

MASTERY ASSESSMENT FRAMEWORK

AO5 Write imaginatively

AO6 Describe

ASPIRING	EXPECTED	EXCEPTIONAL
<ul style="list-style-type: none"> • Ideas are planned and logically ordered. • Writing style and form shows consideration of audience and purpose. • Ideas are sometimes organised into paragraphs. • Common words are spelt correctly. • Evidence that work has been proofread (edited improvements). 	<ul style="list-style-type: none"> • Ideas are developed across paragraphs and interest the reader. • Writing style shows secure understanding of the audience and purpose. • Spellings of ambitious vocabulary are mostly accurate. • Evidence that work has been proofread (edited improvements). 	<ul style="list-style-type: none"> • Ideas are organised creatively. • Paragraphs lengths are varied for effect. • Developed and confident voice which achieves purpose of the writing. • Ambitious words with irregular patterns, are spelt correctly. • Evidence that work has been proofread (edited improvements).
<ul style="list-style-type: none"> • Vocabulary is appropriate for the purpose and style of writing. • Uses some language devices to support ideas. • Uses simple and compound sentences. • Uses end sentence punctuation such as full stops and question marks. • Capital letters are correct. 	<ul style="list-style-type: none"> • Uses a range of vocabulary and language devices to support the reader. • Varies the length and structure of sentences, using some simple, compound and complex sentences. • Uses a variety of end sentence punctuation and commas for effect. 	<ul style="list-style-type: none"> • Uses a range of complex vocabulary and a variety of language devices engage the reader. • Uses a range of end sentence punctuation, and ellipsis, semi-colons, and possessive apostrophes for deliberate effect. • Uses a variety of simple, compound and complex sentences types for different purposes.

MASTERY ASSESSMENT FRAMEWORK

AO1: Identify and Interpret

AO2: Analyse

AO3 Examine

	ASPIRING	EXPECTED	EXCEPTIONAL
	<ul style="list-style-type: none"> • Topic sentence uses keywords from the question. • Quotations are in quotation marks. • Explanation on how the evidence supports the ideas. • Identification of how the reader feels. • Identification of the writer's message. 	<ul style="list-style-type: none"> • Clear topic sentences which use keywords from the question. • Quotations support ideas and are embedded into sentences. • Quotations are explained in detail. • Clear explanation of how the reader feels. • Clear explanation of what the writer's message is. 	<ul style="list-style-type: none"> • Ideas are confidently expressed in topic sentences. • A wide variety of quotations are selected and strongly support ideas. • Quotations are analysed using ambitious vocabulary. • Analyses how the reader is affected by the text. • Analyses the writer's message.
	<ul style="list-style-type: none"> • Identifies some features of language, sentences types or punctuation i.e. questions makes the reader curious. • Identifies how the quotations makes the reader feel. 	<ul style="list-style-type: none"> • Identifies language and or structure devices in quotations. • Explains how the writer uses language and or structural features. • Explains the effects of quotations and devices on the reader. • Identifies and explores the different meanings of keywords in quotations. 	<ul style="list-style-type: none"> • Identifies a wide variety of language and structure devices in quotations. • Explores the importance of keyword choices in quotations and their different meanings. • Analyses how the writer uses language and structural features. • Analyses the different reader effects.
	<ul style="list-style-type: none"> • Identifies facts, which are relevant to the history of a text. • Identifies how a historical facts apply to a text. 	<ul style="list-style-type: none"> • Explains how a writer is influenced by historical, social or cultural information in a text. • Explains how historical, social or cultural information applies to a text. 	<ul style="list-style-type: none"> • Historical, social and cultural information about a text are embedded into explanations. • Selective and sustained comments are made about how the writer uses historical, social and cultural contexts.

MASTERY ASSESSMENT FRAMEWORK

	ASPIRING	EXPECTED	EXCEPTIONAL
Fluency	With a bit of help I can follow a method and get a correct answer to standard questions.	I work efficiently by myself to get correct answers. My presentation is clear and accurate (including units).	My working sets out clear step by step methods that arrive efficiently at correct solutions for non-standard questions.
Reasoning	<p>I can describe some of the steps I need to take to get a correct answer.</p> <p>I can identify mistakes in a wrong answer.</p>	<p>I can explain the whole method needed to reach a correct answer using the right terminology.</p> <p>I can explain misconceptions and make corrections to incorrect worked solutions.</p>	<p>I can compare different approaches to a problem and explain which is the more efficient approach.</p> <p>I can anticipate the common mistakes that are made when trying to solve a problem.</p>
Problem Solving	I can make the first step towards solving a problem (e.g. underlining key text or drawing an appropriate diagram)	I can identify all the steps needed to solve a multi-step problem.	I can identify all the steps to solve a multi-step problem including any connections to topics I have covered already.

