KS3 Assessment Levels

St Mary's Catholic School

St Mary's KS3 Level descriptors

At St. Mary's we expect all of our students to grow as individuals; spiritually, personably and academically. In order to track their academic growth, each subject will assess elements of their courses several times a year. The frequency of these assessments will be in proportion to the number of lessons students have, so for example Maths assessments take place twice a half term, while Music will be once.

The results of all assessments can be viewed in Go 4 Schools, the online reporting platform (www.go4schools.com).

After an assessment, students should expect to receive feedback, which includes a task designed to help them develop the tested skills. This task is expected to involve redrafting, re-answering or improving their work following feedback. Demonstrating that they have more of an understanding and are able to apply the re-explained learning.

Alongside this feedback, students should also utilise the level descriptors for that subject to enable them to independently thrive, asking pertinent questions of themselves and their teachers:

- What should I now do to move up to the next level?
- How can I meet and beat my target grade?
- I think this redraft is better than the original because.....
- How can I implement _____ technique into my writing?
- Can you explain again how I.....?

Students' target grades are aspirational and meeting them by the end of the year represents good progress; meeting these target grades each year will mean students leaving St. Mary's proud of their academic achievements. The level descriptors can be used inside and outside of school to support your child's academic progression and their understanding of the expectations that will lead to development. Moving away from "working harder", "putting in more effort"; targeting skills, knowledge and techniques will lead to sustainable progression.

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KS3 LEVEL DESCRIPTORS FOR ART

LEVEL	CREATIVITY	LITERACY	SKILLS	KNOWLEDGE
1	Students can show evidence of experimentation through their handling of art mediums.	Students show little or no annotation across their sketchbook.	Students can show recording skills with limited control.	Students can show minimal links to artists ideas.
2	Students can show some simplistic experimentation through their handling of art mediums.	Students can start to record through annotation across their sketchbook using some key words.	Students can demonstrate recording skills with some control.	Students can show some links to artists ideas.
3	Students can show adequate examples of experimenting with art mediums. Their classwork and homework show creative presentation.	Students can start to annotate and reflect in full sentences across their sketchbook using some key terms.	Students can demonstrate recording skills with an understanding of form and shapes.	Students can show some understanding of sources, through written work and practical investigations.
4	Students can show reasonable examples of experimentation with art mediums. Their classwork and homework show reasonably creative presentation.	Students can write in full sentences across their sketchbook using some key terms, appropriate spelling and grammar.	Students can demonstrate recording skills with a clear understanding of form and shows some evidence of tone.	Students can show a reasonable understanding of sources, through verbal discussion, written work and practical investigations.
5	Students can use art mediums that they are familiar with and to a competent standard. Class and homework show consistent creative presentation.	Students can write in full sentences across their sketchbook, are familiar with key terms, and use appropriate spelling and grammar.	Students can demonstrate recording skills with a clear understanding of form and tone through mark making.	Students can analyse sources and reflect on their own work through verbal discussion, written work and practical investigations.
6	Students can show a consistent ability to use art mediums. They have a growing confidence in creativity and able to finalise their ideas.	Students can show extended writing across their sketchbook, using consistent use of specialist vocabulary, accurate spelling and grammar.	Students can demonstrate skilful recordings with a consistent understanding of form and tone through mark making.	Students can critically analyse sources in depth and reflect on their own work through verbal discussion and purposeful application. Their outcomes successfully realise intentions.
7	Students can show a highly developed ability in their use of art mediums. They have a confidence in working creatively and successfully realise their intentions.	Students can show extended writing across their sketchbook, using a highly developed use of specialist vocabulary, consistently accurate spelling and grammar.	Students can demonstrate recording skills that are highly developed and personal and shows a refinement of formal elements.	Students can critically analyse sources in depth and reflect on their own work through verbal discussion and purposeful application. Their outcomes successfully realise intentions
8	Students can show an exceptional ability in their use of art mediums They have a sophistication in working creatively and can successfully realise their intentions with confidence and conviction.	Students can show a highly articulate use of written and visual language.	Students can demonstrate recording that is exceptional and personal. It shows a refinement of formal elements. Students can create accomplished final realisations with insightful links to research and unexpected intuitive outcomes.	Students can independently research and analyse sources and apply them to purposeful application. The outcomes are meaningful which successfully realise intentions
9	Students can show an extraordinary ability in their use of art mediums They have a deep complexity in working creatively and can effectively realise their intentions with confidence and conviction.	Students show an exceedingly articulate range of visual and written language.	Students demonstrate extraordinary and individual recording skills. They can show sophisticated fine-tuning of formal elements. Students create accomplished final realisations with insightful links to research and creative outcomes. Students sketchbook shows a highly refined journey to conclusion.	Students can independently research and scrutinise sources and apply them to purposeful application. Their outcomes are personal and meaningful which successfully realise intentions.

