

# Hall Cross Academy Year 7

2016 - 2017



# Progress Portfolio

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## Year 7

At Hall Cross Academy we set aspirational targets for our students based on the information we have about them from their Primary education and our internal assessment of their ability. These targets are what we believe our young people are capable of achieving if they embrace their learning and take full advantage of all the wider opportunities available to them.

We recognise that not all learners make linear progress across Y7 - 11 and rates of progress vary with the starting points at which the students enter school as well as by subject. For this reason, the targets that are set are personalised to the individual student and also by subject, as learners progress differently through the different curriculum areas. As well as being used for target setting purposes, the Key Stage 2 data is used to provide the context of the learners and to ensure that students are appropriately placed in groupings and with their peers.

### How we share your child's progress

#### Core subjects – English, Mathematics & Science

The targets that you will see on your child's tracking are GCSE grade targets, using the new numerical (Grade 1 – 9) scale. We will monitor students' progress across Y7 - 11 against this GCSE target. At each tracking point in the year we assess students and they are given a grade that they are "Currently In Line To Achieve" or CILTA grade. The CILTA grade tells us the grade a student is likely to achieve at GCSE if they continue to make progress at their current rate. We work out this CILTA grade using subject-specific progress graphs. For example;

Subject	Currently In Line To Achieve (CILTA) at GCSE	GCSE Target Grade	Learner Profile
English	5+	6	Effective
Mathematics	5+	7	Inconsistent
Science	5+	5	Outstanding

By tracking the progress of students in terms of their projected GCSE grade, we are able to identify as early as possible when a student is likely to require support and intervention to meet their targets. Sometimes, through Y7 - 11, different pressures and experiences can affect a learner's progress and we feel very strongly that the earlier we identify potential underperformance the more able we will be to challenge and support appropriately.

#### Core subjects – English only

In addition to reporting a CILTA grade for English in Y7 Reading and Writing skills are assessed using the skills grids shown in this booklet. Students and their teachers use these grids in English lessons to build appropriate learning outcomes, assess performance and set targets.

#### Foundation Subjects

At Key Stage 3 in some subject areas (PE, Modern Languages, Art and Design Technology and Performing Arts) learner progress will be monitored through individual aptitude in the skill areas. There are subject specific assessment grids for each of these curriculum areas.

## Tracking dates for Key Stage 3 – 2016/17

We collect data about all students at Key Stage 3 at three different points during the year. In 2016/17 the dates are:

w/c 14<sup>th</sup> November 2016

w/c 16<sup>th</sup> January 2017

w/c 3<sup>rd</sup> April 2017

At each tracking point we collect data from subjects about student progress and learner profile. The student progress data allows us to monitor individuals against their targets, celebrate success and intervene where necessary. Detailed information about how this progress is monitored can be found on the following pages. The Learner Profile data allows us to build a picture of how each student applies themselves to the Hall Cross Learner characteristics. Students' Learner Profile grades will be used to celebrate students who consistently demonstrate outstanding application to their learning and provide us with valuable information about students who require additional support.

# Learner Profile



Your child's overall approach to school life and attitude to learning for each subject area is monitored using the Learner Profile grid (shown below). The criteria for this monitoring has been built around the qualities we expect to see in the Hall Cross Learner.

	1. Outstanding Approach to learning is outstanding and regularly demonstrates a commitment that exceeds expectations.	2. Effective Approach to learning is effective and demonstrates a commitment that is in line with expectations.	3. Inconsistent Approach to learning shows a commitment in line with expectations but this is inconsistent.	4. Unacceptable Approach to learning is unacceptable and exhibits attitudes and behaviours that will not lead to success.
Literate	Understands why literacy is important across all subject areas and works pro-actively to develop their own literacy skills.	Understands importance of literacy across the curriculum and will follow guidelines to improve skills.	May understand the importance of literacy across the curriculum but does not actively take steps to improve.	Takes little interest in developing literacy skills.
Creative	Thinks creatively when facing problems or barriers to learning. Displays resilience and tries different solutions.	Will usually try to find solutions to problems and often displays resilience when faced with problems.	Can sometimes display resilience when faced with problems or barriers but is inconsistent.	Offers very few solutions and gives up on tasks easily or fails to attempt them.
Team Player	Works exceptionally well as part of a group, encourages others and takes on different roles, including leadership.	Works well as part of a group and takes on different roles, but rarely leads.	Can work as part of a group but rarely takes on different roles and does not involve themselves in decision making.	Does minimum/nothing to contribute to tasks and lacks cooperation in group work.
Respectful	Always treats the classroom as a learning environment. Is respectful to peers and staff. Behaviour has positive impact on others.	Usually treats the classroom as a learning environment. Often respectful to peers and staff and behaviour does not affect the learning of others	Sometimes demonstrates disrespectful behaviour to peers and staff which can sometimes disrupt the learning of others.	Often demonstrates disrespectful behaviour to peers and staff which often disrupts their own and others' learning.
Independent	Always takes responsibility for own learning. Knows their own strengths and areas to develop; regularly evaluating their own performance. Uses their time and skills effectively.	Usually takes responsibility for their own learning. Acts on feedback to address areas to develop. Usually uses time and skills effectively.	Sometimes takes responsibility for their own learning and attempts to address areas to develop. Sometimes meets deadlines and can use skills and time effectively.	Fails to take responsibility for their own learning, often does not use skills or time effectively.
Motivated	Always gives their best and displays high levels of motivation, participating actively in class.	Regularly gives their best and displays good levels of motivation, participating effectively in class.	Occasionally displays an adequate level of motivation but is often happy to settle with the minimum required.	Limited levels of motivation, frequently off task and reluctant to participate in class activities.
Proud	Always displays pride in their work ensuring it is the best it can be. Is proud of own achievements and is happy for others when they succeed.	Usually displays pride in their work and the achievements of themselves and others.	Work is sometimes lacking in pride and often appears rushed. Attitude to achievement is inconsistent.	Work lacks pride and little consideration or care is given to the achievements of themselves and others.

