

Assessment and Reporting at Stanborough

A guide for Year 7 Parents





November 2019

Dear Parent/Carer

Welcome to this guide on Assessment and Reporting at Stanborough. The aim of this booklet is to give you a clear guide of how your child will be assessed at Stanborough School. This booklet will focus mainly on Year 7 although many of the principles will apply beyond Year 7.

Assessment is an integral part of instruction, as it determines whether or not the goals of education are being met. Reporting is the communication of this assessment information, usually in a summative format.

At Stanborough, we encourage our staff to share assessment information with students on a regular basis so they are aware of what they need to do to succeed and also how they can get there. I would encourage you to involve yourself also in this process by talking to your child about any assessment information shared with them. This is not just the obvious comments in books or test scores, but also discussions in class with their teachers, as oral feedback in class is probably the most common form of feedback given to students.

I hope you find this guide useful. If you want any more information please do not hesitate to contact me at school at spryor@stanborough.herts.sch.uk.

Yours sincerely

Mrs S Pryor
Student Data and Progress Leader



How will my child be assessed?

There are a number of methods of assessment used across the school. Different subjects will assess students in a way that suits them. There are a number of common methods that are used at Stanborough.

1. Stanborough Effort Grade

This is used to inform students about the level of effort they have put into a project/piece of work. It is not an indicator of attainment/how successfully it has been completed, although there is often a close correlation for obvious reasons. The criteria for the Stanborough Effort Grade is shown below.

Stanborough Effort Grade Criteria	
4	This grade will be reserved for work that is exceptional with regard to the effort that you have applied. Your work will reflect the ethos of 'Going Beyond our Best'.
3	This grade will be awarded to work that demonstrates that you have applied a level of effort that would be above what is expected of you. The work produced will be accomplished and show that you have applied considerable thought and care to the task.
2	This grade will be awarded to work that demonstrates that you have applied a level of effort that would be expected. The work produced will be competent and show that you have applied some thought and care to the task.
1	This grade will be awarded to work that demonstrates that you have applied a level of effort that would be below what is expected of you. The work produced will be inadequate and show that you have not applied the required thought and care to the task.

It is worth noting here that a '2', although acceptable, is the lowest expected level of effort from students. A '3' shows above expected effort, whilst a '4' shows exceptional effort on behalf of a student.

2. WWW/EBI Feedback

On key pieces of work, students will receive feedback in the form of WWW/EBI comments.

WWW – 'What Went Well'

These comments should highlight the positives and strengths of the piece of work and celebrate achievement.

EBI – 'Even Better If'

These comments should highlight what the student could do to do even better in the piece of work. They should be specific to the student and should be achievable.

3. Personal Learning Goals (PLG)

With the ending of National Curriculum Levels, secondary schools have had to develop their own systems for Key Stage 3 assessment.

At Stanborough, we have developed the 'BASE' system. This system allows both students and parents the opportunity to assess their performance against age related expectations. A student's PLG in each subject is given using the following general BASE criteria.

Beyond	This level of knowledge, skills and understanding is significantly above what would be expected from a student of this age. To achieve this students must show a strong aptitude for a subject and will be working at a very high level. Students who achieve 'Beyond' would generally be expected to achieve a top level GCSE grade later on in their school career.
Above	This level of knowledge, skills and understanding is above what is expected for a student of this age. Students who achieve 'Above' would be expected to achieve a high level GCSE grade later on in their school career.
Secure	This is a level of knowledge, skills and understanding that would be expected at this age. Students who are 'secure' would generally be expected to achieve a good GCSE level later on in their school career.
Establishing	This is a level of knowledge, skills and understanding that is below what would normally be expected at this age. Students who are at this level would generally be expected to be working towards a good GCSE level later on in their school career.

Students will not get a BASE level for all pieces of work. Indeed, they may not get a BASE level very frequently at all in certain subjects. The deciding of a student's PLG will be taken using a variety of assessment data.

When will information be provided on Personal Learning Goals?

Students and parents will be given a Personal Learning Goal at PU2 in Year 7. This is published in March. We do not expect staff to make a decision before this as we want to make an accurate assessment of where students are and what they are capable of. A student's PLG is not fixed and can be changed both up and down.

How is the Personal Learning Goal in different subjects worked out?

The general BASE criteria for each subject is outlined in the back of this pack. All available information is used to determine a student's PLG. Work in class and at home, test scores, oral responses, projects and other key assessments will all be used to determine how well a student is getting on in each subject.

