



ROCKWOOD
ACADEMY

Common Assessment Maps

Collaboration Opportunity Respect Excellence

DELIVERING A **CORE** EDUCATION

Subjects



Key Stage 3 (Y7-9):

English
Maths
Science
Geography
History
Religious Education
Modern Foreign Languages (Spanish or French)
Physical Education
Computer Science
Art
Design Technology
Performing Arts
Personal Development

Key Stage 4 (Y10-11):

English Language
English Literature
Maths
Combined Science
Triple Science: Biology, Chemistry & Physics
Art
Business Studies
Religious Education
French
Geography
Spanish

History
Computer Science
3D Design
Performing Arts
Digital IT
OCR Sport Studies
Hospitality and Catering
Personal Development
Core PE

Y10 only
Citizenship



ROCKWOOD
ACADEMY

Common Assessment Map: Key Dates



		Progress Check 1	Progress Check 2	Parent's Evening
7	Testing window	Wk12 27 th Nov – 1 st Dec	Wk36 24 th June – 28 th June	21 st December
8	Testing window	Wk11 20 th Nov – 24 th Nov	Wk30 6 th May – 10 th May	25 th January
9	Testing window	Wk16-18 9 th Jan – 19 th Jan	Wk35 17 th June – 21 st June	29 th February
10	Testing window	Wk9 6 th Nov – 10 th Nov	Wk 34-36 10 th June – 28 th June	18 th April
11	Testing window	Wk8 23 rd Oct – 27 th Oct	Wk17-19 15 th Jan – 2 nd Feb	12 th October 30 th November 7 th March

*not all progress checks involve a formal exam

Key Stage 3 Geography

		Y7	Y8	Y9
Progress Check 1	What knowledge (areas of the specification is this assessing)?	<ul style="list-style-type: none"> Definitions of physical and human geography Continents Contour lines 4 and 6 figure grid references 	<ul style="list-style-type: none"> Ecosystems Adaptations Historical Geography- Colonisation Challenges of urban growth-Kenya case study Tourism Fair Trade Tectonics Population distribution Resource management 	<ul style="list-style-type: none"> Coastal processes and landforms Migration Climate change and hazards Glaciation processes and landforms Culture- Māori case study Factfulness Prisoners of Geography
	What was used to inform this data?	<ul style="list-style-type: none"> 20-mark quiz- 30 minutes completing, 30 minutes self-assessing in lesson. Assessment and marking completed in 1 hour. Book looks Articulation of subject matter 	<ul style="list-style-type: none"> 20-mark quiz- 30 minutes completing, 30 minutes self-assessing in lesson. Assessment and marking completed in 1 hour. Book looks Articulation of subject matter 	35-mark topic test- 1 hour in-class assessment. This will include 80%-year 9 knowledge, 10%-year 8 knowledge and 10%-year 7 knowledge.
Progress Check 2	What knowledge (areas of the specification is this based upon)?	<ul style="list-style-type: none"> Plate tectonics Economic growth Population development- One child policy case study Population pyramids Climate change Geopolitics- Ukraine and Russia 	<ul style="list-style-type: none"> Deforestation Human rights Globalization Urbanization Tsunamis- Boxing Day case study 	<ul style="list-style-type: none"> Geographical issues Geography of crime Geography of food
	What was used to inform this data?	<ul style="list-style-type: none"> 35-mark topic test- 1 hour in-class assessment. This will include 100%-year 7 knowledge. 	<ul style="list-style-type: none"> 35-mark topic test- 1 hour in-class assessment. This will include 80%-year 8 knowledge and 20%-year 7 knowledge. 	<ul style="list-style-type: none"> 20-mark quiz- 30 minutes completing, 30 minutes self-assessing in lesson. Assessment and marking completed in 1 hour. Book looks Articulation of subject matter

Key Stage 4 Geography

ATL, WAG and Predicted Grade

Y10

Y11

**Progress
Check 1**

What knowledge (areas of the specification is this assessing)?

- Tectonic hazards
- Weather hazards

- Urban world- Birmingham and Rio De Janeiro case study (HIC vs LIC)

What was used to inform this data?

- 40-mark unit test- 50% tectonic hazards, 50% weather hazards. 1 hour.
- Book looks
- Articulation of subject matter.

- Paper 1- 88 mark, 1hr 30-minute exam paper. In a formal setting. Grade boundaries to be paper specific or if created, the same as most recent grade boundaries.
- Book looks
- Articulation of subject matter.

**Progress
Check 2**

What knowledge (areas of the specification is this based upon)?

- River processes and landforms
- Coastal processes and landforms
- Cold environments- Svalbard case study
- Tropical Rainforests- Amazon case study

- Changing economic world- Nigeria case study
- Resource management- Energy

What was used to inform this data?

- Paper 1- 88 mark, 1hr 30-minute exam paper. In a formal setting. Grade boundaries to be paper specific or if created, the same as most recent grade boundaries.

2 papers. Paper 1 (physical) and paper 2 (Human). In a formal setting. Both 88 marks and 1 hour 30 minutes. Grade boundaries to be paper specific or if created, the same as most recent grade boundaries.

Key Stage 3 Science

ATL and “Stage of Excellence”- Novice Below /
Developing / Secure / Extending

		Y7	Y8	Y9
Progress Check 1	What knowledge (areas of the specification is this assessing)?	<ul style="list-style-type: none"> • Intro to Science • Particle model • Cells • Forces 	<ul style="list-style-type: none"> • Structure and function of body systems. • Periodic tables • Earths structure • Health and lifestyle 	All previous topics and then also: <ul style="list-style-type: none"> • Energy • Separating techniques • Ecosystems • Turnings points in Chemistry • Turning points in Biology.
	What was used to inform this data?	<ul style="list-style-type: none"> • Teacher assessments are informed by observations made through performance in every lesson as well as: • Classroom testing • End of topic tests 	<ul style="list-style-type: none"> • Teacher assessments are informed by observations made through performance in every lesson as well as: • Classroom testing • End of topic tests 	<ul style="list-style-type: none"> • Teacher assessments are informed by observations made through performance in every lesson as well as: • Classroom testing • End of topic tests • FORMAL EXAM
Progress Check 2	What knowledge (areas of the specification is this based upon)?	All previous topics and then also: <ul style="list-style-type: none"> • Structure and function of body systems • Atoms, elements and compounds • Electricity and magnetism • Reproduction • Periodic table • Motion and pressure. • Adaptation and inheritance • Reactions. 	All previous topics and then also: <ul style="list-style-type: none"> • Reactions • Electricity and magnetism • Ecosystems • Separating techniques • Motion and pressure • Adaptations and inheritance 	All previous topics and then also: <ul style="list-style-type: none"> • Fundamentals in Biology • Fundamentals in Chemistry • Fundamentals in Physics • Depth in Biology • Depth in Chemistry • Depth in Physics.
	What was used to inform this data?	<ul style="list-style-type: none"> • Teacher assessments are informed by observations made through performance in every lesson as well as: • Classroom testing • End of topic tests 	<ul style="list-style-type: none"> • Teacher assessments are informed by observations made through performance in every lesson as well as: • Classroom testing • End of topic tests 	<ul style="list-style-type: none"> • Teacher assessments are informed by observations made through performance in every lesson as well as: • Classroom testing • End of topic tests

