



Year 9 – Assessment Without Levels



In Years 7-9, in most subjects, student achievement is assessed in relation to four of the six thresholds. The descriptors attached to each threshold; emerging, developing, securing, mastering, provide students with a clear indication of how well they are progressing. Very simply, each student’s target is to ‘master’ the knowledge, concepts and skills delivered in each year of the programme of study.

In Mathematics, Science and computing students are taught distinct topics throughout the year. Therefore, students have been assessed on whether they have achieved the Age Related Expectations (ARE) on each topic. These will be continually assessed during the year to ensure the knowledge is remembered. In Maths, Science and Computing you would expect a student to be SECURE throughout the year.

In other subjects, the skills are taught through a variety of contexts and those skills develop as the year progresses. As a result, we would expect a student in these subjects to be SECURE by the end of the academic year.

	Term 1 Python Programming	Term 2 Word Processing, Spreadsheet and Database	Term 3 Computer Science
Computing	<ul style="list-style-type: none"> I can breakdown complex problems into smaller parts to find a solution. I can write programs to do specific things. I can use logical reasoning to detect and correct errors in programs. I can use programming language to solve computational problems. I can describe at least one model for software development life cycles. I can use variables and assignments. I can write loops that terminate based on a condition. I can use lists, tables and arrays in my programs. I can use procedures and functions with parameters. 	<ul style="list-style-type: none"> I am able to format documents appropriately. I can combine multiple appropriate applications when creating a digital project I can successfully create, re-use, revise and re-purpose digital artefacts for a given audience. I can make appropriate design choices to suit the needs of the target audience I can evaluate my work, suggesting improvements. I can process raw data to facilitate interpretation and can make appropriate choices about usability and functionality to suit users' needs. 	<ul style="list-style-type: none"> I can evaluate appropriate input and output devices for a given scenario. I can demonstrate understanding of how instructions are stored by computer systems. I can suggest appropriate network components for a given scenario. I can explain the purpose of hubs, switches and routers. I can design and build a simple network.

	Term 1	Term 2	Term 3
Mathematics	<ul style="list-style-type: none"> I understand and can apply place values and measures. I understand and can apply shape and construction I can apply directed number and place value I understand statistical calculations. I can apply variables and equations. 	<ul style="list-style-type: none"> I understand probability. I can apply fractions, decimals and percentages. I can apply calculations and use simple formulae. I can read and interpret simple functions and graphs. 	<ul style="list-style-type: none"> I understand statistical graphs and can interpret diagrams and draw simple conclusions. I understand the relationship between ration and proportions. I apply BODMAS. I understand transformations of 2-D shapes. I apply angles and lines for shapes.

Science	Biology	<ul style="list-style-type: none"> I know and understand the differences between plant and animal cells. I know that living organisms show variation. I understand why food chains and food webs exist in the environment I understand the circulatory, digestive and respiratory systems in humans and can use appropriate scientific terminology to describe them. I can apply my scientific knowledge from other investigations to plan an investigation. I can explain my conclusions using the evidence collected and my knowledge and understanding of science.. 	Term 1
			Term 2
			Term 3
Science	Chemistry	<ul style="list-style-type: none"> I can describe chemical and physical changes and how new materials can be made. I can use explain the differences in the three states of matter using the particle model. I can explain the differences between elements, compounds and mixtures. I can describe some methods of separation to obtain pure substances from mixtures. I can recover a solvent from solution using simple distillation. I can describe the methods of monitoring water purity. I can use the reactivity series to make predictions about reactions of metals. I can apply my scientific knowledge from other investigations to plan an investigation. I can explain my conclusions using the evidence collected and my knowledge and understanding of science. 	Term 1
			Term 2
			Term 3
Science	Physics	<ul style="list-style-type: none"> I understand the relationship between applied force, the area over which it acts and the resulting pressure. I can calculate mean speed from measurements made of distance and time. I can describe energy conversions in terms of the principle of the conservation of energy I understand how light is reflected from plane surfaces and that white light can be dispersed to give a range of colours. I can describe the properties of electromagnets. I can explain changes in day length, seasonal changes and changes in the elevation of the Sun. I can apply my scientific knowledge from other investigations to plan an investigation. I can explain my conclusions using the evidence collected and my knowledge and understanding of science. 	Term 1
			Term 2
			Term 3

English	Term 1	Term 2	Term 3
	Dystopian Fiction and George Orwell	American Fiction	GCSE Transition – Conflict: poetry and ‘Macbeth’
	<p>These skills will develop throughout the year.</p> <ul style="list-style-type: none"> • I engage, response and evaluate. • I have contextual understanding. • I can summarise and compare. • I can manage style matched to purpose, context and audience. • I can draw on features from genre and form. • I can manipulate voice and viewpoint. • I have a good selection and sequencing of ideas. • I can link ideas. • I can compose structure and vary sentences in paragraphs. • I have a good word choice, spelling and can punctuate sentences. 		

History	Term 1	Term 2	Term 3
	1920s America: Boom and Bust	Britain pre 1066	Local History Study
	<ul style="list-style-type: none"> • I can describe and show how reasons for events are connected and use this to prioritise causes. • I can make well developed and supported inferences. • I can evaluate how far things changed within a time period. • I can use sources to reach clear conclusions based on their usefulness and reliability • I am beginning to combine information from sources with my own knowledge to evaluate and interpret. • I can write clearly, and logically focusing closely on the question asked. • I can make several supported inferences from a range of sources • I can make links to previous knowledge and other units studied. • I can carry out an independent enquiry setting questions, finding relevant material and proving my conclusions. 		

