



Wadebridge School - Transitional Key Stage 3 Curriculum



In September 2014 a new National Curriculum will be introduced in all Key Stages, however it should be noted that in 2014 and 2015 pupils in Year 6 will be taught the old Key Stage 2 curriculum for English, Maths and Science and sit SATs, in their current form, in May of Year 6. Further details of the old and new National Curriculum can be found on the [DfE website](#). From 2016 the Government will introduce more challenging tests, linked to the new National Curriculum that will report a scaled score at the end of Key Stage 2 rather than a level.

New GCSEs, in all subjects, will be phased in from September 2015 (for English and Maths) with other specifications coming online in 2016 and 2017.

Assessment levels have now been removed and will not be replaced. Schools have the freedom to develop their own means of assessing pupils' progress towards end of key stage expectations. In September 2014 and 2015 pupils will arrive in Year 7 with SAT levels in English and Maths having followed the old Key Stage 2 curriculum but they will need to be prepared for new GCSE exams at the end of Key Stage 4. At Wadebridge School we feel that we already have good assessment systems in place and with this in mind we have decided to adapt these to take account of:

- the new National Curriculum
- the old Key Stage 2 National Curriculum
- the new GCSE specifications to be followed from 2015 onwards
- the starting points of pupils joining us in Year 7 – i.e. KS2 levels in English and Maths
- the need to facilitate rapid and sustained progress of pupils from KS2 to KS4.

In Key Stage 3 we will introduce a transitional assessment framework and have written **WS levels** designed to help pupils progress from KS2, through KS3 and onto GCSE and vocational courses at KS4.

Details of these WS levels can be found in this document:

- English
- Maths
- Science
- Geography
- History
- Ethics, Philosophy and Religion (EPR)
- Modern Foreign Languages (MFL)
- ICT and Computing
- Design Technology (DT)
- Art and Design
- Music
- Physical Education (PE)

KS2 Old NC levels	KS3 WS levels	KS4 GCSE	A level
			A*
		9	A
		A* 8	B
	8	A 7	C
	7	B 6	D
6	6	C 5	E
5	5	D 4	
4	4	E 3	
3	3	F 2	
2	2	G 1	

English - Reading							
WS Level	AF2	AF3	AF4	AF5	AF6	AF7	WS Level
8	Coherent interpretation of texts, well supported by evidence. Imaginative insights		Detailed explanations & comments on the effects of choices		Analysis of how text relates to context. Analyses or evaluates writer's purpose. Considers techniques and devices used.		8
7	Increasing precision in selection, including word level analysis. Confident interpretation of the text.		Detailed explanation of structural and language choices.		Detailed discussion of how context affects the text. Supports explanation of writer's purpose with close reference to text. Explains effect and how it is created.		7
6	All comments supported by relevant quotes. Detailed inference e.g. layers of meaning.(implicit & explicit)		General awareness of writer's decisions about order & language. Explains what they think with reasons to support.		Some explanation of how context affects the text. Main purpose identified with some explanation. Consideration of effect on the reader.		6
5	Comments supported by generally relevant quotes. Some awareness of subtext.		Some structural features identified, with simple comment. Some language features identified with simple comments. Able to explain why they think.		Comments on how the context is relevant to the text, using quotes. Main purpose is identified with comments on writer's viewpoint.		5
4	Some comments are supported by quotes. Most obvious points identified and explained.		A few basic features of organisation & language identified with little or no comments. Recognises tense in which a text is written and obvious features such as 'it has bullet points.'		Simple comments on how context is relevant, using		4
3	Relevant paraphrasing. Can explain narrative or key ideas.		Limited awareness of how a text begins and ends. Some effective word choices are noted.		States the context without further comment or link to text. Personal response given.		3
2	Specific information recalled accurately. Limited comments on a text.		Does not understand structure No specific word choices identified.		Some awareness that texts are set in different times & places. Understanding of overall purpose with no explanation.		2

English - Writing

WS Level	AF1	AF2	AF3	AF4	AF5	AF6	AF7	AF8	WS Level
8	Creative & imaginative Features of text type used sophisticatedly Reader is thoroughly engaged		Paragraphs varied in length and detail for deliberate purposes. Positions the reader. Information & ideas are managed & shaped		Wide variety of sentence types, controlled for effect. Semi colons Dashes		Wide range of imaginative vocabulary used with precision. All spelling is correct.		8
7	Consistent control of features and language. Crafted with the reader in mind.		Paragraph topic signalled and then developed. Controlled and sequenced content. Range of linking devices		Variety of sentence types and lengths. Varies order of clauses within sentences. Colons		Vocabulary chosen deliberately for purpose and audience. Majority of spelling is correct.		7
6	Appropriate use of genre & features. Clear viewpoint Style is maintained for reader's interest.		Paragraphs are linked with connectives. Cohesive overall direction.		Shaping sentences for effect. Simple, compound & complex sentences are used. Brackets Ellipsis Commas used to mark clauses		Vocabulary chosen for effect. Phonetically plausible spelling of longer words.		6
5	Content is relevant and developed in some detail. Main features of form are used.		Paragraphs are used. Text progresses logically.		Some variety in length, structure or subject of sentences. Question marks Exclamation marks Speech marks		Deliberate selection of vocabulary. Majority of homophones are correct.		5
4	Awareness of purpose. Some aspects of form are selected.		Use of temporal connectives e.g. next. Use of sections		Simple and compound sentences used. Sentences usually demarcated accurately Commas in lists		Everyday vocabulary with some limited vocabulary choices Most simple words are correct.		4
3	Mostly relevant and appropriate Brief comments		Ideas are grouped by content		Mostly simple sentences. Full stops & capital letters used with some mistakes.		Simple, everyday vocabulary Most shorter words are correct.		3
2	Some relevant ideas		Simple opening or ending		All simple sentences Uncontrolled punctuation		Simple vocabulary Mostly incorrect spellings		2