MASTERY ASSESSMENT FRAMEWORK

	ASPIRING	EXPECTED	EXCEPTIONAL
Recall	<ul style="list-style-type: none"> I can recall and recognise key facts and words and spell some of them correctly. I can label simple diagrams 	<ul style="list-style-type: none"> I can recall key facts and words and apply them correctly to scientific descriptions/explanations. I can spell key words correctly I can recall some equations and units I can clearly label diagrams without mistakes. 	<ul style="list-style-type: none"> I can apply key facts and words to new situations correctly I can recall equations and units for calculations
Describe	<ul style="list-style-type: none"> If I look at data or graphs, I can clearly describe basic patterns. I can describe scientific processes with some mistakes and/or missing stages. I can make a simple observation in experiments and record them in a basic way I can describe a similarity and difference between two sets of data, diagrams, objects, concepts or conclusions using given information I can describe some steps of an experimental method, but it wouldn't gain valid results 	<ul style="list-style-type: none"> If I look at data or graphs, I can clearly describe basic patterns using some data. I can identify anomalous results. I can describe scientific processes correctly with very few errors or missing stages. I can make several simple observations in experiments and record them in a clear way I can describe a range of the similarities and differences between two sets of data, diagrams, objects, concepts or conclusions using given information I can describe most of the steps of an experimental method but it may not be clear enough to gain results 	<ul style="list-style-type: none"> If I look at data or graphs, I can clearly describe basic patterns and give simple descriptions of changing patterns using some data. I can describe scientific processes in detail, linking ideas clearly. I can apply my knowledge to new situations. I can make several observations in experiments and record them in a scientific way. I can describe a range of the similarities and differences between two sets of data, diagrams, objects, concepts or conclusions using given information and my own knowledge I can describe most of the steps of an experimental method, which could be followed to gain results. This includes: the DV and how it will be measured
Explain	<ul style="list-style-type: none"> I can explain basic scientific ideas with some errors I can relate facts to scientific observations, with some errors. I can attempt to explain a given observation I can suggest basic reasons for differences in two sets of data, diagrams, concepts or conclusions. 	<ul style="list-style-type: none"> I can explain scientific ideas without significant errors I can offer explanations and conclusions for observations. I can explain a given observation with scientific ideas I can suggest and explain basic reasons for differences in two sets of data, diagrams, concepts or conclusions 	<ul style="list-style-type: none"> I can explain scientific ideas in detail, linking ideas clearly. I can offer justified and detailed conclusions for observations with well linked ideas. When presented with a new situation, I can suggest what might be observed if variables changed in an experiment and explain this using scientific ideas When presented with a new situation, I can suggest and explain detailed reasons for differences in two sets of data, diagrams, concepts or conclusions using scientific ideas I can apply my knowledge to suggest explanations in an unfamiliar situation.
Determine	<ul style="list-style-type: none"> I can: calculate means and ranges With support, I can plot bar charts with very few errors 	<ul style="list-style-type: none"> I can: round to d.p. and calculate means and ranges confidently I can use a given equation to calculate unknown quantities by substituting numbers. With support, I can plot graphs with very few errors. 	<ul style="list-style-type: none"> I can: round to d.p.; calculate means (excluding anomalies) confidently and calculate % with occasional errors I can rearrange simple equations consistently to determine unknown quantities I can plot graphs with very few errors. I can use a graph to make predictions
Evaluate	<ul style="list-style-type: none"> I can suggest benefits or problems with methods/information. 	<ul style="list-style-type: none"> I can suggest benefits or problems with methods/information. I attempt to use simple evidence to come to support my ideas when prompted I can identify ways that an investigation can be improved 	<ul style="list-style-type: none"> I can suggest benefits and problems with methods/information. When prompted, I can use evidence to come to a supported conclusion I can suggest ways that an investigation can be improved I can select possible sources of errors in an investigation from a list

