

Hall Cross Academy Year 8

2016 - 2017



Progress Portfolio

Progress Portfolio

Year 8

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 Y8 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 14th November 2016

w/c 16th January 2017

w/c 3rd 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
Gold	<ul style="list-style-type: none"> I have shown a clear, critical stance. I have developed imaginative insights which are well supported by quotations and wider textual knowledge. 	<ul style="list-style-type: none"> I have developed a coherent interpretation of texts. I have shown a thoughtful approach, and I am beginning to evaluate the text. 	<ul style="list-style-type: none"> I have shown a clear appreciation of how the text's language and structure supports the writer's purpose and contributes to meaning. I have used precise subject terminology in an appropriate context. 	<ul style="list-style-type: none"> I have explored the writer's language in detail. I have made meaningful comments on a range of different language features and how they contribute to the overall effect of the text. I have used apt subject terminology. 	<ul style="list-style-type: none"> I have shown a clear appreciation of the writer's purpose, and have begun to analyse how the writer's subtleties support this. I have used precise subject terminology in an appropriate context. 	<ul style="list-style-type: none"> I have sustained a critical analysis and evaluation of the text, showing an appreciation of how it relates to context and traditions. I have explored the meanings produced from this.
Violet	<ul style="list-style-type: none"> I have identified precise and relevant points that show a deep understanding of the whole text. I have embedded quotations which back up my points clearly. 	<ul style="list-style-type: none"> I have identified complicated layers of meaning. I have explained my ideas with detail, exploring the whole of the text in a sophisticated way. 	<ul style="list-style-type: none"> I have explored the writer's choices for structure in detail. I have explained how these choices may link to the text's theme. I have used relevant subject terminology. 	<ul style="list-style-type: none"> I have given a detailed explanation of how language is used. I have made comments on how the language techniques add to the overall effect of the text. I have used relevant subject terminology. 	<ul style="list-style-type: none"> I have identified different purposes to the text by following the development of the ideas through the text, and by focusing on specific words. I have explained clearly and perceptively the effect on the reader and explored how this effect has been achieved. I have used apt subject terminology. 	<ul style="list-style-type: none"> I have analysed how a text is influenced by earlier texts written within the same tradition. I have evaluated the importance of themes, characters, setting, historical and cultural background.
Indigo	<ul style="list-style-type: none"> I have made points about different parts of the text that show I really understand it. I have used really appropriate quotations and references to back up my ideas. 	<ul style="list-style-type: none"> I have identified the layers of meaning in the text, looking under the surface. I have explained some of my ideas about the whole of the text in detail. 	<ul style="list-style-type: none"> I have made some comment about how the writer structures the text, and explained why. I understand that the writer has deliberately chosen this structure and thought about his/her reasons. I have used some subject terminology. 	<ul style="list-style-type: none"> I have found various techniques used in the text. I have explained the effect of these techniques. I have used some subject terminology. 	<ul style="list-style-type: none"> I have identified the main purpose of the text and explained the ideas through the text and by focusing on the effect of specific words. 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. I have used relevant subject terminology. 	<ul style="list-style-type: none"> I have clearly identified similarities and differences between texts. I have clearly explained how the contexts contribute to meaning.