Reporting to Parents

In each year, we provide six fixed points of contact between parents and school. Although some of these are optional for parents, we like to think that parents can contact the school at any time if they have a concern about their child's progress.

On top of these six points of contact, there are also additional events for parents to come into school. Year 7 Transition Update is one of these. In Year 8 there will be an Options Information Evening and from Years 9-13 there are a number of specific information evenings designed to inform parents and students about what is happening at the school.

1. PTI – Parent Teacher Interviews

Once a year, parents can make appointments with all their child's teachers to speak to them about their progress across all subjects. For Year 7 this is on **Wednesday May 1st 2019**. These events usually run from 4-7pm.

2. PTS – Parent Teacher Surgeries

There are two of these in a year, usually about 2 weeks after the Progress Updates in November and March. They offer parents the opportunity to have a smaller (normally no more than 3) number of conversations with members of staff regarding any areas of concern they may have about the progress of their child. These events run from 2-5pm. This year they are on **Thursday 29th November 2018** and **Thursday 28th March 2019**. There is no expectation for parents to attend these events unless they have any concerns relating to individual subjects.

3. Progress Updates

There are three Progress Updates (PUs) per year. These will be published in November, March and July. This is our reporting system at Stanborough. At each Progress Update the following information is produced for each subject:

Personal Learning Goal – these have already been discussed. These will not be produced until PU2 in Year 7. These will be expressed using the BASE framework.

Progress Levels – this indicates how well students are achieving in relation to their PLG

Description	Colour
Working above PLG	Blue
Working at the top end of PLG	Green
Working to achieve PLG	Yellow
Working below PLG	Red

Approach to Learning Grades – these are more sophisticated effort grades that show, in general, how well students are working in each of their subjects.

Students will receive 3 grades for each subject, they will be:

- Behaviour for Learning
- Classwork
- Homework

Again, similar to the Stanborough Grade, these will be awarded on a 1-4 basis where 1 is not acceptable, 2 is acceptable, 3 is working at a good level and 4 being used to show working at a very high level.

The detailed criteria for each Approach to Learning Grade is shown at the end of this pack.

An average of all three grades will be shown for each subject. Students should be aiming for 3 or above in each subject.

**Personal Learning
Goal criteria using
the BASE
framework for all
subjects in Year 7**

Year 7 KS3 Assessment Criteria – Art

B eyond	<ul style="list-style-type: none"> • Show confidence when taking creative risks in order to develop, express and realise my ideas. 	<ul style="list-style-type: none"> • Make intuitive and analytical judgements when independently experimenting with materials and processes. 	<ul style="list-style-type: none"> • Analyse, engage with and question critically, aspects of my own and other's work. 	<ul style="list-style-type: none"> • Demonstrate analytical, critical and contextual understanding when expressing reasoned judgements about my own work and that of others.
A bove	<ul style="list-style-type: none"> • Show independence and creativity when exploring my ideas and experimenting with techniques. Learn from taking creative risks in order to develop my ideas. 	<ul style="list-style-type: none"> • Apply my technical knowledge and skills to my work to develop the work I am producing. Confidently combine materials, processes and the formal elements when producing art work. 	<ul style="list-style-type: none"> • Interpret and explain how ideas and meanings are conveyed by artists. • Analyse and comment on my own and other's work. 	<ul style="list-style-type: none"> • Evaluate my own work and that of others, using my critical understanding to develop my own views and artistic practice. • Explain how and why my understanding of artists' work affects my own ideas, values and practice.
S ecure	<ul style="list-style-type: none"> • Creatively explore, experiment and respond to ideas. • Select information and resources to develop my work. 	<ul style="list-style-type: none"> • Develop and use my artistic skills to manipulate the qualities of the materials I am using. 	<ul style="list-style-type: none"> • Consider and discuss the ideas, methods and approaches used by artists. • Consider the context and purpose of artworks. 	<ul style="list-style-type: none"> • Evaluate my own work and that of others, reflecting upon my own view of its purpose and meaning.
E stablishing	<ul style="list-style-type: none"> • Explore and experiment with a variety of ideas. 	<ul style="list-style-type: none"> • Investigate and develop a range of practical skills to suit the work I am producing. 	<ul style="list-style-type: none"> • Compare and comment on different ideas and methods used by artists 	<ul style="list-style-type: none"> • Discuss my own work and the work of others and consider how ideas, skills and processes can be improved.