MASTERY ASSESSMENT FRAMEWORK

	ASPIRING	EXPECTED	EXCEPTIONAL
Knowledge and understanding	Identify key concepts and provide some explanation to show understanding. Demonstrate limited use of subject specific vocabulary.	Describe key concepts and give examples to show understanding. Demonstrate good use of subject specific vocabulary.	Explain key concepts and beliefs and give examples to show understanding. Demonstrate consistent, contextually accurate and appropriate use of specialist vocabulary
Religious Evidence	State or paraphrase a relevant piece of biblical text or source of authority	State and explain the meaning of a relevant piece of biblical text or source of authority	State and explain the meaning of a relevant piece of biblical text or source of authority and link it to your point
Evaluate	State and explain your opinion with reasoning	State and explain both your opinion and a counter argument with reasoning	Create one chain of reasoning, using evidence, drawing a valid conclusion
Synthesis	Compare and contrast (identify similarities and differences)	Explain similarities and / or differences between beliefs, teachings and practices	Examine the links between beliefs and practices in everyday life

MASTERY ASSESSMENT FRAMEWORK

Describe

Explain

	ASPIRING	EXPECTED	EXCEPTIONAL
Describe	<p>You have... Given a basic or list like description. You have used very little geographical terminology.</p>	<p>You have... Described at least 2 features/characteristics. Described simple trends or relationships. Used some geographical terminology. Included evidence from the source in your description.</p>	<p>You have... Described a wider range of accurate feature/ characteristics. Described more complex trends and relationships. Used geographical terminology consistently. Manipulated evidence from the source in your description.</p>
Explain	<p>You have... Given a description for a geographical pattern or process. Given a basic explanation for a geographical pattern or process. You have used very little geographical terminology.</p>	<p>You have... Given 1 accurate reason (how and why) for a geographical pattern or process. Developed your point to make at least 1 connection.</p>	<p>You have... Given 2 or more reasons (how and why) for a geographical pattern or process. Fully developed your point to make detailed and logical connections. Support your answer with an example or evidence. Used geographical terminology consistently. Made synoptic links.</p>

MASTERY ASSESSMENT FRAMEWORK

Causation

ASPIRING	EXPECTED	EXCEPTIONAL
<p>Can identify causes of an event</p> <p>You can identify the most important cause.</p> <p>Can start to categories causes at a basic level</p>	<p>You can describe the most important causes of events (using evidence/historical facts and details).</p> <p>You can explain the consequences.</p> <p>You can reach a judgement about the most important cause and give basic evidence to support an opinion</p>	<p>You can categorise causes into themes economic / social /political</p> <p>Can use historical dates</p> <p>You can explain how causes are interconnected.</p> <p>You can discuss the relative importance of causes</p> <p>Can classify short term vs long-term consequences</p> <p>You write in greater detail about historical events using key historical vocabulary</p>

