

# Report Grading System 2021-22

## General Information and Subject Descriptors



Years 7 to 9

## Report Grading System 2021-22

### Years 7 to 9

In order to reflect increased emphasis on measuring pupil progression and added value, the Senior School at Newcastle School for Boys last year revisited and updated its reporting and grading framework. The new system allows us to better measure boys' achievement and attainment in academic performance, whilst also being able to motivate and challenge progress of boys at all ranges of ability and interests.

This document sets out the system, and also contains subject specific sections which will help to contextualise the grades awarded in each subject.

Each boy will now receive an **Attainment**, **Progress** and **Effort** score in each subject. There will be no target grades set in Years 7 to 9, but targets will be set for each boy within each subject to promote further progress and to ensure that each boy was working towards an academic goal.

#### Attainment

Attainment in each reporting session will be ability-related in terms of subject knowledge and skills. A 5-point scale relates to age-appropriate attainment levels which are benchmarked against national standards.

Each grade will have general criteria (see below) which will be supplemented by subject-specific attainment descriptors for each of the levels. They will provide subject specific references to content and skills at these levels, whilst relating to the common language in the outline.

#### General criteria

Level	Descriptor
<b>Excellent</b>	Pupil consistently displays an <b>excellent</b> level of attainment in work and performs to a level <u>above that</u> expected of boys of his age. His skills base has been <b>exceptional</b> for this period based upon academic assessment and professional judgement against baseline data.
<b>Very good</b>	Pupil displays a <b>very good</b> level of attainment in work completed and secures high performance in all tasks set. His skills base has been <b>extended</b> in this period based upon academic assessment and professional judgement against baseline data.
<b>Good</b>	Pupil has attained a <b>good</b> level of attainment in work completed and secures good performance in the tasks set. His skills base has been <b>secured</b> in this period based upon academic assessment and professional judgement against baseline data.



<b>Moderate</b>	Pupil has attained a <b>moderate</b> level of attainment in work completed and secures average to low performance in the tasks set. His skills base has still been <b>developing</b> during this period based upon academic assessment and professional judgement against baseline data.
<b>Basic</b>	Pupil has attained a <b>basic</b> level of attainment in work completed and secures low performance in the tasks set. His skills base has been <b>low</b> during this period based upon academic assessment and professional judgement against baseline data.

### Progress

For the purposes of reporting, progress is defined as a '*measurable development towards an improved or more advanced position or level*'. The awarded progress 'level' will relate to the attainment grade allocated in that reporting session referenced against the previous reporting session attainment grade. Maintaining an attainment grade over the course of a year is deemed as 'good' due to the additional content and skills covered as the year unfolds.

Progress scores relate directly to attainment grades and do not represent a separate professional judgement.

### General criteria

Level / value	Descriptor
<b>Exceptional</b>	Progress has been <b>exceptional</b> which equates to two or more whole grades of improvement against the previous reporting session.
<b>Significant</b>	Progress has been <b>significant</b> which equates to one whole grade of improvement against the previous reporting session.
<b>Good</b>	Progress has been <b>good</b> which equates to the attainment level being maintained since the previous reporting session.
<b>Less than expected</b>	Progress has been <b>less than expected</b> which equates to one whole grade of deterioration against the previous period.
<b>Significantly less than expected</b>	Progress has been <b>significantly less than expected</b> which equates to at least two whole grades of deterioration against the previous period.

As a boy moves through the Senior School, it will be possible to track progress through the attainment grades awarded. The progress grades grid indicates how attainment grades in any one year might relate to subsequent years, and it provides an indicator of what progress is required to achieve various levels at GCSE and A Level.

Progress grades grid for Year 7-9 through GCSE to A Level

Yr 7 Attainment	Yr 8 Attainment	Yr 9 Attainment	Yr 10 Attainment	Yr 11 (GCSE) Attainment	Yr 12 Attainment	Yr 13 (A Level) Attainment
						13 A*
						13 A
				11 9	12 A	13 B
			10 9	11 8	12 B	13 C
			10 8	11 7	12 C	13 D
		9 Excellent	10 7	11 6	12 D	13 E
	8 Excellent	9 Very good	10 6	11 4-5	12 E	13 U
7 Excellent	8 Very good	9 Good	10 4-5	11 3	12 U	
7 Very good	8 Good	9 Moderate	10 3	11 1-2		
7 Good	8 Moderate	9 Basic	10 1-2			
7 Moderate	8 Basic					
7 Basic						

Effort

Effort in each reporting session relates directly to a boys' engagement and organisation with his work over the reporting period. Specifically, the score will reference a number of learning 'behaviours' which facilitate academic progress and achievement within a subject. These include:

- **Engagement.** The contributions made to the subject and degree to which this is demonstrated in the work. Pupil is inquisitive, motivated and has a desire to learn.
- **Focus.** The care and attention to detail with work and willingness to apply oneself to tasks and exercises set.
- **Homework.** Submission on time and consistency of effort applied in its completion.
- **Equipment.** Attending the lessons prepared with the correct books, stationary and other required resources.
- **Punctuality.** Arrival to lessons on time and presented correctly.