KS3 LEVEL DESCRIPTORS FOR COMPUTING

LEVEL	DIGITAL LITERACY	INFORMATION TECHNOLOGY	COMPUTER SCIENCE
1	With help, can log in, open programs, and stay safe when using technology. Recognises trusted adults to ask for help.	Can recognise digital devices and understand that information can be stored electronically.	Recognises that computers need instructions to work and can use simple programs or devices with guidance.
2	Follows basic e-safety rules with support. Can type short pieces of text, open files, and use the keyboard and mouse to interact with software.	Can open, view, and type simple information using digital tools with support.	Recognises that computers use inputs, processes, and outputs. Can name everyday devices that use computing.
3	Understands basic online safety rules and uses digital tools with guidance. Can send and receive simple emails, take screenshots, and insert them into documents with support.	Can follow instructions to use simple software tools for a clear purpose. Saves and retrieves files with support.	Identifies examples of computer hardware and input/output devices. Understands that computers follow instructions precisely and can follow simple algorithms.
4	Follows e-safety guidance and uses digital tools with developing independence. Can capture screenshots, use basic shortcuts, and present work with some attention to layout.	Uses standard features of familiar software to complete structured tasks. Begins to apply formatting and layout to suit purpose.	Recognises that computers contain hardware and software working together. Understands what algorithms are and can follow and modify simple programs. Knows data is stored using 1s and 0s.
5	Demonstrates sound knowledge of safe and responsible use of technology. Uses email appropriately, attaches files, and presents work neatly with correct screenshots and labels.	Uses a range of common applications to create and edit content effectively. Can apply basic data-handling techniques to support problem-solving.	Understands the function of key computer components such as CPU, memory, and storage. Writes simple programs using sequence and selection. Describes binary digits as the building blocks of data.
6	Applies e-safety and privacy principles independently. Produces clear, well-organised digital work with correct screenshots and consistent formatting. Uses common digital tools and shortcuts effectively.	Selects suitable software for given tasks and produces accurate outcomes with attention to purpose and audience. Interprets and presents data using appropriate formats.	Can describe the purpose of key hardware components and simple network structures. Writes and tests programs that use loops and decisions. Understands how text and images are represented in binary.
7	Demonstrates strong understanding of online safety and digital communication. Uses features such as email, keyboard shortcuts, and shared platforms efficiently. Presents digital work clearly and accurately.	Combines software tools effectively to create purposeful digital solutions. Collects, analyses, and presents data with accuracy and clear visual design.	Describes how computer hardware and networks enable communication and data exchange. Develops working programs using selection, iteration, and variables. Understands the role of binary in representing data.
8	Communicates effectively using digital platforms such as email and shared documents. Consistently applies good presentation practices, including accurate screenshots and formatting. Understands privacy, security, and online reputation.	Uses multiple applications fluently to produce accurate, effective, and well-presented work. Manages and analyses complex data and refines outputs based on feedback.	Explains how key components of a computer system (CPU, memory, storage, and peripherals) work together. Writes reliable programs using structured code and applies debugging techniques confidently. Demonstrates secure understanding of binary and data storage.
9	Uses digital tools confidently and independently, presenting work to a professional standard. Evaluates online content critically and models excellent digital citizenship, privacy, and communication.	Selects, integrates, and applies a wide range of software tools to create professional, high-quality digital products. Evaluates outcomes critically and uses data effectively to inform decisions.	Demonstrates deep understanding of how hardware, software, and networks interact. Designs efficient, well-structured programs using advanced constructs. Explains how data is represented, processed, and transmitted, making links to real-world systems.

KS3 LEVEL DESCRIPTORS FOR DESIGN & TECHNOLOGY

LEVEL	DESIGNING	MAKING	EVALUATING	KNOWLEDGE & UNDERSTANDING
1	Students can generate simple ideas with support. Their designs show limited creativity or function.	Students can use basic tools and materials with help. Outcomes show limited accuracy or finish.	Students can describe what they made with some support.	Students can identify some simple materials and their purposes.
2	Students can generate basic design ideas that meet a simple need.	Students can use tools and equipment safely and with some control.	Students can suggest what went well and what could be improved.	Students show some understanding of materials and simple processes.
3	Students can develop ideas with some consideration of user needs and function.	Students can make products with satisfactory accuracy and finish.	Students can identify strengths and weaknesses in their work.	Students show an emerging understanding of properties of materials and how products are made.
4	Students can produce clear design ideas that show creativity and purpose.	Students can select and use appropriate tools and techniques with reasonable accuracy.	Students can make thoughtful comments on how their product could be improved.	Students understand the function of materials, components, and manufacturing methods.
5	Students can develop design ideas that meet the needs of a user, showing creativity and consideration of sustainability.	Students can make products with accuracy, care, and suitable finishing techniques.	Students can evaluate their work and suggest practical ways to improve it.	Students can explain why particular materials, processes, and tools are used.
6	Students can generate innovative and well-considered designs that meet detailed specifications.	Students can use tools and equipment with confidence, producing high quality, accurate outcomes.	Students can evaluate their work against design criteria and the work of others.	Students can explain how materials and processes affect performance and sustainability.
7	Students can develop creative, detailed design ideas that show clear user focus and originality.	Students can work independently to produce refined, well-finished products.	Students can critically evaluate their own and others' products, identifying improvements.	Students can show a strong understanding of material properties, design for manufacture, and sustainability issues.
8	Students can produce imaginative, detailed designs that consider user needs, function, and sustainability with confidence.	Students can make products that are accurate, refined, and show excellent attention to detail.	Students can analyse and evaluate work effectively, showing understanding of quality and innovation.	Students show deep understanding of material choices, manufacturing methods, and product life cycles.
9	Students can produce innovative and professional-level design ideas, showing exceptional creativity, function and purpose.	Students can make highly accurate, sophisticated outcomes, demonstrating mastery of tools, processes and materials.	Students can evaluate products critically, suggesting creative improvements and justifying design choices.	Students show exceptional understanding of design principles, engineering concepts and sustainability.

KS3 LEVEL DESCRIPTORS FOR DRAMA

LEVEL	USE OF DRAMA TECHNIQUES	PERFORMING CHARACTERS	STAYING IN ROLE	GROUP SKILLS	RESPONDING
2-3	Is aware of and uses one or two drama techniques with some success. Will need reminders about basic performance techniques e.g. audience awareness	Can choose some appropriate movement and voice for a basic character	Can sustain a role they have created for some of the performance. They struggle to remember character's lines.	Will be more comfortable being led by other in a group situation.	Can respond to questions and give feedback in class with basic descriptive responses and suggestions. Strong teacher encouragement is needed.
4	Uses different drama techniques with reasonable confidence. May need occasional reminders about basic performance techniques e.g. audience awareness	Can perform a character (using voice, movement, facial expression and gesture) that shows some thought and difference from themselves.	Can stay in role for a reasonable amount of time during their performance, occasionally struggling to keep focused. Character lines are performed with some mistakes.	Will make a reasonable contribution to their groups work, sharing some simple ideas.	With some encouragement, they can respond to questions and give feedback in class with comments that show some reflective thought. Responses given will use basic drama terms.
5	Can use a wider variety of drama techniques with growing confidence and creativity. Will combine techniques learnt when creating drama.	Can perform characters that are different from themselves (using voice, movement, body language, facial expression and gesture) with growing confidence and originality.	Can stay in role for most of the performance with few distractions. Character lines are performed with occasional mistakes.	Will make a positive contribution to a group, sharing ideas and showing some leadership.	Can respond to questions and feedback in class with comments that are thought through and constructive.. Responses given will use drama terms with growing confidence.
6	Can use various different drama techniques with confidence and creativity and increasing independence.	Can perform a variety of convincing characters (using voice, movement, body language, facial expression and gesture) with confidence and originality.	Can consistently stay in role for the whole of a performance. Any character lines are delivered with very few mistakes, if any.	Contributes ideas very well to their group and is capable of showing good leadership skills.	Can actively provide constructive responses to questions and feedback. Drama terms are used with confidence.
7	Can use all drama techniques very creatively and with very effective and original results.	Can construct and perform a wide variety of characters with clear characterisation depth and sensitivity. This is sustained over time with minimal teacher support.	Can stay in role all the time, showing an impressive commitment to the performances they do. Any character lines are delivered correctly, confidently and with a good sense of character.	Is a strong leader who is very committed to the drama and able to keep the working atmosphere positive and productive.	Can actively respond to questions and feedback very constructively a deep understanding of drama. Use of drama terminology is excellent. Some connections are made between work seen in class and wider theatre work/practitioners.
8-9	Has complete control over all Drama techniques, often using them with surprising, original and impressive results.	Has complete control over the mental and physical skills needed to perform entirely convincing and impressive characters. This is sustained over time and requires little or no teacher support.	Is completely committed to the roles they play and the performances they take part in. Any lines set to learn are delivered faultlessly, with creative and confident characterisation.	A very productive leader who is very effective at co-operation and compromise. A very positive working atmosphere exists.	Can respond to questions and feedback in class with very perceptive comments. Use of drama terminology is highly developed. Connections are made between work seen in class and wider theatre work/practitioners .

