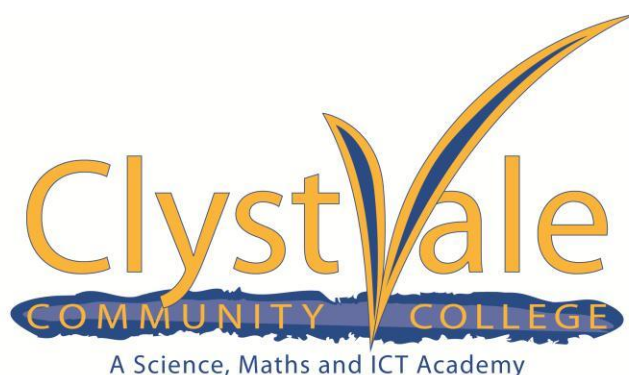


Key Stage 3 Reports

Year 8 Subject Grade Descriptors



Introduction

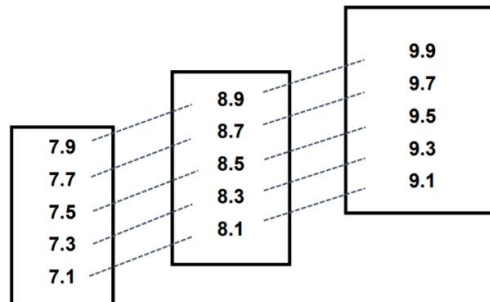
Key Stage 3 is divided into three yearly blocks, each with their own set of knowledge and skills that students need to master. The more fully students master this learning, the better prepared they will be for the following year's work.

The grade awarded on the termly report will reflect the level of knowledge and skills a student is demonstrating. In Year 8, students are graded from 8.1 up to 8.9. The grade bands are as follows:

8.9	Exceptional
8.8	Mastery
8.7	
8.6	Secure
8.5	
8.4	Developing
8.3	
8.2	Emerging
8.1	

A grade 8.1 would suggest that a student needs a lot of support to access the curriculum, where 8.9 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 8 ART REPORTING DESCRIPTORS

EXCEPTIONAL	8.9		Has an exceptional range and depth of research into the work of artists which has been used to develop their work to its full potential.
			An exceptional ability to successfully control a range of art materials and select the best one to create independent work.
			Has an exceptional ability to use all drawing materials to make accurate images, using detail and tone to create blended 3D effects. Written notes document ideas and use subject specific vocabulary throughout.
			Artwork created is personal, highly skilled and selected from their research and planning.
MASTERY	8.8		Has the ability to select, organise and present relevant artistic information to a consistently good standard.
			Uses relevant experimentations with a range of materials. Has the ability to select the most effective and this is further developed in their work.
	8.7		Uses skilful drawing techniques and use of media with good accuracy, detail and a range of tone to create blended 3D effects. Written notes explain clear ideas with good use of subject specific vocabulary.
			Work created is personal, confident, skilful and selected from their research and planning.
SECURE	8.6		Evidence of good research into the work of artists which has some influence on their work.
			Is able to experiment and show success when controlling most art materials.
	8.5		Accurate observation demonstrated when drawing shapes and proportion. Work consistently demonstrates the ability to add detail and use a full range of tone to create blended 3D effects.
			Artwork is created that uses their research and shows independent thinking.
DEVELOPING	8.4		Has the ability to research information and comment upon artists that are relevant to their project.
			They can identify and are becoming more successful in the use of most art materials.
	8.3		Some accurate observation shown in drawing skills but inconsistent. They strive to be accurate when drawing and use some tonal range with uneven blending. Brief written notes support their ideas.
			Artwork links to their artist and shows planning.
EMERGING	8.2		Has some ability to find out information from artists that are relevant to their project.
			Is able to show some success in the use of art materials.
	8.1		Some ability to draw accurate images, which may be inconsistent . They can use annotations to describe and label ideas though this is inconsistent.
			Work shows links to artists on their project and has a plan.