If a '4' grade is given at any reporting period in any subject, this will trigger a **cause for concern** and an intervention for that boy. A communication will be made to the parents and a plan will then be put in place to rectify the issue or issues which has resulted in the allocation of the '4'.

General criteria

Score	Descriptor
1 Excellent	Effort has been consistently <b>excellent</b> over this period in every respect. Pupil always arrives for the class on time and with the correct equipment. He has a very positive attitude towards his learning and the studies, is engaged with the work, and applies himself with consistently high focus in tasks undertaken. Homework is always completed on time and to the best of his ability.



<p><b>2</b> <b>Good or better</b></p>	<p>Effort has been consistently <b>good or better</b> over this period in every respect. Pupil usually arrives for the class on time and with the correct equipment. He has a good attitude towards his learning and the studies, is mostly engaged with the work, and applies himself with good focus in tasks undertaken. Homework is usually completed on time and to the best of his ability.</p>
<p><b>3</b> <b>Inconsistent</b></p>	<p>Effort has been <b>inconsistent</b> over this period, with one particular area of improvement required to bring it up to good. Pupil has achieved criteria required for Level 2, other than in <u>one or two respects</u> where improvement is required to bring it up to good. One item from the following list would apply:</p> <ul style="list-style-type: none"> <li>• Engagement is inconsistent to the point where it is not deemed good.</li> <li>• Focus is inconsistent to the point where it is not deemed good.</li> <li>• Homework has been consistently submitted late, or not completed with a sufficient degree of care or attention.</li> <li>• Equipment is a consistent issue, which detrimentally impacts on the learning process.</li> <li>• Punctuality is a consistent issue, which detrimentally impacts on the learning process.</li> </ul>
<p><b>4</b> <b>Unacceptable</b></p>	<p>Effort has been <b>unacceptable</b> over this period, and there is room for improvement in multiple areas in order to bring it up to good. This overall requirement for significant improvement triggers a cause for concern action. Pupil has failed to achieve the criteria required for Level 2 in multiple areas, and there are <u>a number of respects</u> where improvement is required to bring it up to good (see list above).</p>

## Year 7 to 9 Subject Attainment Grading Descriptors

### Art

Subject Leader - Mr G Wells - [gwells@newcastleschool.co.uk](mailto:gwells@newcastleschool.co.uk)

Grade	Descriptor
Excellent	The pupil is in command of their creative practice, recognising and using a variety of strategies to develop ideas that are personal, original and imaginative. They use the differing qualities and potential of materials and processes with deliberation and maturity in order to create work that successfully fulfils their intentions. They critically engage with their own and others' work, identifying why ideas and meanings are subject to different interpretations and using their understanding to extend their thinking and practical work. They extend their ideas and sustain their investigations by responding to new possibilities and meanings. They communicate their own ideas, insights and views.
Very good	The pupil can develop, express and realise ideas in often original ways, confidently exploiting what they learn from taking creative risks and from their understanding of creative processes. They exploit the potential of materials and processes independently, making both intuitive and analytical judgements to develop and realise their intentions. They analyse and engage with aspects of their own and others' work, identifying how beliefs, values and meanings are expressed and shared. They confidently express reasoned judgements about their own work and that of others, demonstrating analytical, critical and contextual understanding.
Good	The pupil can accept creative risks, exploring and experimenting with ideas independently and inventively and using a range of appropriate resources imaginatively to develop, design and make work. They apply their technical knowledge and skills to realise their intentions, using the qualities of materials, processes and the formal elements effectively. They interpret and explain how ideas and meanings are conveyed by artists, craftspeople and designers, recognising the varied characteristics of different historical, social and cultural contexts. They provide a commentary on the purpose and meaning of their own work and that of others. They use their understanding to develop their own views and practice.
Basic	The pupil can explore to a limited degree ideas and ways of collecting information and practical resources in order to make informed choices about their work. They investigate and use the qualities of materials and processes to develop their own practical skills and ideas. They describe the work of others, commenting on the ideas and purposes that they encounter. They occasionally use this to adapt and improve aspects of their own work when making images and artefacts for different purposes.



