



Year 9

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

	Y9 Reading Skills	Y9 Writing Skills
Developing : The pupil demonstrates that they have retained some core knowledge and can demonstrate some skills taught in lessons.	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.	There is evidence that tone and style match the audience and purpose, Paragraphs are consistently used and sentence demarcation is consistent.
Secure: The pupils can explain core knowledge and consistently demonstrate skills taught in lessons.	The pupils are responding in a thoughtful way to quotations. They are secure in their explanations and use detail to sustain their responses.	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.
Excellence: The pupil demonstrates that they can apply the learned core knowledge and skills taught in lessons.	The pupils demonstrate confidence and consistency in their analysis. Quotations are embedded into their responses and they use their ideas to challenge common views or ideas.	The pupil has a distinctive voice which comes through in how they craft their writing e.g. they use irony or set a tone to everything they write. Confidently structured and punctuation used correctly.

Geography

	Y9 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 begin to demonstrate retention of core geographical knowledge by using simple sentences to link geographical concepts.
Secure: The pupils can explain core knowledge and consistently demonstrate skills taught in lessons.	The pupil can explain geographical concepts with strong links, demonstrating good application of knowledge and understanding.
Excellence: The pupil demonstrates that they can apply the learned core knowledge and skills taught in lessons.	The pupil can demonstrate clear knowledge and understanding by applying key techniques in writing well-developed responses with strong links.

French

	Y9 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 specific details. Can understand written material or texts describing present and past or future events.</p> <p>Speaking: Can take part in conversations, conveying information and opinions in simple terms. Can refer to everyday activities and interests as well as recent experiences or future plans.</p> <p>Reading: Can identify and note main points and specific details, including opinions. Can understand texts describing present and past or future events.</p> <p>Writing: Can produce short paragraphs, using simple sentences, conveying information and opinions. Can refer to everyday activities and recent experiences or future plans.</p>
Secure: The pupils can explain core knowledge and consistently demonstrate skills taught in lessons.	<p>Listening: Can identify and note main points and specific details. Can understand a range of written material, including texts describing present and past or future events.</p> <p>Speaking: Can initiate and develop conversations and discuss matters of personal or topical interest. Pronunciation and intonation are good and language is usually accurate.</p> <p>Reading: Can identify and note main points and specific details, including opinions. Can understand a range of written material, covering familiar contexts,</p>

	<p>including texts describing present and past or future events.</p> <p>Writing: Can produce short paragraphs, using simple sentences, conveying information and opinions. Can refer to everyday activities and recent experiences or future plans.</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 details and points of view from longer passages of language spoken at normal speed. The spoken texts include past and future events. They are drawn from a variety of topics that include familiar language in unfamiliar contexts.</p> <p>Speaking: Can develop conversations and simple discussions which include past, present and future events, involving the use of different tenses. Can express personal opinions and show an ability to deal with some predictable elements. Although there may be some errors, can convey a clear message and my pronunciation and intonation is generally accurate.</p> <p>Reading: Can identify and note main points and specific details, including points of view from authentic and simulated texts, drawn from a variety of topics which include past, present and future events. I can show an ability to understand unfamiliar language.</p> <p>Writing: Can express personal opinions and write in longer paragraphs about a variety of topics, both factual and imaginative, including past, present and future events, involving the use of different tenses. I can use an appropriate register. The style is basic but despite some errors the writing conveys a clear message.</p>

Religious Education

	Y9 Skills and Techniques
Developing: The pupil can show good understanding of core knowledge and can explain/evidence a viewpoint with some justification.	The pupil can show good understanding of core knowledge and can explain/evidence a viewpoint with some justification and evaluation.
Secure: The pupil can show good understanding of core knowledge and can explain/evidence a viewpoint in detail with developed justification.	The pupil can show good understanding of core knowledge and can explain/evidence a viewpoint in detail with developed justification and evaluation.
Excellence: The pupil can show excellent understanding of core knowledge and can analyse and evaluate evidence for more than one viewpoint.	The pupil can show excellent understanding of core knowledge and can analyse and evaluate evidence for more than one viewpoint.

History

	Y9 Skills and Techniques
Developing: The pupil demonstrates that they have retained some core knowledge and can demonstrate some skills taught in lessons.	The pupil is able to simply explain how one or more factors are more important in an event using factual knowledge and implicitly linking to impact.
Secure: The pupils can explain core knowledge and consistently demonstrate skills taught in lessons.	The pupil is able to provide a for and against argument, explaining multiple factors with factual knowledge to support both sides equally with clear links to the question the question and whether or not they agree or disagree with the statement given.
Excellence: The pupil demonstrates that they can apply the learned core knowledge and skills taught in lessons.	The pupil is consistently able to explain the importance of multiple factors using a for and against arguments with carefully chosen factual knowledge used to support their points. A clear evaluation should be evident throughout with an overall judgement on whether or not they agree with the statement given.