English – Speaking and Listening

WS Level	AF1 Talking to others	AF2 Talking with others	AF3 Role play & Drama	AF4 Talking about talk	WS Level
8	Wide range of topics explored. Deliberate choices of vocabulary & non-verbal features for effect on the listener.	Interrogate what is said. Shape direction & content of talk. Sustain effective contributions.	Audience are thoroughly engaged. Creative use of drama techniques.	Evaluate meaning & impact of a range of significant features of language.	8
7	Well controlled & organised speech. Complex ideas explored. Apt choices of vocabulary & non-verbal features.	Shape overall direction of talk. Adopt role independently. Engage with complex material.	Demonstrates empathy and understanding of character. Convincing in role.	Analyse meaning & impact of spoken language variation	7
6	Express & explain relevant ideas & feelings Engage the listener. Vocabulary choices closely matched to purpose & audience.	Recognize significant details in others talk. Develop ideas in different ways. Sustain role/ responsibility.	Deliberate choices of Voice, movement & gesture, Intonation & body Language.	Explain features of language Understand the effect of varying language	6
5	Speak in extended turns. Convey straightforward ideas & feelings with some detail. Vocabulary choices suit purpose.	Generally clear understanding of content and how it is presented. Can sometimes introduce new topic or material. Straightforward role or responsibility.	Straightforward portrayal of a character. Voice, movement & gesture are used.	Show understanding of how & why language choices vary.	5
4	Develop ideas and feelings through sustained speaking turns. Overall structure is evident. Adapt language	Respond to speakers main ideas. Develop other's ideas through generally relevant comments. Attempt to take on a role.	Understands character & situation Voice and movement used	Recognise & comment on different ways meaning is expressed.	4
3	Connect ideas together. Very talk in simple ways to show awareness of purpose.	Make simple comments / suggestions. Make helpful contributions in groups.	Some understanding of character or situation. Use of voice.	Awareness of ways in which speech varies.	3
2	Express feelings and ideas clearly & audibly. Show some awareness of listeners.	Understand & engage with speaker. Able to take turns in group work	Limited acting shown.	Notice simple differences in speaker's use of language.	2

Mathematics

WS Level	Number	Algebra	Shape, Space and Measure	Handling Data	WS Level
8	Calculations with powers, roots and numbers in standard form. Substitution into formulae of decimals, fractions and negative numbers.	Manipulate algebraic formulae. Multiply two linear equations. Inequalities with two variables. Graphs of quadratics, cubic and reciprocal functions.	You should know and use congruency and similarity. Use trigonometry (sin, cos, tan) in right angle triangles to find missing sides and missing angles. By looking at a formula you can say whether it is for length, area or volume.	Draw up cumulative frequency tables and graphs. Use CF graphs to work out the median and inter quartile range. Use this information to compare two sets of data both numerically and in words.	8
7	Round numbers to 1 significant figure. Understand the effect of multiplying/dividing by a number between 0 and 1. Solve numerical problems with a calculator efficiently. Understand proportional change.	Solve simple inequalities. Describe the next term or Nth term in a quadratic sequence. Solve simultaneous equations.	Use Pythagoras. Calculate length, area and volume in 2-D shapes and also in some prisms. Produce enlargements by using a fraction as a scale factor and check the relationship between the two shapes. You can draw the locus of a moving point. Understand and use compound measures such as speed in km per hour. Know that measurements are only as good as the tool used to measure with. Know that limits can be half a unit above or below the stated value.	Think up a prediction and then check to see if it is true/ untrue by collecting information. Write comments on your findings. When data is in groups, work out the modal class and estimate the mean, median and range. Pick the appropriate one of these for the problem you are solving. Draw lines of best fit onto scatter graphs. Work out and understand relative frequency from experiments.	7
6	Write a number as a fraction/percentage of another. Work out ratios. Show equivalence between fractions, decimals & percentages.	Use Trial and Improvement. Describe the rule for the Nth term of a linear sequence. Solve linear equations with whole numbers. Show mappings in all four quadrants.	Know and use the characteristics of different quadrilaterals. Solve problems with angles on intersecting and parallel lines. Understand and use formulae to work out area and circumference of circles; areas of triangles and trapezia; volumes of cuboids. You can enlarge shapes by positive whole number scale factor. Recognise and use 2-D versions of 3-D shapes. Write simple instructions for a computer to make and change shapes and moving paths.	Collect and record continuous data. Put data into groups and draw frequency tables. Draw and make comments on frequency diagrams. Draw pie charts. Draw up and comment on scatter graphs and types of correlations. If working with combined probabilities (e.g. rolling a dice and flipping a coin) you can work out and describe all the different outcomes.	6