MASTERY ASSESSMENT FRAMEWORK

Design

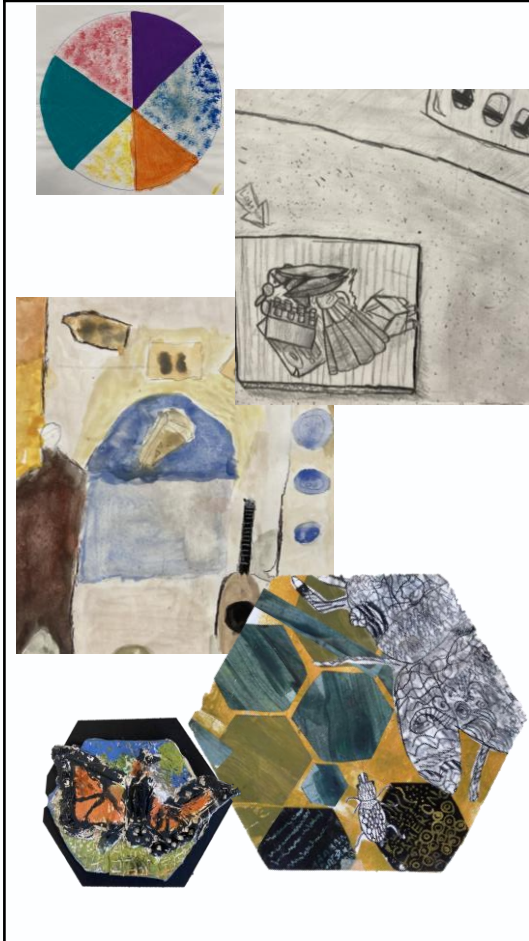
Make

Technical Knowledge Evaluate

	ASPIRING	EXPECTED	EXCEPTIONAL
Design	<ul style="list-style-type: none"> You have completed limited research You have completed an simple product analysis. (3 valid points) You followed a simple Specification. You have 2 sketched design ideas. 	<ul style="list-style-type: none"> You have adequate research. You have completed a detailed product analysis. (5 valid points) You identify simple stakeholder requirements. You have sketched 2 design ideas and annotated them. 	<ul style="list-style-type: none"> You have researched using a range of different sources. You have completed a detailed product analysis (8 Points). You identify and justify detailed stakeholder requirements. You have sketched 2 creative design ideas linked to research and annotated them.
Make	<ul style="list-style-type: none"> You have safely used equipment and techniques You have used a range of materials and components. 	<ul style="list-style-type: none"> You have safely used equipment and techniques with teacher guidance. You are able to name the equipment. You have used a range of materials and components. You can some of their properties. 	<ul style="list-style-type: none"> You have safely and confidently used equipment and techniques. You are able to name the equipment . You have used a range of materials and components. You can some of their properties. And explain why they are useful in your design.
Evaluate	<ul style="list-style-type: none"> You have observed the work of designers. You have identified some new and emerging technologies. You have tested your ideas. 	<ul style="list-style-type: none"> You have recognised the work of designers You have identified some new and emerging technologies. You can explain their benefits. You have tested and evaluated your ideas. 	<ul style="list-style-type: none"> You have recognised the work of designers and can review the design. You have identified some new and emerging technologies. You can explain their benefits and see where they can be used. You have tested , evaluated and refined your ideas.
Technical Knowledge	<ul style="list-style-type: none"> You have made some judgements on which material will work and do what it needs to. You know that objects can be made to move in different ways. You can recognise some simple input and output components. You understand things need to happen in a set order when applying computing. 	<ul style="list-style-type: none"> You have used materials with suitable properties. You realise that tools and other devices can change the force and speed of the motion that they start with. You have successfully used a range of electronic components in your projects You can write a series of subroutines which control outputs. 	<ul style="list-style-type: none"> You have used more than one material. For each component, depending on its function. You understand the principle of leverage. You have successfully used a wide range of electronic components in your projects You can write a series of subroutines which control outputs in a variety of ways.

MASTERY ASSESSMENT FRAMEWORK

ASPIRING



EXPECTED



EXCEPTIONAL



The **FORMAL ELEMENTS** are embedded within all Schemes Of Work (shape, form, pattern, tone, colour, line, texture)

MASTERY ASSESSMENT FRAMEWORK

ASPIRING	EXPECTED	EXCEPTIONAL
You are avoiding irregular verbs and often your verb choices are repetitive.	You are secure using the present tense in the 1 st person form.	You are using the present tense with a range of subject pronouns.
You are limited to using cognates when expressing opinions. You might occasionally miss out the verb.	You are using irregular verbs in the first person with some success in the 3 rd person singular form.	You are forming irregular verbs accurately to describe yourself and others, using a range of subject pronouns.
You are starting to use simple connectives to link your ideas.	You are expressing opinions, using c'est + adjective.	You are expressing opinions, using c'est + adjective.
You are starting to adapt language from class to produce short sentences with some degree of accuracy.	You are linking ideas using simple connectives.	You are linking ideas using a range of simple connectives.
You are pronouncing words in an anglicised manner. You may be hesitant or respond in English at times.	You are starting to use a dictionary effectively to enhance your written and spoken work.	You are applying new vocabulary to your work and communicating in a lot of detail.

MASTERY ASSESSMENT FRAMEWORK

YEAR 7

P.E.