Blue	<ul style="list-style-type: none"> I have clearly made points that show I understand the text. I have backed up my ideas with the right quotation. 	<ul style="list-style-type: none"> I have explained my ideas in more detail using different parts of the text. My ideas are clearly based on the text. 	<ul style="list-style-type: none"> I have explained how the writer uses different ways to structure the text. I have made simple comments about why the writer has used why. I have tried to use subject terminology. 	<ul style="list-style-type: none"> I have identified some writer's techniques. I have made a simple comment about why the writer has used them. I have tried to use subject terminology. 	<ul style="list-style-type: none"> I have identified the main purpose of the text and explained the writer's viewpoint with some detail. I understand the effect that the text has on the reader and can explain this clearly. I have used some subject terminology. 	<ul style="list-style-type: none"> I have identified similarities and differences between texts. I have given some explanation of how the contexts contribute to meaning.
Green	<ul style="list-style-type: none"> I have made some relevant points and shown I understand most of the text. I have used quotations that are mostly relevant to the point I am making. 	<ul style="list-style-type: none"> I have begun to make correct guesses on the hidden meaning of the text. 	<ul style="list-style-type: none"> I have explained how the writer uses different ways to structure the text. I have made simple comments about why the writer has used why. I have tried to use subject terminology. 	<ul style="list-style-type: none"> I have found a few techniques that are in the text. I have struggled to explain why the writer has used them or what effect they have. I have tried to use subject terminology. 	<ul style="list-style-type: none"> 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. I have made a simple comment on the effect and how the text affects the reader. I have tried to use subject terminology. 	<ul style="list-style-type: none"> I have identified simple connections between texts. I have made simple comments on character, settings and presentational features.
Yellow	<ul style="list-style-type: none"> I have found the simple, most obvious points. I have included quotations, but they may not be relevant. 	<ul style="list-style-type: none"> I understand the surface meaning of the text. I have made personal comments rather than them being based on the text. 	<ul style="list-style-type: none"> I have found a few ways that the writer structures the text. I have begun to try and explain why. I have tried to use subject terminology. 	<ul style="list-style-type: none"> I have found a few techniques that are in the text. I have struggled to explain why the writer has used them or what effect they have. I have tried to use subject terminology. 	<ul style="list-style-type: none"> I have found the main reason why the writer has written the text. I have made a personal response. I have tried to use subject terminology. 	<ul style="list-style-type: none"> I have shown I recognise historical setting, social or cultural background.
Orange	<ul style="list-style-type: none"> I have remembered some straightforward information such as the names of characters. I have known where to look for information. 	<ul style="list-style-type: none"> I have understood the straightforward meaning of the text. Most of my comments have been made from looking at the text. 	<ul style="list-style-type: none"> I have shown an understanding of the main ways the text is structured such as the beginning and end. 	<ul style="list-style-type: none"> I have found some good language choices. I have identified language patterns I have seen before. 	<ul style="list-style-type: none"> I have shown some awareness that the writer has their own view and purpose. I have made simple statements about what I like and don't like in the text. I have sometimes given reasons to support this. 	<ul style="list-style-type: none"> I have identified a couple of general features. I have shown some awareness that books can be set in a different time or place.
Red	<ul style="list-style-type: none"> With my teacher's help I have: <ul style="list-style-type: none"> Remembered some simple bits of a text I know. Found some interesting pages / paragraphs. 	<ul style="list-style-type: none"> With my teacher's help I have: <ul style="list-style-type: none"> Understood the main parts of a text such as who is speaking. Made comments and asked questions about what the text means. 	<ul style="list-style-type: none"> With my teacher's help I have: <ul style="list-style-type: none"> Shown I know the meaning of some simple features. 	<ul style="list-style-type: none"> With my teacher's help I have: <ul style="list-style-type: none"> Commented on the obvious language features. 	<ul style="list-style-type: none"> With my teacher's help I have: <ul style="list-style-type: none"> Made some simple comments about what I like and don't like by thinking about what I have read in the past. 	<ul style="list-style-type: none"> With my teacher's help I have: <ul style="list-style-type: none"> Been able to tell the difference between a couple of well known story types, such as what usually happens to good or bad characters.

