

Crompton House C of E School



Key Stage 3 (Years 7 – 9) Student Progress Information Booklet 2020-2021

Loving God | Caring for each other | Achieving excellence



Our Vision:

An ambitious curriculum that supports the learning of all

At Crompton House School, our mission is to motivate and empower students to be truly self-aware in their learning. We support the belief that every child, regardless of ability or social background, should have a rewarding educational experience. In this way, our core aims of achieving personal excellence and caring for each other with the involvement of students, parents and staff is encouraged. We believe, in this context, we will best prepare our students for the challenges of the future and improve our students' life chances. We want every student at Crompton House to be able to, by age 18, have real options to go to university or follow the career path of their choice.

Key Stage 3 Assessment

Assessment maps at Key Stage 3, which outline the assessment strategies used in departments to reflect the curriculum and teaching requirements of the subject and year group, are available within the assessment section on our website <https://www.cromptonhouse.org/assessment/>. Within, there is a focus on both summative and formative assessment:

Summative Assessments are defined within our schemes of work to determine students' skills, knowledge and understanding, to test the achievement of learning outcomes at the end of a specified period of study. At Key Stage 3, they are assessments used to determine progression and indicate levels of knowledge, understanding and application of skill.

Intent - The aim of summative assessment at Crompton House School is to help us to know our students better, to assess their potential and improve performance. Our emphasis is on measuring and evaluating student outcomes by finding out what students already know, understand and can do, and then using the outcomes from our summative assessments to influence how we teach, plan improvements and identify struggling students. Our aim is a hand in glove relationship that exists between learning objectives, assessments and teaching.

Formative Assessment is defined within our assessment policy as the frequent interactive assessment of what students currently know and understand to identify learning needs and adjust teaching appropriately.

Intent - At Crompton House School, formative assessment is integral to everyday teaching. It has the needs of our students at its core (to build up confidence and reduce anxiety) and it is embedded into teaching activities within each lesson. Via the use of formative assessment approaches, low stakes testing and retrieval practice techniques, our aim is to be best prepared to help our students to embed and use knowledge fluently to improve long term knowledge retention, to meet all students' needs through differentiation and adaptation of teaching, and to achieve a greater equity of student outcomes.



Developing Knowledge, Skills and Understanding

Crompton House’s Key Stage 3 assessment framework uses a precise learning model to deliver the National Curriculum’s knowledge, skills and understanding using explicit learning objectives mapped to PLCs (Personalised Learning Checklists). We believe that setting the bar high will motivate our learners to aim high and ensure that all students are making excellent progress regardless of their starting points. For this reason, we believe all students should be **secure** in their learning by the end of the year. Those students who are identified as having high prior attainment are targeted to **master** the criteria for learning in each subject area.

Ongoing Progress Reviews

Student progress is supported and tracked on a half termly basis by subject teachers via the completion of PLCs. Our students and parents have full access to these via the Doodle website or app. Evidence of these can also be found in students’ exercise books and/or folders. These give a clear picture of the areas in which students are secure or continuing to embed and develop. Students should be able to have a clear understanding of what they need to do to improve. Knowing where they are and what they need to do to progress will enable students to succeed.

Pupil Exercise Book				
C1 I can give the sources of energy at the coast				
C3 I can explain sediment sources, cells and budgets				
C5 I can describe and explain the sub-aerial processes of Weathering, Mass movement and Runoff				

Online Parent View

Geography

- P1 I can outline the different types
- P3 I can outline the global distribution
- P4 I can explain the global distribution

Spanish

- G2 I can have a very simple conversation using the present tense, basic structures and vocabulary and lots of repetition (there are likely to be some errors that hinder communication) (more than 1 month ago)
- G11 I can use interrogative (question) adjectives (cuánto, qué) correctly (more than 3 months ago)
- G15 I can use adverbs of time and place correctly (e.g. aquí, allí, ahora, ya) (more than 3 months ago)

Art

- 1) Mood board (more than 2 months ago)
- 2) Your own photos (more than 1 month ago)
- 3) Work from your own photos/drawings (2 x drawings/painting/mixed media/digital) (more than 1 month ago)

PE

- H42 I can explain how the body's lever systems impact on movement in specific sporting examples (more than 1 month ago)
- H41 I can describe the mechanical advantages and disadvantages of the body's lever systems (more than 1 month ago)
- H43 I can use appropriate vocabulary to describe the structure of the musculoskeletal system and how this contributes to movement (more than 1 month ago)

Online Parent View				
1 and Landforms				
define processes - erosion, transportation and				
explain landforms and landscapes of coastal erosion				
explain landforms and landscapes of coastal deposition				
justify coastal processes on the Holderness coastline				
explain countries of submergence and emergence and				
be impact of present and predicted sea level increase				