Year 7 KS3 Assessment Criteria – Drama

Rehearsal

	Creation	Group Work	Response
B eyond	Be able to create an original idea/story which includes original and creative characters.	Be able to take on a leadership role and take charge of a group helping to coordinate and shape the structure and content of the piece.	Take on WWW/EBI and adapt/change their performance in response and be able to apply the EBI to other areas of their work.
A bove	Be able to create an original idea/story which does not already exist.	Be able to contribute their own ideas to a group and listen to and respond to the ideas of others.	Be able to understand and take on WWW/EBI/feedback and act on it independently
S ecure	Be able to create an idea/adaptation from a pre-existing story/knowledge with a basic understanding of how it might have to change for performance.	Be able to contribute ideas and suggestions to the group during the rehearsal process.	Be able to understand WWW/EBIs and act on them with support.
E stablishing	Be able to re-tell a story including most of the main details, characters.	Be able to follow the ideas and suggestions of others.	Be able to understand any WWW/EBIs set by the teacher.

Performance

	Physical	Vocal	Proxemics/Space	Intentions
B eyond	Be able to use a range of skills, (including levels), to create a sophisticated and original character in performance.	Be able to use a range of vocal skills, (including pause/silence and an emotional range), to portray a convincing character.	Demonstrate sophisticated understanding of the symbolism of proxemics, using the complete stage with the physical use of levels, staging blocks etc to support this. The ensemble effect is considered not just the individual.	Understands motivation and how that communicates/shapes intentions for the audience.
A bove	Be able to use Facial Expression, Gesture, Posture and Gait to create and sustain a character in performance.	Be able to a range of vocal performance skills, (including pace), appropriately to portray a convincing character.	Demonstrate the use of proxemics to symbolise character relationships on stage. Show awareness/consideration of the audience.	Have a clear dramatic intention communicated to the audience.
S ecure	Be able to use Facial Expression, Gesture, Posture and Gait to create a character in performance.	Be able to use volume, pitch, tone and accent to create a voice other than their own in performance but may not be appropriate for their character.	Understand the symbolism of proxemics/spatial relationships on stage but apply them inconsistently.	Have evidence of dramatic intentions within a performance but inconsistently communicated.
E stablishing	Be able to use Facial Expression and Gesture to create a character in performance	Be able to understand that tone of voice communicates meaning and character in performance.	Understand the concept that proxemics and space can communicate an idea to an audience.	Have a dramatic intention to communicate but may not have relevance or clarity.

Evaluation

	Self
B eyond	Use sophisticated range of drama terminology to create meaningful WWW and EBIs and see that reflected in their next performance.
A bove	Use key drama terminology to reflect on their own work and identify a WWW and EBI which is relevant to the Objectives/Assessment Criteria.
S ecure	Identify an area of performance in which they could improve.
E stablishing	Use basic drama terminology to describe their own performance and something they liked within it.

Year 7 KS3 Assessment Criteria – English Reading

B eyond	I can explain clearly how the writer develops ideas	I can support my explanation with precise evidence from the text	I can consider different interpretations of my evidence	I can use a range of subject terminology to develop my explanations	I can explain how patterns of language convey the writer's point of view
A bove	I can explain clearly the writer's point of view	I can support my explanation with well-chosen evidence from the text	I can make perceptive comments about my evidence from the text	I can subject terminology to describe specific details in a text	I can explain how the writer's choice of language conveys a point of view
S ecure	I can explain clearly the writer's main purpose	I can support my explanation with relevant evidence from the text	I can make straightforward inferences about my evidence from the text	I use some subject terminology to describe the writer's use of language	I can explain why the writer made this choice of language
E stablishing	I can make a detailed personal response to the text	I can support my response with some evidence from the text	I can make obvious comments about my evidence from the text	I can make general comments about the writer's use of language	I can make a response to the writer's choice of language