DEVELOP CONTEXT

EXPERIMENT REFINE

RECORD REVIEW

PERSONAL CONNECT

YEAR 8 B&V REPORTING DESCRIPTORS

EXCEPTIONAL	8.9	<p>Ability to draw information from different sources to reach informed and well-reasoned conclusions. Evidence of originality, independence and wider reading apparent.</p>
		<p>Students can...</p> <ul style="list-style-type: none"> • Show originality in their ideas and independence of thought • Draw a conclusion that explains their opinion in depth with a range of reasons and examples and reach a justified conclusion • Draw links between different topics or previous learning to support the points they have made
MASTERY	8.8 8.7	<p>Ability to explain why there are differences in views/actions of believers both within and between religions, generating personal response to these views.</p>
		<p>Students can...</p> <ul style="list-style-type: none"> • 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 • 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) • Explain how religious teachings can be interpreted in different ways
SECURE	8.6 8.5	<p>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.</p>
		<p>Students can ...</p> <ul style="list-style-type: none"> • Describe religious beliefs on a specific issue • Explain how a religious/ non-religious person would respond to an issue giving a reason for their belief • Give a reason for/against an idea, belief or response • Explain the meaning of key terms / concepts or teachings that they mention in their writing
DEVELOPING	8.4 8.3	<p>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.</p>
		<p>Students can...</p> <ul style="list-style-type: none"> • Explain a religious view and/or a non-religious view towards an issue and support with a simple explanation • Use key terms/vocabulary in their answers • Describe their view on a particular topic • Explain two contrasting responses to an issue with a simple reason to support
EMERGING	8.2 8.1	<p>Basic ability to define keywords and ideas and are able to express their own opinion in response to these.</p>
		<p>Students can...</p> <ul style="list-style-type: none"> • State/give key beliefs that people have or key reasons • Identify key terms from multiple choice questions • Explain their view on a particular topic/issue and give a simple reason to support this view

Descriptor

Example

YEAR 8 D&T REPORTING DESCRIPTORS

EXCEPTIONAL	8.9	Carry out comprehensive, independent research, demonstrating understanding of the target market and design requirements. Produce very well presented, original and creative design ideas in 2D and 3D with detailed and insightful annotation. Independent, effective use of CAD. Self-critical evaluation of products using the design specification, suggesting a variety of progressive improvements to the design.
		Demonstrate confident, independent and safe practical skills at all times, taking care to produce work of the highest quality with particular attention to detail.
		Excellent understanding of tools, processes and materials.
MASTERY	8.8	Carry out research with limited/no support, demonstrating awareness of the target market and design requirements. Produce very well presented and creative design ideas in 2D and 3D with detailed annotation. Effective use of CAD to develop products. Evaluate products in detail using the design specification, suggesting a variety of appropriate modifications to improve the design (including sketches).
	8.7	Demonstrate confident, independent and safe practical skills, taking care to produce high quality work with an exceptional finish.
	Very good understanding of tools, processes and materials.	
SECURE	8.6	Carry out research with some support, demonstrating awareness of the target market and design requirements. Produce a variety of well-presented and appropriate design ideas in 2D and 3D with annotation. Appropriate use of CAD during development of products. Evaluate products against the design specification, suggesting suitable modifications to improve the design.
	8.5	Demonstrate accurate and safe practical skills, following instructions with minimal support and taking care to produce high quality work.
	Good understanding of tools, processes and materials.	
DEVELOPING	8.4	Carry out research with extra guidance, demonstrating some awareness of the target market and design requirements. Produce a variety of appropriate design ideas in 2D and/or 3D with some notes. CAD (Computer Aided Design) used with a degree of independence. Evaluate products and suggest some suitable modifications to improve design.
	8.3	Demonstrate safe practical skills, following instructions with some extra support required.
	Some understanding of tools, processes and materials.	
EMERGING	8.2	Carry out research with some 1:1 or additional guidance. Produce a few design ideas in 2D with some colour. CAD (Computer Aided Design) used during development of products. Some evaluative comments evident.
	8.1	Demonstrate some practical skills with extra or 1:1 support.
	Limited understanding of tools, processes and materials.	

