



Year 8 – 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 explain how programs execute. I can explain how data types are represented in programming. I am able to use variables and assignments. I have an understanding of relational operators. I can use two way selection in my programming and able to write loops that terminate based on a condition. I can follow design and produce a program. I can debug a program with assistance. 	<ul style="list-style-type: none"> I can format documents appropriately. I can combine multiple applications when creating a digital project. I can create, re-use, revise and re-purpose digital artefacts for a given audience. I can make appropriate design choices to suit the needs of target audience. I can evaluate my work, suggesting improvements. I can process raw data to facilitate interpretation and make choices about usability and functionality to suit users’ needs. 	<ul style="list-style-type: none"> I can describe the main forms of memory. I understand Boolean operators and how this relates to electronic switches in CPD and how they are represented using diagrams and truth tables.

	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 understand that organisms compete for resources. • I am able to explain what causes variation. • I understand why most food chains begin with a plant. • I can write a word equation for photosynthesis. • I can list how a leaf is adapted for photosynthesis. • I know that plants need mineral salts. • I understand why we need a balanced diet. • I can describe the functions of the main organs in the digestive system. • I can describe how gases enter and leave leaves. • I can recall the word equation for aerobic respiration • I know where genes are found inside a cell. • 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. 	<div style="background-color: #cfe2f3; padding: 5px; text-align: center;">Term 1 Health and Lifestyle</div> <div style="background-color: #d9ead3; padding: 5px; text-align: center;">Term 2 Ecosystems Processes</div> <div style="background-color: #fce4d6; padding: 5px; text-align: center;">Term 3 Adaption and Inheritance</div>
	Chemistry	<ul style="list-style-type: none"> • I can calculate relative formula mass. • I am able to describe the trend in the acidity of metal oxides and use this to make predictions. • I can relate energy changes to the bond being broken and made. • I can use particle diagrams to explain the effect of temperature, catalysts, surface area and concentration on the rate of a chemical reaction. • I can describe the composition of the atmosphere and the importance of ozone. • I am able to relate carbon dioxide levels to global warming and how humans can impact carbon dioxide levels. • 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. 	<div style="background-color: #cfe2f3; padding: 5px; text-align: center;">Term 1 Reactions</div> <div style="background-color: #d9ead3; padding: 5px; text-align: center;">Term 2 Periodic Table</div> <div style="background-color: #fce4d6; padding: 5px; text-align: center;">Term 3 Separation Techniques</div>
	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 the average speed from measurements made of distance and time. • I can distinguish between temperature and thermal energy. • I can describe energy conversions in terms of the principle of the conservation of energy. • I can recall that energy sources are ultimately dependent on the Sun's energy. • I can recall the properties of electromagnets. • I can explain how objects can become charged by friction in terms of transfer of electrons. • 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 	<div style="background-color: #cfe2f3; padding: 5px; text-align: center;">Term 1 Light and Sound</div> <div style="background-color: #d9ead3; padding: 5px; text-align: center;">Term 2 Electricity and Magnetism</div> <div style="background-color: #fce4d6; padding: 5px; text-align: center;">Term 3</div>

English	Term 1	Term 2	Term 3
	Exploring identity: poetry from other cultures	Evolutions in the English Language	The Gothic horror of 'The Woman in Black'
	<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. 		

Religious Education	Term 1	Term 2	Term 3
	<ul style="list-style-type: none"> • I can explain how my opinion affects my life and the life of others. • I have a good understanding of key Islamic beliefs and practices. • I can use key terms correctly. • I can explain key concepts and create links with other key concepts. • I can explain the importance of key concepts and some of the problems they might raise. • I have a good understanding of the important aspects of a Mosque. • I can explain the importance of the Mosque to Muslims. • I can evaluate why some aspects of the Mosque are more important than others. 		

History	Term 1	Term 2	Term 3
	Slave Trade in America	First World War	Hitler / Holocaust
<ul style="list-style-type: none"> • I have a good knowledge of the key terms, events and features. • I can describe some reasons for an event and explain how these reasons caused the event. • I can use evidence to explain where my view comes from. • I can describe the main changes and continuities that happen during a time period. • I am beginning to evaluate the usefulness of sources by considering their reliability. • I am able to consider a range of views. • I am beginning to make supported inferences from a range of sources. • I can work and research independently to answer an enquiry question. 			

		Term 1	Term 2	Term 3
Geography	Throughout the year, students are assessed on three strands. These skills will develop throughout the year.			
	Contextual world knowledge	<ul style="list-style-type: none"> I can name and locate accurately the continents and oceans of the world. I know some of the physical and human features of at least 2 different countries. I can describe some key features of a least 2 different places in the world. 		
	Understanding conditions, processes and interactions that explain geographical features	<ul style="list-style-type: none"> I can identify the links between human and physical and human processes and understand how humans can effect the world. I can confidently describe and begin to explain the views of different stakeholders. I am able to show some understanding of links between people, place and environment and how human can effect the environment. 		
	Geographical enquiry and skills	<ul style="list-style-type: none"> I can carry out geographical investigation using a range of questions which I have created. I can use primary and secondary information to reach simple conclusions. I can use a range of appropriate technique and describe in details the outcomes of the enquiry using geographical terminology with some accuracy. I can use 4 figure grid references, identify simple maps able to read heights and gradients on maps. I can use an atlas effectively utilising both latitude and longitude. I can describe geographical patterns on a map and annotate photographs. 		

		Term 1	Term 2	Term 3
Languages	Listening	<ul style="list-style-type: none"> I understand the main points and opinions in spoken passages made up of familiar material from various contexts, including present and past or future events. I may need some repetition. 		
	Speaking	<ul style="list-style-type: none"> I can give a short prepared talk that includes expressing my opinions. I take part in short conversations, seeking and conveying information, opinions and reasons in simple terms. I refer to recent experiences or future plans, as well as everyday activities and interests. I can vary my language and sometimes produce more extended responses. I make myself understood with little or no difficulty. 		
	Reading	<ul style="list-style-type: none"> I understand the main points and opinions in written texts from various contexts, including present, past or future events. My independent reading includes authentic materials. I am generally confident in reading aloud, and in using reference materials. 		
	Writing	<ul style="list-style-type: none"> I can write short texts on a range of familiar topics, using simple sentences. I refer to recent experiences or future plans, as well as to everyday activities, the meaning can be understood with little or no difficulty. I can use dictionaries or glossaries to check words I have learnt and to look up unknown words. 		

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. 		

Music	Term 1	Term 2	Term 3
	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 range of instruments whilst maintaining a steady beat. I can play and perform on a range of instruments with accurate pitch. 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 listen with increasing discrimination to a wide range of music. I am developing a deepening understanding of music. I listen with increasing discrimination to a wide range of music. 			

		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. 		