Year 7 KS3 Assessment Criteria – English Writing

B eyond	I use words and phrases to connect my paragraphs together	I sometimes use different types of sentence for effect	I usually use accurate punctuation within sentences	I make regular use of adventurous vocabulary for effect	I always spell complex vocabulary accurately
A bove	I usually start a new paragraph for a new idea or event	I usually show control of complex sentences	I sometimes use accurate punctuation within sentences	I make some use of adventurous vocabulary for effect	I usually spell complex vocabulary accurately
S ecure	I sometimes start a new paragraph for a new idea or event	I sometimes show control of complex sentences	I use accurate punctuation between sentences	I use straightforward vocabulary that is appropriate for the task	I sometimes spell complex vocabulary accurately
E stablishing	I sometimes make appropriate divisions in my writing	I usually write simple sentences accurately	I use some accurate punctuation between sentences	I use clear, simple vocabulary accurately	I spell most one and two syllable words accurately

Year 7 KS3 Assessment Criteria – Food

Learning Goal	Can DEMONSTRATE and APPLY knowledge and understanding of nutrition, food, cooking and preparation	PLAN, PREPARE, COOK and PRESENT dishes, combining appropriate techniques	ANALYSE and EVALUATE different aspects of nutrition, food, cooking and preparation, including food made by themselves and others
Beyond	<p>I can describe in detail the principles of food safety and hygiene when preparing and cooking ingredients.</p> <p>I can describe where a range of foods are from, how they are processed and different ways in which they are used to create a range of dishes.</p> <p>I can identify, explain and summarise the factors that affect food choice.</p> <p>I can propose a design for a new dish taking into account the specific needs; I can apply my knowledge of ingredients and healthy eating.</p>	<p>I can independently, with skill and accuracy carry out practical work, making a range of dishes.</p> <p>I can demonstrate a range of different preparation and cooking methods, independently selecting the correct equipment.</p> <p>I can accurately the use the oven, hob and grill independently.</p>	<p>I can in detail evaluate my ideas, and select and modify my recipe.</p> <p>I can complete a detailed written evaluation looking back at the design task and comment on my outcome, strengths, weaknesses and possible developments.</p> <p>I can relate my evaluation to current environmental, ethical, social and cultural issues where relevant.</p> <p>I can use sensory analysis testing vocabulary to analyse and evaluate my outcome in detail.</p>
Above	<p>I can explain the principles of food hygiene and safety when preparing and cooking ingredients.</p> <p>I can describe and group a range of foods, state how they are used to create a wide range of dishes.</p> <p>I can identify and explain the factors that affect food choice.</p> <p>I can apply my knowledge of ingredients to design a dish for a specific purpose and justify my choice.</p>	<p>I can carry out with skill and accuracy, practical work making a range of dishes.</p> <p>I can demonstrate a range of preparation and cooking methods, mainly selecting the correct equipment.</p> <p>I can use the oven, hob and grill independently.</p>	<p>I can evaluate my ideas, and select and modify my recipe.</p> <p>I can complete a written evaluation looking back at the design task and comment on my outcome, strengths and weaknesses.</p> <p>I can use sensory analysis testing vocabulary to analyse and evaluate my outcome.</p>
Secure	<p>I can describe the main points of food hygiene and safety when preparing and cooking ingredients.</p> <p>I can describe where a range of foods are from and how they are used to create dishes.</p> <p>I can identify some factors that can affect food choice.</p> <p>I can apply knowledge of ingredients to design a dish for a specific purpose.</p>	<p>I can carry out with some skill, practical work making a range of dishes.</p> <p>I can show different preparation and cooking methods and select the correct equipment mainly unaided.</p> <p>I can use the oven, hob and grill mainly unaided.</p>	<p>I can evaluate my ideas, and select a suitable recipe.</p> <p>I can complete a written evaluation and comment on what went well and what could be improved.</p> <p>I can use sensory analysis testing vocabulary to comment on appearance, taste, texture and aroma.</p>
Establishing	<p>I can list the basics of food hygiene and safety when preparing and cooking ingredients.</p> <p>I can identify and list where some foods are from and how they are used to create dishes.</p> <p>I can list some factors that can affect food choice.</p> <p>I can follow a basic plan to help make a dish for a specific purpose.</p>	<p>I can carry out practical work, with help and support from the teacher.</p> <p>I can with support show some different preparation and cooking methods. I need some help when selecting the correct equipment.</p> <p>I can use the oven, hob and grill with support.</p>	<p>I can describe my ideas and use a given recipe.</p> <p>I can comment on my outcome and list how I might make my work better.</p> <p>I can comment on the appearance and taste of my outcome.</p>