GCSE Combined Science

ATL, WAG and Predicted Grade

		Y10	Y11
Progress Check 1	What knowledge (areas of the specification is this assessing)?	<ul style="list-style-type: none"> • CB2: Cell division • CC1/2: States of matter & separating substances • CP1: Motion • CP2: Forces and motion 	All previous topics and then also: <ul style="list-style-type: none"> • CB6: Plants and plant structure • CC9: Calculations involving masses • CC10-12: Electrolytic processes/Observing and using metals/Reversible reactions and equilibria. • CP9: Energy and circuits
	What was used to inform this data?	<ul style="list-style-type: none"> • Teacher assessments are informed by observations made through performance in every lesson as well as: • Classroom testing • End of topic tests 	<ul style="list-style-type: none"> • FORMAL EXAM [PC1] using the June 2023 Grade boundaries • Teacher assessments are informed by observations made through performance in every lesson as well as: • Classroom testing • End of topic tests
Progress Check 2	What knowledge (areas of the specification is this based upon)?	All previous topics and then also: <ul style="list-style-type: none"> • CB3: Genetics • CB4: Evolution • C5/6/7: Bonding • C8: Acids and alkalis • CP3: Conservation of energy • CP4: Waves • CP5: Light and EM spectrum • CP6: Radioactivity 	All previous topics and then also: <ul style="list-style-type: none"> • CB7: Animal co-ordination and response • CB8: Exchange and transport • CB9: Ecosystems and processes. • CC10-12: Electrolytic processes. • CC13-15: Groups and the periodic table/Rates of reaction/Energy changes. • CC16-17: Fuels/Earths and the atmosphere • CP10: Magnetism and the motor effect. • CP11: EM induction • CP12: Particle model • CP13: Forces and matter.
	What was used to inform this data?	<ul style="list-style-type: none"> • Teacher assessments are informed by observations made through performance in every lesson as well as: • Classroom testing • FORMAL EXAM [Paper 1 mocks] 	<ul style="list-style-type: none"> • FORMAL EXAM [PC2] using the June 2023 Grade boundaries • Teacher assessments are informed by observations made through performance in every lesson as well as: • Classroom testing • End of topic tests

GCSE Triple Science (Biology/Chemistry/Physics)

ATL, WAG and Predicted Grade

Y10

Y11

**Progress
Check 1**

What knowledge (areas of the specification is this assessing)?

- SB2: Cells and control
- SB3: Genetics
- SC1/2: States of matter and separating technique
- SC3/4: Atomic structure and periodic table
- SP1: Motion
- SP2: Forces and motion

- All previous topics and then also:
- SB6: Structure and function
- SC10-13: Electrolytic processes.
- SC14-16: Quantitative Chemistry
- SP7: Astronomy
- SP8: Forces and their effects.

What was used to inform this data?

- Teacher assessments are informed by observations made through performance in every lesson as well as:
- Classroom testing
- End of topic tests

- **FORMAL EXAM** using the June 2023 Grade boundaries
- Venue: Hall
- Duration: 1h 15min
- Exam markers to standardize and moderate marking

**Progress
Check 2**

What knowledge (areas of the specification is this based upon)?

- All previous topics and then also:
- SB4: Evolution
 - SB5: Health and disease
 - SB6: Plant structure and function
 - SC8: Acids and alkalis
 - SC9: Calculations involving masses
 - SC10- 13: Electrolytic processes/transition metals/obtaining and using metals.
 - SP3: Conservation of energy
 - SP4: Waves
 - SP5: Light and EM spectrum
 - SP6: Radioactivity

- All previous topics and then also:
- SB7: Animal co-ordination and response
 - SB8: Exchange and transport
 - SB9: Ecosystems and processes.
 - SC17-19: Groups and the periodic table/Rates of reaction/Energy changes.
 - SC20-21: Fuels/Earths and the atmosphere
 - SC22- 24: Hydrocarbons
 - SC25-26: Qualitative chemistry
 - SP9: Electricity and circuits
 - SP10: Magnetism and the motor effect.
 - SP11: EM induction
 - SP12: Particle model
 - SP13-14: Forces and matter.

What was used

- Mock Exam using a past exam papers in B1, C1 and P1
- Venue: classroom
- Exam markers to standardize and moderate marking

Mock Exam using the June 2023 Grade boundaries
Venue: Hall
Duration:

Key Stage 3 English

		Y7	Y8	Y9
Progress Check 1	What knowledge (areas of the specification is this assessing)?	Autumn – Reading skills <ul style="list-style-type: none"> Understanding key roles of major and minor characters. Explaining key events within a text. Being able to select relevant evidence to support our ideas. Understanding key themes within a text. 	Autumn – Reading skills <ul style="list-style-type: none"> Understanding key roles of major and minor characters. Explaining key events within a novel. Understand and applying how the social and historical context influenced themes and ideas. Being able to select relevant evidence to support our ideas. Understanding key themes within a text. Analysing the writer's methods. Exploring the effect on the reader. 	Autumn – Writing skills <ul style="list-style-type: none"> Writing creatively for a particular purpose. Planning a piece of descriptive writing. Structuring ideas cohesively within a text. Using discourse markers and paragraphs to organise ideas. Using a range of ambitious vocabulary. Using a range of punctuation for effect.
	What was used to inform this data?	<ul style="list-style-type: none"> Individually marked extended writing piece. Checkpoint. 	<ul style="list-style-type: none"> Individually marked extended writing piece. Checkpoint. 	<ul style="list-style-type: none"> Individually marked extended writing piece. Checkpoint.
Progress Check 2	What knowledge (areas of the specification is this based upon)?	<ul style="list-style-type: none"> Summer Narrative writing Skills: Planning of ideas Organising ideas into paragraphs and using discourse markers. Developing ideas in and between paragraphs, Embedding a range of ambitious words for effect. Use a range of sentence types for effect. Use a range of punctuation for effect. 	<ul style="list-style-type: none"> Summer Action and Adventure Writing skills: Planning of ideas Organising ideas into paragraphs and using discourse markers. Developing ideas in and between paragraphs, Embedding a range of ambitious words for effect. Use a range of sentence types for effect. Use a range of punctuation for effect. 	Summer Poetry: Reading skills <ul style="list-style-type: none"> Understand ideas and meanings in poems. Explore and explain writers' ideas. Use precise evidence to support. Analyse the writer's methods using subject terminology for effect. Make links to the social and historical context of the poems.
	What was used to inform this data?	<ul style="list-style-type: none"> Extended writing in class Checkpoints End of unit assessments 	<ul style="list-style-type: none"> Extended writing in class Checkpoints End of unit assessments 	<ul style="list-style-type: none"> Extended writing in class Checkpoints End of unit assessments