Design Folder

Practical

Subject knowledge

YEAR 8 DIGITAL MEDIA REPORTING DESCRIPTORS

EXCEPTIONAL	8.9		<p>A. Can analyse how data is stored using Binary and explain factors affecting quality and size</p> <p>B. Can develop own code sequences to produce own designs using iteration and functions to ensure code is as efficient as possible</p>
			<p>A. Can develop a suitable illustration representing a lobster and/or turtle which shows consideration for the audience</p> <p>B. Can explain Boolean logic making reference to truth tables and statements</p>
			<p>A. Can produce a fully functional app making use of event handling, variables, selection and iteration along with detailed annotations</p> <p>B. Can use an understanding of how search engines rank webpages to develop webpages using CSS with a higher rank</p>
MASTERY	8.8		<p>A. Can describe Hexadecimal and accurately convert 8 bit Binary, Denary and Hexadecimal</p> <p>B. Can understand functions and apply these to create more efficient programs</p>
			<p>A. Can develop effective logos using a number of different tools that ensure the product looks good when scaled up or down</p> <p>B. Can explain some of the instructions and actions which are executed behind the scenes within a computer</p>
	8.7		<p>A. Can produce a set of annotated designs alongside manageable decomposition of problems to produce a fully functional app</p> <p>B. Can use CSS to construct webpages and understand how search engines rank results</p>
SECURE	8.6		<p>A. Can describe the process of storing images and sound using binary</p> <p>B. Can understand how iteration is useful and modify iteration statements to produce outputs</p>
			<p>A. Can confidently combine a number of shapes using (Unite, Subtract, Intersect) tools</p> <p>B. Can explain some of the actions artificial machines are capable of</p>
	8.5		<p>A. Produced a mostly functional app that meets most of the success criteria, implementing event handlers, variables and selection</p> <p>B. Can describe how CSS is used alongside HTML to style pages instead of inline formatting and create hyperlinks to allow users to navigate between web pages</p>
DEVELOPING	8.4		<p>A. Can accurately convert between basic Binary and Denary and have an understanding of character sets and ASCII</p> <p>B. Can understand and develop basic sequences of code by making basic modifications</p>
			<p>A. Can alter the line width and type (e.g. dashed) and create shapes using the pen tool</p> <p>B. Can recognise some of the hardware components within a computer</p>
	8.3		<p>A. Can produce measurable success criteria and decompose the problem into smaller steps, using event handlers to perform actions triggered by the user</p> <p>B. Can modify HTML tags using inline styling to adjust the appearance of web pages and produce a basic webpage from a design</p>
EMERGING	8.2		<p>A. Understanding of the Binary System and the values Zero and One that form this</p> <p>B. Can understand sequences of code labelling some of the actions created by these</p>
			<p>A. Can create basic shapes (rectangle, ellipse) and fill these along with a line colour</p> <p>B. Can recognise the difference between computers and software</p>
	8.1		<p>A. Can create a number of success criteria for apps, and begin to produce an app that meets these</p> <p>B. Can explain what HTML is used for and how to use search technologies effectively</p>

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 8 DRAMA REPORTING DESCRIPTORS

EXCEPTIONAL	8.9	<p>Is a strong leader who is very committed to the drama keeping the working atmosphere positive and productive. Their own creations are confidently and creatively planned. Drama techniques are used very creatively and with very effective, original results.</p>
		<p>Can stay in role throughout with impressive commitment to performances. Lines are delivered with flair, confidently and with a strong sense of character. Can construct and perform a wide variety of characters with depth and sensitivity, interpreted with flair 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 very well, showing a deep understanding of Drama techniques. Makes detailed suggestions for improvement, evaluating throughout.</p>
MASTERY	8.8	<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>
	8.7	<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 intelligently with analysis. Makes detailed suggestions for improvement, reflecting consistently.</p>
SECURE	8.6	<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>
	8.5	<p>A reasonable awareness of social and cultural contexts.</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>
DEVELOPING	8.4	<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>
	8.3	<p>A basic understanding 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>
EMERGING	8.2	<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>
	8.1	<p>A limited 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>