KS3 LEVEL DESCRIPTORS FOR ENGLISH (READING)

LEVEL	SHOWING UNDERSTANDING (AO1)	ANALYSING (AO2)	CREATING LINKS (AO3)	POSSIBLE FEATURES
1	• Basic comments that may be relevant to task • Some reference to the text	• Basic awareness of the text being created by a writer, for purpose.	• Context not used	• Simple points • Lacking coherence • Little to no use of quotes
2	• Simple, explicit comments relevant to task and text • Reference to relevant details	• Awareness of writer making choices • Possible reference to subject terminology	• Simple comment on explicit contextual factors	• Obvious points • May lack clarity • Narrative
3	• Supported, relevant response to task and text • Comments on references	• Identification of writers' methods • Some reference to subject terminology	• Some awareness of implicit contextual factors	• One sentence after the evidence (the quote or technique mentioned) • More or less repeats the quotation • Some lack of clarity
4	• Some explained response to task and text • References used to support relevant comments	• Relevant comments on writers' methods • Some relevant use of subject terminology	• Reference to implicit contextual factors • Some understanding to different perspectives	• Two sentences after the evidence (the quote or technique mentioned) • Beginning to zoom in and consider connotations and implicit meanings • Evidence is directly linked to the question
5	• Some explained, structured response to task and whole text • References used to support a range of relevant comments	• Explained, relevant comments on writers' methods • Secure relevant use of subject terminology • Identification of the effects of writers' methods on the reader	• Some understanding of implicit contextual factors. • Some understanding of links between context and perspectives	
6	• Clear, explained response to task and whole text • Effective use of references to support explanation.	• Clear explanation of writers' methods • Appropriate use of relevant subject terminology • Understanding of effects of writers' methods on the reader	• Clear understanding of implicit contextual factors • Clear understanding of specific links between context and perspectives	• Three sentences after the evidence (the quote or technique mentioned) • Zooming in on specific words/phrases • Explaining connotations and implicit meanings clearly and in detail • Awareness that the text has been constructed for a particular reason and mention of the writer
7	• Developed response to task and whole text • Apt references to support interpretation	• Exploration of writers' methods • Subject terminology used accurately to support consideration of methods • Exploration of effects of writers' methods on the reader	• Consideration of ideas / perspectives / contextual factors shown by exploration of links between context / text / task	
8	• Thoughtful, developed response to task and whole text • Apt references integrated into interpretations	• Examination of writers' methods • Subject terminology used effectively to support consideration of methods • Examination of effects of writers' methods on the reader	• Thoughtful consideration of ideas / perspectives / contextual factors shown by examination of detailed links between context / text / task	• At least 3 - 4 sentences after the evidence (the quote or technique mentioned) • Zooming in on specific words/phrases • Explaining connotations and implicit meanings clearly and in detail • Thoughtful, original ideas that not everyone thinks about • Awareness that the text has been constructed for a particular reason and consistent understanding of the writer's intentions
9	• Critical, exploratory, conceptualised response to task and whole task • Judicious use of precise references to support interpretation(s)	• Analysis of writers' methods • Subject terminology used judiciously • Convincing exploration and analysis of writers' methods on the reader	• Critical exploration of ideas / perspectives / contextual factors shown by specific detailed links between context / text / task	

KS3 LEVEL DESCRIPTORS FOR ENGLISH (WRITING)