GCSE English Literature

ATL, WAG and Predicted Grade

		Y10	Y11
Progress Check 1	What knowledge (areas of the specification is this assessing)?	<ul style="list-style-type: none"> - Understanding the whole text of Macbeth. - Understanding the social and historical context of the play. - Understanding key themes and characters. - Explaining writer's intentions and ideas. - Analysing writer's methods using textual detail. - Evaluating impact on audiences across different time periods. 	<ul style="list-style-type: none"> - Understanding the whole text of Macbeth and A Christmas Carol. - Understanding the social and historical context of the texts. - Explaining writers' intentions and ideas. - Analysing writers' methods using textual detail. - Evaluating impact on audiences across different time periods.
	What was used to inform this data?	<ul style="list-style-type: none"> • Checkpoints • End of unit assessment 	<ul style="list-style-type: none"> • Extended writing in class • Formal mock exam on Literature paper 1
Progress Check 2	What knowledge (areas of the specification is this based upon)?	<ul style="list-style-type: none"> - Understanding the whole text of Macbeth. - Understanding the social and historical context of the play. - Understanding key themes and characters. - Explaining writer's intentions and ideas. - Analysing writer's methods using textual detail. - Evaluating impact on audiences across different time periods. 	<ul style="list-style-type: none"> - Language paper 1, language paper 2 (June 2022) - English literature paper 1 and 2 (June 2022) - Students demonstrate AO1, AO2, AO3, AO5, AO6 - Explaining writers' intentions and ideas. - Analysing writers' methods using textual detail. - Evaluating impact on audiences across different time periods.
	What was used to inform this data?	<ul style="list-style-type: none"> • Checkpoints • End of unit assessment 	<ul style="list-style-type: none"> - MOCK EXAMS - In class extended writing opportunities.

GCSE English Language

ATL, WAG and Predicted Grade

		Y10	Y11
Progress Check 1	What knowledge (areas of the specification is this assessing)?	<ul style="list-style-type: none"> - Language paper 1 - Students demonstrate AO1, AO2, AO3, AO5, AO6 - Explaining writer's intentions and ideas. - Analysing writer's methods using textual detail. - Evaluating impact on audiences across different time periods. 	<ul style="list-style-type: none"> • Reading for understanding and analysing. (AO1) • Explaining writer's ideas using relevant evidence.(AO1) • Evaluating language and structural choices. (AO2) • Writing creatively: A05 and A06 skills.
	What was used to inform this data?	<ul style="list-style-type: none"> • End of unit assessment 	<ul style="list-style-type: none"> • In class timed exam practise. • Formal mock examination on LP1.
Progress Check 2	What knowledge (areas of the specification is this based upon)?	<ul style="list-style-type: none"> - Language paper 1 - Students demonstrate AO1, AO2, AO3, AO5, AO6 - Explaining writer's intentions and ideas. - Analysing writer's methods using textual detail. - Evaluating impact on audiences across different time periods. 	Language paper 1 and 2 <ul style="list-style-type: none"> • Reading for understanding and analysing. (AO1) • Explaining writer's ideas using relevant evidence.(AO1) • Evaluating language and structural choices. (AO2) • Writing creatively: A05 and A06 skills.
	What was used to inform this data?	<ul style="list-style-type: none"> • End of unit assessment 	<ul style="list-style-type: none"> • In class timed exam practise. • Formal mock examination on LP1 and LP2

Key Stage 3 Mathematics

ATL and “Stage of Excellence” - Novice
Below / Developing / Secure / Extending

		Y7	Y8	Y9
Progress Check 1	What knowledge (areas of the specification is this assessing)?	<ul style="list-style-type: none"> Sequences Algebra Place Value Fractions, Decimals & Percentage Equivalence Solving Problems with Four Operations 	<ul style="list-style-type: none"> Ratio & Proportion Fractions Coordinates & Graphs Representing Data Probability 	<ul style="list-style-type: none"> Number Using Percentages Maths & Money Solving Equations Straight- Line Graphs 3D Shapes Pythagoras’ Theorem Ratio & Proportion
	What was used to inform this data?	<ul style="list-style-type: none"> End of Unit Quizzes End of Term Assessment 	<ul style="list-style-type: none"> End of Unit Quizzes End of Term Assessment 	<ul style="list-style-type: none"> End of Unit Quizzes End of Term Assessment
Progress Check 2	What knowledge (areas of the specification is this based upon)?	<ul style="list-style-type: none"> Percentage & Fractions of Amounts Directed Number Four Operations with Fractions Constructions & Measuring Geometric Reasoning Probability 	<ul style="list-style-type: none"> Algebra Sequences Indices Standard Form Fractions & Percentages Angles Area 	<ul style="list-style-type: none"> Probability Transformations Constructions Number & Calculating Fractions, Decimals & Percentages Graphs, Tables & Charts
	What was used to inform this data?	<ul style="list-style-type: none"> End of Unit Quizzes End of Term Assessment End of Year Examination 	<ul style="list-style-type: none"> End of Unit Quizzes End of Term Assessment End of Year Examination 	<ul style="list-style-type: none"> End of Unit Quizzes End of Term Assessment End of Year Examination

GCSE Mathematics

ATL, WAG and Predicted Grade

		Y10		Y11	
Progress Check 1	What knowledge (areas of the specification is this assessing)?	<ul style="list-style-type: none"> Number (H) Algebra (H) Angles & Pythagoras' Theorem (H) 	<ul style="list-style-type: none"> Fractions & Percentages (F) Algebra (F) Graphs, Tables & Charts (F) 	<ul style="list-style-type: none"> Probability (H) Multiplication Reasoning (H) Statistics (H) (& all previous content)	<ul style="list-style-type: none"> Ratio & Proportion (F) Right-Angled Triangles (F) (& all previous content)
	What was used to inform this data?	<ul style="list-style-type: none"> End of Unit Quizzes End of Term Assessment 		<ul style="list-style-type: none"> End of Term Assessment Mock Examinations 	
Progress Check 2	What knowledge (areas of the specification is this based upon)?	<ul style="list-style-type: none"> Graphs (H) Area & Volume (H) Graphs, Tables & Charts (H) Transformation and Constructions (H) Equations & Inequalities (H) Probability (H) Multiplication Reasoning (H) Statistics (H) Trigonometry (H) 	<ul style="list-style-type: none"> Algebra (F) Angles (F) Averages & Range (F) Area, Perimeter & Volume (F) Graphs (F) Transformations (F) Ratio & Proportion (F) Right-Angled Triangles (F) Probability (F) 	<ul style="list-style-type: none"> Trigonometry (H) (& all previous content)	<ul style="list-style-type: none"> Probability (F) (& all previous content)
	What was used to inform this data?	<ul style="list-style-type: none"> End of Unit Quizzes End of Term Assessment End of Year Examination 		<ul style="list-style-type: none"> End of Term Assessment Mock Examinations 	