Online Pupil View				
P3 I can outline the global distribution of tectonic hazards	2			
P4 I can explain the global distribution of tectonic hazards	5			
P5 I can describe the features of different types of tectonic plate boundaries	4			
P6 I can explain how tectonic hazards arise as a result of physical processes at plate boundaries	5			
P7 I can describe the impacts of tectonic events in an LIC and an HIC	3			
P8 I can explain the impacts of tectonic events in an LIC and an HIC	5			
P9 I can compare the impact of tectonic events between an LIC and an HIC	6			
P10 I can explain why areas prone to tectonic hazards are often populated	3			
P11 I can describe a range of ways to reduce the risks from tectonic hazard events	3			
P12 I can explain how prediction and preparation can moderate the risks and effects of tectonic hazards	6			
P13 I can suggest ways in which hazard management techniques can reduce the risks of future tectonic hazards	8			
Tropical storms				
P14 I can describe the global distribution of tropical storms	3			
P15 I can describe the structure, features and formation of tropical storms	4			
P16 I can explain how tropical storms might be affected by climate change	5			
P17 I can describe the impacts of a tropical storm	3			
P18 I can explain the impact of a tropical storm	3			
P19 I can describe a range of ways to reduce the risks from tropical storms	3			
P20 I can explain how preparation and management strategies can moderate the risks and impacts of future tropical storms	5			
P21 I can suggest ways in which preparation and management techniques can reduce the risks of future tropical storms	8			

Access to Doodle/PLCs

To log onto Doodle Parent, please visit: <https://www.doodlelearn.co.uk/app/parent/enrol>. You will need your unique access code which will be sent via school email. You can view historical emails in the mail section of your Parent Portal account which can be accessed via the school website or by using this web address <https://my.cromptonhouse.org/login>. If you have not logged on to Parent Portal before or have forgotten your password, please enter your email address and click forgotten password to restart your account.

Formal Progress Data and Understanding Teacher Progress Statements

Progress at Key Stage 3 is a journey, with students continuously demonstrating that they have embedded the knowledge, skills and understanding essential to their year’s learning in each subject. In addition to regular formative assessment in lessons, all students at Key Stage 3 will sit rigorous summative assessments. Following this combined collation of information, parents/carers will receive short reports on their child’s progress at key points during the academic year as follows.



<p>English, Humanities, Computer Science, MFL</p>	<p>% score achieved in year group summative assessment.</p>
	<p>Teacher Progress Statement based on performance in summative assessment and progress in understanding and knowledge against PLCs:</p> <p>Emerging – Still embedding foundational knowledge, skills and understanding for the given year group and subject (<i>achieving 0% - 24% in the summative assessment</i>).</p> <p>Developing – Displaying transitional skills and understanding for the given year group and subject (<i>achieving 25% - 49% in the summative assessment</i>).</p> <p>Securing – Displaying expected skills and understanding for the given year group and subject (<i>achieving 50% - 79% in the summative assessment</i>).</p> <p>Mastering - Displaying advanced knowledge, skills and understanding for the given year group and subject (<i>achieving 80% - 100% in the summative assessment</i>).</p>
	<p>Attitude for Learning</p>
	<p>% score achieved in year group core summative assessment (inclusive and common to learners of all abilities)</p>
<p>Maths and Science</p>	<p>% score achieved in year group support OR extension summative assessment.</p>
	<p>Teacher Progress Statement based on performance in CORE summative assessment and progress in understanding and knowledge against PLCs:</p> <p>Emerging – Still embedding foundational knowledge, skills and understanding for the given year group and subject (<i>achieving 0% - 24% in the core summative assessment</i>).</p> <p>Developing – Displaying transitional skills and understanding for the given year group and subject (<i>achieving 25% - 49% in the core summative assessment</i>).</p> <p>Securing – Displaying expected skills and understanding for the given year group and subject (<i>achieving 50% - 79% in the core summative assessment</i>).</p> <p>Mastering - Displaying advanced knowledge, skills and understanding for the given year group and subject (<i>achieving 80% - 100% in the core summative assessment</i>).</p>
	<p>Attitude for Learning</p>
	<p>% score achieved in year group core summative assessment (inclusive and common to learners of all abilities)</p>
<p>Art, Drama, Design Technology, Food & Nutrition, Music and PE</p>	<p>Teacher Progress Statement based on a coloured band system in recognition of performance across a combination of skill areas and progress in understanding and knowledge against PLCs:</p> <p>Red – Still developing across each of the skill areas.</p> <p>Amber – Strong performance in some skill areas but can improve in others.</p> <p>Green – Strong performance across all key skill areas.</p> <p>Gold – Outstanding performance across all skill areas.</p> <p><i>Please refer to the appendix for the relevant criteria for each subject.</i></p>
	<p>Attitude for Learning</p>
	<p>Attitude for Learning</p>



Understanding 'Attitude for Learning' Information

The attitudinal data provides parents with a picture of your child's attitude to learning and is an essential contributing factor to our students achieving their full potential. Please review this area of the report, praise your child's strengths and encourage them to maintain high standards in these areas.

	Behaviour	Effort In Class	Homework Punctuality	Homework Quality
4	Excellent	Very positive focused attitude and excellent motivation and organisation in class.	Homework is always handed in on time.	Homework is always completed to the best of his/her ability.
3	Good	Mainly positive attitude with a good motivation and well organised.	A small number of homework's have been handed in late.	Homework is mainly of a good standard.
2	Room For Improvement	Generally positive but can show negative attitude, motivation and lack of organisation.	A large number of homework's have been handed in late.	Quality of homework is highly inconsistent.
1	Unsatisfactory	Often shows negative attitude. Poor motivation and/or serious disorganisation.	Homework is always handed in late.	Work is often completed to very poor standard.