LEVEL	SPAG	CONTENTS AND ORGANISATION
1	I have a basic understanding of punctuation to form sentences. I can spell some simple words.	I use simple vocabulary and communicate limited meaning. I don't use paragraphs.
2	I can use punctuation correctly to create a sentence. I can make some verbs and nouns agree. I can spell many simple words. I can use some basic vocabulary	I communicate straightforward ideas and show a simple awareness of purpose and audience, and limited control of language. I link one or two relevant ideas, but use random paragraph structures
3	I can use punctuation correctly to create a sentence. I can make some verbs and nouns agree. I can spell many simple words. I can use some basic vocabulary to create meaning.	I communicate with some success and attempt to write for the correct purpose and audience, attempts to control my vocabulary. I link relevant ideas and attempt to write in paragraphs, although I sometimes make mistakes
4	I can write simple sentences accurately, with good spelling. I use punctuation to form clauses. I can combine adjectives, nouns, verbs and adverbs to build descriptions and ideas. My tense/verb agreement is usually accurate.	I communicate in a mostly successful way and I show a good attempt to match purpose and audience. I consciously use of vocabulary with some use of linguistic devices.
5	I can write simple, compound sentences accurately, with few spelling errors. I can combine adjectives, nouns, verbs and adverbs. My tense/verb agreement is mostly accurate. I use punctuation very well.	I communicate clearly and generally match my tone, style and register to purpose and audience. I clearly choose vocabulary for effect and successfully use linguistic devices.
6	I normally punctuate sentences accurately. My sentence structures are often fluent. I can sometimes write simple, compound sentences. I am quite accurate in my spelling, which includes complex words. I can use more mature expression to build detail.	I communicate consistently in a clear and effective way and match my tone, style and register to purpose and audience. I use increasingly sophisticated vocabulary and phrasing for effect with a range of appropriate linguistic devices.
7	I punctuate sentences accurately. My sentence structures are normally fluent. I can attempt some complex sentences. I can spell some complex words I have confident and appropriate vocabulary. I can use more mature expression to build detail.	I communicate convincingly and consistently match my tone, style and register to purpose and audience; I use extensive vocabulary and consciously craft my use of linguistic devices. I structure and develop my writing with a range of engaging complex ideas and well-structured paragraphs.
8	I am consistent with punctuation and use a broad range, I use a range of sentence structures. My tense/verb agreement is almost always accurate. I have excellent spelling and grammar. I use advance vocabulary. I am consistent and confident in my use of Standard English and can manipulate my register increasingly effectively	I convincingly and compellingly communicate throughout, using extensive and ambitious vocabulary. I fluently link paragraphs and seamlessly integrate discourse markers.
9	I am consistent with punctuation and use a broad range of sentence structures. My tense/verb agreement is always accurate. I have Outstanding spelling and grammar. I use high level vocabulary. I create original, detailed ideas. I can, increasingly, express myself concisely, with flair, to engage my reader.	I assuredly match my tone style and register to purpose, form and audience; manipulative, subtle and increasingly abstract. I use extensive and ambitious vocabulary and sustain crafting of linguistic devices. I inventively use a variety of features to carefully structure my writing, incorporating complex ideas, with flair and originality.

KS3 LEVEL DESCRIPTORS FOR GEOGRAPHY

LEVEL	KNOWLEDGE & UNDERSTANDING	PHYSICAL & HUMAN FACTORS	PATTERNS & PLACE	SKILLS	SUSTAINABILITY
1	**Recognise** and make observations about local places and environments.	**Identify** simple physical and human features of localities.	**Talk** about features of their own locality.	**Use** given resources and observations to ask and answer questions.	**Express** views about their local environment.
2	**Identify** the physical and human features of places and show awareness of places beyond their locality.	**Recognise** how people affect environments.	**Identify** features that give places their character.	**Select** information from given resources and **use** geographical vocabulary.	**Recognise** that people can change environments.
3	**Describe** features of different localities and **explain** their locations.	**Recognise** similarities and differences between places.	**Understand** how characteristics influence people's lives.	**Use** sources of evidence and appropriate vocabulary.	**Recognise** that people seek to improve and sustain environments.
4	**Understand** geography of the UK and wider world.	**Describe** how physical and human processes change places.	**Recognise** and **describe** simple geographical patterns.	**Use** a range of skills and sources to investigate places.	**Understand** that people can both improve and damage the environment.
5	**Use** knowledge to **describe** places within wider contexts.	**Explain** how processes lead to similarities and differences.	**Describe** and **explain** geographical patterns.	**Select** and **evaluate** sources; **present** findings clearly.	**Understand** sustainable development and differing viewpoints.
6	**Analyse** characteristics of places at different scales.	**Explain** interactions between physical and human processes.	**Identify** patterns at a range of scales.	**Plan** investigations and **evaluate** evidence.	**Compare** sustainable and other approaches to managing environments.
7	Make links in knowledge to **analyse** places.	**Explain** interactions that create diversity and interdependence.	**Analyse** geographical patterns at different scales.	**Plan** investigations and **evaluate** sources critically.	**Understand** how decisions affect environments and cause conflict.
8	**Analyse** characteristics of places over time.	**Analyse** complex interactions between people and environments.	**Describe** and **analyse** changing geographical patterns.	Independently **select** questions and apply a wide range of skills.	**Analyse** different approaches to development and environmental change.
9	**Explain** and **predict** change across a wide range of contexts.	**Explain** complex interactions between physical and human processes.	**Analyse** complex geographical patterns.	Carry out **independent Investigations** using a wide range of skills.	**Evaluate** sustainable development and justify environmental decisions.

KS3 LEVEL DESCRIPTORS FOR HISTORY

LEVEL	KNOWLEDGE & UNDERSTANDING	CAUSE & CONSEQUENCE	CHANGE & CONTINUITY	USING SOURCES	INTERPRETATION
1	You are able to **identify** a significant date and person in History.	You are able to **identify** an event in History.	You are able to **identify** a period of change or continuity in History.	You are able to **identify** a point using a historical source.	You are able to **identify** a point of view in History.
2	You are able to **identify** some significant dates and people in History.	You are able to **identify** why an event happened in History.	You are able to **identify** examples of change or continuity.	You are able to **identify** what a source is telling you.	You are able to **identify** that different points of view exist in History.
3	You are able to **describe** significant events in History, including dates and people.	You are able to **describe** causes and consequences of historical events using examples.	You are able to **describe** examples of change or continuity.	You are able to **describe** relevant evidence from historical sources to answer a question.	You are able to **describe** evidence to support or challenge an interpretation.
4	You are able to **partially explain** fairly detailed knowledge about relevant dates, people and events.	You are able to **partially explain** how causes led to events or consequences followed from them.	You are able to **partially explain** reasons for and patterns of change or continuity.	You are able to **partially explain** some relevant evidence from historical sources and what can be inferred from it.	You are able to **partially explain** how interpretations can be supported or challenged.
5	You are able to **fully explain** very detailed knowledge about relevant dates, people and events.	You are able to **fully explain** how causes led to events of consequences followed from them.	You are able to **fully explain** reasons for and patterns of change or continuity,	You are able to **fully explain** highly detailed relevant evidence from historical sources and what can be inferred from it.	You are able to **fully explain** how interpretations can be supported and challenged,
6	You are able to **reach judgements** on historical questions by considering more than one side of the argument.	You are able to **reach judgements** on the most important causes or consequences of historical events.	You are able to **reach judgements** on the extent or nature of change and continuity.	You are able to **reach judgements** on the reliability fo sources on the basis of their Nature, Origin and Purpose.	You are able to **reach judgements** on the validity of historical interpretations by considering alternative views.
7	You are able to **make links** between different periods, places, people and events.	You are able to **make links** between different causes and consequences to show how they affected one another.	You are able to **make links** between different time periods to show the extent of change or continuity.	You are able to **make links** between sources by cross-referencing them.	You are able to **make links** between different interpretations by comparing them.
8	You are able to **evaluate** the significance of knowledge about people, places or events.	You are able to **evaluate** the significance of different causes or consequences of historical events.	You are able to **evaluate** the significance of changes or continuities.	You are able to **evaluate** the content of sources by testing them against your own knowledge.	You are able to **evaluate** why different interpretations exist on the basis of histriography.
9	You are able to **construct an argument** using detailed, accurate and relevant knowledge from multiple sources.	You are able to **construct an argument** on the most important cause or consequence, making detailed comparisons to others.	You are able to **construct an argument** on the extent or nature of change or continuity.	You are able to **construct an argument** on the basis of how useful and/or reliable various historical sources are.	You are able to **construct an argument** on the extent to which different interpretations are convincing.

