



Year 7

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

	Y7 Reading Skills	Y7 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 simple approach to analysing a text. They have some awareness of language and structure techniques and are aware they need to support their ideas with quotations.</p>	<p>The pupils occasionally know how to write for an audience or purpose. They occasionally use paragraphs and sentence demarcation is not strong.</p>
<p>Secure: The pupils can explain core knowledge and consistently demonstrate 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 and the audience. There is an attempt at engagement. A range of ideas are communicated.</p>
<p>Excellence: The pupil demonstrates that they can apply the learned core knowledge and 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>

Geography

	Y7 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 some locational knowledge and geographical process retention, with basic map skills.
Secure: The pupils can explain core knowledge and consistently demonstrate skills taught in lessons.	The pupil can demonstrate a good knowledge of place geographical process, with good map skills.
Excellence: The pupil demonstrates that they can apply the learned core knowledge and skills taught in lessons.	The pupil can demonstrate excellent understanding of place, scale and geographical process, with excellent application of map skills.

French

	Y7 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 understand some familiar words, short statements and questions, spoken below normal speed of communication.</p> <p>Speaking: Can give short, some simple responses to what they see and hear with an approximate pronunciation and some hesitation.</p> <p>Reading: Can understand single words, short phrases and short, simple texts. Able to identify and note some main points presented in a familiar context.</p> <p>Writing: Can write words and short phrases. Spelling may be approximate, but the meaning is generally understandable.</p>
Secure: The pupils can explain core knowledge and consistently demonstrate skills taught in lessons.	<p>Listening: Can understand a range of familiar words, short statements and questions, spoken at near normal speed of communication.</p> <p>Speaking: Can give responses to what they see and hear with a good pronunciation and little or no hesitation.</p> <p>Reading: Can understand words, short phrases, sentences and short texts. Able to identify and note main points presented in a familiar context.</p> <p>Writing: Can write words and phrases or short sentences. Spelling is accurate and the meaning is clear.</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 one or two main points and extract occasional details from simple language spoken clearly.</p> <p>Speaking: Can take part in simple conversations showing some ability to manipulate a simple grammatical structure. Pronunciation is generally accurate. There may be grammatical inaccuracies, but some of the main points are communicated.</p> <p>Reading: Can identify and note some of the main points and extract some details from short, simple texts.</p> <p>Writing: Can write a few short sentences from memory and respond to written texts by substituting words and set phrases. There may be mistakes in spelling and grammar, but the meaning is generally clear.</p>
---	--

Religious Education

	Y7 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 show some core knowledge and can describe a viewpoint.</p>
<p>Secure: The pupil can explain core knowledge and consistently demonstrate skills taught in lessons.</p>	<p>Pupils can show a good understanding of core knowledge and can begin to explain a viewpoint. They can use some justification.</p>
<p>Excellence: The pupil demonstrates that they can apply the learned core knowledge and skills taught in lessons.</p>	<p>Pupils can show excellent understanding of core knowledge and can explain/evidence a viewpoint with developing justification.</p>

History

	Y7 Skills and Techniques
Developing: The pupil demonstrates that they have retained some core knowledge and can demonstrate some skills taught in lessons.	Pupils can identify one or more reasons for an event taking place, able to show a simple understanding of impact using limited own knowledge.
Secure: The pupils can explain core knowledge and consistently demonstrate skills taught in lessons.	Pupils can explain why an event has taken place, with an analysis of the impact supported with relevant factual knowledge.
Excellence: The pupil demonstrates that they can apply the learned core knowledge and skills taught in lessons.	Pupils can explain multiple reasons why an event took place with a range of detailed knowledge. Supported with an analysis of the wider impact.