## Reading Skills

	Comprehension	Interpretation	Analysis of Structure	Analysis of Language	Analysis of Purpose	Relate to Context
<b>Gold</b>	<ul style="list-style-type: none"> <li>I have shown a clear, critical stance.</li> <li>I have developed imaginative insights which are well supported by quotations and wider textual knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>I have developed a coherent interpretation of texts.</li> <li>I have shown a thoughtful approach, and I am beginning to evaluate the text.</li> </ul>	<ul style="list-style-type: none"> <li>I have shown a clear appreciation of how the text's language and structure supports the writer's purpose and contributes to meaning.</li> <li>I have used precise subject terminology in an appropriate context.</li> </ul>	<ul style="list-style-type: none"> <li>I have explored the writer's language in detail.</li> <li>I have made meaningful comments on a range of different language features and how they contribute to the overall effect of the text.</li> <li>I have used apt subject terminology.</li> </ul>	<ul style="list-style-type: none"> <li>I have shown a clear appreciation of the writer's purpose, and have begun to analyse how the writer's subtleties support this.</li> <li>I have used precise subject terminology in an appropriate context.</li> </ul>	<ul style="list-style-type: none"> <li>I have sustained a critical analysis and evaluation of the text, showing an appreciation of how it relates to context and traditions.</li> <li>I have explored the meanings produced from this.</li> </ul>
<b>Violet</b>	<ul style="list-style-type: none"> <li>I have identified precise and relevant points that show a deep understanding of the whole text.</li> <li>I have embedded quotations which back up my points clearly.</li> </ul>	<ul style="list-style-type: none"> <li>I have identified complicated layers of meaning.</li> <li>I have explained my ideas with detail, exploring the whole of the text in a sophisticated way.</li> </ul>	<ul style="list-style-type: none"> <li>I have explored the writer's choices for structure in detail.</li> <li>I have explained how these choices may link to the text's theme.</li> <li>I have used relevant subject terminology.</li> </ul>	<ul style="list-style-type: none"> <li>I have given a detailed explanation of how language is used.</li> <li>I have made comments on how the language techniques add to the overall effect of the text.</li> <li>I have used relevant subject terminology.</li> </ul>	<ul style="list-style-type: none"> <li>I have identified different purposes to the text by following the development of the ideas through the text, and by focusing on specific words.</li> <li>I have explained clearly and perceptively the effect on the reader and explored how this effect has been achieved.</li> <li>I have used apt subject terminology.</li> </ul>	<ul style="list-style-type: none"> <li>I have analysed how a text is influenced by earlier texts written within the same tradition.</li> <li>I have evaluated the importance of themes, characters, setting, historical and cultural background.</li> </ul>
<b>Indigo</b>	<ul style="list-style-type: none"> <li>I have made points about different parts of the text that show I really understand it.</li> <li>I have used really appropriate quotations and references to back up my ideas.</li> </ul>	<ul style="list-style-type: none"> <li>I have identified the layers of meaning in the text, looking under the surface.</li> <li>I have explained some of my ideas about the whole of the text in detail.</li> </ul>	<ul style="list-style-type: none"> <li>I have explored the writer's choices for structure in detail.</li> <li>I have explained how these choices may link to the text's theme.</li> <li>I have used relevant subject terminology.</li> </ul>	<ul style="list-style-type: none"> <li>I have found a detailed explanation of how language is used.</li> <li>I have explained the effect of these techniques.</li> <li>I have used some subject terminology.</li> </ul>	<ul style="list-style-type: none"> <li>I have clearly identified the purpose of the text by tracing the ideas through the text and by focusing on the effect of specific words.</li> <li>I have really understood the writer's viewpoint and the effect on the reader. I have made some attempt to explain how this effect has been achieved.</li> <li>I have used relevant subject terminology.</li> </ul>	<ul style="list-style-type: none"> <li>I have clearly identified similarities and differences between texts.</li> <li>I have clearly explained how the contexts contribute to meaning.</li> </ul>
<b>Blue</b>	<ul style="list-style-type: none"> <li>I have clearly made points that show I understand the text.</li> <li>I have backed up my ideas with the right quotation.</li> </ul>	<ul style="list-style-type: none"> <li>I have explained my ideas in more detail using different parts of the text.</li> <li>My ideas are clearly based on the text.</li> </ul>	<ul style="list-style-type: none"> <li>I have made some comment about how the writer structures the text, and explained why.</li> <li>I understand that the writer has deliberately chosen this structure and thought about his/her reasons.</li> <li>I have used some subject terminology.</li> </ul>	<ul style="list-style-type: none"> <li>I have found various techniques used in the text.</li> <li>I have explained the effect of these techniques.</li> <li>I have used some subject terminology.</li> </ul>	<ul style="list-style-type: none"> <li>I have identified the main purpose of the text and explained the writer's viewpoint with some detail.</li> <li>I understand the effect that the text has on the reader and can explain this clearly.</li> <li>I have used some subject terminology.</li> </ul>	<ul style="list-style-type: none"> <li>I have identified similarities and differences between texts.</li> <li>I have given some explanation of how the contexts contribute to meaning.</li> </ul>
<b>Green</b>	<ul style="list-style-type: none"> <li>I have made some relevant points and shown I understand most of the text.</li> <li>I have used quotations that are mostly relevant to the point I am making.</li> </ul>	<ul style="list-style-type: none"> <li>I have begun to make correct guesses on the hidden meaning of the text.</li> </ul>	<ul style="list-style-type: none"> <li>I have explained how the writer uses different ways to structure the text.</li> <li>I have made simple comments about why the writer has used why.</li> <li>I have tried to use subject terminology.</li> </ul>	<ul style="list-style-type: none"> <li>I have identified some writer's techniques.</li> <li>I have made a simple comment about why the writer has used them.</li> <li>I have tried to use subject terminology.</li> </ul>	<ul style="list-style-type: none"> <li>I have found the main reason that the writer has written the text, and I have begun to understand what the writer's viewpoint is.</li> <li>I have made a simple comment on the effect and how the text affects the reader.</li> <li>I have tried to use subject terminology.</li> </ul>	<ul style="list-style-type: none"> <li>I have identified simple connections between texts.</li> <li>I have made simple comments on character, settings and presentational features.</li> </ul>
<b>Yellow</b>	<ul style="list-style-type: none"> <li>I have found the simple, most obvious points.</li> <li>I have included quotations, but they may not be relevant.</li> </ul>	<ul style="list-style-type: none"> <li>I understand the surface meaning of the text.</li> <li>I have made personal comments rather than them being based on the text.</li> </ul>	<ul style="list-style-type: none"> <li>I have found a few ways that the writer structures the text.</li> <li>I have begun to try and explain why.</li> <li>I have tried to use subject terminology.</li> </ul>	<ul style="list-style-type: none"> <li>I have found a few techniques that are in the text.</li> <li>I have struggled to explain why the writer has used them or what effect they have.</li> <li>I have tried to use subject terminology.</li> </ul>	<ul style="list-style-type: none"> <li>I have found the main reason why the writer has written the text.</li> <li>I have made a personal response.</li> <li>I have tried to use subject terminology.</li> </ul>	<ul style="list-style-type: none"> <li>I have shown I recognise historical setting, social or cultural background.</li> </ul>
<b>Orange</b>	<ul style="list-style-type: none"> <li>I have remembered some straightforward information such as the names of characters.</li> <li>I have known where to look for information.</li> </ul>	<ul style="list-style-type: none"> <li>I have understood the straightforward meaning of the text.</li> <li>Most of my comments have been made from looking at the text.</li> </ul>	<ul style="list-style-type: none"> <li>I have shown an understanding of the main ways the text is structured such as the beginning and end.</li> </ul>	<ul style="list-style-type: none"> <li>I have found some good language choices.</li> <li>I have identified language patterns I have seen before.</li> </ul>	<ul style="list-style-type: none"> <li>I have shown some awareness that the writer has their own view and purpose.</li> <li>I have made simple statements about what I like and don't like in the text.</li> <li>I have sometimes given reasons to support this.</li> </ul>	<ul style="list-style-type: none"> <li>I have identified a couple of general features.</li> <li>I have shown some awareness that books can be set in a different time or place.</li> </ul>
<b>Red</b>	<ul style="list-style-type: none"> <li>With my teacher's help I have:</li> <li>Remembered some simple bits of a text I know.</li> <li>Found some interesting pages / paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>With my teacher's help I have:</li> <li>Understood the main parts of a text such as who is speaking.</li> <li>Made comments and asked questions about what the text means.</li> </ul>	<ul style="list-style-type: none"> <li>With my teacher's help I have:</li> <li>Shown I know the meaning of some simple features.</li> </ul>	<ul style="list-style-type: none"> <li>With my teacher's help I have:</li> <li>Commented on the obvious language features.</li> </ul>	<ul style="list-style-type: none"> <li>With my teacher's help I have:</li> <li>Made some simple comments about what I like and don't like by thinking about what I have read in the past.</li> </ul>	<ul style="list-style-type: none"> <li>With my teacher's help I have:</li> <li>Been able to tell the difference between a couple of well known story types, such as what usually happens to good or bad characters.</li> </ul>