KS3 LEVEL DESCRIPTORS FOR MUSIC

LEVEL	PERFORMING	COMPOSING	LISTENING
3	Students can perform simple pieces of music with some accuracy and fluency.	Students are able to create and attempt to extend musical ideas.	Students can demonstrate basic knowledge of some elements of music.
4	Students can perform music with occasional technical challenges, showing some fluency and sensitivity.	Students are able to compose using a narrow range of musical elements, creating some successful musical ideas which are sometimes developed.	Students can demonstrate, through aural identification, mostly accurate knowledge of some musical elements and instrumentation.
5	Students can perform music with some technical challenges with some fluency and sensitivity.	Students are able to compose using a range of musical elements with coherence, creating musical ideas and developing interest.	Students are able to evaluate, to make clear judgements using musical terminology appropriately.
6	Students can perform music with technical challenges, mostly demonstrating fluency and sensitivity.	Students are able to compose using a range of musical elements with competence, creating generally effective musical ideas which are developed and with a degree of variety.	Students are able to evaluate music to make secure judgements using musical terminology accurately.
7	Students can perform music with several technical challenges, confidently demonstrating fluency and sensitivity.	Students are able to compose using a range of musical elements with competence, creating effective musical ideas which are developed and extended.	Students are able to evaluate music to make secure judgements using musical terminology accurately and make some links to other genres.
8	Students can perform challenging music with a high degree of fluency and sensitivity.	Students are able to compose using a wide range of musical elements with sophistication, creating effective musical ideas and sustaining interest through their development.	Students are able to evaluate and analyse music to make convincing judgements using musical terminology accurately and effectively and make links to other styles.
9	Students can perform Grade 2-3 music with sensitivity, fluency and a sense of style.	Students are able to compose using all the musical elements, creating memorable melodies, effective instrumentation and a clear genre.	Students are able to evaluate and analyse music using technical music theory to explain their answers. They are able to recognise styles, genres and musical features.

KS3 LEVEL DESCRIPTORS FOR MFL

LEVEL	WRITING	READING	SPEAKING	LISTENING
1	Students can write single words, may include several errors in spelling and accents.	Students can sometimes understand familiar words and simple statements.	Students can answer in single words, though may include several errors in pronunciation.	Students can sometimes identify familiar words, nay include several errors in sound-spelling links.
2	Students can write single words and simple phrases, may include several errors in spelling and accents.	Students can regularly understand familiar words and simple statements.	Students can answer in single words and simple phrases, may include several errors in pronunciation.	Students can answer in single words and simple phrases, may include several errors in pronunciation.
3	Students can write short phrases in **present tense**, may include regular errors in spelling and accents.	Students can understand most of the main points in a short text on a familiar topic in present tense.	Students can answer in short phrases in present tense, may include regular errors in pronunciation.	Students can identify main points in a short passage on a familiar topic in present tense, may include regular errors in sound-spelling links.
4	Students can write short phrases in **present tense**, may include a few errors in spelling and accents.	Students can understand all the main points in a short text on a familiar topic in present tense.	Students can answer in short phrases in present tense, may include some errors in pronunciation. Able to ask a question and use intonation.	Students can identify main points in a short passage on a familiar topic in present tense, may include a few errors in sound-spelling links.
5	Students can write a paragraph using **2 tenses, key connectives and opinions** with some errors.	Students can understand most main points in a longer text and identify **2 tenses, key connectives and opinions**.	Students can answer in 2 to 3 sentences using **2 tenses, key connectives, and opinions and questions** with fewer errors. Mostly accurate pronunciation and intonation.	Students can identify most of the main points in a longer passage. Can identify **2 tenses, key connectives and opinions** with fewer errors in sound-spelling links.
6	Students can write a paragraph using **2 or more tenses, key connectives and opinions** with few errors.	Students can understand most main points in a longer text. Can identify **2 or more tenses, key connectives and opinions.**	Students can answer in 3 or more sentences using **2 or more tenses, key connectives, and opinions and questions** with fewer errors. Mostly accurate pronunciation and intonation.	Students can identify the main points in a longer passage. Can identify **2 tenses, key connectives and opinions** with fewer errors in sound-spelling links.
7	Students can write multiple paragraphs using **3 or more tenses, key connectives, justified opinions and negatives** with few errors.	Students can understand complex texts, identify **3 tenses, key connectives, justified opinions and negatives.**	Students can develop answers using **3 tenses, key connectives, justified opinions, negatives and questions** with few errors. Consistently accurate pronunciation and intonation.	Students can understand more complex passages. Can identify **3 tenses, key connectives, justified opinions and negatives** with few errors in sound-spelling links.
8	Students can write multiple paragraphs using **a range of tenses, connectives, justified opinions, negatives and qualifiers** with minimal errors.	Students can extrapolate meaning from complex texts including some unfamiliar language. Can identify **range of tenses, key connectives, justified opinions, negatives and qualifiers**	Students can develop answers using a **range of tenses, key connectives, justified opinions, negatives, qualifiers and questions** with minimal errors. Consistently accurate pronunciation and intonation.	Students can extrapolate meaning from longer passages, including some unfamiliar language. Can identify **range of tenses, connectives, justified opinions, negatives and qualifiers** with minimal errors in sound-spelling links.
9	Students can write multiple extended paragraphs using **a range of tenses, connectives, justified opinions, negatives and qualifiers** with minimal errors.	Students can extrapolate meaning from longer more complex texts including some unfamiliar language. Can identify **range of tenses, key connectives, justified opinions, negatives and qualifiers**	Students can develop answers using a **range of tenses, key connectives, justified opinions, negatives, qualifiers and questions** with minimal errors. Consistently accurate pronunciation and intonation.	Students can extrapolate meaning from longer passages, including some unfamiliar language. Can identify **range of tenses, connectives, justified opinions, negatives and qualifiers** with minimal errors in sound-spelling links.