Writing Skills

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

Year 8 Baccalaureate Skills

	Exceeding	Working Above	Working at	Working towards
<p>Sources and Analysis</p>	<p>I make developed inferences about a variety of sources of information. I support my points with detailed explanations that analyse various aspects of the sources such as purpose, reliability and usefulness. I am able to place the sources in their context. I can make more developed comments as to how sources may be interpreted differently by different groups.</p>	<p>I am able to explain the value of various sources. I support my points with explanations surrounding the purpose behind the sources and how reliable and useful they are. I can develop the explanations starting to use my own contextual knowledge. I can simple comments about how sources may be interpreted differently by different groups.</p>	<p>I am able to make relevant comments about what particular sources show. I can make some simple inferences about the purpose of particular sources and make simple comments about their reliability and usefulness.</p>	<p>I make simple observations about what the sources tell me. I do not use the context of what I have been studying to inform my comments. I may make some factual errors.</p>
<p>Written Communication</p>	<ul style="list-style-type: none"> • I use a variety of sentences effectively. • My writing is clearly organised into appropriate paragraphs. • I make very few spelling errors throughout my work. • I use a range of punctuation accurately. I use subject specific language throughout. • My arguments are structured logically with fitting introductions and conclusions. • My points are supported with reasoned explanations and I can adapt my writing to a variety of purposes. • I use a variety of evidence to justify my conclusions. 	<ul style="list-style-type: none"> • I use simple and compound sentences confidently and accurately. • I use paragraphs to structure my work with some evidence of links being made. • I use a range of punctuation, but commas are not always accurate when marking clauses. • Spelling errors occur in some more ambitious words. • I use subject specific language but not always appropriately. • My arguments are constructed in an appropriate manner but some points lack the necessary depth of discussion required to show my depth in understanding. • I refer to some evidence when reaching my conclusions. 	<ul style="list-style-type: none"> • I can use simple and compound sentences effectively. • My work is structured into paragraphs but not always effectively. • I use full stops and capital letters correctly but commas, question marks etc... are not always accurate. • My spelling is accurate for the majority of words. • I attempt subject specific words occasionally. • I make perceptive points in my arguments but do not support them with the necessary depth of explanation. • My arguments are often constructed with just a single piece of evidence or explanation. • I occasionally refer to relevant evidence when drawing my conclusions. 	<ul style="list-style-type: none"> • I use simple and compound sentences with some accuracy. • My writing is structured logically but not always into appropriate paragraphs. • I use simple punctuation but not always accurately. • I have spelling errors throughout my work. • I use little subject specific language in my writing. • My arguments are constructed with simple points which are not always accurate. • I use little evidence and only simple explanations to show my understanding of the topic. • I rarely justify my conclusions with relevant evidence.

Physical Education

In Year 8 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 8
Exceeding	<p>Can perform basic skills under pressure with good fluency and consistency.</p> <p>Can perform complex skills under pressure with some consistency.</p> <p>Can explain their own strengths and weaknesses using subject specific terminology.</p>
Working above	<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>
Working at	<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>
Working towards	<p>Can perform basic skills in isolation with some consistency.</p> <p>Can explain teaching points of complex skills.</p>

Modern Languages Department

Y8 Languages

	Listening skills	Reading & Writing skills	Speaking skills
Exceeding	<ul style="list-style-type: none"> Understands past, present or/ and future events and specific details with some repetition 	<ul style="list-style-type: none"> Is able to read independently and work out meanings of unfamiliar words including extra details Understands written texts in the past, present or/and future tenses Is able to use a dictionary confidently and independently 	<ul style="list-style-type: none"> Is able to prepare a short conversation including past and future tenses <ul style="list-style-type: none"> Understands why pronunciation is important and is able to give confident responses.
Working above	<ul style="list-style-type: none"> Is able to understand passages in a different time frame with repetition and some support 	<ul style="list-style-type: none"> Is able to understand the main point of a text in a different time frame with some support. Is able to use a dictionary with some support if necessary 	<ul style="list-style-type: none"> Is able to have a structured conversation using a different time frame with generally good pronunciation The message is quite clear
Working at	<ul style="list-style-type: none"> Understands questions and familiar phrases in a short recording with some help 	<ul style="list-style-type: none"> Understands main points in a short text Generally is able to use a dictionary with some confidence Understands importance of literacy and the work produced is mostly accurate Is able to adapt phrases and starting to express simple opinions The presentation of the work is generally good 	<ul style="list-style-type: none"> Generally has a good pronunciation and the message conveyed is quite clear Contributes actively in most lessons Is able to convey short messages with some support
Working towards	<ul style="list-style-type: none"> Finds it difficult to understand simple information in a short recording even with a lot of my teacher 	<ul style="list-style-type: none"> Has difficulty in understanding gist of a short text Finds it difficult to use a dictionary and produce any adequate written work. Has great difficulty in conveying simple information even with some support 	<p>Has very low confidence in lessons and finds contributing in class very challenging.</p>

