking**

### Level 1

Pupils say single words and short, simple phrases in response to what they see and hear. They may need considerable support from a spoken model and from visual clues. They imitate correct pronunciation with some success.

### Level 3

Pupils can take part in short conversations (2 or 3 exchanges). They use short phrases to express personal responses [eg. likes, dislikes and feelings]. They use mainly memorised language, but sometimes they can substitute words to vary their questions or statements.

### Level 5

Pupils can take part in short conversations, and express information and opinions in simple terms. They can talk about past and present, or future events. They sometimes make mistakes, but they can be understood with little or no difficulty.

### Level 7

Pupils can initiate and develop conversations and discuss matters of personal or topical interest. They can improvise and paraphrase. Their pronunciation and intonation are good, and they make few mistakes.

## **Reading and responding**

### Level 1

Pupils recognise and read out a few familiar words and phrases presented in clear script in a familiar context. They may need visual clues.

### Level 3

Pupils can understand short texts and dialogues, printed clearly. They can identify and note main points and personal responses [eg. likes, dislikes and feelings]. They are starting to read simple texts on their own, using a dictionary or glossary to look up new words.

### Level 5

Pupils show that they understand a range of written material, including texts covering present and past or future events. They identify and note main points and specific details, including opinions. Their independent reading includes authentic materials [for example, information leaflets, newspaper extracts, letters, databases]. They are generally confident in reading aloud, and in using reference materials.

### Level 7

Pupils can understand a range of material, imaginative and factual, that includes some complex sentences and unfamiliar language. They can use new vocabulary and structures found in their reading to respond in speech or in writing.

## **Writing**

### Level 1

Pupils write or copy simple words or symbols correctly. They label items and select appropriate words to complete short phrases or sentences.

### Level 3

Pupils can write two or three short sentences on familiar topics, using help (eg. textbooks, displays or exercise book). They can express personal responses, [eg. likes, dislikes and feelings]. They can write short phrases from memory and the spelling can be understood.

### Level 5

Pupils can write short pieces of writing, with simple sentences, that express information and opinions. They can refer to past and present, or future plans. They sometimes make mistakes, but the meaning is quite clear. They use dictionaries or glossaries to check words they have learnt and to look up new words.

### Level 7

Pupils can produce pieces of writing of varying lengths on real and imaginary subjects, using an appropriate register. They can link sentences and paragraphs, structure ideas and adapt previously learnt language for their own use. They can edit and redraft their work, using reference sources to improve the accuracy, and variety of expression in their work. They make occasional mistakes, but the meaning is clear.

## **MUSIC**

By the end of Year 7, most pupils will be working at Level 4.

By the end of Year 8, most pupils will be working at levels 4-5.

By the end of Year 9, most pupils will be working at levels 5-6.

### Level 4

Pupils can perform a simple part and be aware of how it fits with others and improvise short melodies and rhythms and develop their ideas in a piece. They will identify and explore the relationship between sounds and how music reflects intentions. They can suggest improvements and evaluate the success of their work.

### Level 5

Pupils can perform a more complicated part and take the lead in a group performance, improvising melodies and rhythms in a piece in a certain style or for a special occasion. They will be able to identify and explore musical devices and how music reflects place and time. They can refine and improve their work.

### Level 6

Pupils can perform with confidence and expression and can make subtle adjustments to fit their own part within a group performance. They will be able to improvise and compose in different styles using devices to create intended effects. They can identify and explore different processes of musical styles and evaluate how music reflects the way it is performed, composed and heard. They will use relevant notations to plan, revise and refine their work making improvements in the chosen style.

## **PHYSICAL EDUCATION**

Most pupils in Year 7 will be working towards Level 4.

Most pupils in Year 8 will be working towards levels 4-5.

By the end of the Key Stage (Year 9) most pupils should be working at levels 5-6.