Year 7 KS3 Assessment Criteria – Geography

	AO1: Knowledge and recall	AO2: Concept understanding	AO3: Geographical skills	AO4: Investigation skills
B eyond	Extensive knowledge of spatial and temporal awareness. You know where places are and where things happen at a range of different scales.	Understanding of concepts and ideas is extensive. You can use detailed case studies to provide evidence to answer questions.	Selects, uses or creates accurately a wide range of Geographical skills. Can use scale accurately on maps Draw conclusions from data sets.	Carries out Geographical investigations independently at a range of scales.
A bove	Good, detailed spatial awareness of places. Clear knowledge of where things are and where things happen at a range of different spatial scales.	Understanding of concepts shown through detailed understanding through their written work. Ideas are clear, coherent and linked. Case studies are detailed and relevant.	Can select and use or create a range of geographical skills. Reading maps accurately to find places Creating a range of graphs and charts accurately. Infer and draw conclusions from data sets	Using knowledge and understanding, suggest relevant Geographical questions or issues.
S ecure	Sound awareness of places and processes studied. General knowledge of where places are and where things happen at different spatial scales.	Understanding of geographical ideas is good. Statements are clear and linked with some expansion of points. Good use of case studies to illustrate ideas and concepts	Creates and uses a range of Geographical skills. Sound map reading skills. Good clear creation of maps, diagrams, graphs and charts to show information (e.g. Line graphs)	Begins to suggest appropriate Geographical questions, using a range of Geographical skills to help them investigate places and/or environments.
E stablishing	Basic spatial awareness of places and processes. Basic knowledge of where places are and where things happen. You can Identify where places are at different spatial scales.	Basic understanding of geographical ideas. Statement may be clear and may not be linked. Or in a random order. Basic use of case studies to illustrate ideas.	Creates and uses a range of Geographical skills. Basic map skills identifying routes and four figure grid references. Creating simple maps, diagrams, graphs and charts. (e.g. Bar graphs)	Begins to identify Geographical questions, using geographical skills to help them investigate places.

Year 7 KS3 Assessment Criteria – History

	Ao1: Essay Writing	Ao2: Source Skills	Ao3: Knowledge and Chronology
B eyond	Students analyse links between events and developments that took place in different countries and in different periods. When exploring historical interpretations and judgements about significance, students construct convincing and substantiated arguments and evaluations based on their understanding of the historical context.	Students evaluate critically a wide range of sources, reaching substantiated conclusions independently. They use historical terminology confidently, reflectively and critically. They consistently produce precise and coherent narratives, descriptions and explanations.	Students show a confident and extensive knowledge and understanding of local, national and international history. Students pursue enquiries about historical change and continuity, diversity and causation, constructing well-substantiated, analytic arguments within a wide frame of historical reference.
A bove	Students begin to explain relationships between causes. They begin to explain how and why different interpretations of the past have arisen or been constructed. They explore criteria for making judgements about the historical significance of events, people and changes. They investigate historical problems and issues, asking and beginning to refine their own questions.	When establishing the evidence for a particular enquiry, students consider critically issues surrounding the origin, nature and purpose of sources. They select, organise and use relevant information and make appropriate use of historical terminology to produce well-structured work.	Students show their knowledge and understanding of local, national and international history by beginning to analyse the nature and extent of diversity, change and continuity within and across different periods.
S ecure	Students begin to recognise and describe the nature and extent of diversity, change and continuity, and to suggest relationships between causes. They suggest some reasons for different interpretations of the past and they begin to recognise why some events, people and changes might be judged as more historically significant than others. They investigate historical problems and issues and begin to ask their own questions.	Students begin to evaluate sources to establish evidence for particular enquiries. They select and deploy information and make appropriate use of historical terminology to support and structure their work.	Students show their knowledge and understanding of local, national and international history by describing events, people and some features of past societies and periods in the context of their developing chronological framework.
E stablishing	Students are beginning to give a few reasons for, and results of, the main events and changes. They identify some of the different ways in which the past is represented.	Students use sources of information in ways that go beyond simple observations to answer questions about the past.	Students show their developing understanding of chronology by their realisation that the past can be divided into different periods of time, their recognition of some of the similarities and differences between these periods, and their use of dates and terms. They show knowledge and understanding of some of the main events, people and changes studied.