HEAD

HEART

HANDS

	ASPIRING	EXPECTED	EXCEPTIONAL
HEAD	<ul style="list-style-type: none"> • May attempt to adopt small leadership roles • Show some understanding of importance of a healthy active lifestyle (physical, mental, social) • Identify some basic tactics • With guidance, can identify some strengths & weaknesses of own performance • Make simple decisions with guidance, when situations are pointed out to them • Understand some key rules 	<ul style="list-style-type: none"> • Be able to adopt small leadership roles with confidence (EG captain) • Understand the importance of a healthy active lifestyle (physical, mental, social) • Understand basic tactics across some sports • Be able to identify strengths & weaknesses of own performance • Recognise how situations change & make simple decisions • Understand key rules & violations 	<ul style="list-style-type: none"> • Be able to adopt a range of leadership roles with confidence (EG coach) • Understand the importance of a healthy active lifestyle (physical, mental, social) • Understand & create tactics across all sports • Be able to identify strengths & weaknesses of own & others' performance • Recognise how situations change & make reasoned decisions • Understand key rules, violations & their consequences
HEART	<ul style="list-style-type: none"> • To sometimes demonstrate a hardworking attitude & effort • Sometimes showing commitment & respect to others in team situations • Sometimes lack motivation • Resilience in some challenging situations • Elements of confidence when asked to offer ideas 	<ul style="list-style-type: none"> • To consistently demonstrate a hardworking attitude & effort • Show commitment & respect to others in most team situations • Be able to motivate themselves to achieve • Demonstrate resilience when challenged • Be confident & competent when offering ideas 	<ul style="list-style-type: none"> • To consistently demonstrate an extremely hardworking attitude & effort • Show commitment & respect to others in all team situations • Be able to motivate themselves & others to achieve • Consistently demonstrate resilience when challenged • Be confident & competent when offering ideas to large groups
HANDS	<ul style="list-style-type: none"> • Demonstrate some basic skills specific to the activity • Be able to perform skills with inconsistent technique • Apply basic skills into controlled competitive situations • Attempt basic problem solving by attempting to apply appropriate skills into competitive situation • Be able to sustain pace less than 10 mins continuous running 	<ul style="list-style-type: none"> • Demonstrate a range of basic skills specific to the activity • Be able to perform skills with adequate technique • Apply basic skills into competitive situations • Demonstrate basic problem solving ability by applying skills into appropriate competitive situation • Be able to sustain pace for 10 mins continuous running in a range of activities 	<ul style="list-style-type: none"> • Demonstrate a range of basic & some complex skills specific to the activity • Be able to perform skills with good technique • Apply skills into challenging & competitive situations • Demonstrate problem solving ability by applying skills into appropriate competitive situation • Be able to sustain pace for 15 mins continuous running in a range of activities

MASTERY ASSESSMENT FRAMEWORK

YEAR 7

MUSIC

Structure

Pitch

Rhythm

Instrumentation

Tech

ASPIRING

- Create and recognise contrast through listening tasks
- Contribute to a contrasting motif in Rondo
- Contribute to the composition of Animal pieces

- Know FACE, spaces & mnemonic for EGBDF – read notes that make words
- Musical alphabet A to G – Octave song
- Recognise happy/sad mood

- Learn basic note lengths of quaver, crotchet & minim through clapping games
- Play in time

- Perform the 1st line of 'Changing Places' accurately
- Recognise string, woodwind, brass and percussion families in regular listenings
- Sing 'Deck the Halls' with some sense of pitch
- Perform 4 chords on keyboard/ukulele in own time

- Rondo - set up a treble clef score in 4/4 time
- Rondo & Gamelan – notate

EXPECTED

- Combine elements to create a motif
- Follow a musical score in 'Changing Places'
- Perform a contrasting episode within a Rondo structure
- Layering an independent part over others in Gamelan

- Regular dictation of rhythms
- Listening for rising/falling pitch by step
- Recognise major/minor key
- Stepwise dictation
- Read notation to perform 'Changing Places' & 'Ode to Joy'
- Read notation for class rondo
- Notate episode for rondo composition

- Simple rhythmic dictation
- Notate own Gamelan ostinato
- Though regular dictation and notation show knowledge of simple time = total of 4 beats in a bar

- Animal & Gamelan - control tempo (fast/slow) & dynamics (loud/quiet) within a group ensemble
- Perform 'Deck the Halls' accurately
- Play 4 chords accurately on the keyboard and ukelele

- Notate rondo episode accurately
- Notate gamelan rhythm accurately

EXCEPTIONAL

- 4 chord song – lead and direct a 'typical' intro, verse/chorus, middle 8, outro pop song
- Recognise different sections within music
- Describe the effect elements have on a piece of music.