# Biology

Subject Leader - Mrs S Rourke - [srourke@newcastleschool.co.uk](mailto:srourke@newcastleschool.co.uk)

Grade	Descriptor
Excellent	The student has an excellent knowledge base in the subject, and his recall of facts extends beyond the areas taught. He gives clear and concise explanations of phenomena, demonstrating a critical understanding of the concepts involved. Graphs and tables are drawn accurately and analysis of data is excellent. Mathematical calculations are performed accurately and formulae can be rearranged. The student can complete practical activities safely, and consistently records enough data to make accurate conclusions. He is able to evaluate the limitations of practical work in a critical manner and make suggestions on how to improve experiments. He regularly applies his knowledge to new situations and can evaluate scientific arguments.
Very good	The student has a very good knowledge base in the subject, and his recall of facts extends to all the areas taught. He gives clear explanations of phenomena, demonstrating a complete understanding of the concepts involved. Graphs and tables are drawn accurately and analysis of data is good. Mathematical calculations are performed accurately and formulae can be rearranged. The student can complete practical activities safely, and consistently records enough data to make accurate conclusions. He is able to evaluate the limitations of practical work in a critical manner. He regularly applies his knowledge to new situations and can evaluate scientific arguments. Scientific language is consistently used accurately.
Good	The student has a good knowledge base in the subject, and his recall of facts extends to all the areas taught. He gives clear explanations of phenomena, demonstrating a good understanding of the concepts involved. Graphs and tables are drawn accurately and interpretation of data is good. Mathematical calculations are performed accurately. The student can complete practical activities safely, and consistently records enough data to make accurate conclusions. He is beginning to evaluate the limitations of practical work he has carried out. He can apply his knowledge in new situations. Scientific language is used accurately most of the time.
Basic	The student is developing a knowledge base in the subject, but his recall of facts does not extend to all the areas taught. He can give simple explanations of phenomena, demonstrating a limited understanding of the concepts involved. Graphs and tables are not drawn accurately and interpretation of data is limited. Simple arithmetic calculations are performed accurately. The student can complete practical activities safely, and usually records enough data to make simple conclusions. Scientific language is used occasionally.



# Chemistry

Subject Leader - Dr S Holmes - [sholmes@newcastleschool.co.uk](mailto:sholmes@newcastleschool.co.uk)

Grade	Descriptor
Excellent	The student has an excellent knowledge base in the subject, and his recall of facts extends beyond the areas taught. He gives clear and concise explanations of phenomena, demonstrating a critical understanding of the concepts involved. Graphs and tables are drawn accurately and analysis of data is excellent. Mathematical calculations are performed accurately and formulae can be rearranged. The student can complete practical activities safely, and consistently records enough data to make accurate conclusions. He is able to evaluate the limitations of practical work in a critical manner and make suggestions on how to improve experiments. He regularly applies his knowledge to new situations and can evaluate scientific arguments.
Very good	The student has a very good knowledge base in the subject, and his recall of facts extends to all the areas taught. He gives clear explanations of phenomena, demonstrating a complete understanding of the concepts involved. Graphs and tables are drawn accurately and analysis of data is good. Mathematical calculations are performed accurately and formulae can be rearranged. The student can complete practical activities safely, and consistently records enough data to make accurate conclusions. He is able to evaluate the limitations of practical work in a critical manner. He regularly applies his knowledge to new situations and can evaluate scientific arguments. Scientific language is consistently used accurately.
Good	The student has a good knowledge base in the subject, and his recall of facts extends to all the areas taught. He gives clear explanations of phenomena, demonstrating a good understanding of the concepts involved. Graphs and tables are drawn accurately and interpretation of data is good. Mathematical calculations are performed accurately. The student can complete practical activities safely, and consistently records enough data to make accurate conclusions. He is beginning to evaluate the limitations of practical work he has carried out. He can apply his knowledge in new situations. Scientific language is used accurately most of the time.
Basic	The student is developing a knowledge base in the subject, but his recall of facts does not extend to all the areas taught. He can give simple explanations of phenomena, demonstrating a limited understanding of the concepts involved. Graphs and tables are not drawn accurately and interpretation of data is limited. Simple arithmetic calculations are performed accurately. The student can complete practical activities safely, and usually records enough data to make simple conclusions. Scientific language is used occasionally.