KS3 LEVEL DESCRIPTORS FOR MATHS

LEVEL	NUMBER AND ALGEBRA SKILLS
1	Students count, order, combine, increase and decrease quantities when solving problems in practical contexts. They read and write the numbers involved.
2	Students count sets of objects reliably and use mental recall of addition and subtraction facts to 10. They begin to understand the place value of each digit in a number and use this to order numbers up to 100. They choose the appropriate operation when solving addition and subtraction problems. They use the knowledge that subtraction is the inverse of addition. They use mental calculation strategies to solve number problems involving money and measures. They recognise sequences of numbers, including odd and even numbers.
3	Students show understanding of place value in numbers up to 1000 and use this to make approximations. They begin to use decimal notation, in the context of measures and money, and to recognise negative numbers in practical contexts such as temperature. Students use mental recall of addition and subtraction facts to 20 in solving problems involving larger numbers. They add and subtract numbers with two digits mentally and numbers with three digits using written methods. They use mental recall of the 2, 3, 4, 5 and 10 multiplication tables and derive the associated division facts. They solve whole-number problems involving multiplication or division including those that give rise to remainders. They use simple fractions that are several parts of a whole and recognise when two simple fractions are equivalent.
4	Students use their understanding of place value to mentally multiply and divide whole numbers by 10 or 100. When solving number problems, they use a range of mental methods of computation with the four operations, including mental recall of multiplication facts up to 10 x 10 and quick derivation of corresponding division facts. They select efficient strategies for addition, subtraction, multiplication and division. They recognise approximate proportions of a whole and use simple fractions and percentages to describe these. They begin to use simple formulae expressed in words. Students use their understanding of place value to mentally multiply and divide whole numbers by 10 or 100. When solving number problems, they use a range of mental methods of computation with the four operations, including mental recall of multiplication facts up to 10 x 10 and quick derivation of corresponding division facts. They select efficient strategies for addition, subtraction, multiplication and division. They recognise approximate proportions of a whole and use simple fractions and percentages to describe these. They begin to use simple formulae expressed in words.
5	Students use their understanding of place value to multiply and divide whole numbers and decimals. They order, add and subtract negative numbers in context. They use all four operations with decimals to two places. They solve simple problems involving ratio and direct proportion. They calculate fractional or percentage parts of quantities and measurements, using a calculator where appropriate. They construct, express in symbolic form and use simple formulae involving one or two operations. They use brackets appropriately. They use and interpret coordinates in all four quadrants.
6	Students order and approximate decimals when solving numerical problems and equations, using trial and improvement methods. They evaluate one number as a fraction or percentage of another. They understand and use the equivalences between fractions, decimals and percentages, and calculate using ratios in appropriate situations. They add and subtract fractions by writing them with a common denominator. They find and describe in words the rule for the next term or nth term of a sequence where the rule is linear. They formulate and solve linear equations with whole-number coefficients. They represent mappings expressed algebraically and use Cartesian coordinates for graphical representation interpreting general features.
7	When making estimates, students round to one significant figure and multiply and divide mentally. They understand the effects of multiplying and dividing by numbers between 0 and 1. They solve numerical problems involving multiplication and division with numbers of any size, using a calculator efficiently and appropriately. They understand and use proportional changes, calculating the result of any proportional change using only multiplicative methods. They find and describe in symbols the next term or nth term of a sequence where the rule is quadratic. They use algebraic and graphical methods to solve simultaneous linear equations in two variables.
8	Students solve problems that involve calculating with powers, roots and numbers expressed in standard form. They choose to use fractions or percentages to solve problems involving repeated proportional changes or the calculation of the original quantity given the result of a proportional change. They evaluate algebraic formulae or calculate one variable, given the others, substituting fractions, decimals and negative numbers. They manipulate algebraic formulae, equations and expressions, finding common factors and multiplying two linear expressions. They solve inequalities in two variables. They sketch and interpret graphs of linear, quadratic, cubic and reciprocal functions, and graphs that model real situations.
9	Students understand and use rational and irrational numbers. They determine the bounds of intervals. They understand and use direct and inverse proportion. In simplifying algebraic expressions, they use rules of indices for negative and fractional values. In finding formulae that approximately connect data, they express general laws in symbolic form. They solve simultaneous equations in two variables where one equation is linear and the other is quadratic. They solve problems using intersections and gradients of graphs.