Performing Arts Department

Y8 Drama

	Creating	Performing	Responding
Exceeding	<ul style="list-style-type: none"> I actively listen to others' opinions, add to and act on them I can make appropriate decisions about the developing work and am not afraid to take risks I can use drama vocabulary fluently and convincingly when talking or writing about my own and others' work I can create complex structure drawing on a range of performance conventions I can create and prepare for a unique character that meets the demands of the performance 	<ul style="list-style-type: none"> I can use props creatively and highly imaginatively in a variety of genres I can choose costumes appropriate to different characters and give advice to others I can use varied and highly imaginative tones for different characters and can project my voice clearly even when speaking quietly with a convincing effect on the audience I can stay in role during a performance and create a sense of atmosphere and engagement with the audience I can use a range of facial expressions 	<ul style="list-style-type: none"> I can make improvements to group work and express alternative ideas to further meet task demands I can identify style and genre and appreciate its suitability through subtle examples I can fully articulate meaning of my own or others' work and express how subtext was revealed I can identify the mood/atmosphere and suggest ideas for further development <ul style="list-style-type: none"> I can evaluate the effectiveness of a range of techniques used and am able to suggest further techniques that could be applied to create a more effective piece of theatre
Working above	<ul style="list-style-type: none"> I can develop ideas from other lessons appropriately to meet the demands of the task and use drama vocabulary fluently, expressing subtext 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 I can create a varied and clear structure, drawing on a range of performance conventions I can complete work that is well prepared and meets the demands of the task and the group's intentions 	<ul style="list-style-type: none"> I can use props highly imaginatively and creatively I can choose costumes that are appropriate to a range of characters I am able to use different, imaginative tones for different characters and project clearly even when speaking quietly I can stay in role throughout a performance and imaginatively capture the mood of different characters I am able to use facial expressions imaginatively and body language convincingly in a variety of dramas 	<ul style="list-style-type: none"> I can make improvements to the group work and respond further and mediate a discussion to include everyone's ideas I can evaluate style and genre I can fully articulate meaning of my own and others' work and can express how subtext was revealed I can analyse how effective the mood and atmosphere was using examples <p>I can identify a range of drama techniques, comment on their effectiveness and suggest areas for development</p>
Working at	<ul style="list-style-type: none"> I can draw on ideas from other lessons and use drama vocabulary well I can listen to others' opinions and act on them while I make decisions about my own performance I can create varied performance structures I can complete work that helps to achieve the group's intentions 	<ul style="list-style-type: none"> I can use props originally I can choose a costume appropriate to a character I can use different tones for different characters and can be heard from a distance without shouting I can usually stay in role throughout a performance I can use different facial expressions and body language 	<ul style="list-style-type: none"> I can make improvements to my own performance and take on board the ideas of others I can identify style and genre I can identify meaning clearly and am beginning to recognise subtext I can identify the mood and atmosphere using examples <p>I can identify a range of techniques and discuss use</p>
Working towards	<ul style="list-style-type: none"> I can sometimes approach work using ideas from previous lessons I sometimes listen to others' opinions and use drama vocabulary in my own and others' work I can create straightforward performance structures I complete the work but don't always achieve the full intention 	<ul style="list-style-type: none"> I sometimes use props creatively I can choose costumes that have some relevance to a character I can sometimes vary my tone of voice and can project my voice without shouting I can occasionally stay in role during a performance I can use simple facial expressions and body language 	<ul style="list-style-type: none"> I can make improvements to my own performance and contribute ideas to others I can sometimes identify style and genre I can identify meaning of my own work I can identify mood and atmosphere <p>I can identify techniques used</p>