Key Dates

The summative assessment deadlines and parents' evenings for KS3 are as follows:

Year 7 Summative Assessment Deadline/Short Reports:

W/C 4th January followed by a short report W/C 18th January

W/C 27th February: Resetting

W/C 17th May followed by a short report W/C 14th June

Year 7 Parents' Evenings

Band C: Thursday 28th January

Band H: Wednesday 3rd February

Band S: Thursday 11th February

Year 8 Summative Assessment Deadline/Short Reports:

W/C 18th January followed by a short report W/C 8th February

W/C 27th February: Resetting

W/C 7th June followed by a short report W/C 28th June

Year 8 Parents' Evenings

Band C: Wednesday 21st April

Band H: Thursday 29th April

Band S: Tuesday 4th May

Year 9 Summative Assessment Deadline/Short Reports:

W/C 30th November followed by a short report W/C 14th December

W/C 4th January: Resetting

W/C 8th February followed by a short report W/C 1st March

W/C 10th May followed by a short report W/C 7th June

CROMPTON HOUSE CHURCH OF ENGLAND SCHOOL

Headteacher: Karl Newell



Year 9 Parents' Evenings

Band 1: Tuesday 12th January

Band 2: Thursday 21st January

Form Tutor Reports

In addition to short reports, parents will receive an annual form tutor report as follows:

Year 7: W/C 21st June

Year 8: W/C 5th July

Year 9: W/C 14th June

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Teacher Progress Statement Descriptors: Art, Drama, Design Technology, Food & Nutrition, Music and PE

Crompton House School Art Department				
KEY STAGE 3 ASSESSMENT AND REPORTING				
		Year 7	Year 8	Year 9
Emerging: Still developing across each of the skill areas	RED	<p>Formal elements - still developing a sensitive use of line, limited description of tonal range and texture, simple colour mixing.</p> <p>Analyse and Evaluate – making some basic judgements about own work and that of other artists in order to progress.</p>	<p>The face – still developing an understanding of proportion, limited description of tone and texture, simple colour mixing to show expression.</p> <p>Analyse and Evaluate – making some basic judgements about own work and that of other artists in order to progress.</p>	<p>The Environment/Identity – still developing skills using line, tone, texture, colour. Basic understanding of a range of media eg printmaking, collage, 3D media. Still developing a personal and original response to the theme with direction.</p> <p>Analyse and Evaluate – making some basic judgements about own work and that of other artists in order to progress.</p>
Developing: Strong performance in some skill areas but can improve in others	AMBER	<p>Formal elements – some success in use of line, description of tone and texture, some accurate colour mixing. Some skills stronger than others.</p> <p>Analyse and Evaluate – making some judgements about own work and that of other artists in order to progress.</p>	<p>The face – some success with proportion, description of tone and texture, some accurate colour mixing and expressive use of colour. Some skills stronger than others.</p> <p>Analyse and Evaluate – making some judgements about own work and that of other artists in order to progress.</p>	<p>The Environment/Identity – some success with using line, tone, texture, colour. An understanding of a range of media eg printmaking, collage, 3D media. Presenting a personal and original response to the theme with some direction. Some skills stronger than others.</p> <p>Analyse and Evaluate – making some judgements about own work and that of other artists in order to progress.</p>
Securing: Strong performance	GREEN	<p>Formal elements – very good performance in use of line, description of full tonal range, accurate colour mixing.</p>	<p>The face – very good understanding of proportion, sensitive description of tone and texture, accurate colour mixing and expressive use of colour.</p>	<p>The Environment/Identity – very good use of line, tone, texture, colour. A very good understanding of a range of media E.g printmaking, collage, 3D media. Presenting</p>

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Teacher Progress Statement Descriptors: Art, Drama, Design Technology, Food & Nutrition, Music and PE

across all skill areas		<p>Analyse and Evaluate – showing good understanding and making informed judgements about own work and that of other artists in order to progress and achieve a good standard.</p>	<p>Analyse and Evaluate – showing good understanding and making informed judgements about own work and that of other artists in order to progress and achieve a good standard.</p>	<p>a personal and original response to the theme with little direction.</p> <p>Analyse and Evaluate – showing good understanding and making informed judgements about own work and that of other artists in order to progress and achieve a good standard.</p>
<p>Mastering: Outstanding performance across all skill areas</p>	GOLD	<p>Formal elements – consistently strong performance in use of line, description of full tonal range, accurate colour mixing.</p> <p>Analyse and Evaluate – showing very good understanding and making informed judgements about own work and that of other artists in order to progress and achieve an outstanding standard.</p>	<p>The face – consistently strong understanding of proportion, sensitive description of tone and texture, accurate colour mixing and strong, expressive use of colour.</p> <p>Analyse and Evaluate – showing very good understanding and making informed judgements about own work and that of other artists in order to progress and achieve an outstanding standard.</p>	<p>The Environment/Identity – consistently strong use of line, tone, texture, colour. A very strong understanding and use of a range of media E.g printmaking, collage, 3D media. Presenting a personal and original response to the theme and able to work independently.</p> <p>Analyse and Evaluate – showing very good understanding and making informed judgements about own work and that of other artists in order to progress and achieve an outstanding standard.</p>