## Writing Skills

	Imagination	Format, Audience, Purpose	Structure	Paragraphs	Sentences	Punctuation	Vocabulary
<b>Gold</b>	<ul style="list-style-type: none"> <li>I have written with a distinctive personal voice.</li> </ul>	<ul style="list-style-type: none"> <li>I have used a creative selection and adaption of a wide range of forms and conventions to meet varied writing challenges.</li> <li>I have written in a style matched to my intended effect.</li> </ul>	<ul style="list-style-type: none"> <li>I have written using an imaginative and well controlled structuring of subject matter.</li> </ul>	<ul style="list-style-type: none"> <li>I have used paragraphs to provide coherence and cohesion – I have placed the reader according to my purpose.</li> </ul>	<ul style="list-style-type: none"> <li>My sentence structure is imaginative, precise and accurate, matched to writer's purpose and intended effect on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>I have used a range of punctuation accurately, matched to writer's purpose and intended effect on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>I have used wide ranging vocabulary imaginatively and with precision.</li> <li>All of my spelling is accurate.</li> <li>My tense is completely secure.</li> </ul>
<b>Violet</b>	<ul style="list-style-type: none"> <li>I have shown flair, originality and some sophistication in my work.</li> <li>I have used a distinctive voice / point of view in my writing.</li> </ul>	<ul style="list-style-type: none"> <li>I have adopted and convincingly sustained an appropriate style.</li> <li>I have used an appropriate level of formality and devices.</li> </ul>	<ul style="list-style-type: none"> <li>I have shaped and controlled my writing to achieve an effect.</li> <li>I have used a variety of devices to influence the reader.</li> </ul>	<ul style="list-style-type: none"> <li>I have used a variety of paragraphs for effect.</li> <li>I have shaped my paragraphs imaginatively.</li> </ul>	<ul style="list-style-type: none"> <li>I have used a wide range of sentence structures with confidence and for effect.</li> <li>I have used sentences for effect both as individual sentences, and as part of the overall text.</li> </ul>	<ul style="list-style-type: none"> <li>I have used a range of punctuation accurately and used it to create effects.</li> </ul>	<ul style="list-style-type: none"> <li>I have used a variety of vocabulary accurately, effectively and originally.</li> <li>All of my spellings is accurate.</li> <li>My tense is secure.</li> </ul>
<b>Indigo</b>	<ul style="list-style-type: none"> <li>I have engaged and sustained the reader's attention.</li> <li>I have used a convincing voice / point of view in almost all of my writing.</li> </ul>	<ul style="list-style-type: none"> <li>I have used and sustained a reasonably appropriate style.</li> <li>I have used an appropriate level of formality and devices in almost all of my writing.</li> </ul>	<ul style="list-style-type: none"> <li>I have structured my writing clearly and confidently.</li> <li>I have used my paragraphs to show the reader the overall direction of my writing.</li> </ul>	<ul style="list-style-type: none"> <li>I have linked ideas within paragraphs.</li> <li>I have used a range of devices within my paragraphs for emphasis and effect.</li> </ul>	<ul style="list-style-type: none"> <li>I have used a variety of connectives in a controlled way and for effect.</li> <li>I have confidently used my sentences to clarify or emphasise meaning.</li> </ul>	<ul style="list-style-type: none"> <li>I have used a range of punctuation accurately.</li> <li>My syntax (word order) is consistently accurate.</li> </ul>	<ul style="list-style-type: none"> <li>I have used a range of vocabulary precisely.</li> <li>Almost all of my spellings is accurate.</li> <li>My tense is mostly secure.</li> </ul>
<b>Blue</b>	<ul style="list-style-type: none"> <li>I have kept the reader's attention most of the time.</li> <li>I have shaped and developed my material appropriately.</li> <li>I have established a clear viewpoint.</li> </ul>	<ul style="list-style-type: none"> <li>I have written in a style which fits the task and the reader.</li> <li>The main purpose of my writing is clear throughout.</li> </ul>	<ul style="list-style-type: none"> <li>I have structured my writing for effect with sentences organised into appropriate paragraphs.</li> <li>I have clearly linked my paragraphs to show the overall direction of my writing.</li> </ul>	<ul style="list-style-type: none"> <li>I have used topic sentences and developed my paragraphs.</li> <li>I have used some devices within my paragraphs for effect.</li> <li>I have linked my paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>I have used different types of sentences for effect.</li> <li>I have used a wide range of connectives to join ideas together.</li> <li>I have used some of my sentences to help build up detail.</li> </ul>	<ul style="list-style-type: none"> <li>I have confidently used a range of punctuation, including speech punctuation, with only a few errors.</li> </ul>	<ul style="list-style-type: none"> <li>I have used a range of vocabulary with some confidence.</li> <li>I have spelled most complex words correctly.</li> <li>My tense is generally secure.</li> </ul>
<b>Green</b>	<ul style="list-style-type: none"> <li>I have begun to interest the reader.</li> <li>I have chosen relevant ideas.</li> <li>I have established a straightforward viewpoint in almost all of my writing.</li> </ul>	<ul style="list-style-type: none"> <li>I have written in a style which fits the task but not the reader.</li> <li>The main purpose of my writing is mostly clear.</li> </ul>	<ul style="list-style-type: none"> <li>I have organised my writing and it is clear.</li> <li>I have arranged my ideas in a logical order almost all the way through my writing.</li> </ul>	<ul style="list-style-type: none"> <li>I have used paragraphs to group ideas.</li> <li>I have used some connections between paragraphs.</li> <li>I have tried to link my paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>I have started to vary my sentences.</li> <li>I have used some connectives throughout my writing.</li> </ul>	<ul style="list-style-type: none"> <li>I have used basic punctuation accurately, including question marks.</li> <li>I have used speech punctuation and it is almost always accurate.</li> <li>I have used commas.</li> </ul>	<ul style="list-style-type: none"> <li>I have begun to use adjectives, adverbs and verbs.</li> <li>I have spelled all simple, and some complex, words correctly.</li> <li>My tense is generally secure.</li> </ul>
<b>Yellow</b>	<ul style="list-style-type: none"> <li>I have begun to use detail in my writing (e.g. Adjectives).</li> <li>I have attempted to develop simple information.</li> <li>I have tried hard to adopt a viewpoint in my writing.</li> </ul>	<ul style="list-style-type: none"> <li>I have shown I am vaguely aware of the style I should be writing in.</li> <li>The general purpose of my writing is clear.</li> </ul>	<ul style="list-style-type: none"> <li>I have included a beginning and an ending in my writing.</li> <li>I have tried to arrange my ideas in a logical order.</li> </ul>	<ul style="list-style-type: none"> <li>I have used paragraphs sometimes.</li> <li>I have made some links between my sentences within my paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>I have used simple sentences.</li> <li>I have included 'and', 'but' and 'so' in my sentences.</li> </ul>	<ul style="list-style-type: none"> <li>I have used full stops, capital letters, question marks and exclamation marks, they are mostly accurate.</li> <li>I have begun to use speech punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>I have used mostly simple words.</li> <li>I have spelled simple words correctly.</li> <li>Sometimes made mistakes with my tense.</li> </ul>
<b>Orange</b>	<ul style="list-style-type: none"> <li>I have used mostly relevant ideas.</li> <li>I have made simple comments about events.</li> </ul>	<ul style="list-style-type: none"> <li>I have a basic purpose to my work.</li> <li>I have made some attempt to adopt a style.</li> </ul>	<ul style="list-style-type: none"> <li>I have written my work in a basic order.</li> </ul>	<ul style="list-style-type: none"> <li>I have linked my ideas into basic sections.</li> </ul>	<ul style="list-style-type: none"> <li>I have varied my openers sometimes.</li> <li>I have used mainly simple sentences.</li> </ul>	<ul style="list-style-type: none"> <li>I have used some question marks, capital letters and full stops accurately.</li> </ul>	<ul style="list-style-type: none"> <li>I have used simple words.</li> <li>I have spelled simple words correctly.</li> </ul>
<b>Red</b>	<ul style="list-style-type: none"> <li>With my teacher's help I have: <ul style="list-style-type: none"> <li>Included basic information and ideas.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>With my teacher's help I have: <ul style="list-style-type: none"> <li>Shown some basic purpose or awareness of the reader.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>With my teacher's help I have: <ul style="list-style-type: none"> <li>Used some typical phrases to show the beginning or end of my writing.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>With my teacher's help I have: <ul style="list-style-type: none"> <li>Made simple connections between my ideas.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>With my teacher's help I have: <ul style="list-style-type: none"> <li>Used simple phrases.</li> <li>Formed sentence-like structures.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>With my teacher's help I have: <ul style="list-style-type: none"> <li>Shown some awareness of full stops and capital letters.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>With my teacher's help I have: <ul style="list-style-type: none"> <li>Used simple words.</li> <li>Spelled simple words correctly.</li> </ul> </li> </ul>