Key Stage 3 History

ATL and "Stage of Excellence" - Novice
Below / Developing / Secure / Extending

		Y7	Y8	Y9
Progress Check 1	What knowledge (areas of the specification is this assessing)?	<ul style="list-style-type: none"> • Early Britain • The Norman Conquest • How life changed in England following 1066 • Life in medieval Britain 	<ul style="list-style-type: none"> • Empire • African Kingdoms • The Slave Trade • Imperialism • The British Empire in India 	<ul style="list-style-type: none"> • The Great War • Causes • Conditions at War • How lives were affected by the Great War • How the Great War ended • Extremism in Europe following the end of the war
	What was used to inform this data?	<ul style="list-style-type: none"> • Checkpoints • End of unit assessment 	<ul style="list-style-type: none"> • Checkpoints • End of unit assessment 	<ul style="list-style-type: none"> • Checkpoints • End of unit assessment
Progress Check 2	What knowledge (areas of the specification is this based upon)?	<ul style="list-style-type: none"> • Cumulative knowledge from PC1 • The Tudors • The Lives of the monarchs • Religious change in the Tudor period • The Stuarts • The English Civil War 	<ul style="list-style-type: none"> • Cumulative knowledge from PC1 • The Industrial Revolution • Social change in the industrial period • Britain in the 20th century 	<ul style="list-style-type: none"> • Cumulative knowledge from PC1 • Impact of WWII on Britain • Persecution in Nazi Germany • Civil Rights • Early medicine
	What was used to inform this data?	<ul style="list-style-type: none"> • Checkpoints • Extended writing tasks • End of year exam 	<ul style="list-style-type: none"> • Checkpoints • Extended writing tasks • End of year exam 	<ul style="list-style-type: none"> • Checkpoints • Extended writing tasks • End of year exam

GCSE History

ATL, WAG and Predicted Grade

Y10

Y11

**Progress
Check 1**

What knowledge (areas of the specification is this assessing)?

- Health and the people
- Medieval beliefs and healers
- The Renaissance
- Change and continuity
- 19th century public health

- The Rise of the Nazis 1918-1945
- Life and social change in Nazi Germany
- The impact of war on the German people

What was used to inform this data?

- Checkpoints
- Extended writing tasks

- Checkpoints
- Extended writing tasks
- End of unit progress checks

**Progress
Check 2**

What knowledge (areas of the specification is this based upon)?

- Health and the People – full course
- Elizabethan England 1568-1603
Including: 1. Elizabeth's court and parliament
2. Elizabethan England
3. Troubles at Home and Abroad

- Health and the People – full course
- Conflict and Tension WWI – full course
- Germany 1918-1945 – full course

What was used to inform this data?

- Checkpoints
- Extended Writing Tasks
- Mock Exam

- Checkpoints
- Extended writing tasks
- Mock exam

Key Stage 3 Religious Education

ATL and "Stage of Excellence" - Novice
Below / Developing / Secure / Extending

		Y7	Y8	Y9
Progress Check 1	What knowledge (areas of the specification is this assessing)?	<ul style="list-style-type: none"> Rites of passage The key Jewish beliefs Patriarchs in Judaism 	<ul style="list-style-type: none"> Hindu beliefs about nature of God, karma and rebirth, worship and the caste system in Hinduism. Sikh beliefs about the nature of God, the gurus, the 5ks, the holy book and the Gurdwara in Sikhism. 	<ul style="list-style-type: none"> How human rights originated Why human rights are important How we incorporate human rights in contemporary society
	What was used to inform this data?	<ul style="list-style-type: none"> Checkpoints Multiple choice quizzes 4-mark questions Extended writing tasks 	<ul style="list-style-type: none"> Checkpoints Multiple choice quizzes 4-mark questions Extended writing tasks 	<ul style="list-style-type: none"> Checkpoints Multiple choice quizzes 4-mark questions Extended writing tasks
Progress Check 2	What knowledge (areas of the specification is this based upon)?	<ul style="list-style-type: none"> The key Christian beliefs The life and death of Jesus The key Muslim beliefs and practices The life of the final prophet 	<ul style="list-style-type: none"> Alternative religions and what makes them different from the mainstream religions Humanism and what makes them different from the mainstream religions A critical analysis and evaluation of the existence of good and evil 	<ul style="list-style-type: none"> Religious beliefs on war and peace Medical ethics and the importance of the sanctity of life
	What was used to inform this data?	<ul style="list-style-type: none"> Checkpoints Multiple choice quizzes 4-mark questions Extended writing tasks End of year exam 	<ul style="list-style-type: none"> Checkpoints Multiple choice quizzes 4-mark questions Extended writing tasks End of year exam 	<ul style="list-style-type: none"> Checkpoints Multiple choice quizzes 4-mark questions Extended writing tasks End of year exam

GCSE Religious Education

ATL, WAG and Predicted Grade

		Y10	Y11
Progress Check 1	What knowledge (areas of the specification is this assessing)?	<ul style="list-style-type: none"> • Islam Beliefs • Islam Practices 	<ul style="list-style-type: none"> • Theme B: Religion and Life • Theme D: Religion, Peace and Conflict • Theme E: Religion, Crime and Punishment
	What was used to inform this data?	<ul style="list-style-type: none"> • Checkpoints • Multiple choice quizzes • 4-mark questions • 5-mark questions • 12-mark questions • Mid-topic tests • End of topic tests 	<ul style="list-style-type: none"> • Checkpoints • Multiple choice quizzes • 4-mark questions • 5-mark questions • 12-mark questions • Mid-topic tests • End of topic tests
Progress Check 2	What knowledge (areas of the specification is this based upon)?	<ul style="list-style-type: none"> • Christian Beliefs • Christian Practices • Theme A: Religion and Relationships 	Revision of Paper 1 and 2 <ul style="list-style-type: none"> • Islam Beliefs • Islam Practices • Christian Beliefs • Christian Practices • Theme A: Religion and Relationships • Theme B: Religion and Life • Theme D: Religion, Peace and Conflict • Theme E: Religion, Crime and Punishment
	What was used to inform this data?	<ul style="list-style-type: none"> • Checkpoints • Multiple choice quizzes • 4-mark questions • 5-mark questions • 12-mark questions • Mid-topic tests • Mock exam 	<ul style="list-style-type: none"> • Checkpoints • Multiple choice quizzes • 4-mark questions • 5-mark questions • 12-mark questions • Mid-topic tests • Mock exam