WS Level	Number	Algebra	Shape, Space and Measure	Handling Data	WS Level
5	Multiply decimals using up to 10,100, 1000. Use add, subtract, multiply and divide with decimals up to 2 decimal places. Calculate fractions and percentages of a quantity. Multiply and divide a 3 digit number by a 2 digit number (Without a calculator). Order, add, and subtract negative numbers. Use simple estimations.	Write and use simple formulae.	You can draw lines and angles accurately to construct shapes and models. You know the angle sum of a triangle is 180 degrees and that angles at a point equal 360 degrees. You know the symmetries of 2-D shapes. Convert units like miles into km. Convert one metric unit to another. You should be able to estimate various everyday measures. Understand and use the formula for the area of a rectangle.	You can work out and understand the Mean of a group of data. Compare two groups of data using Mean, Mode, Median and Range. You can explain what graphs and diagrams mean, including pie charts. Use the probability scale from 0 to 1. You can work out probabilities; understand equally likely outcomes and results from experiments. You should know that if you do an experiment more than once you may get different results.	5
4	You can use place values to multiply/divide by 10 or 100. Remember multiplication facts up to 10 x 10. With pencil and paper you can add, subtract and do short multiplication and division. You can add/subtract and put decimals in order. Recognise and use simple fractions, percentages and proportion.	You can recognise and describe simple number patterns, such as multiples, factors and square numbers. Begin to use simple formulae in words. Use and read coordinates with just positive numbers.	You can draw reflections of shapes in a mirror. You can find out the distance around a shape, called the perimeter. You can work out the area of a shape by counting the squares in it. You can measure different lengths and angles by using the correct equipment and write down the correct units. You can draw well-known shapes in 2-D. You can make 3-D models and know about faces, edges and vertices.	You can collect information and put it into a tally table. You can write the frequencies from the tally table. You can work out the Mode and Range for sets of data. You can put data into groups and draw the frequency diagram (bar chart). You can understand what the diagrams mean. You can draw your own simple versions of line graphs.	4
3	Say what each digit stands for in numbers like 725 and 1974. Use decimals in money questions. Use negative numbers to describe temperature. Remember addition facts up to 20. Add and take numbers like 18 and 37 in my head. Add numbers like 184 and 359 on paper. Know my 2, 3, 4, 5, and 10 times tables. Draw pictures to represent fractions. Know when two fractions are equivalent.		Find symmetry in 2D shapes. Sort 2D and 3D shapes using their properties. Measure things using units like centimetres, litres and minutes.	Find information in tables and lists. Draw bar charts. Draw pictograms. Interpret simple charts and graphs.	3

Science

WS Level	Knowledge and Understanding	Scientific Skills
8	Pupils demonstrate extensive knowledge and understanding of scientific topics. They use and apply this effectively in their descriptions and explanations, identifying links between topics. They represent common compounds by chemical formulae and use these formulae to form balanced symbol equations for reactions. They interpret, evaluate and synthesise data from a range of sources and in a range of contexts. They show they understand the relationship between evidence and scientific ideas, and why scientific ideas may need to be changed. They describe and explain the importance of a wide range of applications and implications of science.	Use of standard abbreviations ; analyse data from a range of sources, allowing for anomalies ; use multi-step calculations ; show an awareness of a range of views ; suggest how evidence could be improved .
7	Pupils describe a wide range of processes and phenomena, using abstract ideas and appropriate terminology and sequencing a number of points. They make links between different areas of science in their explanations. They apply and use more abstract knowledge and understanding, in a range of contexts. They explain how evidence supports some accepted scientific ideas. They explain, using abstract ideas where appropriate, the importance of some applications and implications of science.	Make detailed predictions ; evaluate models and use analogies ; argue about ethics and morals; use formulae equation ; independently plan an experiment; use haz-cards in risk assessment; evaluate strength of evidence .
6	Pupils describe processes and phenomena using abstract ideas and appropriate terminology. They take account of a number of factors or use abstract ideas or models in their explanations of processes and phenomena. They apply and use knowledge and understanding in unfamiliar contexts. They describe some evidence for some accepted scientific ideas. They explain the importance of some applications and implications of science.	Identify patterns in results; use models to explain abstract ideas; write word equations & draw line graphs ; identify independent and dependant variables ; do complete risk assessments; evaluate the quality of your results .
5	Pupils describe processes and phenomena drawing on abstract ideas and using appropriate terminology. They explain processes and phenomena, in more than one step or using a model. They apply and use knowledge and understanding in familiar contexts. They recognise that both evidence and creative thinking contribute to the development of scientific ideas. They describe applications and implications of science.	Identify significant variables and hazards ; identify odd results ; use more than one piece of evidence in conclusion; suggest method improvements.
4	Pupils describe some processes and phenomena, drawing on scientific knowledge and understanding and using appropriate terminology. They recognise that evidence can support or refute scientific ideas. They recognise some applications and implications of science.	Simple predictions; identify a variety of scientific events or objects; identify risks ; suggest some method improvements to methods
3	Pupils use scientific knowledge and understanding to classify things. They use simple scientific ideas with evidence they have collected to give explanations of their observations, linking cause and effect. They recognise and explain the purpose of a variety of scientific and technological developments in their everyday lives.	Select equipment; identify <u>a</u> control variable; suggest <u>a</u> method improvement; use tables and bar charts