# Foundation Subjects

## Modern Languages (Y7)

	Listening skills	Reading & writing skills	Speaking skills
<b>Exceeding</b>	Understands questions and familiar phrases in a short recording including simple opinions	<ul style="list-style-type: none"> <li>Understands main points in a short text.</li> <li>Is able to use a dictionary confidently and independently. Understands why literacy is important and display high levels of accuracy</li> <li>Works proactively to adapt phrases and expressing simple opinions and justifications</li> <li>Is showing “proud book”</li> </ul>	<ul style="list-style-type: none"> <li>Understands why pronunciation is important and the message conveyed is clear</li> <li>Regularly contributes in lessons</li> <li>Is able to convey short messages from memory</li> </ul>
<b>Working above</b>	Understands questions and familiar phrases in a short recording with some help	<ul style="list-style-type: none"> <li>Understands main points in a short text</li> <li>Generally is able to use a dictionary with some confidence. Understands importance of literacy and the work produced is mostly accurate</li> <li>Is able to adapt phrases and starting to express simple opinions</li> <li>The presentation of the work is generally good</li> </ul>	<ul style="list-style-type: none"> <li>Generally has a good pronunciation and the message conveyed is quite clear</li> <li>Contributes actively in most lessons</li> <li>Is able to convey short messages with some support</li> </ul>
<b>Working at</b>	Understands questions and familiar phrases in a short recording with a lot of help from my teacher	<ul style="list-style-type: none"> <li>Understands main points in a short text with support</li> <li>Is able to use a dictionary with some support. The work produced can be sometimes accurate</li> <li>Is able to express simple opinions</li> <li>Presentation is inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>Pronunciation is not always accurate but the message is understandable</li> <li>Contributes in lessons occasionally</li> <li>Uses short phrases to convey simple information with support</li> </ul>
<b>Working below</b>	Finds difficult to understand simple information in a short recording even with a lot of help from my teacher	<ul style="list-style-type: none"> <li>Has difficulty in understanding gist of a short text</li> <li>Finds it difficult to use a dictionary</li> <li>Work lacks pride and is often incomplete or lacking with little or no care given to their own achievement</li> </ul>	<ul style="list-style-type: none"> <li>Is low in confidence when contributing in lessons</li> <li>Has great difficulty in conveying simple information even with some support</li> </ul>

# Performing Arts

## Drama (Y7)

(Your child will be able to tell you which Performing Arts subject they have been studying this term.)