Creating

Performing

Understanding

Analysing

YEAR 8 ENGLISH REPORTING DESCRIPTORS

EXCEPTIONAL	8.9	Can independently select the most relevant textual detail, aiming to embed it into their writing. Can use an increasingly wide range of subject specific terminology with accuracy to write about the language of texts. Can identify purpose, audience or form (PAF) with independence. Is secure in their analysis of similarities and differences between writers' ideas and techniques. Can use developed and evaluative comments on parts of a text.
		Can deliberately use a wide range of linguistic devices to manipulate their audience. Can adapt the language and structure they use to match a wide variety of writing forms. Has the confidence to choose different sentence types to engage their target reader and to create particular effects. Sentence punctuation is consistently accurate. Can select increasingly sophisticated punctuation to enhance their writing.
MASTERY	8.8	Can judiciously select quotations and refer to them in detail. Can accurately and independently use a wider range subject specific terminology. Can identify 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.
	8.7	Is consistently able to use a range of linguistic devices to make their writing more engaging. Can match the ingredients they use in a wide range of forms. Can confidently use simple, compound, and complex sentences in their writing. Their punctuation within and around sentences is accurate almost all of the time. Can choose increasingly sophisticated punctuation.
SECURE	8.6	Can select short, relevant quotations referring to them specifically. Can use a range of terminology to explore the language of a text e.g., adverb, simile, metaphor, with greater accuracy. Can identify purpose, audience or form (PAF) with increasing independence. Can securely identify similarities and differences between writers' ideas and techniques. Can make clear evaluative comments on the effects of writers' choices.
	8.5	Can use 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. 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.
DEVELOPING	8.4	Can select 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. Can make evaluative comments on the effects of writers' choices.
	8.3	Can use simple linguistic devices in their writing. Can use some ingredients of the text types they have examined in their own writing. Can use simple and compound sentences with increasing success. Understands the functionality of sentence types. Can use full stops and capital letters accurately. Can use commas, question marks, exclamation marks and speech marks with more accuracy.
EMERGING	8.2	Can select 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.
	8.1	Is 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. Can write simple sentences with some success. Can use compound sentences with some success and has 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.

Reading

Writing

YEAR 8 FOOD AND NUTRITION REPORTING DESCRIPTORS

EXCEPTIONAL	8.9	Excellent understanding of social and cultural contexts in which foods are grown, reared or produced Excellent understanding and analysis of social, moral & economic influences of food choices Excellent understanding of some Micronutrients in diet Excellent understanding of various International cuisines
		Proficiency in using specialist equipment linked with International cuisine Excellent skills and techniques applicable to Farming module recipes Excellent skills applicable to Micronutrients module recipes
MASTERY	8.8 8.7	Very good understanding of social and cultural contexts in which foods are grown, reared or produced Very good understanding and analysis of social, moral & economic influences of food choices Very good understanding of some Micronutrients in diet Very good understanding of various International cuisines
		Very good in using specialist equipment linked with International cuisine Very good skills and techniques applicable to Farming module recipes Very good skills applicable to Micronutrients module recipes
SECURE	8.6 8.5	Good understanding of social and cultural contexts in which foods are grown, reared or produced Good understanding and analysis of social, moral & economic influences of food choices Good understanding of some Micronutrients in diet Good understanding of various International cuisines
		Secure in using specialist equipment linked with International cuisine Good skills and techniques applicable to Farming module recipes Good skills applicable to Micronutrients module recipes
DEVELOPING	8.4 8.3	Some understanding of social and cultural contexts in which foods are grown, reared or produced Some understanding and analysis of social, moral & economic influences of food choices Some understanding of some Micronutrients in diet Some understanding of various International cuisines
		Some understanding of specialist equipment linked with International cuisine Some understanding of skills applicable to Farming module recipes Some understanding of skills applicable to Micronutrients module recipes
EMERGING	8.2 8.1	Limited understanding of social and cultural contexts in which foods are grown, reared or produced Limited understanding and analysis of social, moral & economic influences of food choices Limited understanding of some Micronutrients in diet Limited understanding of various International cuisines
		Limited understanding of specialist equipment linked with International cuisine Limited skills and techniques applicable to Farming module recipes Limited skills applicable to Micronutrients module recipes