Performing Arts Department

Y8 Music

	Creating	Performing	Responding
Exceeding	<ul style="list-style-type: none"> I can compose using syncopated rhythms and dotted notes I can compose using a range of dynamics and apply legato and staccato techniques where appropriate I can compose using a variety of textures and using common structures including ground bass / pop song I can use harmonies including a range of major and minor chords I can use compositional devices appropriately 	<ul style="list-style-type: none"> I can perform syncopated rhythms and dotted notes I can perform the whole piece at the correct pitch and use a range of dynamic techniques I can contribute to the group in an ensemble piece as well as taking responsibility for solo parts I can perform using a range of instruments including 4 chords on a guitar and playing different rhythms on each hand on a keyboard I can perform a scale in 4 keys and over 2 octaves on woodwind instruments 	<ul style="list-style-type: none"> I can differentiate between simple time signatures and syncopated rhythms I can differentiate between the use of dynamics and changes in tempo in a piece I can differentiate between textures, including polyphonic and contrapuntal I can differentiate between simple intervals and different structures in a piece of music <ul style="list-style-type: none"> I can distinguish between blues and pentatonic scales
Working above	<ul style="list-style-type: none"> I can compose rhythms using triplets in 6/8 and use a range of dynamics I can use tempo devices like accelerando and rallentando and compose pieces with a homophonic texture I can compose a piece that demonstrates clear ideas in a well-presented structure I can use harmonies including triads I, IV and V I can compose a melody that demonstrates some awareness of appropriate phrasing 	<ul style="list-style-type: none"> I can perform triplet rhythms in 6/8 I can perform the whole piece but with some errors that don't affect fluency I perform using a range of dynamics, including crescendo and diminuendo I contribute to my group and demonstrate parts to my peers 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 	<ul style="list-style-type: none"> I can analyse and notate simple rhythms by ear I can analyse dynamics and tempo changes I can analyse musical textures and timbres I can analyse commonly used structures, including ground bass I can analyse and separate the 4 four parts of a SATB choir I can analyse and explain the difference between chord sequence and melody <p>I can analyse and explain when the tonality changes within a piece</p>
Working at	<ul style="list-style-type: none"> I can compose using semi-quavers and rhythms in 2/4, 3/4 and 4/4 as well using a range of dynamics I can use tempo devices such as Adagio and Andante and compose pieces with a two-part texture I can compose a piece in binary/ternary form I can compose a piece with more than one part, without clashing I can compose a simple melody using a major scale 	<ul style="list-style-type: none"> I can perform semi-quavers and rhythms in 2/4, 3/4 and 4/4 I can perform part of a piece correctly, fluency is not affected I can perform using a range of dynamics from pianissimo to fortissimo I can perform a complex part accurately with a group I can perform on a range of instruments including percussion, guitar, woodwind and keyboards 	<ul style="list-style-type: none"> I can explain the difference between semibreves, minims and crotchets I can explain the difference between dynamic changes I can hear and explain tempo changes I can hear the difference between monophonic and melody with accompaniment <p>I can explain the difference between major and minor</p>
Working towards	<ul style="list-style-type: none"> I can compose simple rhythms, using minims, crotchets and quavers I can compose a piece with slow or fast tempo and with a monophonic texture I can compose 2 sections within a piece My two-part pieces sometimes have clashing notes I can compose a simple melody using a pentatonic scale 	<ul style="list-style-type: none"> I can perform simple rhythms, using minims, crotchets and quavers I can perform part of a piece correctly, fluency is affected I can perform using dynamics that include piano and forte I can perform a simple part within a group I can perform across a range of instruments using simple techniques 	<ul style="list-style-type: none"> I can identify the difference between pulse and rhythm I can identify dynamic changes I can identify tempo and texture changes I can identify the differences in simple timbres I can identify the difference in low and high pitches <p>I can identify the difference between melody</p>