Year 7 KS3 Assessment Criteria – IT

	Digital Communication (eSafety)	Computing (micro:bit)	Game Design (Scratch)	Digital Design (Graphics & Web Design)
Beyond	Extensive understanding of bias and the reliability of sources Astute awareness of the target audience Independently use advanced features to enhance the user experience	Extensive understanding of the components and processes of a computer system Independently problem solve and create robust programming solutions	Independently problem solve and create robust programming solutions Astute awareness of the target audience and purpose	Independently use advanced features of graphics and web design software to create digital products which enhance the user experience Astute awareness of the target audience
Above	Wide understanding of bias and the reliability of sources Excellent awareness of the target audience Independently use features to enhance the user experience	Excellent understanding of the components and processes of a computer system Independently problem solve and create programming solutions which are efficient.	Excellent understanding Independently problem solve and create programming solutions which are efficient. Excellent awareness of the target audience and purpose	Independently use features of graphics and web design software to create digital products which enhance the user experience Excellent awareness of the target audience
Secure	A sound understanding of bias and the reliability of sources Clear awareness of the target audience Use features to enhance the user experience	Sound understanding of the components and processes of a computer system Problem solve and create programming solutions which are mostly efficient.	Sound understanding Problem solve and create programming solutions which are mostly efficient. Clear awareness of the target audience and purpose	Use features of graphics and web design software to create digital products which are fit for purpose Clear awareness of the target audience
Establishing	A limited understanding of bias and the reliability of sources Some awareness of the target audience Use features to create a publication	A limited understanding of the components and processes of a computer system Shows a developing ability to problem solve and attempt to create solutions for these	A limited understanding Shows a developing ability to problem solve and attempt to create solutions for these Some awareness of the target audience and purpose	Uses limited features of graphics and web design software to create simple digital products Some awareness of the target audience

Year 7 KS3 Assessment Criteria – Maths

	<p>Outlined below are the key objectives that students need to achieve this year in mathematics; these will be taught as part of a wide and varied curriculum. Students will be educated to become fluent in the fundamentals of mathematics so that they are efficient in using and selecting the appropriate written algorithms and mental methods. It is important students can solve problems by applying their mathematics to a variety of problems with increasing sophistication; including in unfamiliar contexts and to model real-life scenarios. Students must also be able to address misconceptions and reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.</p>	
B eyond	<ol style="list-style-type: none"> 1. Calculate and interpret information from discrete and continuous data 2. Apply the multiplication, division and power laws of indices 3. Factorise an expression by taking out common factors 4. Convert between terminating decimals and fractions 5. Find a relevant multiplier when solving problems involving proportion 	<ol style="list-style-type: none"> 6. Form and solve equations from worded problems 7. Apply the formulae for circumference and area of a circle 8. Evaluate expressions by substituting values into them 9. Plot and interpret graphs of linear functions 10. Find and use the nth term for a linear sequence
A bove	<ol style="list-style-type: none"> 1. Calculate averages from a set of values 2. Recognise difference between factors, multiples and prime numbers 3. Substitute numbers into formulae 4. Apply the four operations with decimals 5. Work with equivalent percentages, fractions and decimals 	<ol style="list-style-type: none"> 6. Calculate theoretical probabilities for single events 7. Use fractions and percentages to describe and compare proportions 8. Understand and use geometric notation for labelling angles, lengths, equal lengths 9. Understand and use lines parallel to the axes, $y = x$ and $y = -x$ 10. Identify transformations of shapes
S ecure	<ol style="list-style-type: none"> 1. Construct and interpret dual bar charts 2. Multiply and divide numbers with up to three decimal places by 10, 100, and 1000 3. Simplify simple algebraic expressions by collecting like terms 4. Choose suitable units to estimate length and area 5. Write a fraction in its lowest terms by cancelling common factors 	<ol style="list-style-type: none"> 6. Calculate probability based on equally likely outcomes 7. Use simple ratio to compare quantities 8. Solve missing angle problems involving triangles, quadrilaterals, angles at a point and angles on a straight line 9. Generate and describe linear number sequences 10. Complete reflections, enlargements, rotations & translations of shapes
E stablishing	<ol style="list-style-type: none"> 1. Display data using suitable diagrams 2. Count forwards and backwards through zero 3. Write expressions from a description in words 4. Read information from real-life graphs 5. Add and subtract decimals 	<ol style="list-style-type: none"> 6. Recognise and use multiples, factors and prime numbers 7. Measure and draw angles 8. Solve problems involving perimeter 9. Convert between basic percentages, decimals and fractions 10. Complete reflections, translations and rotations of basic shapes
<p>Students will be expected to adhere to the school's presentation contract and bring all mathematical equipment to every lesson. Homework will be set once a week and should take around 30 minutes to complete. Students can attend the KS3 Mathematics club on a Tuesday after school for support. Maths enrichment club runs on a Friday after school for students wishing to extend their knowledge further.</p>		