Food & Nutrition Theory

Food Preparation & Cooking Practical

YEAR 8 FRENCH REPORTING DESCRIPTORS

EXCEPTIONAL	8.9	As well as picking out key details and opinions, able to understand basic descriptions given within a text. Awareness of language from other topic areas applied to work out the meaning of more complex/previously unseen vocabulary.
		Able to transcribe longer, more complex sentences, and shows spontaneity by asking unsolicited questions. Written work is accurate when using familiar vocabulary, but there may be errors with adjective agreement and verb endings.
		Language produced is accurate and shows greater independence by including, for example, description and a range of conjunctions to improve fluency. Demonstrates linguistic awareness by applying knowledge of one topic to another.
MASTERY	8.8	Able to understand listening extracts spoken at near normal speed, and to transcribe extended sentences. Able to spot whether verbs in longer written texts refer to present or future actions.
	8.7	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.
SECURE	8.6	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.
	8.5	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.
DEVELOPING	8.4	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.
	8.3	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.
EMERGING	8.2	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.
	8.1	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. 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.

Receptive Skills

Productive Skills

Application of Knowledge

YEAR 8 GEOGRAPHY REPORTING DESCRIPTORS
















EXCEPTIONAL	8.9	<p>Can explain how human processes interact with physical processes to develop more complex geographical patterns from local to global scales.</p>
		<p>Applies their knowledge and understanding to interpret, analyse and evaluate geographical issues to make judgements. They evaluate viewpoints and opinions.</p>
		<p>Independently analyses, concludes and evaluates geographical investigations, based on evidence. Uses a variety of skills with consistent accuracy.</p>
MASTERY	8.8	<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. They assess differing viewpoints.</p>
	8.7	<p>Is able to analyse, conclude and evaluate geographical investigations, based on evidence. Uses a variety of skills with consistent accuracy.</p>
SECURE	8.6	<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>
	8.5	<p>Uses evidence to analyse data. Uses a variety of map skills accurately e.g. 6 figure grid references, scale, direction.</p>
DEVELOPING	8.4	<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>
	8.3	<p>Are beginning to conduct geographical investigations using a range of sources. Uses map skills with accuracy e.g. 4 & 6 figure grid references, direction, distance.</p>
EMERGING	8.2	<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>
	8.1	<p>Can use sources such as maps, atlases, globes, aerial photos and images to answer questions.</p>

Knowledge

Application of knowledge

Skills

YEAR 8 HISTORY REPORTING DESCRIPTORS

EXCEPTIONAL	8.9	 Can consistently use the correct historical terms and detailed evidence.
		 Can independently analyse with accurate supporting evidence whether it is through extended writing or source/interpretation analysis.
		 Can use provenance and content to analyse sources and interpretations in detail.
MASTERY	8.8	 Can recall taught subject knowledge and shows some independent research.
	8.7	 With little support is able to show elements of analysis with accurate supporting evidence.
		 Can consider the nature, origin and purpose of interpretations and sources. Can make secure inferences about the past.
SECURE	8.6	 Can accurately recall information and describe key causes, changes and/ or consequences with only occasional confusion. Can use their knowledge to form their own unsupported conclusion.
	8.5	 With support is able to produce an extended piece of writing. Uses explanation and description.
		 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	8.4	 Is able to recall information and identify key causes, changes and/ or consequences with minor errors.
	8.3	 With support is able to organise ideas into coherent paragraphs. Responses tend to be descriptive.
		 Can understand that there are different interpretations and can make simple judgements about them.
EMERGING	8.2	 Can recall some key facts and information linked to the topic being studied.
	8.1	 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 interpretations. Recognises that individuals may have different views of the past.