	Creating	Performing	Responding
Exceeding	<ul style="list-style-type: none"> <li>I can develop ideas from other lessons appropriately to meet the demands of the task and use drama vocabulary fluently, expressing subtext</li> <li>I am able to listen to others' opinions, add to them and act on them whilst making decisions about group development of the work in progress</li> <li>I can create a varied and clear structure, drawing on a range of performance conventions</li> <li>I can complete work that is well prepared and meets the demands of the task and the group's intentions</li> </ul>	<ul style="list-style-type: none"> <li>I can use props highly imaginatively and creatively</li> <li>I can choose costumes that are appropriate to a range of characters</li> <li>I am able to use different, imaginative tones for different characters and project clearly even when speaking quietly</li> <li>I can stay in role throughout a performance and imaginatively capture the mood of different characters</li> <li>I am able to use facial expressions imaginatively and body language convincingly in a variety of dramas</li> </ul>	<ul style="list-style-type: none"> <li>I can make improvements to the group work and respond further and mediate a discussion to include everyone's ideas</li> <li>I can evaluate style and genre</li> <li>I can fully articulate meaning of my own and others' work and can express how subtext was revealed</li> <li>I can analyse how effective the mood and atmosphere was using examples</li> <li>I can identify a range of drama techniques, comment on their effectiveness and suggest areas for development</li> </ul>
Working above	<ul style="list-style-type: none"> <li>I can draw on ideas from other lessons and use drama vocabulary well</li> <li>I can listen to others' opinions and act on them while I make decisions about my own performance</li> <li>I can create varied performance structures</li> <li>I can complete work that helps to achieve the group's intentions</li> </ul>	<ul style="list-style-type: none"> <li>I can use props originally</li> <li>I can choose a costume appropriate to a character</li> <li>I can use different tones for different characters and can be heard from a distance without shouting</li> <li>I can usually stay in role throughout a performance</li> <li>I can use different facial expressions and body language</li> </ul>	<ul style="list-style-type: none"> <li>I can make improvements to my own performance and take on board the ideas of others</li> <li>I can identify style and genre</li> <li>I can identify meaning clearly and am beginning to recognise subtext</li> <li>I can identify the mood and atmosphere using examples</li> <li>I can identify a range of techniques and discuss use</li> </ul>
Working at	<ul style="list-style-type: none"> <li>I can sometimes approach work using ideas from previous lessons</li> <li>I sometimes listen to others' opinions and use drama vocabulary in my own and others' work</li> <li>I can create straightforward performance structures</li> <li>I complete the work but don't always achieve the full intention</li> </ul>	<ul style="list-style-type: none"> <li>I sometimes use props creatively</li> <li>I can choose costumes that have some relevance to a character</li> <li>I can sometimes vary my tone of voice and can project my voice without shouting</li> <li>I can occasionally stay in role during a performance</li> <li>I can use simple facial expressions and body language</li> </ul>	<ul style="list-style-type: none"> <li>I can make improvements to my own performance and contribute ideas to others</li> <li>I can sometimes identify style and genre</li> <li>I can identify meaning of my own work</li> <li>I can identify mood and atmosphere</li> <li>I can identify techniques used</li> </ul>
Working below	<ul style="list-style-type: none"> <li>I often play it safe when developing work and sometimes use drama vocabulary</li> <li>I am beginning to listen to others' opinions</li> <li>I can plan the plot of a "story" for performance</li> <li>I don't always make productive use of rehearsal time</li> </ul>	<ul style="list-style-type: none"> <li>I understand the basics of using props and can make some choices about a character's costume</li> <li>I am beginning to understand about tones of voice and the need to project without shouting</li> <li>I understand the need to stay in role during a performance but struggle to do this</li> </ul>	<ul style="list-style-type: none"> <li>I can make some improvements to my own performance and give an opinion about others</li> <li>I understand different styles and genres</li> <li>I can identify the basic meaning of a piece</li> <li>I can describe mood or atmosphere</li> <li>I can state techniques used</li> </ul>

# Music (Y7)

	Creating	Performing	Responding
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>I can compose rhythms using triplets in 6/8 and use a range of dynamics</li> <li>I can use tempo devices like accelerando and rallentando and compose pieces with a homophonic texture</li> <li>I can compose a piece that demonstrates clear ideas in a well-presented structure</li> <li>I can use harmonies including triads I, IV and V</li> <li>I can compose a melody that demonstrates some awareness of appropriate phrasing</li> </ul>	<ul style="list-style-type: none"> <li>I can perform triplet rhythms in 6/8</li> <li>I can perform the whole piece but with some errors that don't affect fluency</li> <li>I perform using a range of dynamics, including crescendo and diminuendo</li> <li>I contribute to my group and demonstrate parts to my peers</li> <li>I can perform across a range of instruments including pitched percussion, up to 3 chords on guitar, using both hands on keyboards or in C major scales on wind instruments</li> </ul>	<ul style="list-style-type: none"> <li>I can analyse and notate simple rhythms by ear</li> <li>I can analyse dynamics and tempo changes</li> <li>I can analyse musical textures and timbres</li> <li>I can analyse commonly used structures, including ground bass</li> <li>I can analyse and separate the 4 four parts of a SATB choir</li> <li>I can analyse and explain the difference between chord sequence and melody</li> <li>I can analyse and explain when the tonality changes within a piece</li> </ul>
<b>Working above</b>	<ul style="list-style-type: none"> <li>I can compose using semi-quavers and rhythms in 2/4, 3/4 and 4/4 as well using a range of dynamics</li> <li>I can use tempo devices such as Adagio and Andante and compose pieces with a two-part texture</li> <li>I can compose a piece in binary/ternary form</li> <li>I can compose a piece with more than one part, without clashing</li> <li>I can compose a simple melody using a major scale</li> </ul>	<ul style="list-style-type: none"> <li>I can perform semi-quavers and rhythms in 2/4, 3/4 and 4/4</li> <li>I can perform part of a piece correctly, fluency is not affected</li> <li>I can perform using a range of dynamics from pianissimo to fortissimo</li> <li>I can perform a complex part accurately with a group</li> <li>I can perform on a range of instruments including percussion, guitar, woodwind and keyboards</li> </ul>	<ul style="list-style-type: none"> <li>I can explain the difference between semibreves, minims and crotchets</li> <li>I can explain the difference between dynamic changes</li> <li>I can hear and explain tempo changes</li> <li>I can hear the difference between monophonic and melody with accompaniment</li> <li>I can explain the difference between major and minor</li> </ul>
<b>Working at</b>	<ul style="list-style-type: none"> <li>I can compose simple rhythms, using minims, crotchets and quavers</li> <li>I can compose a piece with slow or fast tempo and with a monophonic texture</li> <li>I can compose 2 sections within a piece</li> <li>My two-part pieces sometimes have clashing notes</li> <li>I can compose a simple melody using a pentatonic scale</li> </ul>	<ul style="list-style-type: none"> <li>I can perform compose simple rhythms, using minims, crotchets and quavers</li> <li>I can perform part of a piece correctly, fluency is affected</li> <li>I can perform using dynamics that include piano and forte</li> <li>I can perform a simple part within a group</li> <li>I can perform across a range of instruments using simple techniques</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the difference between pulse and rhythm</li> <li>I can identify dynamic changes</li> <li>I can identify tempo and texture changes</li> <li>I can identify the differences in simple timbres</li> <li>I can identify the difference in low and high pitches</li> <li>I can identify the difference between melody</li> </ul>
<b>Working below</b>	<ul style="list-style-type: none"> <li>I can compose a simple rhythm</li> <li>I can compose with some awareness of tempo and dynamics</li> <li>I know how to use texture in a composition and can create a piece with a single section</li> <li>I can compose a piece with a basic understanding of consonant harmony</li> <li>I can compose a melody with a limited range of notes</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate a pulse rhythm</li> <li>I can perform a little, accuracy is poor</li> <li>I have some awareness of dynamics when performing</li> <li>Within a group performance, my timing awareness is limited</li> <li>I can perform simply on a small range of instruments</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise a pulse rhythm</li> <li>I recognise dynamics using simple terms</li> <li>I can recognise tempos and textures</li> <li>I can use letters to recognise different sections within a piece</li> <li>I can recognise pitch change, melody and tonality</li> </ul>