Performing Arts Department

Y8 Dance

	Creating	Performing	Responding
Exceeding	<ul style="list-style-type: none"> My choreography can show moments of creativity in response to the stimulus My dynamic content is varied and adds some interest to the dance I can make clear choices in the use of space and the use of relationships and they contribute to the dance idea The structure is clear in my choreography My choice and use of aural setting works with most of the dance The mood and meaning of the dance idea is communicated well in my choreography 	<ul style="list-style-type: none"> I can display sustained evidence of technical ability I can accurately execute all action, dynamic and spatial content I can relate to other dancers with some sensitivity I can communicate my interpretation of mood and meaning I can apply most aspects of safe practice appropriately I can give a committed performance I can embody a particular style throughout the piece 	<ul style="list-style-type: none"> My descriptions are accurate and motifs are described sequentially I can display evaluative skills and my judgements are supported by examples My analysis clearly references constituent features My comparisons are coherent and include some accuracy I can use a good range of specialist terms with some accuracy <ul style="list-style-type: none"> My reflective skills of my own and others' work are evident. My suggestions for improvements are supported with examples
Working above	<ul style="list-style-type: none"> I can respond appropriately to a stimulus and use a variety of action content I include a variety of dynamic content and consider the use of space I sometimes consider the use of relationships and the structure in my choreography is clear I select and use aural setting and the mood and meaning of the dance is communicated through most of my choreography 	<ul style="list-style-type: none"> I can display some moments of technical ability specific to the style Most of the action content, dynamic content and spatial content is executed accurately I can relate to other dancers I can communicate interpretation of mood, but not sustained throughout I can apply some aspects of safe practice <ul style="list-style-type: none"> I can embody a particular style, not sustained throughout 	<ul style="list-style-type: none"> I can display simple, accurate descriptions and some evaluative skills. These are not always supported by examples My analysis is basic and accurate I can make simple, descriptive comparisons <p>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</p>
Working at	<ul style="list-style-type: none"> I can simply respond to stimulus I can use some dynamics and sometimes think about the use of space I sometimes consider the use of relationships and I attempt some elements of structure I can select aural setting and the mood and meaning of the dance is sometimes communicated in my choreography 	<ul style="list-style-type: none"> I can make some attempt to evidence technical ability I can display some accuracy in action content, dynamic content and spatial content I display some attempt to relate to other dancers I occasionally communicate interpretation of mood I show some aspects of safe practice <ul style="list-style-type: none"> I can occasionally embody a style 	<ul style="list-style-type: none"> My descriptions are recognisable and I have some evaluative skills I display some basic analysis skills I have the ability to compare works, but not always accurately <p>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</p>
Working towards	<ul style="list-style-type: none"> I can attempt to respond to the stimulus I can show a limited range of dynamics and pay limited attention to space I can pay limited attention to relationships and the use of structure I can select aural setting, however it detracts from the dance idea 	<ul style="list-style-type: none"> I display limited technical ability I show limited accuracy in action content, dynamic content and spatial content I show limited ability to relate to other dancers or communicate mood / meaning I have limited understanding of safe practices I am able to show a limited embodiment of style 	<ul style="list-style-type: none"> I make an attempt to describe features of a piece of work I make an attempt to analyse and evaluate work I can make some comparisons between dance works I try to use specialist dance terms, but not always accurately <p>I have some reflective skills – both of my own and others' work</p>