WS Level	Geography Knowledge and Understanding I can ...	Geographical Skills I can ...
LEVEL 8 Combine, link, connect (synthesise)	<u>satisfy all of Level 7 and can also ...</u> <ul style="list-style-type: none"> identify, describe and fully explain links and connections between a wide range of places, geographical features and processes (interdependence) describe and explain changes in the characteristics of places over time. 	<u>satisfy all of Level 7 and can also ...</u> <ul style="list-style-type: none"> Fully explain anomalies and bias. Use multiple and complex sources of evidence and information.
LEVEL 7 Evaluate and Analyse	<ul style="list-style-type: none"> identify describe & explain a wide range of geographical features and processes of both human & physical geography in detail. use extensive factual evidence and location knowledge of places and regions from local to global to back up my explanations. compare & contrast places, geographical features and processes with full explanation show initiative and independence in lessons and beyond the classroom. fully explain my own views and those of others (balance) on a range of issues including sustainability. identify describe and explain some links and connections between places, geographical features and processes (interdependence) 	<ul style="list-style-type: none"> use an extensive range of geographical skills and vocabulary with independence. fully annotate with explanation and evidence. research, select and use sources independently. offer substantiated conclusions, and critical evaluations which fully explain bias and offers thoughtful solutions to identified limitations.
LEVEL 6 Explain with evidence	<ul style="list-style-type: none"> identify describe & explain a range of geographical features and processes of both human & physical geography. use factual evidence and location knowledge of places and regions from local to global to back up my explanations. compare & contrast places, geographical features and processes with explanation. show increasing initiative and independence in lessons and beyond the classroom. explain my own views and those of others on issues including sustainability. 	<ul style="list-style-type: none"> use a range of geographical skills and vocabulary with some independence. annotate using description, explanation & evidence. research, select and use sources independently. offer plausible conclusions and evaluations and begin to explain bias and offer solutions to identified limitations.
LEVEL 5 Explain	<ul style="list-style-type: none"> identify, describe & explain geographical features and processes of both human & physical geography. give factual and location knowledge of places and regions from local to global. compare & contrast places, geographical features and processes with some explanation. show some initiative and independence in lessons and beyond the classroom. explain my own views on issues including sustainability. 	<ul style="list-style-type: none"> use a range of geographical skills and vocabulary. annotate using description and some explanation. research and use sources with some independence. begin to evaluate and identify bias, limitations and solutions.
LEVEL 4 Describe	<ul style="list-style-type: none"> identify & describe geographical features and processes of human & physical geography. give some factual and location knowledge of places and regions from local to global. begin to compare places, geographical features and processes (identify similarities). offer my own view on an issue. 	<ul style="list-style-type: none"> use a range of simple geographical skills and vocabulary. label and annotate with description. research and use sources provided.
LEVEL 3 Begin to describe	<ul style="list-style-type: none"> identify & describe geographical features & processes of human & physical geography. give limited factual and location knowledge of places and regions. 	<ul style="list-style-type: none"> use some simple geographical skills and vocabulary.

WS Level	History I can ...	
LEVEL 8 Synthesis Combining the full range of knowledge & skills	<ul style="list-style-type: none"> • combine work in detail and produce excellent work using my own initiative • synthesise changes and explain fully how they are linked together • evaluate the relative importance / significance of causes/results and place them in context • synthesise the range of different views that can exist in one / many groups and use the context of the time to explain these views • evaluate the source in context / understand differences between a reliable / useful source • synthesise the full range of knowledge and skills, weigh up different interpretations & make informed judgements 	Organisation Change Causation Empathy Interpreting Sources
LEVEL 7 Analyse/ Evaluate	<ul style="list-style-type: none"> • organise my work independently • analyse / evaluate how much change has happened and make links between changes • analyse / evaluate why some causes / results are more significant than other. I can link causes / results together • evaluate the range of feelings of different groups of people towards an event in History • analyse why some sources are reliable and some are not clearly and convincingly • evaluate on why some interpretations put on events are more convincing than others 	Organisation Change Causation Empathy Interpreting Sources
LEVEL 6 Explain in detail	<ul style="list-style-type: none"> • usually organise work in appropriate ways for different tasks. • explain in detail typical features and sort features and changes into groups • Sort the causes / results I have explained into different groups and justify them • explain in detail the feelings of a person or different groups to an historical event • explain in detail different interpretations of an event in a balanced answer 	Organisation Change Causation Empathy Interpreting Sources
LEVEL 5 Explain	<ul style="list-style-type: none"> • sometimes organise work in different ways for different tasks • explain typical features and changes • explain the causes and/or results of an event • explain how a person or group of people behaved and write about their feelings • start to explain that some sources can be trusted more than others • explain in detail different interpretations of an event but the answer will be unbalanced 	Organisation Change Causation Empathy Interpreting Sources

LEVEL 4 Describe	<ul style="list-style-type: none"> • answer questions and carry out instructions • describe the main features and some changes • comment on some causes or results • describe how a person or group of people behaved • describe sources and write what they mean • describe one view of an event in History 	Organisation Change Causation Empathy Interpreting Sources
LEVEL 3 Begin to describe	<ul style="list-style-type: none"> • answer questions and carry out instructions. • describe a few main features but do not write about changes • give one cause or result • write about some things people did • understand and paraphrase one or more sources / describe one event from the sources 	Organisation Change Causation Empathy Interpreting Sources