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Teacher Progress Statement Descriptors: Art, Drama, Design Technology, Food & Nutrition, Music and PE

Crompton House School Food Department				
KEY STAGE 3 ASSESSMENT AND REPORTING				
		Year 7	Year 8	Year 9
Emerging: Still developing across each of the skill areas	RED	<p>Able to name some basic tools and equipment and know their uses</p> <p>Know some of the basic health and safety rules for working with food.</p> <p>Know which food groups a limited range of ingredients belong to.</p> <p>Be able to classify some fruit and vegetable ingredients.</p> <p>Be able to name some starchy foods.</p> <p>Be able to name some dairy foods.</p> <p>Be able to name some protein foods.</p> <p>Be able to name some fats and oils and know that they should be restricted in the diet.</p>	<p>Know about the Eatwell guide and the different sections.</p> <p>Be able to name some diet related diseases.</p> <p>Know about the need for energy.</p> <p>Be able to give a function of some macronutrients.</p> <p>Be able to identify foods which should be included for a healthy diet.</p> <p>Be able to identify foods that should be restricted in the diet.</p> <p>Be able to explain some basic ways that food production affects the environment.</p> <p>Be able to suggest things we can do to minimize harm to the environment.</p> <p>Know rules for food safety</p> <p>Know how food should be stored</p>	<p>Know the sections of the Eatwell Guide and be able to classify ingredients.</p> <p>Know how diet affects health being able to give a few examples.</p> <p>Know what nutrients are and why they are needed, in simple terms.</p> <p>Be able to give at least one function of each nutrient.</p> <p>Be able to give examples of food sources of each nutrient.</p> <p>Know how to adapt meals to make them healthier.</p> <p>Know why diets differ around the world.</p> <p>Be able to describe the cuisines of three countries.</p> <p>Know how 2 religions affect diet.</p>

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Teacher Progress Statement Descriptors: Art, Drama, Design Technology, Food & Nutrition, Music and PE

			<p>Be able to describe 2 different cooking methods</p>	<p>Be able to name different hospitality outlets.</p> <p>Be able to identify some key roles within hospitality.</p> <p>Know about food inspections.</p> <p>Know how food should be handled to keep it safe.</p> <p>Know how food should be stored to keep it safe.</p> <p>Be able to identify reasons for food choice.</p> <p>Be able to name raising agents in different baked goods.</p>
<p>Developing: Strong performance in some skill areas but can improve in others</p>	<p>AMBER</p>	<p>Able to name a range of tools and equipment and know what they are used for and how to use them.</p> <p>Know the health and safety rules for working with food.</p> <p>Know which food groups the main ingredients belong to.</p>	<p>Know about the Eatwell guide and the different sections and be able to categorize food using the guide.</p> <p>Be able to name some diet related diseases and their causes.</p> <p>Know about the need for energy and energy balance.</p>	<p>Know the sections of the Eatwell Guide and be able to classify ingredients and describe the proportions needed in the diet.</p> <p>Know how diet affects health being able to give a number of examples.</p> <p>Know what nutrients are and why they are needed, and that each nutrient has specific jobs in the body.</p>

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Teacher Progress Statement Descriptors: Art, Drama, Design Technology, Food & Nutrition, Music and PE

		<p>Be able to classify a range of fruit and vegetables.</p> <p>Be able to classify starchy foods.</p> <p>Know which foods are in the dairy group.</p> <p>Be able to name and group protein foods.</p> <p>Be able to name fats and oils and know the possible harmful effects.</p>	<p>Be able to give a function of the macronutrients.</p> <p>Be able to identify foods which should be included for a healthy diet and ideas of how we can include them in meals.</p> <p>Be able to identify foods that should be restricted in the diet and give ideas for reducing them.</p> <p>Be able to explain some ways how food production affects the environment including some key terms such as food miles, in season.</p> <p>Be able to suggest things we can do to minimize harm to the environment giving clear examples.</p> <p>Know rules for food safety and the reasons why they are important.</p> <p>Know how food should be stored including fridge, freezer and ambient and separating raw and cooked food.</p> <p>Be able to describe 3 different cooking methods.</p>	<p>Be able to give at least two functions of each nutrient.</p> <p>Be able to give at least three examples of food sources of each nutrient.</p> <p>Know how to adapt meals to make them healthier and be able to make good choices.</p> <p>Know why diets differ around the world, being able to explain a few reasons.</p> <p>Be able to describe the cuisines of four countries.</p> <p>Know how 3 religions affect diet.</p> <p>Be able to name different hospitality outlets and the differences between them.</p> <p>Be able to identify some key roles within hospitality and what the role involves. Know about food inspections and how they are carried out.</p> <p>Know how food should be handled to keep it safe, avoiding cross-contamination.</p> <p>Know how food should be stored to keep it safe including temperatures.</p>
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Teacher Progress Statement Descriptors: Art, Drama, Design Technology, Food & Nutrition, Music and PE