## Computing and ICT

Subject Leader – Miss S Given - [sgiven@newcastleschool.co.uk](mailto:sgiven@newcastleschool.co.uk)

Grade	Descriptor
Excellent	The pupil has an exceptional knowledge of computing topics and can accurately explain key terms and give a range of examples (some of which are unfamiliar to him). He can justify choices made by drawing on his knowledge and give recommendations backed up by solid reasons. He is able to explain how instructions can be written efficiently when programming and can fully decompose a problem into sub-problems. He can apply advanced debugging techniques. He can write independently programs for others to use so that they are unlikely to crash or cause errors. He can program using both a block language and a scripted language (Python), using advanced features such as Functions showing good programming style. He can use a wide range of software efficiently and can use digital devices and the Internet safely and responsibly in all projects.
Very good	The pupil has an extended knowledge of computing topics and can accurately explain key terms and give a range of examples (some of which are less familiar to him). He can back up choices made by drawing on his knowledge and give recommendations backed up by valid reasons. He is able to explain how some instructions can be written efficiently when programming and can decompose a problem into sub-problems. He can apply some advanced debugging techniques. He can write independently programs for others to use so that they are unlikely to crash or cause errors. He can program using both a block language and a scripted language (Python), using some advanced features such as Functions. He can use a wide range of software efficiently and can use digital devices and the Internet safely and responsibly.
Good	The pupil has a secure knowledge of computing topics and can explain a number of key terms and give a number of examples (most of which are familiar to him). He can make choices and give some reasons based on his knowledge. He is able to describe the purpose of instructions in a program and is able to identify steps needed to solve a problem. He can debug some program errors. He can program using a block language and is showing a growing ability to use a scripted language (Python). He can use a range of software well and can edit information to suit the audience and purpose. The pupil can use digital devices and the Internet safely and responsibly in most projects.
Basic	The pupil has a basic knowledge of computing topics and can explain some of the key terms and give some familiar examples. He can give basic reasons for choices based on his knowledge. He is able to describe the purpose of simple instructions in a program but needs help to identify steps needed to solve a problem. He can spot some simple program errors. He can create a program using a block language (with some assistance) and is showing a limited ability to use a scripted language (Python). He can use some software and can use digital devices and the Internet safely and responsibly some of the time.



## Design Technology

Subject Leader – Mr S Newton - [snewton@newcastleschool.co.uk](mailto:snewton@newcastleschool.co.uk)

Grade	Descriptor
Excellent	Pupils are able to recall, select and communicate detailed knowledge and thorough understanding of design and technology, including its wider effects. They apply excellent knowledge, understanding and skills in a range of situations to plan and carry out design investigations and tasks to a very high standard. They test their solutions, working safely and with a high degree of precision. They analyse and evaluate the evidence available, reviewing and adapting their methods when necessary. They present information clearly and accurately, making clear and reasoned judgements and presenting substantiated conclusions.
Very good	Pupils are able to recall, select and communicate very good knowledge and understanding of design and technology, including its wider effects. They apply relevant knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks to very good effect. They test their solutions, working safely and with precision. They review the evidence available, analysing and evaluating some information clearly, and with accuracy. They make judgements and draw appropriate conclusions.
Good	Pupils are able to recall, select and communicate knowledge and understanding of design and technology, including its wider effects. They apply knowledge, understanding and skills in a range of situations to plan and carry out investigations and project tasks to good effect. They test their solutions, working safely and can detect and act upon errors. They review the evidence available, analysing some information clearly, and with some accuracy. They make judgements and draw valid conclusions.
Basic	Pupils are able to communicate knowledge and understanding of basic aspects of design and technology. They apply limited knowledge and understanding to plan and carry out simple projects and tasks to basic effect, with an awareness of the need for safety. They modify their approach in the light of progress and direction. They review their evidence and draw basic conclusions.