Key Stage 3 Modern Foreign Languages

ATL and “Stage of Excellence” - Novice
Below / Developing / Secure / Extending

		Y7	Y8	Y9
Progress Check 1	What knowledge (areas of the specification is this assessing)?	<ul style="list-style-type: none"> Greetings and introductions All about me Descriptions of personality and appearance Family members Conjugation of key verbs 'avoir' and 'être' in the present tense, 	<ul style="list-style-type: none"> Holidays Conjugation of key verb 'aller' in the present tense Formation of the perfect tense with 'avoir' as well as key phrase 'je suis allé(e)' 	<ul style="list-style-type: none"> Media Expressing and justifying opinions Making comparisons Using tenses to say what you watch/read etc.
	What was used to inform this data?	<ul style="list-style-type: none"> Teacher assessments are informed by observations made through performance in every lesson as well as: Classroom testing End of unit assessments 	<ul style="list-style-type: none"> Teacher assessments are informed by observations made through performance in every lesson as well as: Classroom testing End of unit assessments 	<ul style="list-style-type: none"> Teacher assessments are informed by observations made through performance in every lesson as well as: Classroom testing End of unit assessments
Progress Check 2	What knowledge (areas of the specification is this based upon)?	<ul style="list-style-type: none"> School and free time Giving opinions and justifications Conjugation of –er verbs in the present tense Conjugation of key verb 'faire' in the present tense Set phrases in past/future/conditional tense 	<ul style="list-style-type: none"> Holiday, my town and food and drink Formation past tense and the near future tense Partitive article Opinions and justifications 	<ul style="list-style-type: none"> French_ Festivals, healthy living, and Technology Using multiple tenses effectively Opinions and justifications Conjugations of key verbs 'avoir', 'être', 'aller' and 'faire' in a range of tenses. Spanish: Food, Holiday and summer activities Using multiple tenses effectively Opinions and justifications Conjugations of key verbs 'ser', 'ir', 'aller' and 'ar verbs' in a range of tenses.
		<ul style="list-style-type: none"> Teacher assessments are informed by observations made 	<ul style="list-style-type: none"> Teacher assessments are informed by observations made 	<ul style="list-style-type: none"> Teacher assessments are informed by observations made

GCSE French

ATL, WAG and Predicted Grade

Y10

Y11

**Progress
Check 1**

What knowledge (areas of the specification is this assessing)?

- Theme 1 : Topic 1 and 2
- My studies
- My school
- Theme 3 : Topic 3 and 4
- Education post 16 & careers

- Theme 1,: Topic 2
- Social Issues
- Theme 1 : Topic 1
- Relationship

What was used to inform this data?

- Checkpoints
- Extended writing and speaking tasks
- Past papers

- Checkpoints
- Extended writing and speaking tasks
- Past papers

**Progress
Check 2**

What knowledge (areas of the specification is this based upon)?

- Theme 3: Topic 1
- Home, Town, Neighbourhood and Region
- Theme 2: Topic 3
- Social Issues

- Exam Preparation: Topics revision
- Theme 1: Identity and culture
- Theme 2: Local, national, international and global areas of interest
- Theme 3: Current and future study and employment

Productive skills – Speaking, Writing & translation
 * Receptive skills - Listening & reading strategies
 * Grammar (CROISSANTS / POR3OR / Nail your “GCSE”)
 * Vocabulary & Phonics (CUDDLE)

What was used to inform this data?

- Checkpoints
- Extended writing and speaking tasks
- Past papers

- Checkpoints
- Extended writing and speaking tasks
- Past papers

GCSE Spanish

ATL, WAG and Predicted Grade

Y10

Y11

**Progress
Check 1**

What knowledge (areas of the specification is this assessing)?

- Theme 2: Module 1 and 5
- Holidays
- Home, Town, Neighbourhood and Region

- Theme 3: Module 2
- My Studies, Life at School/College
- Theme 4: Module 7
- Jobs and Future Ambitions
- Theme 5: Module 8
- Social Issues and Global Issues

What was used to inform this data?

- Checkpoints
- Extended writing and speaking tasks
- Past papers

- Checkpoints
- Extended writing and speaking tasks
- Past papers

**Progress
Check 2**

What knowledge (areas of the specification is this based upon)?

- Theme 1: Module 2, 3 and 4
- Free Time Activities
- Customs and Festivals
- Family and Friends
- Theme 3: School

Exam Preparation: Topics revision

- Theme 1: Identity and culture
- Theme 2: Local area, holiday, travel
- Theme 3: School
- Theme 4: Future aspirations, study, and work
- Theme 5: International and global dimension
- Productive skills – Speaking, Writing & translation
- Receptive skills - Listening & reading strategies
- Grammar revision and Vocabulary & Phonics

What was used to inform this data?

- Checkpoints
- Extended writing and speaking tasks
- Past papers

- Checkpoints
- Extended writing and speaking tasks
- Past papers

Key Stage 3 Physical Education

ATL and “Stage of Excellence”- Novice/
Developing / Secure / Extending

		Y7	Y8	Y9
Progress Check 1	What knowledge (areas of the specification is this assessing)?	<ul style="list-style-type: none"> • Display skill development within the specific sports • Tactical thinking and problem solving within the sports. 	<ul style="list-style-type: none"> • Display skill development within the specific sports • Tactical thinking and problem solving within the sports. 	<ul style="list-style-type: none"> • Display more advanced skill development within the specific sports • Specific tactical selection and problem solving within the sports.
	What was used to inform this data?	<ul style="list-style-type: none"> • Practical assessment showing skill development within sports studied. Assessment descriptor for year 7 used. <p>Boys – Basketball/ Football Girls – Football/Basketball</p>	<ul style="list-style-type: none"> • Practical assessment showing skill development within sports studied. Assessment descriptor for year 8 used. <p>Boys – Basketball/Football Girls – Football/Basketball</p>	<p>Practical assessment showing skill development within sports studied. Assessment descriptor for year 9 used.</p> <p>Boys – Basketball/Football Girls – Football/Basketball</p>
Progress Check 2	What knowledge (areas of the specification is this based upon)?	<ul style="list-style-type: none"> • Display skill development within the specific sports • Tactical thinking and problem solving within the sports. 	<ul style="list-style-type: none"> • Display skill development within the specific sports • Tactical thinking and problem solving within the sports. 	<ul style="list-style-type: none"> • Display more advanced skill development within the specific sports • Specific tactical selection and problem solving within the sports.
	What was used to inform this data?	<ul style="list-style-type: none"> • Practical assessment showing skill development within sports studied. Assessment descriptor for year 7 used. <p>Boys – Football/ Basketball/ Handball/ Gymnastics/ Cricket/ Hockey/ Short Tennis/ Softball/ Athletics Girls – Basketball/Football/ Netball/ Cricket/ Gymnastics/ Short Tennis/ Hockey/ Rounders/ Badminton/ Table Tennis/ Softball/ Athletics</p>	<ul style="list-style-type: none"> • Practical assessment showing skill development within sports studied. Assessment descriptor for year 8 used. <p>Boys – Basketball/ Football/Handball/ Cricket/ Hockey/ Short Tennis/ Softball/ Athletics Girls – Basketball/ Football/ Netball/ Badminton/ Short Tennis/ Handball/</p>	<ul style="list-style-type: none"> • Practical assessment showing skill development within sports studied. Assessment descriptor for year 9 used. <p>Boys – Basketball/ Football/ Handball/ Badminton/ Table Tennis/ Cricket/ Softball/ Athletics Girl - Football/ Basketball/ Netball/ Cricket/ Badminton/ Table Tennis/ Rounders/ Athletics</p>