Year 7 KS3 Assessment Criteria – MFL

	Listening	Speaking	Reading	Writing	Vocabulary and grammar
B eyond	I can understand longer spoken passages containing predictable information and some unfamiliar language from several topics, including a range of grammatical structures.	I can say longer, more complex sentences from memory, including basic opinions with reasons why. I can use more than 4 connectives. Errors may occur, but they are rare. I can demonstrate a good understanding of sentence structure.	I can understand the main points and some details from longer written passages about familiar topics and use context to work out meaning of unfamiliar words. I can translate short extracts into English from previous topics I have learnt.	I can write 6 to 8 sentences on familiar topics, mostly from memory using more than one tense. I can adapt sentences to personalise my responses and I can use a bilingual dictionary. I can translate a short paragraph from English with vocabulary and expressions already learnt.	I can recall verbs in the present tense (regular and irregular) and at least one other tense. I can use questions words and use a variety of cognates and non-cognates words. I can agree adjectives for numbers and genders.
A bove	I can understand longer spoken passages containing predictable information and some unfamiliar language from four to five topics and can work out meaning or some unfamiliar language.	I can say longer, more complex sentences from memory, including basic opinions with reasons why. Four connectives are used. Errors may occur but meaning is clear.	I can understand the main points from a written passage containing familiar language and I can use a bilingual dictionary. I can pick out and translate from written text individual sentences/paragraphs into English.	I can write short paragraphs from memory on two-three topics with good accuracy, with opinions and reasons. I can adapt known structures and I can express my own opinions with accurate spelling. Errors may still occur but meaning is clear.	I can recall verbs in the present tense (regular and irregular). I can use questions words and use a variety of cognates and non-cognate words.
S ecure	I can understand the details in a short-spoken passage on a few familiar topics with predictable information given in simple sentences with language learnt in class.	I can say short phrases from memory, including one basic opinion and reason why. I can use two or three connectives. Errors may occur, but the overall meaning is clear.	I can understand 3 or 4 main points from a written passage containing familiar language with repetitions. I can translate short phrases into English.	I can write 2 to 3 sentences expressing opinion and sometimes use connectives to write a short paragraph from memory. Errors occur, but the overall meaning is clear. I can translate some short phrases from English containing language from the most recent topic.	I can use nouns and adjectives, and present tense of verbs (regular). I can create simple positive and negative sentences. I can use cognates and non-cognates.
E stablishing	I can understand 2 to 3 main points of a short-spoken passage made up of a few familiar words and phrases, said slowly and clearly with some repetitions.	I can say 2 to 3 short phrases from memory, including basic opinions, but errors in pronunciation are frequent and may make understanding difficult.	I can understand 2 to 3 main points of a short written passage made up of a few familiar words. I can use a bilingual dictionary to find new vocabulary.	I can write words and 1 and 2 phrases from memory with understandable spelling. I can adapt a model by changing one element.	I can use first person of some regular verbs in the present tense (with a writing frame) using many cognates.