				<p>Be able to identify and explain reasons for food choice.</p> <p>Be able to name raising agents in different baked goods and know the effect they have on food.</p>
<p>Securing: Strong performance across all skill areas</p>	<p>GREEN</p>	<p>Be able to identify and name a wide range of tools and equipment knowing what they are used for and how to use them.</p> <p>Know the health and safety rules for working with food and why they are important, being able to separate hygiene and safety points.</p> <p>Know which food groups the majority of ingredients belong to.</p> <p>Be able to classify a wide range of fruit and vegetables.</p> <p>Be able to classify starchy foods and know their function.</p> <p>Know which foods are in the dairy group and which products are made from milk.</p>	<p>Know about the Eatwell guide and the different sections and be able to categorize food using the guide, explaining the proportions we should eat from each group.</p> <p>Be able to name most of the diet related diseases and their causes.</p> <p>Know about the need for energy and the meaning of the term energy balance.</p> <p>Be able to give a function of the macronutrients and micronutrients.</p> <p>Be able to identify foods needed for a healthy diet, the reasons why and ideas of how we can include them in meals.</p> <p>Be able to identify foods that should be restricted in the diet and give ideas for reducing them along with reasons.</p>	<p>Know the sections of the Eatwell Guide and be able to classify ingredients and describe the proportions needed in the diet, understanding the reasons why.</p> <p>Know how diet affects health being able to give several examples.</p> <p>Know what nutrients are and why they are needed, and that each nutrient has specific jobs in the body, being able to describe these clearly.</p> <p>Be able to give at least three functions of each nutrient.</p> <p>Be able to give at least four examples of food sources of each nutrient.</p> <p>Know how to adapt meals to make them healthier and be able to make good choices, explaining reasons for choice.</p>

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Teacher Progress Statement Descriptors: Art, Drama, Design Technology, Food & Nutrition, Music and PE

	<p>Be able to name and group protein foods and know the basic functions of protein.</p> <p>Know about fats and oils and why they should be restricted and know which food products contain fats and oils.</p>	<p>Be able to explain several ways that food production affects the environment including some key terms such as food miles, in season, carbon footprint, organic.</p> <p>Be able to suggest things we can do to minimize harm to the environment giving clear examples referring to the 6Rs.</p> <p>Know rules for food safety and the reasons why they are important along with key terms such as cross-contamination.</p> <p>Know how food should be stored including fridge, freezer and ambient and separating raw and cooked food and the reasons, know the temperature of the fridge, freezer and hot holding.</p> <p>Be able to describe 4 different cooking methods in detail and know how they affect nutrients in the food.</p>	<p>Know why diets differ around the world, being able to explain several reasons.</p> <p>Be able to describe the cuisines of five countries.</p> <p>Know how 4 religions affect diet.</p> <p>Be able to name different hospitality outlets and describe in detail the differences between them.</p> <p>Be able to identify several key roles within hospitality and describe the duties involved in each.</p> <p>Know about the role of an environmental health officer and food inspections and how they are carried out.</p> <p>Know how food should be handled to keep it safe, avoiding cross-contamination, know about colour coding.</p> <p>Know how food should be stored to keep it safe including temperatures and the effect of food being kept in the danger zone.</p> <p>Be able to identify and explain in detail reasons for food choice.</p>
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Teacher Progress Statement Descriptors: Art, Drama, Design Technology, Food & Nutrition, Music and PE

				Be able to name raising agents in different baked goods and know the effect they have on food, including the chemical reactions that take place.
Mastering: Outstanding performance across all skill areas	GOLD	<p>Be able to identify and name all culinary tools and equipment used in the course, knowing what they are used for and how to use them.</p> <p>Know the health and safety rules for working with food and why they are important, being able to separate hygiene and safety points.</p> <p>Understand the consequences of not following health and safety rules.</p> <p>Know which food groups the majority of ingredients belong to and explain why.</p> <p>Be able to classify a wide range of fruit and vegetables and describe the differences.</p> <p>Be able to name, classify and know the function and sources of starchy foods.</p>	<p>Know about the Eatwell guide and the different sections and be able to categorize food using the guide, explaining the proportions we should eat from each group.</p> <p>Be able to name most of the diet related diseases and their causes.</p> <p>Know about the need for energy and the meaning of the term energy balance.</p> <p>Be able to give a function of the macronutrients and micronutrients.</p> <p>Be able to identify foods needed for a healthy diet, the reasons why and ideas of how we can include them in meals.</p> <p>Be able to identify foods that should be restricted in the diet and give ideas for reducing them along with reasons.</p> <p>Be able to explain several ways that food production affects the environment including some key terms such as food</p>	<p>Know the sections of the Eatwell Guide, be able to classify ingredients and describe the proportions needed in the diet, explaining the reasons why.</p> <p>Know how diet affects health being able to give several examples and the consequences of a poor diet.</p> <p>Know and be able to describe the specific functions of the 5 nutrient groups and the consequences of lack/excess.</p> <p>Be able to give at least three functions of each nutrient, described in detail.</p> <p>Be able to give at least four examples of food sources of each nutrient and be able to explain why they are needed.</p> <p>Know how to adapt meals to make them healthier with detailed justification.</p> <p>Know why diets differ around the world, being able to explain several reasons in detail.</p>

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Teacher Progress Statement Descriptors: Art, Drama, Design Technology, Food & Nutrition, Music and PE