### Level 3

Pupils can choose the right skills and ideas and use them with coordination and control. They can understand tactics. They can see how their work is similar or different from others. They know why warming up is important and why physical exercise is good for their health.

### Level 5

Pupils select and combine skills, techniques and ideas and use them accurately and appropriately. They consistently show precision and control.

When performing they demonstrate their knowledge of tactics and strategy. They can analyse and comment on their own and others' performances. They can adapt and refine skills to improve their performance. They explain how the body reacts during different types of exercise and they know how to warm up and cool down suitably. They explain why regular exercise is good for their health.

### Level 7

Pupils select and combine advanced skills, techniques and ideas adapting them to the activities. They consistently show precision, control and originality. They use their own knowledge of advanced tactics and apply them to their own and others' work. They analyse and comment on their own and others work as individuals and team members, showing that they understand how skills and fitness relate to the quality of the performance.

They plan ways to improve their own and others' performance and subsequently apply them.

## **RELIGIOUS EDUCATION**

### Level 3

Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences, links between beliefs and sources. They begin to identify the impact religion has on believers' lives.

Pupils identify what influences them, making links between aspects of their own and others' experiences. They ask important questions about religion and beliefs, making links between their own and others' responses.

### Level 5

Pupils use wide religious vocabulary to explain the impact of beliefs on individuals and communities. They understand that similarities and differences illustrate distinctive beliefs within and between religions. They explain how religious sources are used to provide answers to ultimate questions.

Pupils ask, and suggest answers to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives. They explain what inspires and influences them.

## Level 7

Pupils use a wide religious vocabulary to show a coherent understanding of a range of religions and beliefs. They analyse issues, values and questions of meaning and truth. They account for the influence of history and culture on aspects of religious life and practice. Pupils articulate personal and critical responses to questions of meaning, purpose and truth and ethical issues.

## **SCIENCE**

### Level 3

Pupils can suggest simple explanations by linking the outcome of an experiment with what caused it. They can describe their observations using everyday language and are beginning to make generalisations from their experiences in science. They can carry out experiments with guidance and go some way to record their findings and suggest conclusions. Knowledge and understanding is basic limited to use of materials and life processes.

### Level 4

Pupils know the correct scientific terminology and scientific conventions and use these when making descriptions or in making simple explanations. They are able to generalise from specific experience. They can plan and carry out simple experiments, record their findings in tables and graphs and form simple conclusions. Knowledge and understanding includes organ systems, environmental relationships, classifying substances, separating techniques, circuits and forces.

### Level 5

Pupils demonstrate that they have a wider knowledge and understanding of science. They are starting to apply this understanding to explaining less familiar phenomena, events and processes. They are starting to use the key ideas and models (Energy, Forces, Cells, Interdependence and Particles) to explain why things happen such as the process of photosynthesis, balance of different nutrients in diet, use of pH scale, renewable and non renewable energy sources, reflection laws and describing the properties of sound. They can select variables to test and make decisions about the method to use and the best ways to record their findings.

### Level 6

Pupils recognise a wider range of concepts and processes. They use the key ideas & models (Energy, Forces, Cells, Interdependence and Particles) terminology and theories to explain phenomena in a wider range of contexts e.g. distribution of organisms in a habitat, arrangement of particles in different states, word equations, refraction and dispersion of light. They are able to identify variations and patterns in data. They can justify their experimental design and carry it out with a good degree of accuracy. They use their scientific understanding to explain their conclusions and are able to suggest improvements to their experiments.

## Level 7

Pupils can link knowledge from different areas of science to provide explanations of phenomena and events for example the underlying chemical changes in respiration and photosynthesis or that symbols can be used to represent elements and compounds. They can use patterns and models to make predictions about what will happen. They are beginning to use some quantitative relationships in their explanations. They can use and rearrange equations including those for pressure, speed and moments to solve problems. In addition to being able to plan and carry out detailed experiments they are able to make and explain conclusions and discuss the strength of the evidence they have collected.