Art and Design

	Y7 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.	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.	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.	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 Y7 Art and Design?</p>	<p>Art</p> <ul style="list-style-type: none"> • Observational drawing • Use of the formal elements • Painting • Printing <p>3D</p> <ul style="list-style-type: none"> • Drawing • Cutting • Clay modelling • Surface decoration • Glazing <p>Textiles</p> <ul style="list-style-type: none"> • Drawing • Stitching • Designing • Outcome <p>Food</p> <ul style="list-style-type: none"> • Mexico and Latin America – ingredients, techniques and culture • Food technology introduction • Basic health and safety • Equipment and tools • Adapting recipes • Evaluate and analyse foods
--	--

Physical Education

	Y7 Skills
<p>Developing: The pupil demonstrates that they have retained some core knowledge and can demonstrate some skills taught in lessons.</p>	<p>Gymnastics and Dance</p> <ul style="list-style-type: none"> • Demonstrate basic shapes showing body control. • Can show how to travel between movements in a simple routine. • Can keep time in a 12 count Dance. <p>Table Tennis</p> <ul style="list-style-type: none"> • Can demonstrate the ready position. • Can perform a backhand push. • Can demonstrate a forehand push. • Can demonstrate a backhand drive in practice.

	<p>Striking and fielding</p> <ul style="list-style-type: none"> • Under and over arm throw. • Can demonstrate a bowl. • Perform a long and short barrier when fielding. • Demonstrate the correct batting stance. <p>Athletics</p> <ul style="list-style-type: none"> • Crouch start when sprinting. • Use arms to propel you forward. • Show the correct throwing technique on at least two throws.
<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"> • Perform a range of rolls (teddy, forward, log). • Can jump 1 foot to 2 feet. • Can create movements as part of the dance. <p>Striking and Fielding</p> <ul style="list-style-type: none"> • Can bowl an accurate bowl (shoulder to knee) to backstop. • Make contact with the ball when batting. • Can field at a post. • High and low catches when fielding. <p>Table Tennis</p> <ul style="list-style-type: none"> • Can contribute safely in a rally. • Can throw the ball up accurately when serving. • Can hit both sides of the table when serving <p>Athletics</p> <ul style="list-style-type: none"> • Develop a knowledge of pace and use it in 800m. • Beat your distance on at least two different throws showing good technique. • Complete a timed 800m and attempt to beat this 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>Table Tennis</p> <ul style="list-style-type: none"> • Can aim towards a target on the table. • Perform a forehand drive shot in practice. • Keep score of a game and officiate the game. <p>Striking and Fielding</p> <ul style="list-style-type: none"> • Can perform as a backstop during a game. • Can hit the ball in different directions to outwit opponents.

	<ul style="list-style-type: none"> • Can begin to officiate in a game <p>Gymnastic/Dance</p> <ul style="list-style-type: none"> • Can Perform weight barring balances. • Can add rolls and movement into a routine. • Can perform a 24 beat routine. <p>Athletics</p> <ul style="list-style-type: none"> • Apply and perform the correct long jump technique. • Perform the correct triple jump technique. • Use the run up/cross over phase when performing a throw.
--	--

Performing Arts (Drama and Music)

	Y7 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 somewhat express ideas from an example for performance.</p> <p>Pupils can somewhat use the skills or example to play an instrument, portray a simple character, sing or to tell a basic story.</p> <p>Pupils can somewhat talk or communicate my feelings about a piece of performance work.</p>
<p>Secure: The pupils can explain core knowledge and consistently demonstrate skills taught in lessons.</p>	<p>Pupils can listen to ideas of others and develop ideas for performance.</p> <p>Pupils can select basic performance skills to play an instrument, portray a simple character, sing or to tell a story.</p> <p>Pupils can make comments on a piece of performance work.</p>
<p>Excellence: The pupil demonstrates that they can apply the learned core knowledge and skills taught in lessons.</p>	<p>Pupils can share and develop a few ideas for performance.</p> <p>Pupils can apply performance skills to play an instrument, portray a character, sing or tell a story.</p> <p>Pupils can make comments on a piece of performance using a few technical words.</p>

What is studied in Y7 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