Knowledge

Application of knowledge

Skills

YEAR 8 MATHS AUTUMN REPORTING DESCRIPTORS

EXCEPTIONAL	8.9	<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>
	8.8 8.7	<p>Can round to significant figures and use to estimate calculations to an appropriate degree of accuracy Is able to use prime factor decomposition to find HCF and LCM Is able to use prime factorisation to find the square and cube roots of a number Can solve problems involving reverse percentages Can solve repeated percentage change problems</p>
MASTERY	8.6 8.5	<p>Is able to problem solve with ratio Can solve problems involving speed</p>
	8.4 8.3	<p>Can use integers in real world calculations - use BIDMAS. Calculate cubes and roots Can calculate using all four operations with fractions - also combine operations Can compare and order fractions and convert between fractions and decimals Is able to divide with decimals, convert to fractions and round to a given number of dps Can express 1 quantity as a % of another and calculate percentage increase/decrease Can calculate simple interest and recognise percentages greater than 100% Is able to find the HCF and use factor trees and prime factorisation in index form</p>
SECURE	8.2	<p>Can use map scales to find distances Can divide a quantity in a given ratio and use ratio to compare 3 quantities Can solve problems involving speed and convert from 1 unit to another</p>
	8.1	<p>Understands equivalence, can simplify fractions and convert between mixed and improper Can add and subtract fractions and calculate fractions of amounts Is able to multiply and divide integers and decimals by powers of 10 Can order and use all four operations with decimals and negative numbers Can round integers to a power of ten Recognises and uses the equivalence between fractions, decimals and percentages Can calculate the percentage of a quantity Can calculate squares and roots</p>
DEVELOPING	8.2	<p>Knows that fractions are parts, be able to shade them and understand equivalence Can read and write positive and negative integers Is able to identify the place value of digits in decimals Recognises that % is 'out of 100'</p>
	8.1	<p>Is able to use ratio notation and write two quantities as a ratio</p>
EMERGING		

NUMBER/RATIO

ALGEBRA

GEOMETRY

DATA HANDLING

YEAR 8 MATHS SPRING REPORTING DESCRIPTORS

EXCEPTIONAL	8.9	<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	8.8	Can work seamlessly with fractions and decimals, including with mixed numbers
	8.7	Is able to represent the solutions of inequalities on a number line Understands gradient and y-intercept
SECURE	8.6	Can multiply and divide decimals Can combine operations with decimals
	8.5	Is able to describe and solve simple inequalities Can factorise by finding a common factor Is able to find the gradient of linear graphs
DEVELOPING	8.4	Can convert between mixed numbers and improper fractions Is able to add, subtract, multiply and divide fractions Can combine operations with fractions Can compare fractions and decimals Can add and subtract decimals
	8.3	Can collect like terms Is able to formulate algebraic expressions Can expand brackets Can solve simple linear equations and form to solve problems Is able to describe patterns and sequences Can write the nth term for a sequence Understands the idea of a linear function and is able to draw its graph
EMERGING	8.2	Understands and uses equivalent fractions Can simplify fractions
	8.1	Can use letters to write algebraic expressions Is able to substitute letters for numbers

NUMBER/RATIO

ALGEBRA

GEOMETRY

DATA HANDLING

YEAR 8 MATHS SUMMER REPORTING DESCRIPTORS

EXCEPTIONAL	8.9	<p>Exceptional in all areas, including having the ability to tackle Problem Solving questions and to be able to make links across different topic areas</p>
MASTERY	8.8	Can calculate volume and surface area of cylinders and more complex composite solids
	8.7	<p>Is able to understand interpolate and extrapolate</p> <p>Can use Pie Charts to answer more challenging proportion questions</p>
SECURE	8.6	<p>Can calculate volume and surface area of Cylinders and Composite Solids</p> <p>Can calculate conversion of cubic units</p>
	8.5	Is able to understand use and mis-use of statistical graphs
DEVELOPING	8.4	<p>Understands properties of Angles, Parallel lines and Polygons</p> <p>Can calculate the perimeter and area of Parallelograms, Trapezia and Compound Shapes</p> <p>Can calculate the circumference and area of Circles</p> <p>Can calculate conversion of square units</p> <p>Can calculate the volume and surface area of Prisms and Cylinders</p>
	8.3	<p>Is able to interpret and use Pie Charts</p> <p>Can reliably and independently produce Line Graphs and Scatter Graphs</p>
EMERGING	8.2	<p>Understands the concept of perimeter and area</p> <p>Can identify 3D shapes from their Nets</p>
	8.1	Is able to recognise and interpret Bar Charts, Line Graphs & Scatter Graphs