		<p>Know the processes to make by products from milk and know what dairy products contain.</p> <p>Be able to name and group proteins, know sources and functions and how protein foods can be processed into secondary products.</p> <p>Know about fats and oils and why they should be restricted and know which food products contain fats and oils. Know about emulsification.</p>	<p>miles, in season, carbon footprint, organic.</p> <p>Be able to explain several ways that food production affects the environment including some key terms such as food miles, in season, carbon footprint, organic.</p> <p>Be able to suggest things we can do to minimize harm to the environment giving clear examples referring to the 6Rs and using key terms such as recycling, composting, reusing, reducing.</p> <p>Know rules for food safety and the reasons why they are important along with key terms such as cross-contamination. Know the consequences of not following food safety rules.</p> <p>Know how food should be stored including fridge, freezer and ambient and separating raw and cooked food and the reasons, know the temperature of the fridge, freezer and hot holding. Be able to describe the danger zone and why food can only be reheated once.</p> <p>Be able to describe 5 different cooking methods in detail and know how they</p>	<p>Be able to describe the cuisines of five countries including religion, traditions, culture and geographical location of the country.</p> <p>Know and be able to describe how 6 religions affect diet.</p> <p>Be able to name different hospitality outlets and describe in detail the differences between them, including what affects the success of different businesses.</p> <p>Be able to identify several key roles within hospitality and describe the duties involved in each and the importance of each role in the organization.</p> <p>Know about the role of an environmental health officer and food inspections and how they are carried out, and the consequences of failing to follow the hygiene requirements.</p> <p>Know how food should be handled to keep it safe, avoiding cross-contamination, know about colour coding.</p>
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			<p>affect the food in terms of organoleptic qualities and nutrition.</p>	<p>Be able to explain the requirements, including temperature of safe food storage and the effect of cold and heat on bacteria.</p> <p>Be able to identify and explain in detail several reasons for food choice including within the UK and between countries.</p> <p>Be able describe the functions and chemical reactions of raising agents in different baked goods and know the effect they have on food, being able to identify which raising agent is in which product and knowing the difference between chemical, biological and mechanical methods.</p>
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Teacher Progress Statement Descriptors: Art, Drama, Design Technology, Food & Nutrition, Music and PE

Crompton House School Music Department KEY STAGE 3 ASSESSMENT AND REPORTING							
		Year 7		Year 8		Year 9	
Emerging: Still developing across each of the skill areas	RED	Playing & Singing	I can play instruments individually and in a group but may struggle with accuracy or fluency. I can join in singing activities	Playing & Singing	I can play instruments individually and in a group in time but may struggle with accuracy or fluency. I can join in singing activities in time with the class.	Playing & Singing	I can play instruments individually and in a group in time, but may struggle with accuracy or fluency. I can join in singing activities in time and in tune with the class.
		Composing & ICT	I can create sounds but may not be able to order them effectively. I can control music using transport functions	Composing & ICT	I can create sounds I can create sounds and put them in an order. I can use loops to create music.	Composing & ICT	I can create limited musical ideas. I can create sounds and put them in an order. I know how to record music into a DAW.
		Improvising	I can improvise sounds	Improvising	I can improvise sounds and put them in an order	Improvising	I can improvise sounds and put them in an order
		Analysis, Vocabulary and Knowledge	I can describe music using very simple language. I struggle to know where the notes are on the keyboard.	Analysis, Vocabulary and Knowledge	I can describe music using basic terms. I know where notes are on the keyboard.	Analysis, Vocabulary and Knowledge	I can describe music using some keywords. I can find notes and chords on the keyboard.
Developing: Strong performance in some skill areas but	AMBER	Playing & Singing	I can maintain a pulse while playing instruments individually and in a group but may struggle with accuracy.	Playing & Singing	I can perform basic body percussion or drumkit rhythms. I can play an individual part in a group. I can sing in	Playing & Singing	I can perform complex rhythms. I can play chords accurately and fluently. I can sing in time and in tune with the class.

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can improve in others			I can sing in time with the class.		time and in tune with the class.		
		Composing & ICT	I can create sounds and order them effectively. I can add loops to a piece.	Composing & ICT	I can create limited musical ideas. I can use loops effectively to create music.	Composing & ICT	I can use some rhythmic and harmonic devices when creating music. I understand the quantize function.
		Improvising	I can improvise and order simple ideas.	Improvising	I can improvise a basic musical response	Improvising	I can improvise a musical response
		Analysis, Vocabulary & Knowledge	I can work out where the notes are on the keyboard and I understand some rhythm notation	Analysis, Vocabulary & Knowledge	I can describe music using simple language. Using some keywords.	Analysis, Vocabulary & Knowledge	I can use keywords to describe several elements of music. I know where some of the notes are on my chosen instrument.
Securing: Strong performance across all skill areas	GREEN	Playing & Singing	I can perform basic beats, melodies and chords. I can play an individual part. I can sing in time and in tune with the class.	Playing & Singing	I can play from basic notation including chord boxes. I can play chords and melodies fluently. I can play and sing with expression.	Playing & Singing	I can play fluently on my chosen instrument. I understand how my part fits into the group. I can play and sing with expression.
		Composing & ICT	I can use rhythmic devices when creating music. I can use loops to create an effective piece of music.	Composing & ICT	I can compose a piece using appropriate rhythmic and harmonic devices. I can compose music to reflect emotions and ideas. I can record and use step input into a DAW.	Composing & ICT	I can compose music which has a clear sense of structure, style and purpose. I can use effects such as EQ, automation and Pan to enhance musical outcomes in a DAW.

