



Year 8

What do 'Developing, Secure and Excellence' mean for each subject?

Why have we moved from Key Stage 4 exam grading to ‘Developing, Secure and Excellence’ descriptors at Key Stage 3:

- Key Stage 4 grading doesn’t have any meaning when we apply it to Key Stage 3
- Key Stage 3 needs more of a focus on skills and retention of core knowledge
- Descriptors allow you and your child to see where they can make improvements to reach the next descriptor or to maintain excellence.

On the following pages you will find information about the ‘Developing, Secure and Excellence’ descriptors:

- What is required to achieve ‘Developing, Secure and Excellence’ in each subject
- How each subject decides ‘Developing, Secure and Excellence’

We need you to support by:

- Reading through this document and understanding what the descriptors mean
- Making sure that all SAM learning homework is completed by your child each week
- Prepare for their assessment using revision resources

Science, Maths and Computer Science

For Science, Maths and Computer Science pupils will undertake multiple topic tests through the year. Teachers will use the percentage score on each assessment to come up with a rolling percentage for each pupil. From this information they find the weak areas in assessments and close the gap in pupil learning during STAR time (Stop, Think, Act, Response).

Subject	How do rolling % scores in topic tests link to Developing, Secure and Excellence
Science	<p>Developing: Assessment scores are below 50% and the pupil has retained some core knowledge and skills taught in lessons.</p> <p>Secure: Assessment scores are between 50 and 80 % and the pupil has retained most of the core knowledge and skill taught in lessons.</p> <p>Excellence: Assessment scores are above 80% and the pupil applies the learned core knowledge and skills taught in lessons.</p>
Maths	
Computer Science	

English

	Y8 Reading Skills	Y8 Writing Skills
<p>Developing: The pupil demonstrates that they have retained some core knowledge and can demonstrate some skills taught in lessons.</p>	<p>The pupil shows a straightforward approach to analysing a text. They can explain some features of language and structure techniques and are beginning to support their ideas with quotations.</p>	<p>There is an attempt to meet purpose or audience. There is an attempt at engagement. A range of ideas are communicated.</p>
<p>Secure: The pupils can explain core knowledge and consistently demonstrate skills taught in lessons.</p>	<p>The pupils are identifying and explaining more than one language or structure technique. They are making relevant points when discussing a quotation and the point includes some detail.</p>	<p>There is evidence that tone and style match the audience and purpose, Paragraphs are consistently used and sentence demarcation is consistent.</p>
<p>Excellence: The pupil demonstrates that they can apply the learned core knowledge and skills taught in lessons.</p>	<p>The pupils are responding in a thoughtful way to quotations. They are secure in their explanations and use detail to sustain their responses.</p>	<p>There is a clear attempt at matching style tone and purpose to the audience. There is evidence of crafting writing e.g. using a metaphor. There is a logical sequence to writing.</p>

Geography

	Y8 Skills and Techniques
Developing: The pupil demonstrates that they have retained some core knowledge and can demonstrate some skills taught in lessons.	The pupil can demonstrate a developing understanding of place, scale and geographical process, with good application of map skills.
Secure: The pupils can explain core knowledge and consistently demonstrate skills taught in lessons.	The pupil can demonstrate a clear understanding of place, scale and geographical process, with good application of map skills.
Excellence: The pupil demonstrates that they can apply the learned core knowledge and skills taught in lessons.	The pupil can begin to apply knowledge and understanding by making some links across learned concepts, with stronger map skills.

French

	Y8 Skills and Techniques
Developing: The pupil demonstrates that they have retained some core knowledge and can demonstrate some skills taught in lessons.	<p>Listening: Can identify and note main points and extract the occasional detail from simple language spoken clearly mainly from one or two tenses.</p> <p>Speaking: Can take part in a conversations showing some ability to manipulate some grammatical structures. Pronunciation is generally accurate and starting to use intonation approximately.</p> <p>Reading: Can identify and note some of the main points and extract some details from simple texts.</p> <p>Writing: Can write short sentences and respond to written texts by substituting words and set phrases. There may be mistakes in spelling and grammar, but the meaning is clear.</p>
Secure: The pupils can explain core knowledge and consistently demonstrate skills taught in lessons.	<p>Listening: Can identify main points and some details from short passages such as messages and brief dialogues, made up of familiar language spoken at near normal speed.</p> <p>Speaking: Can take part in simple, structured conversations. Can use some knowledge of grammar to adapt and substitute single words and phrases. Pronunciation is somewhat accurate.</p> <p>Reading: Can identify main points and some details from short texts.</p> <p>Writing: Can write two or three short sentences on familiar topics. Can convey some information and express some simple opinions such as likes and dislikes. Spelling is readily understandable.</p>