# English

Subject Leader – Mrs D Murphy - [dmurphy@newcastleschool.co.uk](mailto:dmurphy@newcastleschool.co.uk)

Grade	Descriptor
Excellent	<p><b>Reading:</b> An excellent pupil will be able to evaluate how authors achieve effects by commenting on the use of theme, language and structure. They will be able to understand the subtler nuances within the text and demonstrate the ability to select and analyse information, commenting on how these are conveyed in a variety of texts. In addition, they will have an awareness of the context of the piece and understand why this is important to the reader's appreciation for the text.</p> <p><b>Writing:</b> An excellent pupil will be able to write with control, confidence and flair. They can sustain a narrative and express complex ideas coherently and with sophistication. Their vocabulary and sentence structure will be varied to create a particular effect. They will use a range of punctuation.</p>
Very good	<p><b>Reading:</b> A very good pupil will be able to explore an author's ideas and comment on how they are conveyed through theme, language and structure. They can suggest more than one possible meaning or interpretation for ideas; analyse information and comment on the effect of the language choice. In addition, they will have an awareness of the context of the piece and how this can influence a reader.</p> <p><b>Writing:</b> A very good pupil will be able to write with control and confidence. They can sustain a narrative and express complex ideas coherently and with sophistication. Their vocabulary and sentence structure will be varied to create a particular effect. They will use a range of punctuation.</p>
Good	<p><b>Reading:</b> A good pupil will make detailed comments on language and structure. They can use evidence which is relevant and demonstrate inference rather than restating the obvious. They will be able to comment on why an author has made specific word choices and possibly the intended effect. They should use specific terminology: metaphor/genre/symbol and explain their use.</p> <p><b>Writing:</b> A good pupil will be able to use adventurous vocabulary in their writing and should be using multisyllabic words. They will be able to use complex sentences in their work and paragraphing will be secure. They will have an awareness of their readership but may tend to use common punctuation types.</p>
Basic	<p><b>Reading:</b> A pupil can show basic inference and can express an opinion about what has been read. They should be able to describe their opinion but explanation may not be present. Their points may be simplistic and prone to repetition. They can use the PEE model, although they might not be able to link their points together.</p> <p><b>Writing:</b> Writing tasks for this pupil will most likely have to be 'scaffolded'. They will use some interesting vocabulary and show conscious choices, but this may not be consistent. They will be able to use paragraphs, however, this may not be a secure feature of their writing. Sentences will tend to be a mixture of simple and compound and capital letters may lapse occasionally.</p>



## Geography

Subject Leader – Mrs R Stockwell - [rstockwell@newcastleschool.co.uk](mailto:rstockwell@newcastleschool.co.uk)

Grade	Descriptor
Excellent	The student has an exceptional geographical knowledge of location, places and processes at different scales using a sophisticated range of key terms. Links between topics are confidently explored to explain geographical processes. The student is able to independently select the appropriate geographical skill and use it accurately. The student can give a justified opinion and make a balanced evaluation considering social, economic, environmental and political causes and effects. He is able to draw on his detailed knowledge of appropriate case studies to support his understanding of the subject.
Very good	The student has an extended geographical knowledge of location, places and processes at different scales. He is very good at making links between geographical topics and frequently uses the correct key terms in his work. He can recognise which geographical skill to use and can accurately use these to analyse and interpret most sources. The student can give a justified opinion and make a balanced evaluation. He is able to select the appropriate case study to support his understanding of the subject.
Good	The student has a secure geographical knowledge of location, places and processes at different scales. He can make some links between geographical topics and is aware of key terms. The student is able to use a number of geographical skills, although not always with accuracy. The student is able to use different data sources to justify his opinion and draw together a conclusion. He can refer to case studies that support his understanding of the subject.
Basic	The student has a basic geographical knowledge of location, places and processes. He is able to locate large features and describe basic processes. He can make some links between geographical topics and, with support, is able to use key terms. The student is able to use a limited number of geographical skills with varying degrees of accuracy. The student is able to select different data sources to help support his opinion and begin to draw together a conclusion. He can name case studies that support his understanding of the subject.



# History

Subject Leader – Mrs R Black - [rblack@newcastleschool.co.uk](mailto:rblack@newcastleschool.co.uk)