WS Level	Ethics Philosophy and Religion I can ...
LEVEL 8 Analyse Combine the full range of knowledge & skills (synthesise)	<ul style="list-style-type: none"> critically analyse my own view and the views of others. synthesise (combine) a wide range of religious teachings/concepts and justify why I have used them. analyse the reasons for similarities and differences within and between religions. analyse the positive and negative impact of religious believers' actions on the global community.
LEVEL 7 Evaluate	<ul style="list-style-type: none"> evaluate the strengths and weaknesses of my own view and the views of others. confidently apply a wide range of religious teachings/concepts and evaluate their relevance. fully account for similarities and differences within and between religions. show a very good understanding of how religious believers can have a positive and negative impact on the global community.
LEVEL 6 Explain in detail	<ul style="list-style-type: none"> explain in detail my own opinion using developed reasons. explain in detail a wide range of religious teachings and concepts, expressing insights into how they link to a topic. express insights as to why there are similarities and differences within and between religions. explain in detail how religion affects the way a person lives their life and express insights into how it impacts the wider community.
LEVEL 5 Explain	<ul style="list-style-type: none"> explain my own opinion with reasons and give reasons for the views of others. explain the meaning of religious words and teachings explaining how they link to a topic. show that there are similarities and differences within and between religions. explain how religion affects the way a person lives their life.
LEVEL 4 Describe	<ul style="list-style-type: none"> give my own opinion and recognise the views of others. apply religious words and teachings to a topic. describe how religion affects the way a person lives their life.
LEVEL 3 Begin to describe	<ul style="list-style-type: none"> give my own opinion about a topic. use some religious words and teachings. begin to describe how religion affects the way a person lives their life.

Modern Foreign Languages

WS level	Listening I can understand...	Speaking I can	Reading I can understand...	Writing I can...
8	<ul style="list-style-type: none"> - longer, complex conversations - people talking at near normal speed 	<ul style="list-style-type: none"> - respond spontaneously (no preparation) - demonstrate good pronunciation 	<ul style="list-style-type: none"> - longer texts including opinions, imaginative & factual content 	<ul style="list-style-type: none"> - give an extended opinion on many topics - link sentences & paragraphs
7	<ul style="list-style-type: none"> - information on past, present & future events in various contexts - identify main points & specific details 	<ul style="list-style-type: none"> - as level 5 <u>and</u> - short speech to include <u>three</u> tenses (past, present, future, conditional) 	<ul style="list-style-type: none"> - information on past, present & future events in various contexts - identify main points & specific details 	<ul style="list-style-type: none"> - as level 5 <u>and</u> - include <u>three</u> tenses (past, present, future or conditional)
6	<ul style="list-style-type: none"> - main points and opinions in longer conversations - understand conversations in <u>two</u> tenses 	<ul style="list-style-type: none"> - as level 5 <u>and</u> - short speech to include <u>two</u> tenses (past, present, future, conditional) 	<ul style="list-style-type: none"> - main points and opinions in longer texts - understand texts in <u>two</u> tenses 	<ul style="list-style-type: none"> - as level 5 <u>and</u> - include <u>two</u> tenses (past, present, future or conditional)
5	<ul style="list-style-type: none"> - main points and some details in simple sentences 	<ul style="list-style-type: none"> - use connectives, opinions, reasons & negatives in simple conversations - accurate pronunciation 	<ul style="list-style-type: none"> - main points and some details in short texts - use a dictionary to decode new words 	<ul style="list-style-type: none"> - use connectives, opinions, reasons & negatives to write longer sentences
4	<ul style="list-style-type: none"> - main points in short conversations 	<ul style="list-style-type: none"> - ask and answer simple questions about myself 	<ul style="list-style-type: none"> - main points in short texts - use a dictionary more confidently 	<ul style="list-style-type: none"> - write using support or frame - spell words fairly well without support
3	<ul style="list-style-type: none"> - a range of familiar words and phrases 	<ul style="list-style-type: none"> - answer simple questions with basic information 	<ul style="list-style-type: none"> - familiar written phrases - use a dictionary 	<ul style="list-style-type: none"> - spell a new word using phonics - copy a phrase
2	<ul style="list-style-type: none"> - understand a few familiar spoken words and phrases 	<ul style="list-style-type: none"> - sound out new words using phonics - repeat a short phrase 	<ul style="list-style-type: none"> - a few familiar words and phrases 	<ul style="list-style-type: none"> - copy words correctly - write simple words from memory
1	<ul style="list-style-type: none"> - single words and cognates 	<ul style="list-style-type: none"> - say and repeat individual words 	<ul style="list-style-type: none"> - spot cognates 	<ul style="list-style-type: none"> - copy cognates and simple words

ICT & Computing			
WS Levels	Planning developing and evaluating	Handling data, programming sequencing information and modelling	Finding, using and communication information
8	Design and implement integrated computer based systems for others to use. Meets the needs of the user.	Automate dataflow through a system. Include an appropriate interface between user and system. Integrate evaluation into the development process to inform subsequent refinements.	Collect, process and prepare information for processing efficiently. Take part in informed discussions about the social, economic, ethical and moral issues raised by ICT.
7	I can design and plan an ICT based system by enabling the information to flow through a system. Take part in informed discussions about the use of ICT and its impact on society. Design and make, test and refine computer systems.	Select appropriate tools and techniques to implement an ICT system in which: Data flow is automated. Sequences are developed, refined and tested.	Develop an appropriate user interface for an ICT based system which: Enables efficient data input, Critically select software. Displays system outcomes that are fit for purpose and audience.
6	Plan and develop solutions which show efficiency and integration of ICT tools/techniques. Use criteria and feedback to improve the effectiveness of solutions. Explore the impact of ICT on home, work and leisure.	Devise a data handling solution to test hypotheses that include techniques to reduce input errors. Write efficient computer programs. Search databases/web using Boolean operators. Test predictions by varying rules in models and assess the validity.	Use complex lines of enquiry efficiently to interrogate information. Explain choices when presenting information for different purposes.
5	Develop structured solutions to problems which use a combination of ICT tools and techniques. Use criteria to evaluate the quality of solutions, improvements and refinements. Identify limitations and benefits of using ICT both at school and elsewhere.	Use logical and appropriate structures to organise and process data. Create precise and accurate models and explain the impact. Change variables within models and explain the impact. Write an accurate computer program.	Take account of accuracy and potential bias when searching and selecting information. Present information in a range of forms for specific purposes and audiences. Use a range of software to solve a problem. Use assessment criteria provided for them to refine their work as it develops.
4	Create work combining text, images, sounds and other media. Plan and use solutions that are presented in different ways. Plan a simple computer program and test it. Explain and describe the key characteristics of basic computer architecture.	Organise and process data for a purpose. Devise and refine sequences of instructions. Use models to explore relationships between inputs/outputs or explain how models work.	Use appropriate search criteria to find relevant information and check plausibility. Present information in different forms suited to purpose. Use ICT to communicate and collaborate, identifying some risks and acting to minimise them.
3	Plan a project using ICT effectively to solve a problem. Comment on my work. Make changes to work to improve it. Comment on how ICT is used at school and outside school to solve problems.	Use a sequence of instructions to control events. Use ICT simulations /models to answer questions. Search for information and save it. They use this information in their work, using ICT to develop and present it. Write a very simple computer program to control a device.	Identify and select appropriate information using straight forward lines of enquiry. Present information using text, images and other media. Using digital communication to exchange ideas. Identify ways they can keep themselves safe when using ICT.