OCR Sport Studies

ATL, WAG and Predicted Grade

		Y10	Y11
Progress Check 1	What knowledge (areas of the specification is this assessing)?	<ul style="list-style-type: none"> • Performance in Basketball and Football • Strengths and weaknesses of sports performance 	<ul style="list-style-type: none"> • Performance in Basketball and Football • Strengths and weaknesses of sports performance • Organising and planning a sports activity session • Leading a sports activity session • Reviewing your own performance in planning and leading a sports activity session • The different sources of media that cover sport • Positive effects of the media and sport
	What was used to inform this data?	<ul style="list-style-type: none"> • R185 Task 1 and 2 	<ul style="list-style-type: none"> • R185 all tasks and R186 Task 1 and 2
Progress Check 2	What knowledge (areas of the specification is this based upon)?	<ul style="list-style-type: none"> • Performance in Basketball and Football • Strengths and weaknesses of sports performance • Organising and planning a sports activity session • Leading a sports activity session • Reviewing your own performance in planning and leading a sports activity session 	<ul style="list-style-type: none"> • Performance in Basketball and Football • Strengths and weaknesses of sports performance • Organising and planning a sports activity session • Leading a sports activity session • Reviewing your own performance in planning and leading a sports activity session • The different sources of media that cover sport • Positive effects of the media and sport • Negative effects of the media in sport
	What was used to inform this data?	<ul style="list-style-type: none"> • R185 all tasks 	<ul style="list-style-type: none"> • R185 and R186 all tasks and 1 mock exam of R184

Key Stage 3 Computer Science

ATL and "Stage of Excellence" - Novice
Below / Developing / Secure / Extending

		Y7	Y8	Y9
Progress Check 1	What knowledge (areas of the specification is this assessing)?	<ul style="list-style-type: none"> ✓ Using ICT ✓ Staying safe online ✓ Using Microsoft office ✓ ESafety ✓ Inputs, processes and outputs ✓ Computer software and hardware 	<ul style="list-style-type: none"> ✓ Computer systems ✓ Logic gates ✓ Hexadecimal and binary conversations ✓ Data representation ✓ Using graphic design software ✓ copyright 	<ul style="list-style-type: none"> ✓ Networks ✓ Problem decomposition and algorithm ✓ Software development cycle ✓ Cyber security ✓ Caesar cipher and hashing ✓ encryption
	What was used to inform this data?	<ul style="list-style-type: none"> • Formative assessment - Quiz 	<ul style="list-style-type: none"> • Formative assessment - Quiz 	Summative assessment - Microsoft form
Progress Check 2	What knowledge (areas of the specification is this based upon)?	<ul style="list-style-type: none"> ✓ Computational Thinking ✓ Using data and Excel ✓ Introduction to databases ✓ Scratch programming ✓ Introduction to algorithms ✓ Game development 	<ul style="list-style-type: none"> ✓ Logic ✓ Comparing algorithms ✓ Introduction to Python 	<ul style="list-style-type: none"> ✓ Ethical ✓ Artificial intelligence ✓ Emerging technologies ✓ Advance Python ✓ Graphical user interface ✓ Introduction to Linux
	What was used to inform this data?	Summative assessments and student portfolios	Summative assessments and student portfolios	Summative assessments and student portfolios

GCSE Digital IT

ATL, WAG and Predicted Grade

Y10

Y11

**Progress
Check 1**

What knowledge (areas of the specification is this assessing)?

- Year 10 are finishing their component 1 course work on Exploring User Interface Design Principles and Project Planning Techniques, which is controlled assessment.

- Students will be finishing their component 2 course work on Collecting, Presenting and Interpreting Data , and this will be submitted in December.

What was used to inform this data?

- Teachers will be moderating, and grades will be submitted in December

- Teacher will be moderating the work and grades will be submitted

**Progress
Check 2**

What knowledge (areas of the specification is this based upon)?

Students will be moving to component 2 on Collecting, Presenting and Interpreting Data in controlled assessment to be submitted in 2024

Students will be moving to component 3 - Effective Digital Working Practices to be revising for their external exam.

What was used to inform this data?

- In class teacher moderation

In class past paper walkthrough and topic test will take place

GCSE Computer Science

ATL, WAG and Predicted Grade

Y10

Y11

**Progress
Check 1**

What knowledge (areas of the specification is this assessing)?

- 2.1 Algorithms

- 1.1 Systems architecture
- 1.2 Memory and storage
- 1.3 Computer networks, connections and protocols
- 1.4 Network security
- 1.5 Systems software
- 1.6 Ethical, legal, cultural and environmental impacts of digital technology

What was used to inform this data?

- Classroom assessment of 45 marks (50 minutes)

- Assessment 55 marks (60 minutes)

**Progress
Check 2**

What knowledge (areas of the specification is this based upon)?

- Paper 2
- 2.1 Algorithm
 - 2.2 Programming Fundamentals
 - 2.3 Producing robust programming
 - 2.4 Boolean Logic
 - 2.5 Programming language and integrated development Environments

- Paper 1
- 1.1 Systems architecture
 - 1.2 Memory and storage
 - 1.3 Computer networks, connections and protocols
 - 1.4 Network security
 - 1.5 Systems software
 - 1.6 Ethical, legal, cultural and environmental impacts of digital technology
- Paper 2
- 2.1 Algorithm
 - 2.2 Programming Fundamentals
 - 2.3 Producing robust programming
 - 2.4 Boolean Logic
 - 2.5 Programming language and integrated development Environments

What was used to inform this data?

- In class quizzes and walkthroughs
- Mocks paper 2 – 80 marks (90 minutes)

Mocks on paper 1 and paper 2 90 minutes each

GCSE Business Studies

ATL, WAG and Predicted Grade

		Y10	Y11
Progress Check 1	What knowledge (areas of the specification is this assessing)?	<p>Theme 1</p> <ul style="list-style-type: none"> • Topic 1.1 Enterprise and entrepreneurship <i>students are introduced to the dynamic nature of business in relation to how and why business ideas come about. They also explore the impact of risk and reward on business activity and the role of entrepreneurship.</i> • Topic 1.2 Spotting a business opportunity <i>students will explore how new and small businesses identify opportunities through understanding customer needs and conducting market research. They will also focus on understanding the competition.</i> 	<ul style="list-style-type: none"> • Topic 2.1 Growing the business <i>– students are introduced to methods of growth and how and why business aims and objectives change as businesses evolve. The impact of globalisation and the ethical and environmental questions facing businesses are explored.</i>
	What was used to inform this data?	<ul style="list-style-type: none"> • Summative assessment - 1.1 & 1.2 (30 Marks) 	<ul style="list-style-type: none"> • Summative assessment - 2.1 - Business Growth (30 Marks) • Formative assessment - Quizzes
Progress Check 2	What knowledge (areas of the specification is this based upon)?	<p>Theme 1</p> <p>Content overview</p> <ul style="list-style-type: none"> • Topic 1.1 Enterprise and entrepreneurship • Topic 1.2 Spotting a business opportunity • Topic 1.3 Putting a business idea into practice • Topic 1.4 Making the business effective • Topic 1.5 Understanding external influences on business 	<p>All the content from</p> <ul style="list-style-type: none"> • Theme 1: Investigating small business (*Paper code: 1BS0/01) • Theme 2: Building a business (Paper code: 1BS0/02)
	What was used to inform this data?	<ul style="list-style-type: none"> • Mocks Theme 1 – Investigating small business (90 Minutes) 	<p>Mocks for both themes</p> <p>Theme 1 – 90 Marks (90 Minutes)</p> <p>Theme 2 – 90 Marks (90Minutes)</p>