KS3 LEVEL DESCRIPTORS FOR MATHS

LEVEL	SHAPE, SPACE AND MEASURE SKILLS
1	When working with 2-D and 3-D shapes, pupils use mathematical language to describe properties and positions. They measure and order objects using direct comparison, and order events.
2	Students use mathematical names for common 3-D and 2-D shapes and describe their properties, including numbers of faces, edges and vertices. They distinguish between straight and turning movements, recognise angle as a measurement of turn, and right angles in turns. They begin to use every day non-standard and standard units to measure length and mass.
3	Students classify 3-D and 2-D shapes in various ways using mathematical properties such as reflective symmetry for 2-D shapes. They use non-standard units, standard metric units of length including finding perimeters, capacity and mass, and standard units of time, in a range of contexts.
4	Students use and make geometric 2-D and 3-D patterns, scale drawings and models in practical contexts. They reflect simple shapes in a mirror line. They choose and use appropriate units and tools, interpreting, with appropriate accuracy, numbers on a range of measuring instruments. They find areas of simple shapes.
5	When constructing models and drawing or using shapes, students measure and draw angles to the nearest degree and use language associated with angles. They know the angle sum of a triangle and that of angles at a point. They identify all the symmetries of 2-D shapes. They convert one metric unit to another. They make sensible estimates of a range of measures in relation to everyday situations. They understand and use the formula for the area of a rectangle.
6	Students recognise and use common 2-D representations of 3-D objects. They know and use the properties of quadrilaterals. They solve problems using angle and symmetry, properties of polygons and angle properties of intersecting and parallel lines and explain these properties. They devise instructions for a computer to generate and transform shapes and paths. They understand and use appropriate formulae for finding circumferences and areas of circles, areas of plane rectilinear figures and volumes of cuboids when solving problems.
7	Students understand and apply Pythagoras' theorem when solving problems in two dimensions. They calculate lengths, areas and volumes in plane shapes and right prisms. They enlarge shapes by a fractional scale factor and appreciate the similarity of the resulting shapes. They determine the locus of an object moving according to a rule. They appreciate the imprecision of measurement and recognise that a measurement given to the nearest whole number may be inaccurate by up to one half in either direction. They understand and use compound measures, such as speed.
8	Students understand and use congruence and mathematical similarity. They use sine, cosine and tangent in right-angled triangles when solving problems in two dimensions
9	Students sketch the graphs of sine, cosine and tangent functions for any angle, generate and interpret graphs based on these functions. They use sine, cosine and tangent of angles of any size, and Pythagoras' theorem when solving problems in two and three dimensions. They construct formal geometric proofs. They calculate lengths of circular arcs and areas of sectors and calculate the surface area of cylinders and volumes of cones and spheres. They appreciate the continuous nature of scales that are used to make measurement.s

KS3 LEVEL DESCRIPTORS FOR MATHS

LEVEL	STATISTICS SKILLS
1	Students sort objects and classify them, demonstrating the criterion they have used. They collect data to answer questions.
2	Students sort objects and classify them using more than one criterion. When they have gathered information to answer a question or explore a situation, pupils record results in simple lists, tables, diagrams and block graphs to communicate their findings.
3	Students extract and interpret information presented in simple tables and lists. They construct charts and diagrams to communicate information they have gathered for a purpose, and they interpret information presented to them in this form.
4	Students generate and answer questions that require the collection of discrete data which they record using a frequency table. They understand and use an average and range to describe sets of data. Using technology where appropriate: they group data in equal class intervals, if necessary, represent collected data in frequency diagrams and interpret such diagrams. They construct and interpret simple line graphs.
5	Students understand and use the mean of discrete data. They compare two simple distributions using the range and one of the mode, median or mean. They interpret graphs and diagrams, including pie charts, and draw conclusions. They understand and use the probability scale from 0 to 1. They find and justify probabilities and approximations to these by selecting and using methods based on equally likely outcomes and experimental evidence, as appropriate. They understand that different outcomes may result from repeating an experiment.
6	Students collect and record continuous data, choosing appropriate equal class intervals over a sensible range to create frequency tables. They construct and interpret frequency diagrams. They construct pie charts. They draw conclusions from scatter diagrams and have a basic understanding of correlation. When dealing with a combination of two experiments, they identify all the outcomes. When solving problems, they use their knowledge that the total probability of all the mutually exclusive outcomes of an experiment is 1.
7	Students specify hypotheses and test them by designing and using appropriate methods that take account of variability or bias. They determine the modal class and estimate the mean, median and range of sets of grouped data, selecting the statistic most appropriate to their line of enquiry. They use measures of average and range, with associated frequency polygons, as appropriate, to compare distributions and make inferences. They understand relative frequency as an estimate of probability and use this to compare outcomes of experiments.
8	Students interpret and construct cumulative frequency tables and diagrams. They estimate the median and interquartile range and use these to compare distributions and make inferences. They understand how to calculate the probability of a compound event and use this in solving problems.
9	Students interpret and construct histograms. They understand how different methods of sampling and different sample sizes may affect the reliability of conclusions drawn. They select and justify a sample and method to investigate a population. They recognise when and how to work with probabilities associated with independent, mutually exclusive events.

KS3 LEVEL DESCRIPTORS FOR PE

LEVEL	RANGE OF SKILLS	QUALITY OF SKILLS	PHYSICAL ATTRIBUTES	DECISION MAKING	BEST FIT
1	Attempts basic isolated skills with support.	Execution lacks consistency; limited control and co-ordination.	Very limited demonstration of fitness components.	Follows simple instructions; no independent tactical choices.	Emerging performer with foundational movement skills.
2	Performs simple skills with developing co-ordination.	Skills show basic accuracy but inconsistent under pressure.	Demonstrates basic effort and simple agility.	Can follow simple tactical ideas when prompted.	Beginning to participate with basic skill development.
3	Selects and performs skills relevant to the activity.	Some control, accuracy and fluency emerging.	Basic fitness (speed, co-ordination, stamina) shown.	Begins applying simple tactics; recognises strengths/weaknesses.	A developing performer showing gradual improvement.
4	Performs most basic skills and combinations with accuracy.	Displays control, fluency and consistency in familiar tasks.	Shows improving fitness appropriate to activities.	Applies basic tactics and adjusts actions independently.	A competent performer in some sports.
5	Performs wider range of skills and combinations with accuracy, including some advanced.	Displays good control, fluency and consistency in familiar tasks.	Shows good fitness levels appropriate to activities.	Applies tactics and strategies in competitive situations and adjusts actions independently.	A competent performer in four activities.
6	Links, combines and applies skills effectively across tasks, both basic and advanced.	Consistent precision, timing and control.	Demonstrates most key fitness components.	Applies appropriate tactics; adapts to changing situations.	A confident performer with clear understanding of activity demands.
7	Performs broad range of skills confidently in varied contexts.	High technical accuracy and fluency; consistent under pressure.	Strong demonstration of relevant fitness components.	Makes effective decisions and adapts to changing scenarios.	A strong performers approaching GCSE practical standards.
8	Performs advanced skills and sequences across activities.	High precision, control and fluency in competition.	High activity-specific fitness evident.	Applies complex tactics creatively and effectively.	An advanced KS3 performer nearing higher GCSE levels.
9	Executes advanced, sport-specific skills with versatility.	Excellent precision, control, and fluency across activities.	High-level fitness used effectively to enhance performance.	Applies advanced tactics with originality; leads/influences others.	A highly skilled performer aligned with top GCSE practical bands.