## Dance (Y7)

	Creating	Performing	Responding
Exceeding	<ul style="list-style-type: none"> <li>I can respond appropriately to a stimulus and use a variety of action content</li> <li>I include a variety of dynamic content and consider the use of space</li> <li>I sometimes consider the use of relationships and the structure in my choreography is clear</li> <li>I select and use aural setting and the mood and meaning of the dance is communicated through most of my choreography</li> </ul>	<ul style="list-style-type: none"> <li>I can display some moments of technical ability specific to the style</li> <li>Most of the action content, dynamic content and spatial content is executed accurately</li> <li>I can relate to other dancers</li> <li>I can communicate interpretation of mood, but not sustained throughout</li> <li>I can apply some aspects of safe practice</li> <li>I can embody a particular style, not sustained throughout</li> </ul>	<ul style="list-style-type: none"> <li>I can display simple, accurate descriptions and some evaluative skills. These are not always supported by examples</li> <li>My analysis is basic and accurate</li> <li>I can make simple, descriptive comparisons</li> <li>I am able to use some specialist dance terms and display some reflective skills – I can identify strengths and weaknesses in my own and others' performance and make suggestions for improvement</li> </ul>
Working above	<ul style="list-style-type: none"> <li>I can simply respond to stimulus</li> <li>I can use some dynamics and sometimes think about the use of space</li> <li>I sometimes consider the use of relationships and I attempt some elements of structure</li> <li>I can select aural setting and the mood and meaning of the dance is sometimes communicated in my choreography</li> </ul>	<ul style="list-style-type: none"> <li>I can make some attempt to evidence technical ability</li> <li>I can display some accuracy in action content, dynamic content and spatial content</li> <li>I display some attempt to relate to other dancers</li> <li>I occasionally communicate interpretation of mood</li> <li>I show some aspects of safe practice</li> <li>I can occasionally embody a style</li> </ul>	<ul style="list-style-type: none"> <li>My descriptions are recognisable and I have some evaluative skills</li> <li>I display some basic analysis skills</li> <li>I have the ability to compare works, but not always accurately</li> <li>I can use basic dance terminology appropriately and have basic reflective skills – I can identify key strengths and weaknesses in my own and others' work</li> </ul>
Working at	<ul style="list-style-type: none"> <li>I can attempt to respond to the stimulus</li> <li>I can show a limited range of dynamics and pay limited attention to space</li> <li>I can pay limited attention to relationships and the use of structure</li> <li>I can select aural setting, however it detracts from the dance idea</li> </ul>	<ul style="list-style-type: none"> <li>I display limited technical ability</li> <li>I show limited accuracy in action content, dynamic content and spatial content</li> <li>I show limited ability to relate to other dancers or communicate mood / meaning</li> <li>I have limited understanding of safe practices</li> <li>I am able to show a limited embodiment of style</li> </ul>	<ul style="list-style-type: none"> <li>I make an attempt to describe features of a piece of work</li> <li>I make an attempt to analyse and evaluate work</li> <li>I can make some comparisons between dance works</li> <li>I try to use specialist dance terms, but not always accurately</li> <li>I have some reflective skills – both of my own and others' work</li> </ul>
Working below	<ul style="list-style-type: none"> <li>I can't give a response to a stimulus</li> <li>I can't show evidence of dynamic interest or give attention to use of space</li> <li>I don't consider use of relationships or space</li> <li>I don't consider aural setting or attempt to communicate the dance idea</li> </ul>	<ul style="list-style-type: none"> <li>I don't display any technical ability</li> <li>My action content, dynamic content and spatial content in inaccurate</li> <li>I don't relate to other dancers</li> <li>I struggle to communicate mood / meaning and find it difficult to embody a particular style</li> </ul>	<ul style="list-style-type: none"> <li>I don't show any descriptive, analytical or evaluative skills</li> <li>I don't really use specialist dance terminology</li> <li>I find it difficult to reflect on my own work or on other peoples'</li> </ul>

# Physical Education

In Year 7 students will perform in a variety of activities. Their practical ability will be assessed after each activity block using activity-specific criteria.

When a student's assessment is reported, they will receive a best-fit judgement based upon the generic criteria below.

	Year 7
<b>Exceeding</b>	<p>Can perform basic skills under pressure with some consistency.</p> <p>Can perform complex skills in isolation with fluency and consistency.</p> <p>Can describe their own strengths and weaknesses using subject specific terminology.</p>
<b>Working above</b>	<p>Can perform basic skills in isolation with good fluency and consistency.</p> <p>Can perform more complex skills in isolation with some consistency.</p> <p>Can describe the strengths and weaknesses of their performance.</p>
<b>Working at</b>	<p>Can perform basic skills in isolation with some consistency.</p> <p>Can explain teaching points of complex skills.</p>
<b>Working below</b>	<p>Can explain the key teaching points of basic skills.</p> <p>Can identify basic roles.</p>

# Art, Design & Technology Department

## Y7 Art (1)

	Research	Record, Review, Develop	Final Piece or Product
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>Worked independently to collect an exceptional range of images and relevant information about the artist David Hockney or Maggi Hambling.</li> <li>Created an artist research page for either David Hockney or Maggi Hambling which is presented to an exceptional level and includes the following: a title that is visually relevant to the artist's work, key information, written analysis and an artist reproduction that explores the techniques</li> </ul>	<ul style="list-style-type: none"> <li>Produced observational fish drawings that show exceptional levels of accuracy and an ability to create subtle changes in tone.</li> <li>Produced a texture page which shows initiative and a thorough exploration of the media.</li> <li>Confidently and constructively contributed to peer reviews and helped other students during lessons.</li> <li>Responded to all feedback to refine outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Worked independently to complete a final piece that demonstrates exceptional levels of skill when using media as well as displaying individual ideas and creative flair.</li> <li>Final piece is clearly informed by research and shows a refinement of techniques explored in previous lessons.</li> </ul>
<b>Working above</b>	<ul style="list-style-type: none"> <li>Worked independently to collect a range of images and relevant information about the artist David Hockney or Maggi Hambling.</li> <li>Created an artist research page for either David Hockney or Maggi Hambling which is well presented and includes some of the following: a title that is visually relevant to the artist's work, key information, written analysis</li> </ul>	<ul style="list-style-type: none"> <li>Produced observational fish drawings that show good levels of accuracy and an ability to create changes in tone.</li> <li>Worked independently to completed good quality homework that shows refinement of techniques.</li> <li>Contributed to peer reviews.</li> <li>Responded well to feedback to refine outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Completed a final piece that demonstrates high levels of skill when using media and some creativity.</li> <li>Final piece is clearly informed by research and techniques explored in previous lessons.</li> </ul>
<b>Working at</b>	<ul style="list-style-type: none"> <li>Collected images and information about the artist David Hockney or Maggi Hambling.</li> <li>Created an artist research page for either David Hockney or Maggi Hambling which includes some of the following: a title, key information, written analysis</li> </ul>	<ul style="list-style-type: none"> <li>Produced observational fish drawings that show some accuracy and some ability to create tone</li> <li>Produced a texture page with some exploration of the media</li> <li>Homework tasks show adequate application of techniques from the lesson</li> <li>Responded to most feedback</li> </ul>	<ul style="list-style-type: none"> <li>With guidance has completed a final piece that demonstrates adequate skill when using media.</li> <li>Final piece is informed by some aspects of research and/or techniques explored in previous lessons.</li> </ul>
<b>Working towards</b>	<ul style="list-style-type: none"> <li>Images and information were not collected about the artist David Hockney or Maggi Hambling.</li> <li>Created a David Hockney or Maggi Hambling artist research page which includes very basic information and experiments that are not an accurate representation of the artist's work.</li> </ul>	<ul style="list-style-type: none"> <li>Produced observational fish drawings that show minimal effort and/or minimal control of media.</li> <li>Showed minimal ability to respond to feedback.</li> <li>Homework tasks were completed to an inadequate standard.</li> </ul>	<ul style="list-style-type: none"> <li>Final piece is completed to a low standard and shows minimal ability to apply learning from previous tasks.</li> </ul>