Art, Design & Technology Department

Y8 Food

	Research	Record, Review, Develop	Final Piece or Product
Exceeding	<ul style="list-style-type: none"> You have collected primary & secondary research on healthy eating from a vast range of sources. You have analysed the information well and built upon what you have discovered. 	<ul style="list-style-type: none"> You have produced a detailed 5 point specification criteria and all points are justified. You have developed at least 5 original ideas & labelled/ annotated each idea in detail giving reasons for chosen ingredient and techniques You have produced a careful plan which considers timescale at the stages of manufacture You have given some consideration to quality control 	<ul style="list-style-type: none"> You have worked with an appropriate range of ingredients and equipment, showing good knowledge and understanding You have chosen a challenging method or adapted your method of manufacture. Your final product is well assembled, showing good attention to detail in presentation & is fully functional. Your product performed well against all points of the specification.
Working above	<ul style="list-style-type: none"> You have collected primary & secondary research on healthy eating from different sources. You have analysed the information you have found out. 	<ul style="list-style-type: none"> You have produced a 5 point specification criteria that is relevant to the brief. You have developed at least 5 original ideas & labelled/ annotated each idea in giving reasons for chosen ingredients You have produced a detailed plan for making 	<ul style="list-style-type: none"> You have worked with an appropriate collection of ingredients and equipment, showing some knowledge and understanding of the working properties of the ingredients & equipment. Your final product is generally well assembled & fully functional. Your product performed well against all points of the specification.
Working at	<ul style="list-style-type: none"> You have collected primary from at least one source. 	<ul style="list-style-type: none"> You have produced a detailed 3 point specification criteria. You have developed at least 3 original ideas, with limited annotation/labelling You have produced a plan for making showing some accuracy. 	<ul style="list-style-type: none"> You have utilized some ingredients and equipment with some accuracy, showing limited knowledge and understanding of the working properties. You have evaluated your final product identified the good points of your product and making a few suggestions for improvement. Final product shows some attention to detail in the presentation.
Working towards	<ul style="list-style-type: none"> You have collected very little relevant primary research. 	<ul style="list-style-type: none"> You have produced a limited specification with no links to research or brief. You have designed 1 or 2 basic designs with no annotation/labelling. You have produced a limited plan for making showing basic steps, some inaccuracies. 	<ul style="list-style-type: none"> You have employed a range of basic ingredients and equipment in making tasks. You have evaluated your final product identified the good points of your product. Your product performed well against some points of the specification. Some attention to detail is required in the quality of finished product.

Art, Design & Technology Department

Y8 Product

	Research	Record, Review, Develop	Final Piece or Product
Exceeding	<ul style="list-style-type: none"> • Compiled primary & secondary research sources and built upon what has been discovered. • Made and adapted a prototype to check the effectiveness of the idea. • Formulated a specification using ACCESSFM to validate the final idea 	<ul style="list-style-type: none"> • Developed at least 3 original ideas & labelled/ annotated each idea in detail giving reasons for chosen materials, design features and techniques • Produced an elaborate Final Design in colour, with extensive labelling and measurements. 	<ul style="list-style-type: none"> • Have given some consideration to quality control • Have worked with an extensive range of tools, materials & equipment • Have extended the range of skills, processes & adapted the method of manufacture. • The final product is well assembled & fully functional. • Have investigated and solved the clients' needs and wants.
Working above	<ul style="list-style-type: none"> • Analysed what has been discovered through the research. • Deconstructed an existing product to examine construction. • Have produced an in-depth specification using ACCESSFM as a guide. 	<ul style="list-style-type: none"> • Produced 3 distinctive ideas, coloured & labelled/ annotated each idea in in-depth detail • Have produced a detailed Final Design in colour, with accurate labelling and measurements. • Worked with an extensive range of tools, materials & equipment. • Have an in-depth understanding of the characteristics of the materials 	<ul style="list-style-type: none"> • Have chosen a range of skills & processes. The task offers some challenge & the final product is generally well assembled & functional. • Have tested & questioned the product which has been designed & made • Analysed the needs of the client.
Working at	<ul style="list-style-type: none"> • Have carried out and made use of research which includes a product analysis using ACCESSFM. • Have modelled a prototype to check the idea. 	<ul style="list-style-type: none"> • Developed 3 alternative ideas & labelled/ used annotation to explain each idea in detail. • Produced a purposeful final design, in colour with relevant labelling. • Carried out an organised plan in chronological order 	<ul style="list-style-type: none"> • Employed and practiced a range of tools, materials & equipment • Identified the good points of the product & how it could be modified. • The product has been tested by several users. • The product performed well against the design specification • Have interpreted the needs of your client.
Working towards	<ul style="list-style-type: none"> • Have collected at least one relevant piece of research. 	<ul style="list-style-type: none"> • Have interpreted the research to produce 3 alternative ideas. • Produced a final design with purposeful labelling • Indicated a plan for the key stages of making in the project. 	<ul style="list-style-type: none"> • Demonstrated how to use tools & equipment with accuracy • The product relates well to the final design • Have discussed what has worked well throughout the making process & what could have been improved. • Reviewed the good points of the product & how it could be improved • Discussed the needs of the client.