WS Level	Design Technology
8	Pupils select and use appropriate sources of information when developing and modelling ideas. They identify conflicting demands on their designs and propose creative solutions. They use their understanding of design styles by reinterpreting and applying learning in new contexts. They can identify a range of materials and explain how those properties have influenced their designs. They organise their work so that they can carry out processes accurately and consistently, and use tools, equipment, materials, ingredients and components with precision. They evaluate their products against clear criteria considering some environmental, ethical, and social and cultural dimensions.
7	Pupils use appropriate sources of information when developing and modelling ideas. They recognise the needs of different users as they develop realistic prototype products. They use their understanding of others' designing to inform their own as they communicate creative ideas. They work with a range of tools, materials, ingredients, equipment, components and processes, taking account of their properties. They adapt their methods of manufacture to changing circumstances as they solve technical problems, providing a sound explanation for any change from the design proposal. They select appropriate techniques to evaluate how their products would perform when used and modify their products in the light of this evaluation to improve their performance.
6	Pupils use a range of sources of information as they develop and model their ideas. They develop detailed criteria for their products and use these to evaluate proposals. They respond to briefs applying their knowledge, understanding and creativity. They work with a range of tools, materials, ingredients, equipment, components and processes. They check their work as it develops and solve technical problems by modifying their approach in the light of progress. They effectively use information sources to inform their judgements when developing products. They evaluate their products in use and identify ways of improving them.
5	Pupils develop ideas by selecting and drawing on sources of information. They clarify their ideas through discussion, drawing and modelling. They show understanding of how culture and society are reflected in familiar products. They use some ideas from others' designing to inform their own work. They work with a range of tools, materials, ingredients, equipment, components and processes with some precision. They check their work as it develops and show some evidence of creativity. They test and evaluate their products, showing that they understand the situations in which the products will function.
4	Pupils generate ideas by collecting and using information. They communicate alternative ideas using words, labelled sketches and models, showing that they are aware of some constraints. They apply their knowledge and understanding of materials, ingredients and components, and work with them with some accuracy, paying attention to quality of finish and to function. They use some ideas from others' designing to inform their own work. They select and work with a range of tools and equipment. They identify what is working well and what could be improved.
3	Pupils generate ideas and recognise the main features needed to make their designs work. They clarify ideas when asked and use words, labelled sketches and models to communicate the details of their designs. They use tools and equipment with some accuracy to cut and shape materials and to put together components. They explain where design changes have led to improvements.
2	Pupils produce ideas based on their experience of working with materials and components. They use models, pictures and words to describe their designs. They select appropriate tools, techniques and materials, explaining their choices. They use tools and assemble compliant materials. They recognise what they have done well as their work progresses, and suggest things they could do better in the future.
1	Pupils generate ideas and recognise characteristics of familiar products. With help, they can put their ideas into practice. They describe what they want to do. They explain what they are making and which tools they are using. They use tools and materials with help, where needed. They talk about their own work in simple terms.

Art and Design assessment framework

Bands of assessment					Partial Limited, disconnected from insights, minimal evidence	Basic Superficial, predictable, some ability to record insights, obvious.	Competent Sound, effective, effective, relevant, analytical.	Coherent Purposeful, meaningful, independent, personal, consistent, informed, considered.	Confident In-depth, focused, sophisticated, mature, perceptive, sustained.
1	2	3	4	5					