# Art, Design & Technology Department

## Y7 Art (2)

	Research	Record, Review, Develop	Final Piece or Product
Exceeding	<ul style="list-style-type: none"> <li>Collected a range of relevant images showing Picasso's cubist portraits</li> <li>Shown initiative by independently collecting research about other artists from the Cubist movement</li> <li>Written analysis includes fluent use of key art vocab demonstrating a deep understanding, as well as justification of opinions about artist's works</li> <li>Presentation of research pages is exceptionally skillful and creative with a clear consideration of layout.</li> </ul>	<ul style="list-style-type: none"> <li>Reproduction of Picasso's 'Weeping Woman' is drawn exceptionally accurately and paint is applied with exceptional levels of control.</li> <li>Produced observational front view portrait drawing that shows exceptional levels of accuracy.</li> <li>Independently completed a high quality homework drawing task</li> <li>Confidently and constructively contributed to peer reviews and helped other students during lessons</li> <li>Responded to all feedback to refine outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Independently completed a final piece that demonstrates exceptional levels of skill when using media as well as displaying individual ideas and creative flair.</li> <li>Final piece is clearly informed by research and shows a refinement of techniques explored in previous lessons.</li> </ul>
Working above	<ul style="list-style-type: none"> <li>Collected a range of relevant images showing Picasso's cubist portraits.</li> <li>Written analysis includes fluent use of key art vocab.</li> <li>Presentation of research pages is highly skilful and creative with a consideration of layout.</li> </ul>	<ul style="list-style-type: none"> <li>Reproduction of Picasso's 'Weeping Woman' is drawn accurately and paint is applied with a high level of control.</li> <li>Produced observational front view portrait drawing that shows a high level of accuracy, some understanding of proportion and an ability to create changes in tone.</li> <li>Independently completed a high quality homework drawing task</li> <li>Constructively contributed to peer reviews.</li> </ul>	<ul style="list-style-type: none"> <li>Independently completed a final piece that demonstrates high levels of skill when using media as well as displaying some creativity.</li> <li>Final piece is clearly informed by research and techniques explored in previous lessons.</li> </ul>
Working at	<ul style="list-style-type: none"> <li>Collected a at least two images showing Picasso's cubist portraits</li> <li>Written analysis includes some key art vocab.</li> <li>With guidance has produced a research pages which shows some consideration of layout and skill but requires improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Reproduction of Picasso's 'Weeping Woman' shows some accuracy but requires further guidance when applying media</li> <li>Produced observational front view portrait drawing that shows some accuracy, and some ability to create tone but requires further guidance.</li> <li>Homework drawing task shows adequate application of techniques from the lesson</li> </ul>	<ul style="list-style-type: none"> <li>With guidance has completed a final piece that demonstrates adequate skill when using media.</li> <li>Final piece is informed by some aspects of research and/or techniques explored in previous lessons but links could be stronger.</li> </ul>
Working towards	<ul style="list-style-type: none"> <li>The collection of Picasso images was completed to an inadequate standard.</li> <li>Written analysis shows low understanding of key art vocab.</li> <li>Presentation of research page shows inadequate effort and/or minimal understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Reproduction of Picasso's 'Weeping Woman' shows minimal effort and/or minimal control of media.</li> <li>Showed minimal ability to respond to feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Final piece is completed to a low standard and shows minimal ability to apply learning from previous tasks</li> </ul>

# Art, Design & Technology Department

## Y7 Food

	Research	Record, Review, Develop	Final Piece or Product
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>You have used both <b>primary &amp; secondary research</b> sources.</li> <li><b>Analysed</b> the information you have discovered.</li> <li><b>Produced a dynamic</b> piece of work about <b>the science behind bread making</b>, without <b>copying</b> and <b>pasting</b> large chunks <b>irrelevant</b> information.</li> </ul>	<ul style="list-style-type: none"> <li>You have displayed your research as a poster, leaflet or a descriptive written piece.</li> <li>Research will include relevant terminology and pictures.</li> <li>Review the implications' of the function of ingredients and how each dish produced is a healthy option. Making accurate suggestions for improvement to each dish.</li> </ul>	<ul style="list-style-type: none"> <li>You have shown a range of skills in your completed work.</li> <li>All dishes produced are produced to a high standard and presented well.</li> <li>You have an in-depth understanding of the subjects researched.</li> <li>Final piece, for class buffet, is well presented</li> </ul>
<b>Working above</b>	<ul style="list-style-type: none"> <li>You have used both primary &amp; secondary research sources.</li> <li>Analysed the information you have discovered.</li> <li>Produced a good piece of work about the science behind bread making, without copying and pasting large chunks irrelevant information.</li> </ul>	<ul style="list-style-type: none"> <li>You have displayed your research as a poster, or a descriptive written piece.</li> <li>Research will include relevant terminology.</li> <li>Review the implications' of the function of ingredients and how each dish produced is a healthy option.</li> </ul>	<ul style="list-style-type: none"> <li>You have shown a range of skills in your completed practical work.</li> <li>You have understanding of the subjects researched.</li> <li>Final piece, for class buffet, is well presented</li> </ul>
<b>Working at</b>	<ul style="list-style-type: none"> <li>You have used only primary research sources.</li> <li>Produced a piece of work about the science behind bread making, without copying and pasting large chunks of irrelevant information.</li> </ul>	<ul style="list-style-type: none"> <li>You have displayed your research as a written piece.</li> <li>Research will include some relevant terminology.</li> <li>Review the implications' of most of the function of ingredients and how most dishes produced are a healthy option.</li> </ul>	<ul style="list-style-type: none"> <li>You have shown some skills in your completed practical work.</li> <li>You have a limited understanding of the subjects researched.</li> <li>Final piece, for the class buffet, is adequately presented.</li> </ul>
<b>Working towards</b>	<ul style="list-style-type: none"> <li>You have used researched the wrong sources.</li> <li>Produced a piece of work about the science behind bread making, and copied and pasted large chunks of irrelevant information.</li> </ul>	<ul style="list-style-type: none"> <li>You have displayed your research as a written piece.</li> <li>The piece will not include relevant terminology.</li> <li>Not considered the implications' of the function of ingredients and how dishes produced are healthy options.</li> </ul>	<ul style="list-style-type: none"> <li>You have shown a limited range of skills in your completed work.</li> <li>You have no understanding of the subjects researched.</li> <li>Final piece is poorly presented.</li> </ul>