KS3 LEVEL DESCRIPTORS FOR RELIGIOUS EDUCATION

LEVEL	MY KEY SKILL	WHAT CAN I DO?	RELIGIOUS EDUCATION DIRECTORY CRITERIA
1–3	Understand and remember	I can remember and show basic knowledge about the topic. I can say what some believers think or do, but I may not explain why. My work shows some understanding but little evaluation.	**Understand.** *Basic recall and simple understanding* • Recalls key beliefs, stories and vocabulary with limited explanation • Makes simple links between ideas and practices • Uses some religious language • Identifies some key religious texts • Describes own experiences and asks limited questions about the purpose of religion
4	Describe	I can describe what people believe and do in relation to the statement. I can include some examples or key words, but my explanation might be simple or not fully developed.	**Understand.** *Understanding and meaningful connection.* • Demonstrates clear understanding of key beliefs, texts and practices. • Describes the meaning of texts or symbols with awareness of context. • Use limited religious terms to show understanding of how belief shapes life. • Identify some similarities and differences between religious groups. • Engage in a limited way with questions of life alongside religious teaching.
5	Explain and Express	I can explain religious ideas and express my own opinion about the statement. I give reasons for what I think, sometimes using examples or teachings to support my ideas	
6	Interpret	I can explain the meaning of key beliefs, stories, or teachings in relation to the statement. I can show how people might understand or respond differently because of their faith or worldview.	**Discern.** *Critical thinking and discernment.* • Thinks creatively and critically; tests ideas and alternatives. • Compares interpretations, expressions, and ways of life. • Explain significance for believers of different religions and how different traditions lead to different responses to ethical issues. • Explain how religious beliefs influences moral values and behaviour. • Explains links between sources, doctrines, worship, and life. • Uses sources of wisdom and authority (SOWA) accurately to justify views. • Presents balanced arguments and reasoned judgements.
7	Interpret and Apply	I can interpret religious ideas, teachings, and examples, then apply them to the statement. I can explain what different people or traditions might think and start to judge which view makes the most sense.	
8	Analyse	I can analyse different points of view, giving reasons and evidence for each side. I show I understand how beliefs shape opinions and can link ideas clearly to reach a reasoned conclusion.	**Respond.** *Deep reflection and transformation.* • Reflects on a standpoint with balanced and reasoned varying points of view. • Compares and evaluates interpretations, expressions, and ways of life. • Provide a coherent and evaluative account of the relationship between belief system and way of life. • Well informed and reasoned insight into their own belief which is expressed in a balanced conclusion • Reference to sources of wisdom and authority (SOWA), moral traditions and other standpoints. • Clear insight into how religion impacts believers and communities and their approach to contemporary issues.
9	Analyse and Evaluate	I can give a balanced, well-reasoned judgement about the statement. I evaluate different viewpoints using evidence and SOWA, explaining why one view is stronger. My conclusion is justified and shows deep reflection on how beliefs influence actions and communities.	

KS3 LEVEL DESCRIPTORS FOR SCIENCE

LEVEL	LITERACY	SKILLS	KNOWLEDGE
1	Students have key scientific words misspelt and unclear meanings.	Students show limited skills in practical tasks as well as taking responsibility for their work	Students can recall minimal factual material.
2	There are some complex scientific spellings misspelt, there is limited understanding of key terms through writing.	Students can demonstrate the ability to follow basic instructions, verbal and written in practical tasks. They can draw basic results tables.	Students can recall key terms and definitions.
3	Students can spell key scientific terms and make sentences describing/defining them.	Students can follow all written instructions in practicals with limited help. They can draw results tables with limited help,they are able to draw basic graphs independently and more complex graphs with detailed instruction and direct assistance.	Students have a knowledge of scientific material and can make sentences that may be confused.
4	Students can use scientific terms and place them in sentences to explain scientific concepts, they are able to articulate scientific ideas but these may be unclear to confused.	Students can conduct practical tasks following instructions. They can produce some results tables independently, they can produce graphs using correct scales and lines of best fit following teacher guidance and instruction. They can form limited conclusions from results with direction.	Students have a knowledge of scientific material and can articulate this ideas in writing and verbally.
5	Students can use scientific terms and place them in sentences, they are able to articulate scientific ideas.	Students can conduct practical tasks following instructions. They can produce most results tables, they can produce graphs using correct scales and lines of best fit with help. They can form conclusions from results with direction.	Students have a knowledge of scientific material but do not make this link across topic areas.
6	Students can use scientific terms and place them in sentences, they are able to articulate scientific ideas. Students may make links across topics but this not fluent or clear.	Students can conduct practical tasks following instructions. They can produce all results tables, they can produce graphs using correct scales and lines of best fit with help. They can form conclusions from results.	Students have a knowledge of scientific material. They can show in a limited way how topic areas are linked but do not have a clear explanation of this.
7	Students can use scientific terms and place them in complex sentences, they are able to articulate clear scientific ideas. There is limited evidence of students making links across topics.	Students can conduct practical tasks following instructions. They can produce all results tables, they can produce graphs using correct scales and lines of best fit with very limited help. They can evaluate tasks and form conclusions from results.	Students have a detailed knowledge of scientific material. They can show in a limited way how topic areas are linked and explain these links.
8	Students can use scientific terms with ease and place them in complex sentences, they are able to articulate clear scientific ideas and make **some** links in their writing to various scientific ideas.	Students can conduct practical tasks following instructions. They can produce all results tables and graphs. They are able to evaluate tasks and form conclusions from results.	Students have a comprehensive knowledge of scientific material. They can show how different topic areas link clearly using scientific terms.
9	Students can use scientific terms with ease and place them in complex sentences, they are able to articulate clear scientific ideas and make **comprehensive** links in their writing to various scientific ideas.	Students can conduct practical tasks with ease, making changes and adjustments on their own which will enhance their results. They can produce all results tables and graphs. and analyse and evaluate practical tasks. They can articulate key scientific concepts and explain why things happen.	Students have a comprehensive knowledge of scientific material, they have read around the subject and brought in their own knowledge to enhance answers and discussion. They can show how different topic areas link clearly using scientific terms.