Note that marks will be out of 100 for full assessments

Wadebridge School levels.	3	4	5	6	7	8
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Comparison to expectations of GCSE	U/G	F	E	D	C	C/B
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This is what we mark your work against	Type of evidence / Key Questions
A01. Develop Ideas. Using other artists work for inspiration. Demonstrate analytical and cultural understanding. <div> <div>0-4</div> <div>4-8</div> <div>8-12</div> <div>12-16</div> <div>16-20</div> </div>	Have you shown that you have researched artists' work that is connected to your project? Have you shown that you have personally understood artists work (the lowest band would be given for just straightforward printing out of found research or copying from printed internet sources)? Have you related what you have learnt from the artist's work to your own work? I have shown that I am able to understand ,follow and develop ideas according to a directed process
A02 Experiment By experimenting and selecting appropriate resource, media, materials, techniques and processes. <div> <div>0-8</div> <div>8-16</div> <div>16-24</div> <div>24-32</div> <div>32-40</div> </div>	I am aware of what I can do and achieve when using different materials. Have you evaluated the effectiveness of materials and their limitations? Have you planned as a result of your experiments and made a good choice of materials, techniques or processes? I have thought how my use of materials will affect how others look at my work.
A03 Record ideas Observations and insights relevant to your intentions. <div> <div>0-4</div> <div>4-8</div> <div>8-12</div> <div>12-16</div> <div>16-20</div> </div>	I can look carefully at what I am drawing. I can start a drawing, planning out lightly first then correcting the drawing as it progresses. I have shown that I have supported my work through drawn, found and photographed images. I always work with the support of visual resources. How are all the parts or sections of what I am looking at related and connected?
A04 Final Piece An informed and meaningful artwork showing analytical and critical understanding and making connections to inspiration/s. <div> <div>0-4</div> <div>4-8</div> <div>8-12</div> <div>12-16</div> <div>16-20</div> </div>	I can produce my own conclusion supporting my work by planning ideas. I can evaluate my work, identifying the important developments in my planning that led up to my final piece. I have thought about what I wanted to say through my work and how my work will be viewed by others and what they might feel or think when they see the work. I have shown good quality of drawing and control in my work.

Music

Performing

WS Level	Description	Difficulty (performance grades)
EP3	The performance is confident, accurate and fluent, and demonstrates mastery of the instrument.	Minimum Grade 6
EP2	The performance is confident, accurate and fluent, and demonstrates mastery of the instrument.	Min. Grade 5
EP1	The performance is confident and fluent. Dynamics are used well. The performance is stylish and convincing. The performer listens to the other people in their group and makes their part fit in with them.	Min. Grade 4
8	The performance is fluent and the rhythms and pitches are correct. The odd wrong note does not disturb the flow of the music. The performer is using dynamics and trying to make their part fit in with others.	Min. Grade 3
7	The performance is fluent and the rhythms and pitches are correct. The odd wrong note does not disturb the flow of the music. The performer is using dynamics and trying to make their part fit in with others.	Min. Grade 2
6	The performance is fluent and the rhythms and pitches are correct. The odd wrong note does not disturb the flow of the music. The performer is using dynamics and trying to make their part fit in with others.	Min. Grade 1
5	The performance has some fluency with mostly correct rhythms and pitches. No technical errors.	Up to Grade 1
4	The performance has some fluency with mostly correct rhythms and pitches. Technical errors sometimes disturb the flow of the music.	Up to Grade 1
3	The performance is sometimes fluent with correct rhythms and pitches some of the time.	Up to Grade 1

Physical Education

Composing

WS Level	Description
EP3	A piece which is memorable, stylish and musically compelling.
EP2	Strong sense of style. Imaginative ideas. Develops using an advanced range of compositional techniques. Strong sense of repetition and contrast.
EP1	Strong sense of style. Imaginative ideas. Develops using musical devices. Some use of repetition and contrast.
8	The piece sounds as though it belongs to a particular style. Uses a range of musical elements and devices. Some uses of repetition and contrast.
7	Uses a range of musical elements and devices. Clear structure and some uses of repetition and contrast.
6	Uses creative ideas and develops them using musical devices. Clear, recognisable structure.
5	Uses a creative idea and some musical devices. Clear structure.
4	Uses a simple idea and repeats it. The piece may use musical devices. The piece may be in a simple structure.
3	Simple ideas that repeat.

Listening and Appraising

WS Level	Description
EP3	They have a comprehensive knowledge of a vast range of genres, styles and traditions as well as the music vocabulary to go with it.
EP2	They understand and constantly comment on how and why changes happen in genres and traditions
EP1	They make critical judgements about their own and others' music, using an accurate and extensive musical vocabulary.
8	They discriminate between musical styles, genres and traditions, commenting on the relationship between the music and its cultural context, and making and justifying their own judgments.
7	They evaluate, and make critical judgments about, the use of musical conventions and other characteristics and how different contexts are reflected in their own and others' work.
6	They analyse, compare and evaluate how music reflects the contexts in which it is created, performed and heard. They make improvements to their own and others' work in the light of the chosen style.
5	They analyse and compare musical features. They evaluate how venue, occasion and purpose affect the way music is created, performed and heard. They refine and improve their work.
4	They describe musical features using a simple musical vocabulary, make improvements to their own work and offer some justification of the opinions they express.
3	They describe musical features and can express their own opinions.