# Art, Design & Technology Department

## Y7 Product

	Research	Record, Review, Develop	Final Piece or Product
Exceeding	<ul style="list-style-type: none"> <li>• <b>Analysed</b> the results of the research and what was <b>discovered</b>.</li> <li>• Completed <b>deconstructed</b> an existing product to <b>examine</b> construction.</li> <li>• Produced an <b>in-depth</b> specification using ACCESSFM as a guide.</li> </ul>	<ul style="list-style-type: none"> <li>• Produced 3 <b>distinctive</b> ideas, coloured &amp; labelled/ annotated each idea in <b>in-depth</b> detail</li> <li>• Have produced a <b>detailed</b> working drawing in colour, with <b>accurate</b> labelling and measurements.</li> <li>• Show an <b>in-depth understanding</b> of the characteristics of the materials &amp; equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Have <b>chosen</b> a range of skills &amp; processes. The task offers some challenge &amp; the final product is generally well assembled &amp; functional.</li> <li>• <b>The product has been tested &amp; questioned</b> against the design, detailing improvements.</li> <li>• Have <b>surveyed</b> your use of information sources</li> </ul>
Working above	<ul style="list-style-type: none"> <li>• <b>Carried out and made use of</b> research which includes a product analysis using ACCESSFM.</li> </ul>	<ul style="list-style-type: none"> <li>• Have <b>developed 3</b> alternative ideas &amp; labelled/ used annotation to <b>explain</b> each idea in detail.</li> <li>• Have produced a <b>purposeful</b> final design, in colour with <b>relevant</b> labelling.</li> <li>• Have <b>employed and practiced</b> a range of tools, materials &amp; equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identified</b> the good points of the product &amp; how it could be <b>modified</b>.</li> <li>• The product was <b>tested by a range of people</b>.</li> <li>• The product <b>performed</b> well against the design specification</li> <li>• <b>Interpreted</b> the needs of your client.</li> </ul>
Working at	<ul style="list-style-type: none"> <li>• Have <b>collected</b> at least <b>3</b> relevant pieces of research.</li> </ul>	<ul style="list-style-type: none"> <li>• Have <b>interpreted</b> the research to produce 3 <b>alternative</b> ideas with links to the target market.</li> <li>• Have produced a final design with <b>purposeful</b> labelling</li> <li>• <b>Demonstrated</b> how to use tools &amp; equipment with accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• The product <b>relates</b> well to your final design.</li> <li>• Have <b>discussed</b> what has worked well throughout the making process &amp; what could have been completed more effectively.</li> <li>• Have <b>reviewed</b> the good points of the product &amp; how it could be improved</li> </ul>
Working towards	<ul style="list-style-type: none"> <li>• Have <b>collected</b> at least <b>one</b> relevant piece of research.</li> </ul>	<ul style="list-style-type: none"> <li>• Produced a minimum of 2 designs which link to the needs of the user</li> <li>• Produced a <b>simple</b> final design.</li> <li>• Have <b>selected</b> tools &amp; some equipment and used with some accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to <b>recall</b> the order of the work.</li> <li>• Have <b>identified</b> what has been done well &amp; what could be improved on the final product.</li> </ul>

# Art, Design & Technology Department

## Y7 Textiles

	Research	Record, Review, Develop	Final Piece or Product
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>You have found an impressive and highly imaginative selection of images.</li> <li>You have analysed your collected research and your annotations show a clear understanding</li> <li>You have produced a mood board with an exceptional variation of medium types.</li> </ul>	<ul style="list-style-type: none"> <li>Your cushion designs show a high level of creativity and imagination. The designs are also highly accurate with a clear understanding of 3D objects, scale and perspective. The tonal changes and shading within your designs are subtle and highly skilful.</li> <li>You have analysed your cushion designs and it is clear you have a strong understanding of fabric/component properties and the production process.</li> </ul>	<ul style="list-style-type: none"> <li>You have manufactured your cushion to an exceptional standard. Your final designs are highly imaginative, unique and show a strong creative flare.</li> <li>Your final product/s have been produced showing a high level of sewing accuracy.</li> <li>You have shown a strong ability to work independently from the design concept through to the production process.</li> </ul>
<b>Working above</b>	<ul style="list-style-type: none"> <li>You have found an imaginative selection of images which are all relevant to your chosen theme.</li> <li>You have analysed your collected research and including some relevant annotations.</li> <li>You have produced a mood board with a good variety of medium types.</li> </ul>	<ul style="list-style-type: none"> <li>Your cushion designs show a good level of creativity and imagination. The designs are drawn with care and accuracy. Your designs show a good understanding of 3D shapes, scale and perspective. The tonal changes and shading within your designs show a good skill level.</li> <li>You have analysed your cushion designs and within your annotations it is clear you have a good understanding.</li> </ul>	<ul style="list-style-type: none"> <li>You have manufactured your cushion to a good/very good standard. Your final designs are creative and imaginative.</li> <li>Your final product/s have been produced showing a good level of sewing accuracy. The decoration and construction of the final product/s highlight neat and consistently good practical work. You have shown a good/very good ability to work independently</li> </ul>
<b>Working at</b>	<ul style="list-style-type: none"> <li>You have found a satisfactory selection of images for your mood board. Some of the images sourced may not be relevant to your chosen theme.</li> <li>No annotations are present or do not relate to the project brief.</li> <li>You have produced a satisfactory mood board with some elements of creativity present.</li> </ul>	<ul style="list-style-type: none"> <li>Your cushion designs meet the project brief requirements and show a basic level of creativity. The designs have been completed with a reasonable attempt to produce accurate drawings. The tonal changes and shading within your designs show a basic skill level.</li> <li>You have included simple annotations within your design ideas showing a basic understanding.</li> </ul>	<ul style="list-style-type: none"> <li>You have manufactured your cushion to a satisfactory standard. Your final designs are simple and show a basic level of creativity.</li> <li>You have completed the decorative panel and construction stage with care and have managed to produce a final product that shows a reasonable level of accuracy.</li> </ul>
<b>Working towards</b>	<ul style="list-style-type: none"> <li>You have produced a mood board with minimal creativity and effort.</li> <li>An attempt was not made to improve the mood board to a satisfactory standard after teacher feedback</li> </ul>	<ul style="list-style-type: none"> <li>You have produced a range of designs that do not show any attempt at control or accuracy.</li> <li>An attempt was not made to improve the designs to a satisfactory standard after teacher feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Your cushion has been manufactured to an unsatisfactory standard. The final design shows a low level of creativity due to an undeveloped design idea.</li> </ul>