NUMBER/RATIO

ALGEBRA

GEOMETRY

DATA HANDLING

YEAR 8 MUSIC REPORTING DESCRIPTORS

EXCEPTIONAL	8.9	Can improvise call and answer rhythmic patterns with a variety of dotted rhythms, triplets and crotchets. Can sing or play a piece of significant length and of significant difficulty as a soloist with accuracy, control, expression and attention to dynamics, beginning to communicate the characteristics of the piece to the audience. Can improvise solos over standard chord progressions such as the 12 bar blues. Is able to accompany or play as part of an ensemble with accuracy, sensitivity, expression and clear dynamic variation.
		Can create a successful and creative composition with a number of parts with a formal structure, rhythm, correct harmony and evidence of development using a variety of elements and at least two compositional techniques. Can explain what techniques they have used and what effect it has had on the piece. Can understand the key features of the style they are composing in. Can work independently and where available is able to use computer software confidently to compose.
		Can recognise the sound of the majority of instruments in the orchestra, including some more unusual ones and some specific instrumental techniques. Can identify which instrumental family they are from and have an awareness of the characteristics and range, selecting them confidently and appropriately to use in compositions. Can use all the elements of music to analyse how a piece is created using the correct musical terminology confidently. Can able identify 2-3 compositional or musical devices.
MASTERY	8.8 8.7	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.
		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.
		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.
SECURE	8.6 8.5	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.
		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.
		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.
DEVELOPING	8.4 8.3	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.
		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.
		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.
EMERGING	8.2 8.1	Clap back an 8 beat rhythm accurately, Sing/play a simple melody as part of a group in tune, expressively and with assurance.
		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.
		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.

Performing

Composing

Listening

YEAR 8 PE REPORTING DESCRIPTORS

EXCEPTIONAL	8.9	<p>The quality of their technique is maintained for most skills but may deteriorate in most challenging practices. They make more effective decisions in predetermined situations than in spontaneous situations. There may be occasional errors, but they are quick to react to this and generally produce the intended results/accuracy. They make successful and effective tactical and strategic decisions but there may be some weaknesses.</p>
		<p>They have an excellent understanding of aerobic and anaerobic exercise and can decipher which sports/activities fit into each category. They have an excellent knowledge of short and long term effects of exercise. They also have knowledge about Tidal Volume, Lactic Acid and adrenaline. They have an outstanding comprehension of all joints and which muscles control them. They can also explain all aspects of oxygen and carbon dioxide transportation and sea level and altitude.</p>
MASTERY	8.8 8.7	<p>They can safely apply a range of appropriate techniques, strategies and/or compositional ideas demonstrating a capable and controlled performance. They show some technique and accuracy in the performance. They can 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.</p>
		<p>They have a good understanding of aerobic and anaerobic exercise and can split sports and activities into the correct groups. They have a good understanding of short and long term effects of exercise and how this influences the body energy systems. They can fully explain the role of muscles, ligaments and tendons around joints in the body. Understand how oxygen is transported and how altitude affects this.</p>
SECURE	8.6 8.5	<p>They select and link together skills, techniques, strategies and/or compositional ideas demonstrating a capable and controlled performance. They show some technique and accuracy in the performance of some skills in set plays but there are obvious inconsistencies in open play. They understand and can independently apply rules with consistency.</p>
		<p>They know the difference between aerobic and anaerobic and can sub-group the more obvious sporting activities. They can name some of the short and long term effects of exercise and can state the aerobic and anaerobic energy equations. They have a good knowledge of joints and how muscles and tendons work across them to create movement. They can explain the role oxygen and carbon play in activity.</p>
DEVELOPING	8.4 8.3	<p>They can apply basic strategies and or compositional ideas demonstrating some success/control in small sided games or performance. They understand 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.</p>
		<p>They have a basic understanding of the difference between aerobic and anaerobic exercise. They can sometimes categorize sports into the two types. They have a limited knowledge of the short and long term effects of exercise. They understand there are different types of joints in the body. They can recall the basic aerobic energy equation.</p>
EMERGING	8.2 8.1	<p>They can link simple skills and actions with some control and co-ordination. They can pick the right skills, actions and ideas in various activities. With limited support, they understand and can apply some basic rules. They select but rarely apply the correct skill under limited pressure.</p>
		<p>They have a basic grasp of the main difference between aerobic and anaerobic. They struggle to give examples. They understand that joints between bones allow movement. They know that red blood cells are important for carrying oxygen.</p>