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		Improvising	I can improvise effectively	Improvising	I can improvise effectively using a limited range of given options	Improvising	I can improvise effectively using a limited range of given options
		Analysis, Vocabulary & Knowledge	I can use keywords accurately to describe several elements of music. I know where the notes are on the keyboard and I can understand and use simple rhythm and pitch notation	Analysis, Vocabulary & Knowledge	I can use keywords accurately to describe all the elements of music. I know where the notes are on the keyboard and I can understand and use simple rhythm and pitch notation	Analysis, Vocabulary & Knowledge	I can use detailed musical vocabulary to describe all the elements of music. I know where the notes are on my chosen instrument
Mastering: Outstanding performance across all skill areas	GOLD	Playing & Singing	I can perform from notation including chord boxes. I understand how parts combine in group pieces.	Playing & Singing	I can perform with fluency and expression. I have strong technique and can take a leading role in group performance.	Playing & Singing	I am confident playing my chosen instrument. I can perform from various types of notation. I can lead rehearsals in group work tasks.
		Composing & ICT	I can compose music using compositional devices to reflect emotions and ideas.	Composing & ICT	I can compose music which has a clear sense of style, structure and purpose I can compose music to reflect emotions and ideas	Composing & ICT	I can compose music which combines high level skills across all elements of music. I can research how to use complex skills in Music Technology.
		Improvising	I can improvise effectively using a limited range of given options	Improvising	I can improvise musically within the given style	Improvising	I can improvise musically within the given style, using some conventions.

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		Analysis, Vocabulary & Knowledge	I can use keywords accurately to describe all elements of music. I am confident with the keyboard and can read rhythm and pitch notation accurately.	Analysis, Vocabulary & Knowledge	I can describe music accurately using detailed musical vocabulary encompassing all the elements of music. I can read rhythm and pitch notation accurately and quickly.	Analysis, Vocabulary & Knowledge	I can give extended answers to listening questions using advanced music vocabulary. I can describe music giving an aural impression of the piece. I can sight-read rhythm and pitch notation accurately.
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Crompton House School Drama Department KEY STAGE 3 ASSESSMENT AND REPORTING

In Year 7 in Drama, students are marked over a series of lessons and we assess in three key areas: 'Developing', 'Collaborating' and 'Performing'. We will assess our students in these areas during Charlie and the Chocolate Factory where we explore the characters, learn sections of script and create the scenes and a unit on Mime where we focus on non-verbal communication and use of body language. In both units, students are marked individually, in pairs and small groups.

In Year 8 in Drama, students are marked over a series of lessons and we assess in four key areas: 'Developing', 'Collaborating', 'Performing' and 'Evaluating'. We will assess our students in these areas during Silent Movies where we explore the style and structure of Silent Movies and the stock characters. We also explore a unit on Stone Cold where we focus learning sections of script and creating off text improvisations around the themes of homelessness. In both units, students are marked individually, in pairs and small groups. As students have been studying Drama for a year, they also have to 'Evaluate' the work and we expect them to be able to use the language of Drama and key terms in their responses.

In Year 9 in Drama, students are marked over a series of lessons and we assess in four key areas: 'Developing', 'Collaborating', 'Performing' and 'Evaluating'. We will assess our students in these areas during 'Trouble at the nightclub' where we explore social issues and decision making. This is an improvisation unit and the students also develop script writing skills. We also explore a unit on Blood Brothers where we focus learning sections of script and creating off text improvisations around the themes of the play, specifically looking at society and social divide. In both units, students are marked individually, in pairs and small groups. As students have been studying Drama for two years they also have to 'Evaluate' the work and we expect them to be able to use the language of Drama, key terms and offer areas of development and improvement in their responses.

What does 'Developing' look like in Drama?

- Taking the starting point/stimulus and moving it forward
- Adding original ideas
- Listening to others and helping them with their idea
- Giving suggestions on how it would look on stage
- Giving suggestions on techniques you might use
- Suggesting scenes and characters
- Leading and supporting not dictating and bossy

What does 'Collaborating' look like in Drama?

- Working as part of pair or team
- Listening to your group and the teacher
- Remaining focused with your group

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	<ul style="list-style-type: none">• Running sections of the piece• Making changes and improvements• Supporting each other• Refining the work ready to show the audience• Running it without stopping and coming out of role – then after saying what went well and what still needs to work and fixing that (refining)
<u>What does 'Performing' look like in Drama?</u>	<ul style="list-style-type: none">• Keeping in character• Being loud and clear• Using the correct stagecraft• Using Drama techniques correctly• Communicating the story/plot clearly to the audience• Knowing how your character fits into the plot and communicating this successfully• Acting in the appropriate style/genre• Using space well• Know the lines off by heart when you are performing scripts• If you are off stage not distracting• A character significantly different to yourself• A change to yourself physically and vocally
<u>What does 'evaluating' look like in Drama? Year 8&9 only</u>	<ul style="list-style-type: none">• Use the key words & Drama terms in your response• Making your points relevant• Be specific about what you saw, pinpoint moments that were good or need development• Having a balance between positive WWW and improvement EBI• Being active in discussion if the teacher allows you thinking time with your group• Being reflective with your group on your successes and areas of improvement• Watching your teacher's feedback and improving for next time