<p>Excellence: The pupil demonstrates that they can apply the learned core knowledge and skills taught in lessons.</p>	<p>Listening: Can identify and note main points and extract some details from simple language spoken clearly at near normal speed.</p> <p>Speaking: Can take part in simple, structured conversations. Can use knowledge of grammar to adapt and substitute single words and phrases. Pronunciation is somewhat accurate and intonation is generally consistent.</p> <p>Reading: Can identify and note main points and details from short stories and factual texts.</p> <p>Writing: Can write two or three short sentences on familiar topics. Able to convey information and express simple opinions such as likes and dislikes. Spelling is readily understandable.</p>
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Religious Education

	Y8 Skills and Techniques
<p>Developing: The pupil demonstrates that they have retained some core knowledge and can demonstrate some skills taught in lessons.</p>	<p>The pupil can show some core knowledge and can begin to explain a viewpoint. They can use some justification and show some evaluation.</p>
<p>Secure: The pupil can explain core knowledge and consistently demonstrate skills taught in lessons.</p>	<p>The pupil can show good understanding of core knowledge and can explain/evidence a viewpoint with some justification. They can show developing justification and evaluation.</p>
<p>Excellence: The pupil demonstrates that they can apply the learned core knowledge and skills taught in lessons.</p>	<p>The pupil can show excellent understanding of core knowledge and can explain/evidence a viewpoint in detail with developed justification and evaluation.</p>

History

	Y8 Skills and Techniques
Developing: The pupil demonstrates that they have retained some core knowledge and can demonstrate some skills taught in lessons.	Can simply explain how one or more factors can be the cause of an event using relevant factual knowledge that are implicitly linked to the question they are being asked.
Secure: The pupils can explain core knowledge and consistently demonstrate skills taught in lessons.	Can explain how multiple factors can be the cause of an event using factual knowledge to support their ideas with clear links to the question they are being asked.
Excellence: The pupil demonstrates that they can apply the learned core knowledge and skills taught in lessons.	Can explain how multiple factors can be the cause of an event and able to discuss how the two could be connected. Able to use detailed factual knowledge and show evaluation and judgement in their response.

Art and Design

	Y8 Skills and Techniques
Developing: The pupil has made some progress with their Art and Design skills and they have shown some understanding of the techniques taught.	Pupils have a basic ability to refine work, driven by insights gained through exploration of ideas and reflection. Basic ability to explore ideas through a process of experimentation and review. Basic ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions.
Secure: The pupil has made good progress with their Art and Design skills and they have shown a sound understanding of the techniques taught.	Pupils have competent and consistent ability to refine work, driven by insights gained through exploration of ideas and reflection. Competent and consistent ability to explore ideas through a process of experimentation and review. Competent and consistent ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions.
Excellence: The pupil has made excellent progress with their Art and Design skills and they have shown a high level of understanding of the techniques taught.	Pupils have a confident and assured ability to refine work, driven by insights gained through exploration of ideas and reflection. Confident and assured ability to explore ideas through a process of experimentation and review. Confident and assured ability to select and experiment with media, materials, techniques and processes appropriate.

<p>What is studied in Y8 Art and Design?</p>	<p>Art</p> <ul style="list-style-type: none"> • Observational drawing • Mark making • Watercolour painting • Printing • Acrylic painting <p>3D</p> <ul style="list-style-type: none"> • Drawing • Cutting • Cardboard construction • Clay modelling • Glazing <p>Textiles</p> <ul style="list-style-type: none"> • Drawing • Stitching • Designing • Outcome <p>Food</p> <ul style="list-style-type: none"> • Japanese food • Investigating food and cooking techniques • Food nutrition • Healthy lifestyle • Evaluate and analyse food
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Physical Education

	Y8 Skills
<p>Developing: The pupil demonstrates that they have retained some core knowledge and can demonstrate some skills taught in lessons.</p>	<p>Gymnastics/Dance</p> <ul style="list-style-type: none"> • Can perform at least four shapes using body control in a routine. • Can show accuracy and control using different methods of travel. • Incorporate equipment into a routine. • Keep time with the music in a 12 beat routine. <p>Table Tennis</p> <ul style="list-style-type: none"> • Can maintain the ready position. • Can use a backhand push consistently in a rally.