Grade	Descriptor
Excellent	The pupil can critically analyse different features of the past and justify their argument. He can explain in detail how and why different interpretations (views) of the past have arisen or been constructed, and can fully explain how the significance of events, people and changes has varied according to different perspectives. The pupil can critically analyse sources of information, make inferences from sources and consider the issues surrounding the origin, nature and purpose of sources. He can select, organise and use relevant information and make sophisticated use of historical terminology to produce well-structured work.
Very good	The pupil can analyse different features of the past and justify their argument. He can explain how and why different interpretations (views) of the past have arisen or been constructed, and can explain how the significance of events, people and changes has varied according to different perspectives. The pupil can analyse sources of information, make inferences from sources and consider the issues surrounding the origin, nature and purpose of sources. He can select, organise and use relevant information and make impressive use of historical terminology to produce structured work.
Good	The pupil can make some analysis of different features of the past and support their argument with evidence. He can explain interpretations of the past and support their views with relevant source material, and can explain the significance of events and have an appreciation of different perspectives on the past. The pupil can make some inferences from sources of information and begin to consider the issues surrounding the origin, nature and purpose of sources. He can deploy useful information in their answers and make good use of historical terminology to produce some extended writing.
Basic	The pupil has a basic view of the different features of the past and can make simplistic inferences from sources of information. He can understand bias and why some sources may be unreliable, and can put events in chronological order and has a limited grasp on how and why the past can be viewed in different ways. The pupil can pick out key points from sources of information and support their views with some evidence. He can deploy basic information in their answers and make some use of historical terminology to produce an extended answer.



# Mathematics

Subject Leader – Mr A Black - [ablack@newcastleschool.co.uk](mailto:ablack@newcastleschool.co.uk)

Grade	Descriptor
Excellent	The pupil has an exceptional interconnected knowledge and understanding of the subject and can consistently and competently apply this to unfamiliar contexts. They display excellent skill in the areas of number, shape and space, and handling data, regularly completing extension work in addition to the normal classwork set. They are able to critically evaluate their methods and answers to improve accuracy.
Very good	The pupil has a very good knowledge and understanding of the subject and can consistently and apply this to unfamiliar contexts. They display very good level of skill in the areas of number, shape and space, and handling data, often completing extension work in addition to the normal classwork set. They are able to evaluate their methods and answers to improve accuracy.
Good	The pupil has a robust knowledge and understanding of the subject and can apply this to some unfamiliar contexts. They display a secure level of skill in the areas of number, shape and space, and handling data, enabling them to complete work set for the class with a good degree of success. They are able to evaluate their answers to improve accuracy.
Basic	The pupil can recall methods in some areas of the subject competently but has some gaps in subject knowledge and a limited ability to apply this to unfamiliar contexts. They display a basic level of skill in the areas of number, shape and space, and handling data, resulting in the completion of classwork to a limited degree of success.

## Modern Foreign Languages (French and Spanish)

Subject Leader - Mrs C Thompstone - [cthompstone@newcastleschool.co.uk](mailto:cthompstone@newcastleschool.co.uk)

Grade	Descriptor
Excellent	The pupil has an excellent understanding of longer spoken and written materials, when <u>listening</u> and <u>reading</u> , and some success in dealing with unfamiliar language. He <u>reads</u> and applies grammatical knowledge, with confidence, and can translate with accuracy. He <u>speaks</u> giving regularly developed responses conveying information clearly, using a wide variety of structures. Pronunciation is consistently excellent. He can speak spontaneously, and always adds detail to answers. He can confidently <u>write</u> a coherent piece of prose using appropriate links between paragraphs, drawing on a wide range of the topic areas covered, and using a range of vocabulary and structures, which he applies independently with an exceptional level of accuracy. He is able to use the correct grammar, displaying an excellent understanding of a range of grammatical concepts.
Very good	The pupil has a very good understanding of longer spoken and written materials, when <u>listening</u> and <u>reading</u> , and can work out some unfamiliar language. He <u>reads</u> and applies grammatical knowledge with some success, and can translate with a degree of accuracy. He <u>speaks</u> giving developed responses conveying information clearly most of the time, using a variety of structures. Pronunciation is consistently very good. He can speak spontaneously in some situations, and seeks to add some detail to answers. He can <u>write</u> a coherent piece of prose using appropriate links between paragraphs, drawing on more than one of the topic areas covered, and using a range of vocabulary and structures, which he applies independently with a good level of accuracy. He is able to use the correct grammar most of the time, displaying a very good understanding of a range of grammatical concepts.
Good	The pupil has a good understanding of spoken and written materials, when <u>listening</u> and <u>reading</u> , and can at times work out some unfamiliar language. He <u>reads</u> and applies grammatical knowledge with some success, and can translate with developing accuracy. He <u>speaks</u> giving some developed responses conveying information clearly some of the time, using a developing range of structures. Pronunciation is consistently good, with some inconsistencies. He still relies on pre-learned answers, but seeks to add some detail to answers on occasion, and uses some spontaneous language. He can <u>write</u> a mostly-coherent piece of prose using simple links between paragraphs, with occasional crossover between the different topic areas covered, and using a range of vocabulary and structures, which he applies independently at times with some accuracy. He is able to use the correct grammar much of the time, displaying a good understanding of a range of grammatical concepts.
Basic	The pupil has a basic understanding of spoken and written materials, when <u>listening</u> and <u>reading</u> , and can work out some unfamiliar language with support. He <u>reads</u> and applies grammatical knowledge on occasion, and can translate, although he can be inaccurate. He <u>speaks</u> giving one or two developed responses conveying simple information though parts may be unclear, using some of the key structures covered. Pronunciation is more accurate than not, with some inconsistencies. He still relies on pre-learned answers, but can add some detail to answers with support. He can <u>write</u> a short piece of prose using simple links between sentences, on one specific area of the topic, and using a developing range of the key vocabulary and structures, which he applies with some accuracy, although he lacks independence. He is able to use the correct grammar some of the time, but requires support in order to apply it with accuracy, displaying a limited understanding of a grammatical concepts.