Practical Performance

Knowledge of Theory

YEAR 8 SCIENCE REPORTING DESCRIPTORS

EXCEPTIONAL	8.9	Can apply knowledge and understanding effectively in their descriptions and explanations. Can identify links between topics. Can recall and rearrange equations. Can take into account views of different groups of people to construct a balanced argument, for example when discussing deforestation or climate change.
		Can identify potential sources of random and systematic errors in an investigation. Can describe in detail how control variables can be controlled, or whether there are any variables that cannot be controlled.
MASTERY	8.8	Can describe a wide range of processes and phenomena relating to science, using abstract ideas, quantitative method, appropriate terminology and sequencing a number of points. Can recall and apply equations with consistent units.
	8.7	Can propose a hypothesis for an investigation and justify it using knowledge and understanding from topics taught this term. Can carry out a thorough risk assessment, including hazards, risks and control measures.
SECURE	8.6	Can use knowledge and understanding to describe and explain some scientific processes, including some abstract ideas. Can use keywords confidently to explain the concepts taught this term.
	8.5	Can name the independent, dependent and control variables in an investigation and identify strategies to achieve a fair test, when appropriate. Can write a method that shows an awareness for the need to reduce experimental error.
DEVELOPING	8.4	Can recall and use some keywords from the current and previous topics, to describe ideas from the topics taught this term. Can link cause and effect in a selection of observations.
	8.3	Can pose a question for an investigation that identifies the two main variables. Can plan a step by step method to investigate a given question, identifying the main hazards and steps to reduce risk.
EMERGING	8.2	Can recall some simple facts for the topics taught this term. Can label simple diagrams when given keywords, or recall the meaning of pictorial representations of abstract ideas.
	8.1	Can propose a simple question that can be investigated. Can identify some hazards in an investigation or some steps that need to be taken to reduce risk.

Knowledge and concepts

Working scientifically

YEAR 8 SPANISH REPORTING DESCRIPTORS

EXCEPTIONAL	8.9	As well as picking out key details and opinions, able to understand basic descriptions given within a text. Awareness of language from other topic areas applied to work out the meaning of more complex/previously unseen vocabulary.
		Able to transcribe longer, more complex sentences, and shows spontaneity by asking unsolicited questions. Written work is accurate when using familiar vocabulary, but there may be errors with adjective agreement and verb endings.
		Language produced is accurate and shows greater independence by including, for example, description and a range of conjunctions to improve fluency. Demonstrates linguistic awareness by applying knowledge of one topic to another.
MASTERY	8.8	Able to understand listening extracts spoken at near normal speed, and to transcribe extended sentences. Able to spot whether verbs in longer written texts refer to present or future actions.
	8.7	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.
SECURE	8.6	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.
	8.5	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.
DEVELOPING	8.4	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.
	8.3	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.
EMERGING	8.2	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.
	8.1	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 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.

Receptive Skills

Productive Skills

Application of Knowledge