	<ul style="list-style-type: none"> • Perform a backhand drive in practice. • Play a forehand push accurately. <p>Striking and Fielding</p> <ul style="list-style-type: none"> • Show the correct bowling technique in a conditioned game. • Perform short and long barrier in a game when fielding to beat a batter. • Consistently use the correct batting technique in a game. • Accurately use an over arm throw. <p>Athletics</p> <ul style="list-style-type: none"> • Use the correct running technique to drive yourself forward during a sprint race. • Use the correct technique for the crouch start and explain its benefit. • Use the correct technique when throwing and improve your distance.
<p>Secure: The pupils can explain core knowledge and consistently demonstrate skills taught in lessons.</p>	<p>Gymnastics and Dance</p> <ul style="list-style-type: none"> • Can perform a variety of rolls with control and accuracy in a routine. • Can jump 1 foot to 2 feet and perform different shapes in the air. • Can create an 8 beat movement piece and put it together in a dance in time with the music. • Can perform counter and weight barring balances with control. <p>Striking and Fielding</p> <ul style="list-style-type: none"> • Consistently use different bowls within a game that are accurate. • Consistently make contact with the ball when batting in a game. • Consistent high and low catches when fielding. • Consistently field at a post to get batters out. <p>Table Tennis</p> <ul style="list-style-type: none"> • Direct the ball consistently so it hits both sides of the table with a range of different shots. • Throw the ball up 6 inches when serving. • Accurately rally the ball for at least 10 shots. • Can serve from an open palm. <p>Athletics</p> <ul style="list-style-type: none"> • Explain pacing and demonstrate this in a long distance practice and race.

	<ul style="list-style-type: none"> • Show knowledge of technique when performing the Javelin, Discus and shot putt. • Complete a timed 800m with the aim to beat your time.
<p>Excellence: The pupil demonstrates that they can apply the learned core knowledge and skills taught in lessons in a competitive environment.</p>	<p>Striking and Fielding</p> <ul style="list-style-type: none"> • Use a variety of different bowling techniques to outwit a batter. • Create a fielding formation to block any gaps for the batter. • Change direction of the bat to avoid fielders. <p>Table Tennis</p> <ul style="list-style-type: none"> • Can use a range of shots to aim for a target across the table. • Can use a forehand drive in a game. • Can score and begin to officiate a game. <p>Gymnastics and Dance</p> <ul style="list-style-type: none"> • Can perform at least 3 weight bearing balances. • Can perform a 24 beat routine in time with the music. • Can use a spring board to vault onto equipment and perform shapes to dismount. • Can create a routine using elements of travel, balance and rolls performing with control. <p>Athletics</p> <ul style="list-style-type: none"> • Apply and perform the correct long jump technique improving on scores each time. • Perform the correct triple jump technique with a run up. • Use the run up/cross over phase when performing different throws.

Performing Arts (Drama and Music)

	Y8 Skills and Techniques
<p>Developing: The pupil demonstrates that they have retained some core knowledge and can demonstrate some skills taught in lessons.</p>	<p>Pupils can share and develop a range of ideas for performance to convey meaning.</p> <p>Pupils can apply appropriate performance skills to play an instrument, sing, portray a character or to tell a story.</p> <p>Pupils can make valuable comments on a piece of performance using terminology.</p>
<p>Secure: The pupils can explain core knowledge and consistently demonstrate skills taught in lessons.</p>	<p>Pupils can make a positive contribution to group work by contributing and developing ideas for performance to convey meaning.</p> <p>Pupils can apply performance skills effectively to portray a range of characters.</p> <p>Pupils can analyse and evaluate performances and make thoughtful comments using terminology.</p>
<p>Excellence: The pupil demonstrates that they can apply the learned core knowledge and skills taught in lessons.</p>	<p>Pupils can communicate effectively and make a positive contribution to group work by contributing and developing ideas for performance to convey meaning.</p> <p>Pupils can apply a range of performance skills effectively to portray convincing characters, artistic intentions or convey music.</p> <p>Pupils can provide a detailed analysis and evaluation of a performance making insightful comments using fluent dramatic /musical terminology with confidence.</p>

What is studied in Y8 Performing Arts?

Written Research

- Narration
- Still Image

Directly Addressing the Audience

- Devising

Careers in Music

- Musical exploration
- Slow motion - marking the moment

Thought Tracking

- Flashback
- Flash forward

Cross-cutting

Present and Refine Musical Creations

Musical Theatre

- Creating original music