Art and Design

	Y9 Skills and Techniques
<p>Developing: The pupil has made some progress with their Art and Design skills and they have shown some understanding of the techniques taught.</p>	<p>The pupil has 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.</p>
<p>Secure: The pupil has made good progress with their Art and Design skills and they have shown a sound understanding of the techniques taught.</p>	<p>The pupil has 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.</p>
<p>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.</p>	<p>The pupil has 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>

<p>What is studied in Y9 Art and Design?</p>	<p>Art:</p> <ul style="list-style-type: none"> • Observational drawing • Oil pastel • Self-portraiture • Printing • Acrylic painting <p>3D:</p> <ul style="list-style-type: none"> • Drawing • Cardboard techniques • Cardboard relief • Collage • Cardboard construction <p>Textiles:</p> <ul style="list-style-type: none"> • Drawing • Designing • Tie dye • Stitching • Printing • Batik
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Physical Education

	Y9 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"> • Can perform basic shapes in isolation. • Can travel using a range of different techniques with control. • Dance in time with the music for 12 beats. <p>Table Tennis</p> <ul style="list-style-type: none"> • Can play a forehand and backhand shot in a game successfully. • Can go back to the ready position in between serves. • Understand when to use the backhand drive successfully in a game. <p>Athletics</p> <ul style="list-style-type: none"> • Use the correct arms and legs technique to propel yourself forward in a sprint. • Use the crouch start to gain an advantage in a race and explain how this is done. • Use the correct technique on all three throws to improve distance. <p>Striking and Fielding</p> <ul style="list-style-type: none"> • Consistent use of batting stance. • Correct technique and hand position on low and high throws. • Long and short barrier is used correctly and the ball is delivered to a base or the bowler.
<p>Secure: The pupils can explain core knowledge and consistently demonstrate skills taught in lessons.</p>	<p>Athletics</p> <ul style="list-style-type: none"> • Explain pacing and demonstrate this in a long distance practice and race. • Show knowledge of technique when performing the javelin, Discus and shot putt with the aim to beat your measurement. • Complete a timed 800m race with the aim to be your score. <p>Gymnastics and Dance</p> <ul style="list-style-type: none"> • Using 1 foot to 2 feet jump onto equipment and dismount. • Perform a range of different rolls in a routine. • Can create your own motif to add to a dance routine in time with the music. • Can perform balances showing good body tension.

	<p>Table Tennis</p> <ul style="list-style-type: none"> • Can rally using at least 10 shots during a game. • Can serve using the correct technique with an open palm, throwing it up 6 inches and serving to different areas of the table. • Can use different shots correctly in a game. <p>Striking and fielding</p> <ul style="list-style-type: none"> • Use different batting techniques and directions in a game. • Communicate with others on posts or wickets to ensure no outs are given.
<p>Excellence: The pupil demonstrates that they can apply the learned core knowledge and skills taught in lessons in a competitive environment.</p>	<p>Gymnastics and Dance</p> <ul style="list-style-type: none"> • Can perform counter and weight barring balances that incorporate more than two people. • Can perform a dance with at least 24 beats in time with the music that includes your own choreography. • Can show a range of different vaults using a spring board or trampete. • Can perform a routine incorporating travel, balance and rolls. <p>Athletics</p> <ul style="list-style-type: none"> • Demonstrate the correct technique for long jump and triple jump in a competitive environment. • Be able to correct the technique of others. Use the run up/cross over phase for each throw improving on distance. <p>Table Tennis</p> <ul style="list-style-type: none"> • Can use a variety of different shots to aim for small targets on the table. • Can incorporate a forehand drive into a game. • Can officiate a game and score accurately. • Use all shots effectively in a game. <p>Invasion Games</p> <ul style="list-style-type: none"> • Show the correct technique when shooting under pressure in a game. • Demonstrate correct application of the rules and scoring system

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| | <ul style="list-style-type: none">• Use the correct tactics when in a competitive game.• Show effective 1 to 1 marking. |
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Striking and Fielding

- Use a variety of bowling techniques towards a batter.
- Communicate in the field to block batting shots.
- Apply the rules and scoring correctly.
- Show directional batting to score and outwit fielders.

Performing Arts (Drama and Music)

	Y9 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 begin to demonstrate retention of core geographical knowledge by using simple sentences to link geographical concepts.
Secure: The pupils can explain core knowledge and consistently demonstrate skills taught in lessons.	The pupil can explain geographical concepts with strong links, demonstrating good application of knowledge and understanding.
Excellence: The pupil demonstrates that they can apply the learned core knowledge and skills taught in lessons.	The pupil can demonstrate clear knowledge and understanding by applying key techniques in writing well-developed responses with strong links.

What is studied in Y9 Performing Arts?	<p>Written Research</p> <ul style="list-style-type: none"> • Narration • Still Image <p>Directly Addressing the Audience</p> <ul style="list-style-type: none"> • Devising <p>Careers in Music</p> <ul style="list-style-type: none"> • Musical exploration • Slow motion- marking the moment <p>Thought Tracking</p> <ul style="list-style-type: none"> • Flashback • Flash forward <p>Cross-cutting</p> <p>Present and Refine Musical Creations</p> <p>Musical Theatre</p> <ul style="list-style-type: none"> • Creating original music
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