Geography	Term 1	Term 2	Term 3	
	Contextual world knowledge	<ul style="list-style-type: none"> I can name and locate continents, oceans, some major cities and some major physical features with accuracy using a source. I know a range of physical and human features of some countries and am able to give some examples. I can describe the locations of some places in detail with reference to a number of factors such as bordering countries, lines of latitude, continents. 		
	Understanding conditions, processes and interactions that explain geographical features	<ul style="list-style-type: none"> I understand how places change and can describe the processes associated with these changes. I can explain using evidence from sources the views of a wide range of stakeholders. I can explain some connections between different human and geographical processes and am able to explain how sustainable development can reduce impacts on the environment. 		
	Geographical enquiry and skills	<ul style="list-style-type: none"> I can plan and carry out a geographical investigation with others with limited teacher support. I can utilise a range of data to reach conclusions and suggest some solutions to limitations. I can use a range of appropriate and higher level graphical techniques to present data and can describe and explain the results with valid conclusion and evaluative comments. I can use 6 figure grid references and give directions using the 8 point compass, give heights using colour shading and spot heights. I can confidently use an atlas to locate and describe various countries and features of the world. I can fully describe geographical patterns on a map and offer explanation, and can annotate photos in detail. 		

Creative and Technical Arts	Term 1	Term 2	Term 3	
	Throughout the year, students are assessed on four strands. These skills will develop throughout the year.			
	Making	<ul style="list-style-type: none"> I can demonstrate skills and confidence in different materials. I can explore and experiment with different materials. I can learn and adapt new approaches. 		
	Ideas	<ul style="list-style-type: none"> I am inventive and have a personal approach to developing ideas. I express ideas well in a sketchbook, journal or other personal forms. 		
	Knowledge	<ul style="list-style-type: none"> I have the knowledge of different work. I use artists work to enhance my own work. I independently research and present other work. 		
	Explaining	<ul style="list-style-type: none"> I understand and explain key words linked to projects. I act upon feedback and apply to my own work. I review and evaluate work through annotation. 		

	Term 1	Term 2	Term 3
Music	Throughout the year, students are assessed these skills will develop throughout the year.		
	<ul style="list-style-type: none"> • I can play and perform on a chosen instrument with appropriate technique. • I can play and perform with accurate rhythms and with a steady pulse. • I can sing in tune, with confidence and expression. • I rehearse individually and with others to improve and refine performances. • I can create, develop and extend musical ideas to improvise and compose. • I can use staff and other relevant notations appropriately and accurately . • I can identify and use the inter-related dimensions of music expressively and with increasing sophistication. • I can use sequencing and score-writing software to enhance compositions. • I can listen with increasing discrimination to a wide range of music. 		

	Term 1	Term 2	Term 3
Languages	Listening	<ul style="list-style-type: none"> • I understand longer passages and recognise people’s points of view. The passages cover a range of material that contains some complex sentences and unfamiliar language. • I understand language spoken at near normal speed, and need little repetition. 	
	Speaking	<ul style="list-style-type: none"> • I can discuss matters of personal or topical interest. • I can improvise and paraphrase. • I can answer unprepared questions. • I can initiate and develop conversations. • My pronunciation and intonation are good, and language is usually accurate. 	
	Reading	<ul style="list-style-type: none"> • I understand the difference between present, past and future events in a range of texts that include familiar language in less familiar contexts. • I can identify and note the main points and specific details. • I can scan written material for stories or articles of interest and choose books or texts to read independently. • I am confident in using context and have the knowledge of grammar to work out the meaning of unfamiliar language. 	
	Writing	<ul style="list-style-type: none"> • I can write texts giving and seeking information and opinions. • I use descriptive language and a variety of structures. • I apply grammar in new contexts and the meaning is usually clear. 	

		Term 1	Term 2	Term 3
Physical Education	Throughout the year, students are assessed on the following strands. These skills will develop throughout the year.			
	Skills and Techniques	<ul style="list-style-type: none"> I can link skills, techniques ideas and apply them accurately in a variety of sporting situations. 		
	Tactics and Strategies	<ul style="list-style-type: none"> I can effectively use a variety of tactics and strategies to influence the outcome of a game. 		
	Analysis of Performance	<ul style="list-style-type: none"> I can identify strengths and weaknesses in my own and others performances. 		
	Roles within Sport	<ul style="list-style-type: none"> I can effectively carry out a variety of roles within a sporting context such as an official captain, coach or leader. 		
	Health and Fitness	<ul style="list-style-type: none"> I can effectively warm-up and cool down. I can safely and accurately carry out a variety of fitness tests. I can identify strengths and weaknesses in my own fitness levels. I can effectively participate in a variety of fitness training methods. 		
	Athletics	<ul style="list-style-type: none"> I can apply skills and techniques accurately in a range of running, throwing and jumping events. I can identify strengths and weaknesses in own and others performances. I can effectively use a variety of tactics and strategies. 		
	Creative Sports and Activities	<ul style="list-style-type: none"> I can perform a range of core agility skills effectively and safely. I can link a series of movements together with control and style. 		
	Competitive School Sport	<ul style="list-style-type: none"> I have participated in a range of competitive sport situations. 		