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<p><u>What does a Red student look like in the assessment?</u> <u>Red - Still developing across each of the four skill areas.</u></p>	<ul style="list-style-type: none">• The student still comes out of role in some performances, or doesn't speak loudly/clearly, or doesn't use the skills covered correctly, or backs to the audience, or looks unsure of what they are doing on stage (Performing)• The student has to be reminded about staying on task; they can be seen to be difficult to work with on occasions, sometimes can be talking when instructions are giving and lacks focus and concentration when required by the teacher (Collaborating)• This student doesn't offer many ideas to planning, they mostly let others take the lead, in lessons they might seem more passive rather than actively engaged in the work (Developing)• Year 8&9 only This student gives general observations and comments that sometimes are not really relevant to the work, they are unable to use the words of Drama when talking to the group or the teacher, they might repeat the comments from another student and observations will be weak rather than in depth with examples and related to the skills covered in the lesson (Evaluating)
<p><u>What does an Amber student look like in the assessment?</u> <u>Amber - strong performance in some skill areas but can improve in others</u></p>	<ul style="list-style-type: none">• Might have only one or two areas they need to improve on and the teacher's feedback to them will reflect this• Examples -• Candidate A – Strong performer in every lesson (performance) but lacks focus in rehearsal (collaborating)• Candidate B – Comes out of role (performing) but gives great ideas when planning (developing)• Candidate C – Can use the language of Drama (evaluating) but always has to be in charge (collaborating)• Candidate D – Excellent at sustaining a role and using skills (Performing) Excellent at working with others and being a team player and leader when needed (Collaborating) but has no ideas,

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	does not respond well in questioning, cannot verbalise when discussing the work (Developing & evaluating)
<u>What does a Green student look like in the assessment?</u> <u>Green - Strong performance across all skill areas</u>	<ul style="list-style-type: none">• This student works hard in every lesson• They are focused in the lessons• They can create characters and sustain them• They can learn lines if required• They can use the skills effectively and appropriately• They can use Drama terms in their evaluation• They are a team player and work well in every group or pair• They can lead but are not bossy• They listen to the teacher and develop the work as expected
<u>What does a Gold student look like in the assessment?</u> <u>Gold - Outstanding performance across all skill area</u>	<ul style="list-style-type: none">• Does everything a 'Green' student would and more• Examples – They will• Stand in when someone is absent• Give extra Drama techniques in longer pieces• Demonstrate with the teacher• Give detailed feedback using terminology• Be adaptable• Excel in every lesson on every task• Remain focused for every moment in the lessons• Have exemplary behaviour

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Crompton House School PE Department KEY STAGE 3 ASSESSMENT AND REPORTING

Students follow a range of activities through KS3 which include a range of activities from the curriculum.

These sports include cross country, football, netball, rugby, basketball, handball, cricket, rounders, athletics, dance, gymnastics, dodgeball. Students will be assessed using a range of descriptors that are assessed rigorously through the scheme of work. All the schemes of work are attached on the school website <https://www.cromptonhouse.org/physical-education/> and the assessment criteria of red/amber/green/gold is included here.

Crompton House School Design and Technology Department KEY STAGE 3 ASSESSMENT AND REPORTING

Students follow a range of activities throughout KS3 applicable to the National Curriculum for Design and Technology.

In Year 7, pupils will be introduced to the design process and its importance in solving real life problems. They will be taught the iterative concept of design, through evaluating and modelling their designs. In addition, pupils will also be aware of how design and technology is important in the wider world when applying technology and how designers present their designs to clients and customers. In Year 7, these include: design and making a photo frame, an Alessi themed project, basic design communication and a levers and linkages project. Students will be assessed using a range of red, amber, green and gold descriptors that are assessed at a variety of stages within each project area, assessing both theoretical design principles and skills.

In Year 8, pupils will continue to follow the design process and be introduced to design theory, styles and movements. They will use the iterative concept of design introduced in Yr7, by making models and templates and being able to change these in order to improve their designs. In addition, pupils will also be aware of how design and technology is important in the wider world by introducing pupils to industrial manufacturing methods (vacuum forming), how professional designers communicate their designs to clients and building on knowledge and understanding of mechanical systems. Students follow a range of activities throughout KS3 applicable to the National Curriculum for Design and Technology. In Year 8 these include: making a themed clock, investigating mechanical systems, a chocolate bar project and drawing and communication techniques. Students will be assessed using a range of red, amber, green and gold descriptors that are assessed at a variety of stages within each project area, assessing both theoretical design principles and skills.

In Year 9 pupils will be preparing for their options choices and gaining the skills needed in order to go on to the next key stage for Design and Technology. Below is designed to give pupils a flavour of what to expect if pupils choose Design and Technology: using design and technology to solve real life problems

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and building skills for the future incorporating Science, Maths and Art to their ideas. In Year 9, these include: making a themed designer box, investigating pneumatics and hydraulics, an electronics project and an individual client based project. Students will be assessed using a range of red, amber, green and gold descriptors that are assessed at a variety of stages within each project area, assessing both theoretical design principles and skills.

All the schemes of work are attached on the school website <https://www.cromptonhouse.org/design-technology/> and the assessment criteria of red, amber, green, gold is included here.