Physical Education

W/S Level	Performance	Coaching and Leadership	Engagement	Officiating	W/S Level
10	I regularly participate in Regional/National level competition. I can work independent to finding imaginative, novel and different solutions to problems.	I am working with a level 2 coach and helping at an extra-curricular or local sports club. I critically analyse and judge performance showing understanding of how skills, strategy, tactics or composition and fitness affect the quality of performance. I am an excellent role model for younger leaders. I can inspire and motivate groups and deliver extended activity sessions.	I regularly participate in 2 or more physical activities, including competition, festivals and inter school sport at Wadebridge school or in local community sport (3 hrs/wk)	I regularly officiate at local/regional or national level with peer group aged completion or younger performers.	10
9	I consistently distinguish between and apply advanced skills, techniques and ideas, always showing high levels of precision, control, fluency and originality. I can adapt to changing circumstances and other performers and maintain a high level of performance.	I have been awarded a UKCC Level 1 coaching certificate and coach to a high standard. My knowledge and understanding of advanced strategies, tactics and composition is good. I can organise a whole class at each stage of an activity and apply differentiated tasks within a coaching group.	I reach judgements independently regarding my sporting activities and act as a positive role model for others in school. I understand the contribution physical activity makes to my physical, mental and social wellbeing and participate regularly for the benefit of their health and wellbeing. I can explain the benefits of regular, safe and planned physical activity.	I hold a recognised NGB specific officiating qualification. I officiate competition in local situations outside of a school environment. I have a high level of knowledge of health and safety issues	9
8	I can perform the whole range of skills in different activities and an effective at a high standard with advanced skills demonstrated in full performance conditions. I perform consistently showing precision, control, fluency and originality. I have good knowledge of strategies and tactics and these are evident in my decision making during performances	I can watch the opposition/performance and focus on advanced technical and tactical elements of the performance and make suggestions as to how the weaknesses can be attacked or improved. I can evaluate changes made to performances. I can confidently organise and coach a large group which show improvement in skills. I can demonstrate to a high standard appropriate to the group being coached.		I can act as the lead official in full game conditions. I have officiated peer activities at an inter-school level. I can communicate with authority and show a high level of judgement when deciding issues that could be interpreted in different ways. I have a very clear understanding of the rules for the activity I am involved.	8
7	I can demonstrate a full range of skills and show effective use of some advanced skills in small sided game situations or conditioned practices. I have a good knowledge of strategies and tactics In different activities, I can select and combine skills, techniques and ideas and consistently show precision, control and fluency. I can use imaginative ways to solve problems, overcome challenges and entertain audiences.	I can focus on the tactical and technical elements of a performance or composition and make some suggestions as to how the performance might be improved. I can evaluate the changes made. I understand progressive skill learning and can demonstrate to a good standard for the group they are working with. I can organise larger groups in small-sided performances/games, keeping them on task and motivated. I have a good level of safety knowledge which I implement effectively.	I regularly participates in 2 or more extra-curricular activities at Wadebridge school or in the local community (2 hrs/wk) I regularly represent Wadebridge school at intra and inter-school sport. I am fully committed to physical education at Wadebridge School and am a positive role model for others in PE lessons. I understand how components of fitness affect performance and can explain how different types of exercise contribute to their fitness and health.	I can acts as the lead official in full game conditions for intra-school competition. I communicate with good authority and have good knowledge of all essential and complex rules/laws I make good judgement when deciding issues that could be interpreted in different ways.	7

6		<p>I can watch a complete performance and make some suggestions as to how the technical/tactical or compositional elements can be improved.</p> <p>I can ensure a safe learning environment while organising small groups so improvement in performance occurs.</p>	<p>I regularly participates in an extra-curricular activity at Wadebridge school and/or in the local community (2 hrs/wk)</p> <p>I can explain how the body reacts during different types of exercise and why physical activity is an essential component of a healthy lifestyle.</p>	<p>I can act as an assistant official in full game conditions and act as lead official in small sided game situations.</p> <p>I have a reasonable grasp of more complex rules/laws and show sound authority when communicating with participants.</p>	6
5	<p>I can perform some skills consistently in isolation.</p> <p>I can perform skills accurately in and appropriately during small side or conditioned practices in different activities.</p>	<p>I can organise and work in a small group situation and identify strengths and weaknesses in performance.</p> <p>I am starting to develop the ability to watch a complete performance and make some suggestions as to how the technical/tactical or compositional parts of the performance could be improved.</p>	<p>I have attended 2 or more extra-curricular activities and represented Wadebridge school at least once in inter-school sport or festival.</p> <p>I rarely forget my PE kit and show excellent effort and commitment to all PE lessons</p> <p>I can describe how exercise affects the body and why regular, safe activity is good for health and well-being.</p>	<p>I have sound knowledge of essential rules/laws and communicated effectively.</p> <p>I have some knowledge of health and safety issues.</p>	5
4	<p>I can perform the basic skills needed in different activities showing coordination and control</p> <p>I can perform basic skills in isolation</p> <p>And in small sided or conditioned practices</p> <p>I have some knowledge of activity specific structures</p>	<p>I can watch a performance and focus on the technical/tactical or compositional parts of the performance.</p> <p>I can organise and lead in small groups activities, identifying strengths and weaknesses in performance.</p> <p>I have good basic knowledge of health and safety.</p>	<p>I have attended 2 or more extra-curricular practices at Wadebridge school and participate regularly in intra-school sport at Wadebridge school.</p> <p>I consistently bring my PE kit and show good levels of effort in lessons.</p> <p>I can give reasons for warm-up and cool-down</p>	<p>I can act as an assistant official in small sided or conditioned games.</p> <p>I have a basic understanding of rules/laws of the game and communicate with basic effectiveness.</p>	4
3		<p>While watching a performance I can identify and explain some of the key coaching points.</p> <p>I can help lead others to improve their performance.</p>	<p>I have attended at least one extra-curricular practice at Wadebridge school.</p>	<p>I can officiate in small sided games with assistance from others and show basic knowledge of rules/laws</p>	3
2		<p>I can identify three coaching points that help in the learning and performance of a skill.</p> <p>I can effectively communicate ideas about a performance to a partner.</p>	<p>I have experienced an extra-curricular activity or festival at Wadebridge school</p>		2
1		<p>I can identify a coaching point that helps in the learning and performance of a skill.</p> <p>I can effectively organise myself and a partner to work on improving our skills</p>	<p>I have not yet participated in an extra-curricular club at Wadebridge school.</p> <p>I rarely bring kit and show disorganisation and disengagement in PE lessons</p>		1
WS Level	Performance	Coaching	Engagement	Leadership/Officiating	WS Level