# Music

Subject Leader - Mr J Hopkinson - [jhopkinson@newcastleschool.co.uk](mailto:jhopkinson@newcastleschool.co.uk)

Grade	Descriptor
Excellent	The pupil is distinctly above the national average for his age group and has an exceptional understanding across the board in Performing, Composing and Appraising Music. In <u>Performing</u> , the pupil will be able to play and perform confidently in a range of solo and ensemble contexts and will have made considerable progress on an individual instrument demonstrating an exceptional musical ability. In <u>Composing</u> , the pupil will show creativity and originality in his composition work showing a confident application of musical the key musical elements such as: Melody, Harmony, form, tempo, dynamics and instrumentation. Compositional outcomes will feel complete and fluent with a sense of style. In <u>Appraising</u> , the pupil will be able to listen with increasing discrimination to a wide range of music within a wide range of genres. The pupil will show an exceptional awareness of the musical elements and will be able to write about them confidently and accurately, developing a deepening understanding of the music and its history.
Very good	The pupil is above the national average for his age group and has an extended understanding across the board in Performing, Composing and Appraising Music. In <u>Performing</u> , the pupil will be able to play and perform confidently in a range of solo and ensemble contexts using his voice, playing instruments musically, fluently and with accuracy and expression. In <u>Composing</u> , the pupil will show creativity and originality in his composition work showing a confident application of the key musical elements such as: Melody, Harmony, form, tempo, dynamics and instrumentation. In <u>Appraising</u> , the pupil will be able to listen to a wide range of music within a range of genres. The pupil will show a good awareness of the musical elements and will be able to confidently use key words when answering listening questions.
Good	The pupil is in line with the national average and has a strength in one or two of the following areas: Performing, Composing and Appraising Music. There is some clear room for improvement in one or more of the areas. In <u>Performing</u> , the pupil will be able to play and perform in a range of solo and ensemble contexts using his voice, playing instruments musically and fluently. The pupil will try his best to shape the music with dynamics and expression. In <u>Composing</u> , the pupil will show some creativity and originality in his composition work showing a rudimentary understanding of the key musical elements such as: Melody, Harmony, form, tempo, dynamics and instrumentation. In <u>Appraising</u> , the pupil will be able to listen to a range of music within a range of genres. The pupil will show a good awareness of the musical elements and will be able to use some key words when answering listening questions.
Basic	The pupil has a basic understanding of the components of music with a limited ability in one or more of the following components: Performing, Composing and Appraising Music. There is much room for improvement in one or more of these areas. In <u>Performing</u> , the pupil will be able to play and perform in a limited range of solo and ensemble contexts using his voice and playing instruments. The pupil will have a basic sense of coherence but his time keeping, sense of shape, style and accuracy will require further development. In <u>Composing</u> , the pupil will show a basic understanding of the key musical elements such as: Melody, Harmony, form, tempo, dynamics and instrumentation. The pupil will be able to write a melody with some basic form of rhythmic accompaniment with much room for development. In <u>Appraising</u> , the pupil will have a limited listening range of genres. The pupil will show some basic awareness of the musical elements but will find it difficult to distinguish between them and to write about them accurately.