Art, Design & Technology Department

Y8 Art

	Research	Record, Review, Develop	Final Piece or Product
Exceeding	<ul style="list-style-type: none"> Created an artist research page for Amiria Robinson & which is presented to an exceptional level and includes the following: a title that is visually relevant to the artist's work, key information and written analysis. Developments are highly informed by the work of Amiria Robinson and an understanding of pattern. 	<ul style="list-style-type: none"> Produced a mixed media page which explores the shapes, patterns and textures of squid and/or shells. Composition has been considered and media has been used to an exceptionally high level. Produced sample clay tiles that explore at least 4 techniques of creating texture and show an exceptional level of control. 	<ul style="list-style-type: none"> Worked independently to create a ceramic outcome which is highly skilful and clearly links to the work of Amiria Robinson. An appropriate colour scheme has been selected which demonstrates an understanding of harmonious colours
Working above	<ul style="list-style-type: none"> Created an artist research page for Amiria Robinson & which is well presented and includes some of the following: a title that is visually relevant to the artist's work, key information and written analysis. Developments are well informed by the work of Amiria Robinson and an understanding of pattern. 	<ul style="list-style-type: none"> Produced a mixed media page which explores the shapes, patterns and textures of squid and/or shells. Composition has been considered and a range of media has been explored to a good standard. Produced sample clay tiles that explore at least 4 techniques of creating texture and show a good level of control. 	<ul style="list-style-type: none"> Worked independently to create a ceramic outcome which is skilful and links to the work of Amiria Robinson. An appropriate colour scheme has been selected
Working at	<ul style="list-style-type: none"> Created an artist research page for Amiria Robinson which includes images and information. Developments show some links to the work of Amiria Robinson and some understanding of pattern. 	<ul style="list-style-type: none"> Produced a mixed media page which explores the shapes, patterns and textures of squid and/or shells. A range of media has been explored. Produced sample clay tiles that explore at least 4 techniques of creating texture. 	<ul style="list-style-type: none"> Created a ceramic outcome which shows some consideration of Amiria Robinson's work and some consideration of appropriate colour.
Working towards	<ul style="list-style-type: none"> Created an artist research page which is poorly presented and includes very basic information. Developments do not link to the work of Amiria Robinson. 	<ul style="list-style-type: none"> Produced a mixed media page which explores the shape and pattern however patterns do not clearly link to the original image. Produced sample clay tiles that explore fewer than 4 techniques of creating texture. 	<ul style="list-style-type: none"> Created a ceramic outcome which shows little consideration of Amiria Robinson's work and little consideration of appropriate colour.