- 4 chord song – learn 4 chords on keyboard adding bass part in the left hand
- Select appropriate chords to achieve a mood/purpose

- Notate polyrhythmic Gamelan composition
- Use and notate dotted rhythms and/or semi-quavers in Gamelan comp

- Animal & Gamelan – perform with expression and sensitive control eg pp to ff as appropriate
- Deck the Halls – accompany the class using both hands on the piano/keyboard

- Rondo - notate complete piece
- Gamelan - notate all parts

MASTERY ASSESSMENT FRAMEWORK

	ASPIRING	EXPECTED	EXCEPTIONAL
Creating/ Devising/Rehearsing	<p>Use research to come up with some ideas.</p> <p>Use rehearsal time to prepare your performance.</p>	<p>Carry out research, giving you strong ideas. Develop these in rehearsals.</p> <p>Make good use of rehearsal time leading up to the performance to refine your work.</p>	<p>Carry out a depth and breadth of research, giving you strong ideas. Develop these in rehearsals so your research can clearly be seen in the performance.</p> <p>Use rehearsal time to try out ideas and refine and polish your work, editing out ineffective sections and adding more engaging content.</p>
Performing	<p>Show some relationships by using performance space</p> <p>Create interesting Drama that will communicate with and engage the audience.</p>	<p>Convey meaning about relationships and status using performance space</p> <p>Present a complete performance with lines learnt, performance rehearsed, performance skills used and audience engaged</p>	<p>Use performance space to convey clear messages about status, relationships and context to the audience.</p> <p>Present a complete performance with lines learnt, performance rehearsed and refined, performance skills used, intention of playwright demonstrated and audience engaged.</p>
Analysing	<p>Describe the message of a play.</p>	<p>Explain how an actor communicated a message to the audience.</p>	<p>Analyse ways in which playwrights' intentions were communicated to an audience by actors and designers</p>
Evaluating	<p>Use Drama terminology to give feedback on others' work.</p>	<p>Use Drama terminology to give feedback on others' work, giving strengths and areas for development</p>	<p>Use Drama terminology to give feedback on others' work, giving strengths and areas for development and focusing on the impact on the audience.</p>

MASTERY ASSESSMENT FRAMEWORK

	ASPIRING	EXPECTED	EXCEPTIONAL
Problem Solving	<ul style="list-style-type: none"> I Understand what an algorithm is I can create a simple algorithm I can design simple algorithms using loops, and selection (IF) 	<ul style="list-style-type: none"> I can design algorithms that use repetition and two-way selection (if and else) I can use logical reasoning to predict outputs, depending on different inputs. I can create a sub-solution for each part of an algorithm. (decomposition) 	<ul style="list-style-type: none"> I can break down (decompose) a problem and suggest different ways of solving the problem. I can test an algorithm to explain how it works
Coding	<ul style="list-style-type: none"> I can create a simple program in a visual language such as Scratch/ Java script blocks I can run check and change programs if needed I can use arithmetic operators(+,-,*,/) if statements, and basic loops, within programs 	<ul style="list-style-type: none"> I can detect and correct simple errors by debugging a program. I can create programs that implement algorithms to achieve a given goal I can declare, assign and use variables in a program. 	<ul style="list-style-type: none"> I can use selection statements in programs, including if, then, else statements and variables in more advanced loops. I can use a variable and relational operators (>,<=,etc.) within a loop to tell a program when to end.
Using Data	<ul style="list-style-type: none"> I can recognise that digital content can be represented in many forms I can explain the different ways that data can communicate information I can recognise different types of e.g. data, text, number. 	<ul style="list-style-type: none"> I can recognise that data can be structured in tables to make it easier to understand. I know why sorting data in a flat file can improve searching for information. I can use filters or perform single criteria searches for information. 	<ul style="list-style-type: none"> I can perform more complex searches for information e.g. using Boolean and relational operators. I understand how and why values are stored as data in different software and how they are manipulated within programs.
Presenting Information	<ul style="list-style-type: none"> I can use software to create, store and edit digital content using appropriate file and folder names. I can use technology to purposefully organise digital content. I can use a variety of software to manipulate and present digital content 	<ul style="list-style-type: none"> I can make improvements to solutions based on feedback received from others. I can collect, organise and present data and information in digital content I can create digital content to achieve a given goal through combining software packages 	<ul style="list-style-type: none"> I can use criteria to evaluate the quality of solutions and make improvements and refinements to the solution, I can undertake creative projects that collect, analyse, and evaluate data to meet the needs of a known user group.