Key Stage 3 Art

		Y7	Y8	Y9
Progress Check 1	What knowledge (areas of the specification is this assessing)?	<ul style="list-style-type: none"> • Creativity and control when applying media. • Knowledge and understanding of the visual elements in Art • Application of tone to create the illusion of 3D form. • Accuracy of scale, shape and proportion. 	<ul style="list-style-type: none"> • Creativity and control when applying media. • Knowledge and understanding of Portraiture genre, Renaissance and Abstraction. • Application of tone to define facial contours. • Accuracy of scale, shape and proportion. 	<ul style="list-style-type: none"> • Thoughtful analysis of critical sources. • Knowledge and understanding of issue based/activist art. • Accuracy of scale, shape and proportion • Application of tone to create the illusion of form and definition of subject matter. • Can combine visual elements and text to create an effective graphic design.
	What was used to inform this data?	<ul style="list-style-type: none"> • Classroom based baseline drawing assessment • Classwork tasks including Visual Elements title page • Articulation (verbal and written) of subject knowledge 	<ul style="list-style-type: none"> • Classwork including facial feature observation and Portraiture title page • Articulation (verbal and written) of subject knowledge 	<ul style="list-style-type: none"> • Internal exam – 2 hours - including an observation task, critical analysis and response plan
Progress Check 2	What knowledge (areas of the specification is this based upon)?	<ul style="list-style-type: none"> • Application of tone to create the illusion of 3D form. • Application of the visual elements to describe works of art • Accuracy of scale, shape and proportion. • Development of personal response. 	<ul style="list-style-type: none"> • Application of tone to create the illusion of 3d form • Compare and contrast works of art • Accuracy of scale, shape and proportion • Development of personal response. 	<ul style="list-style-type: none"> • Appropriate presentation of critical study • Thoughtful and purposeful analysis of critical sources • Control and consistency when applying media • Accuracy of scale, shape and proportion • Application of tone to create realistic facial contouring. • Creation of personal response
	What was used to inform this data?	<ul style="list-style-type: none"> • Formal assessment – classroom based – 2 hours – including a description task, observational task and design task. 	<ul style="list-style-type: none"> • Formal assessment – classroom based – 2 hours – including a description task, observational task and a design task. 	<ul style="list-style-type: none"> • Classwork including portrait studies and critical studies.

GCSE A&D – Fine Art

ATL, WAG and Predicted Grade

		Y10		Y11	
Progress Check 1	What knowledge (areas of the specification is this assessing)?	<p>Component 1 - Portfolio</p> <p>AO1 – Develop ideas through investigations, demonstrating critical understanding of sources AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes AO3 – Record ideas, observations and insights relevant to intentions as work progresses AO4 – Present personal and meaningful response that realises intentions and demonstrates understanding of visual languages</p>	<p><u>Sustained project theme –</u></p> <p><u>Additional supporting work –</u></p>	<p>Component 1 - Portfolio</p> <p>AO1 – Develop ideas through investigations, demonstrating critical understanding of sources AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes AO3 – Record ideas, observations and insights relevant to intentions as work progresses AO4 – Present personal and meaningful response that realises intentions and demonstrates understanding of visual languages</p>	<p><u>Sustained project theme –</u></p> <p><u>Additional supporting work</u></p>
	What was used to inform this data?	<ul style="list-style-type: none"> Teacher assessment made during each lesson as well as Sketch books/Workbooks Portfolio pages 		<ul style="list-style-type: none"> Teacher assessment made during each lesson as well as Sketch books/Workbooks Portfolio pages 	
Progress Check 2	What knowledge (areas of the specification is this based upon)?	<p>Component 1 - Portfolio</p> <p>AO1 – Develop ideas through investigations, demonstrating critical understanding of sources AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes AO3 – Record ideas, observations and insights relevant to intentions as work progresses AO4 – Present personal and meaningful response that realises intentions and demonstrates understanding of visual languages</p>	<p><u>Sustained project theme –</u></p> <p><u>Additional supporting work</u></p>	<p>Component 1 – Portfolio & Component 2 – Externally set task</p> <p>AO1 – Develop ideas through investigations, demonstrating critical understanding of sources AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes AO3 – Record ideas, observations and insights relevant to intentions as work progresses AO4 – Present personal and meaningful response that realises intentions and demonstrates understanding of visual languages</p>	<p><u>Sustained project theme –</u> <u>Storage</u></p> <p><u>Externally set task</u></p>
	What was used to inform this data?	<ul style="list-style-type: none"> Mock Exam (5 hours) Venue: classroom Exam markers to standardise and moderate marking Grade Boundaries agreed after marking Portfolio teacher assessment (June 2024) 		<ul style="list-style-type: none"> Mock Exam (5 hours) Venue: classroom Exam markers to standardise and moderate marking Grade Boundaries agreed after marking Portfolio and EST teacher assessment (April 2024) 	

Key Stage 3 Design Technology

ATL and "Stage of Excellence" - Novice
Below / Developing / Secure / Extending

		Y7	Y8	Y9
Progress Check 1	What knowledge (areas of the specification is this assessing)?	<ul style="list-style-type: none"> One-point perspective drawing Two-point perspective drawing Understanding of Biomimicry Knowledge of the design group Alessi Design ideas based on Biomimicry and Alessi 	<ul style="list-style-type: none"> One-point perspective drawing Two-point perspective drawing Understanding of Biomimicry Knowledge of the design group Alessi Design ideas based on Biomimicry and Alessi 	<ul style="list-style-type: none"> One-point perspective drawing Two-point perspective drawing Isometric drawing Rendering techniques to create texture
	What was used to inform this data?	IN CLASS ASSESSMENTS / TESTS	IN CLASS ASSESSMENTS / TESTS	IN CLASS ASSESSMENTS / TESTS
Progress Check 2	What knowledge (areas of the specification is this based upon)?	<ul style="list-style-type: none"> The hand of nutrients Food hygiene and safety Equipment identification Preparing fruit and vegetables Use of the cooker – hob and oven The four 'C's' 	<ul style="list-style-type: none"> The hand of nutrients Food hygiene and safety Equipment identification Preparing fruit and vegetables Use of the cooker The four 'C's' 	<ul style="list-style-type: none"> Health Eating Dietary requirements Vegetarianism Practical cookery skills using the hob, oven and grill
	What was used to inform this data?	IN CLASS ASSESSMENTS / TESTS	IN CLASS ASSESSMENTS / TESTS	IN CLASS ASSESSMENTS / TESTS