## PE and Games

Subject Leader - Mr L Hogarth - [lhogarth@newcastleschool.co.uk](mailto:lhogarth@newcastleschool.co.uk)

Grade	Descriptor
Excellent	The pupil demonstrates an exceptional level of technique during performance of skills and can apply these skills successfully in a competitive situation, often showing use of advanced tactics. He consistently shows a high level of theoretical knowledge and understanding, and is consistently able to accurately analyse his own and others' performance and act on this to make improvements. He is extremely likely to be involved in a number of co-curricular sporting clubs and is likely to represent the school in a number of sports.
Very good	The pupil demonstrates a very good level of technique during performance of skills and can apply these skills successfully in a competitive situation, often showing use of tactics. He shows a very good level of theoretical knowledge and understanding, and is often able to accurately analyse his own and others' performance and act on this to make improvements. He is very likely to be involved in a number of co-curricular sporting clubs and is likely to represent the school in at least one sport.
Good	The pupil demonstrates a good level of technique during performance of skills and can often apply these skills successfully in a competitive situation, sometimes showing use of tactics. He shows a good level of theoretical knowledge and understanding, and is occasionally able to analyse his own and others' performance and act on this to make improvements. He is fairly likely to be involved in a co-curricular sporting club and is fairly likely to represent the school in one sport.
Basic	The pupil demonstrates limited evidence of technique during performance of skills and struggles to apply these skills successfully in a competitive situation, rarely showing use of tactics. He shows a very basic level of theoretical knowledge and understanding, and is rarely able to analyse his own and others' performance and therefore making improvements is a consistent challenge. He is unlikely to be involved in co-curricular sporting clubs and is unlikely to represent the school.



# Physics

Subject Leader - Mr Q Smith - [gsmith@newcastleschool.co.uk](mailto:gsmith@newcastleschool.co.uk)

Grade	Descriptor
Excellent	The student has an excellent knowledge base in the subject, and his recall of facts extends beyond the areas taught. He gives clear and concise explanations of phenomena, demonstrating a critical understanding of the concepts involved. Graphs and tables are drawn accurately and analysis of data is excellent. Mathematical calculations are performed accurately and formulae can be rearranged. The student can complete practical activities safely, and consistently records enough data to make accurate conclusions. He is able to evaluate the limitations of practical work in a critical manner and make suggestions on how to improve experiments. He regularly applies his knowledge to new situations and can evaluate scientific arguments.
Very good	The student has a very good knowledge base in the subject, and his recall of facts extends to all the areas taught. He gives clear explanations of phenomena, demonstrating a complete understanding of the concepts involved. Graphs and tables are drawn accurately and analysis of data is good. Mathematical calculations are performed accurately and formulae can be rearranged. The student can complete practical activities safely, and consistently records enough data to make accurate conclusions. He is able to evaluate the limitations of practical work in a critical manner. He regularly applies his knowledge to new situations and can evaluate scientific arguments. Scientific language is consistently used accurately.
Good	The student has a good knowledge base in the subject, and his recall of facts extends to all the areas taught. He gives clear explanations of phenomena, demonstrating a good understanding of the concepts involved. Graphs and tables are drawn accurately and interpretation of data is good. Mathematical calculations are performed accurately. The student can complete practical activities safely, and consistently records enough data to make accurate conclusions. He is beginning to evaluate the limitations of practical work he has carried out. He can apply his knowledge in new situations. Scientific language is used accurately most of the time.
Basic	The student is developing a knowledge base in the subject, but his recall of facts does not extend to all the areas taught. He can give simple explanations of phenomena, demonstrating a limited understanding of the concepts involved. Graphs and tables are not drawn accurately and interpretation of data is limited. Simple arithmetic calculations are performed accurately. The student can complete practical activities safely, and usually records enough data to make simple conclusions. Scientific language is used occasionally.



## Religious Studies

Subject Leader - Miss B Buxton Collins - [bbuxtoncollins@newcastleschool.co.uk](mailto:bbuxtoncollins@newcastleschool.co.uk)

Grade	Descriptor
Excellent	Thorough and detailed explanations of the arguments and questions raised by the nature of religious, philosophical and ethical ideas, and consistent use of examples to demonstrate these. Consistent questioning of the strength of religious and non-religious arguments and consideration of the issues these might cause to religious and non-religious people. A wide range of religious and philosophical language used throughout.
Very good	Detailed explanations of the arguments and questions raised about the nature of religious, philosophical and ethical ideas. Accurate and relevant use of examples to develop these arguments. Good attempts at raising questions about religious and non-religious arguments. A range of religious and philosophical language used.
Good	A good, generally detailed description of the religious, philosophical and ethical ideas discussed. Some good examples used to develop these arguments. Some use of specific religious and philosophical language used.
Basic	Basic statement demonstrating some understanding of religious, philosophical or ethical ideas. Very limited use of examples to develop these arguments. Very little use of specific religious and philosophical language.