GCSE A&D - 3D Design

ATL, WAG and Predicted Grade

		Y10		Y11	
Progress Check 1	What knowledge (areas of the specification is this assessing)?	<p>Component 1 - Portfolio</p> <p>AO1 – Develop ideas through investigations, demonstrating critical understanding of sources</p> <p>AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3 – Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4 – Present personal and meaningful response that realises intentions and demonstrates understanding of visual languages</p>	<p>Sustained project theme – Storage</p> <ul style="list-style-type: none"> One-point and two-point perspective drawing Rendering techniques Sketch book presentation <p>Additional supporting work – Kandinsky and Lamp project</p> <ul style="list-style-type: none"> Tile printing Research on Kandinsky Interpretation of Kandinsky's work. 	<p>Component 1 - Portfolio</p> <p>AO1 – Develop ideas through investigations, demonstrating critical understanding of sources</p> <p>AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3 – Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4 – Present personal and meaningful response that realises intentions and demonstrates understanding of visual languages</p>	<p>Sustained project theme – Storage</p> <ul style="list-style-type: none"> One-point and two-point perspective drawing Rendering techniques Sketch book presentation <p>Additional supporting work – Mondrian</p> <ul style="list-style-type: none"> Mosaic work Tile printing Bas relief
	What was used to inform this data?	<ul style="list-style-type: none"> Teacher assessment made during each lesson as well as Sketch books/Workbooks Portfolio pages 		<ul style="list-style-type: none"> Teacher assessment made during each lesson as well as Sketch books/Workbooks Portfolio pages 	
Progress Check 2	What knowledge (areas of the specification is this based upon)?	<p>Component 1 - Portfolio</p> <p>AO1 – Develop ideas through investigations, demonstrating critical understanding of sources</p> <p>AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3 – Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4 – Present personal and meaningful response that realises intentions and demonstrates understanding of visual languages</p>	<p>Sustained project theme – Storage</p> <ul style="list-style-type: none"> Additional supporting work – Memphis and Clock project Use of laser cutter and 3D printer Transfer paper and heat press Stencils Engraving Sketch up/Tinker CAD 	<p>Component 1 – Portfolio & Component 2 – Externally set task</p> <p>AO1 – Develop ideas through investigations, demonstrating critical understanding of sources</p> <p>AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3 – Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4 – Present personal and meaningful response that realises intentions and demonstrates understanding of visual languages</p>	<p>Sustained project theme – Storage</p> <ul style="list-style-type: none"> Research and Task analysis Art Deco and Memphis research Design ideas Modelling Planning <p>Externally set task</p> <ul style="list-style-type: none"> Artist research Investigations with materials and techniques Planning for 10 hr exam
	What was used to inform this data?	<ul style="list-style-type: none"> Mock Exam (5 hours) Venue: classroom Exam markers to standardise and moderate marking Grade Boundaries agreed after marking Portfolio teacher assessment (June 2024) 		<ul style="list-style-type: none"> Mock Exam (5 hours) Venue: classroom Exam markers to standardise and moderate marking Grade Boundaries agreed after marking Portfolio and EST teacher assessment (April 2024) 	

GCSE Hospitality and Catering

ATL, WAG and Predicted Grade

		Y10	Y11
Progress Check 1	What knowledge (areas of the specification is this assessing)?	Food, nutrition and health Food science Food safety	<ul style="list-style-type: none"> NEA 1 and 2 will test student's knowledge and understanding of topics studied in year 10. NEA 1 (15% of final grade) will be issued in term 1 of year 11 and will focus on food science-the properties and functions of ingredients.
	What was used to inform this data?	<ul style="list-style-type: none"> Topic tests Written communication Articulation-response to classroom questioning 	<ul style="list-style-type: none"> Exam board exemplar resources. Grade descriptors
Progress Check 2	What knowledge (areas of the specification is this based upon)?	As above plus Food choice Food provenance	<p>NEA 2. Students will undertake independent work based on a theme. Students will select from a series of topics and will choose 1 to study in detail. (35% of overall grade). They will each produce an individual portfolio of work and will complete a 3-hour practical exam.</p> <p>Students will undertake a written examination in year 11, which will cover aspects of each of the topics studied in depth, during year 10.</p>
	What was used to inform this data?	<ul style="list-style-type: none"> Mock non examination assessment task. Topic tests Written communication Articulation-response to classroom questioning. 	<p>Skills demonstrated</p> <p>Knowledge and understanding of the functions of ingredients demonstrated.</p> <p>Written communication</p> <p>AQA mark scheme</p>

Key Stage 3 Performing Arts

ATL and "Stage of Excellence" - Novice
Below / Developing / Secure / Extending

		Y7	Y8	Y9
Progress Check 1	What knowledge (areas of the specification is this assessing)?	Introduction to drama Introduction to Keyboards Reading music Devising drama Performance skills	Performing skills Reading and interpreting a text Devising a performance Composition Genre study Pop	Introduction to Breht Composition skills World music genre study Performance skills Introduction to Stanislavski
	What was used to inform this data?	<ul style="list-style-type: none"> In class assessments Performances 	<ul style="list-style-type: none"> In class assessments Performances 	<ul style="list-style-type: none"> In class assessments Performances
Progress Check 2	What knowledge (areas of the specification is this based upon)?	Composition skills Samba music theory and playing Performance skills Drama reading and performance Genre study Pachelbel Canon	Composition skills African drumming theory and playing Performance skills Drama reading and performance Genre study film music	Composition skills Strings section theory and playing Performance skills Drama reading and performance Genre study Reggae
	What was used to inform this data?	<ul style="list-style-type: none"> In class assessments Performances 	<ul style="list-style-type: none"> In class assessments Performances 	<ul style="list-style-type: none"> In class assessments Performances

GCSE Performing Arts

ATL, WAG and Predicted Grade

Y10

Y11

**Progress
Check 1**

What knowledge (areas of the specification is this assessing)?

Food, nutrition and health
Food science
Food safety

- NEA 1 and 2 will test student's knowledge and understanding of topics studied in year 10.
- NEA 1 (15% of final grade) will be issued in term 1 of year 11 and will focus on food science-the properties and functions of ingredients.

What was used to inform this data?

- AQA past specification/mark scheme
- Topic tests
- Written communication
- Articulation-response to classroom questioning

- AQA exemplar resources.
- Grade descriptors

**Progress
Check 2**

What knowledge (areas of the specification is this based upon)?

As above plus
Food choice
Food provenance

NEA 2. Students will undertake independent work based on a theme. Students will select from a series of topics and will choose 1 to study in detail. (35% of overall grade). They will each produce an individual portfolio of work and will complete a 3-hour practical exam.

Students will undertake a written examination in year 11, which will cover aspects of each of the topics studied in depth, during year 10.

What was used to inform this data?

- Mock non examination assessment task.
- Topic tests
- Written communication
- Articulation-response to classroom questioning.

Skills demonstrated
Knowledge and understanding of the functions of ingredients demonstrated.
Written communication
AQA mark scheme