Year 7 KS3 Assessment Criteria – Music

	Pitch	Rhythm	Ensemble Skills	Contrast	Creativity
B eyond	Sings and/or plays using advanced techniques, such as vibrato and/or bends. Is able to create and hold their own harmony in a small group. Improvises demonstrating awareness of mood and intended effect.	Performs with consistent fluency in rhythmically complex pieces. Is able to perform complex rhythms from notation (e.g triplets, irregular time). Is able to notate complex rhythms accurately.	Is able to lead and/or be an integral part of a performance. Encourages others to articulate views on their own affective responses. Is able to lead rehearsals and encourage the development of others.	Changes in musical elements are used skilfully. Is able to describe in detail changes to music using accurate musical language. Changes in articulation are used skilfully.	Composes a piece which has a clear sense of style, structure and purpose. Able to justify choices and responses to music. Is prepared to take creative risks in music making.
A bove	Sings and/or plays with accuracy and stylistic integrity. Is able to hold a harmony line in a small group. Improvises appropriately and musically with stylistic integrity.	Performs with consistent fluency. Is able to perform harder rhythms from notation (eg. dotted). Is able to note harder rhythms accurately.	Is able to re-join performance after rests (or minor lapses). Discusses and critiques the music of others appropriately. Engages in purposeful rehearsal techniques.	Is able to use changes in musical elements sensitively for effect. Is able describe changes to music using accurate musical language. Is able to include a variety of articulation.	Composes an effective piece of music which responds to the brief using appropriate imaginative ideas. Makes spontaneous adaptations to own contribution. Resilient to setbacks in musical processes.
S ecure	Sings in tune with musical expression. Is able to hold a part for a solo performance. Is able to hold a harmony line in a big group. Improvises simple responses which mostly echo source materials.	Performs with fluency. Is able to perform simple rhythms from notation. Is able to notate simple rhythms accurately.	Is able to hold their own part in an ensemble performance. Discusses and critiques own music appropriately. Is able to rehearse independently.	Is able to include gradual changes in dynamics, tempo and pitch. Is able describe changes to music using musical language. Is able to recognise and name a variety of articulation.	Composes an effective piece which uses appropriate devices to meet a brief. Refines own music after suitable reflection. Doesn't give up on musical ideas too soon.
E stablishing	Sings more or less in tune. Is able to recognise the use of harmony. Improvises basic musical responses using a limited range of given options.	Shows evidence of developing fluency. Is able to tell the difference between basic notations. Is able to draw basic notation.	Is able to hold a part in a performance with help. Is able to comment on music. Is able to rehearse for short periods.	Is able to include basic changes in dynamics, tempo and pitch. Is able to recognise changes in musical elements. Is able to recognise some articulation.	Composes a functional piece of music which meets some demands of the brief.

Year 7 KS3 Assessment Criteria – PE

B eyond	In games activities will consistently dominate competitive situations, showing a very high level of ability. In aesthetic activities will creatively use choreographic devices to enhance overall performance. In athletic activities for their age group, will demonstrate very high levels of fitness for purpose, in more than one discipline. Example: in Volleyball - <i>Will be able to set with accuracy so that a Spike could be performed from their set in a game.</i>
A bove	In games activities will show the main skills taught in competitive situations. In aesthetic activities will perform with fluency using appropriate focus and energy. In athletic activities for their age group, will demonstrate high levels of fitness for purpose in at least one discipline. Example: in Volleyball - <i>Will be able to show the correct technique in a game in order to pass the ball to an opponent</i>
S ecure	– In games activities will be able to independently demonstrate the main skills taught in conditioned practices. In aesthetic activities will choreograph and use performance skills independently. In athletic activities, will demonstrate an ability to perform correct technique in each discipline. Example: in Volleyball - <i>Will get into position to perform a volley using correct arms and leg position – elbows out, legs apart and bent. Legs and arms will straighten to send the ball high into the air. The student will be able to change the direction of the ball and send it accurately to a team mate.</i>
E stablishing	In games activities will be working towards demonstrating the main skills taught with guidance and support. In aesthetic activities will be able to attempt to use performance skills with guidance and support. In athletic activities will show an understanding of how to perform most disciplines. Example: in Volleyball - <i>will push the ball back into the air without catching the ball first using correct ‘v’ grip with hands ‘cupping’ the ball – This is a ‘set’ or ‘volley’</i>

Year 7 KS3 Assessment Criteria – Religion, Philosophy and Ethics

	Remember	Understanding	Applying	Analysing	Evaluation	Creating
B eyond	<ul style="list-style-type: none"> <input type="checkbox"/> Clear and logical selection of a range of materials to describe religious beliefs. <input type="checkbox"/> Comprehensive use of religious and moral vocabulary. 	<ul style="list-style-type: none"> <input type="checkbox"/> Clear and logical understanding of the variety of beliefs between and within religious communities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Clear and logical explanation of how religious faith impacts on the life of a religious believer. 	<ul style="list-style-type: none"> <input type="checkbox"/> Clear and logical analysis of the relative strengths of different religious beliefs and arguments. <input type="checkbox"/> Minimum of three views analysed. 	<ul style="list-style-type: none"> <input type="checkbox"/> Clear and logical critique of the value of different religious beliefs and teachings both within and between religious communities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Clear and logical development of personal viewpoints on a wide range of ultimate questions. <input type="checkbox"/> Clear and logical structure to extended answers to tasks.
	<ul style="list-style-type: none"> <input type="checkbox"/> Generally accurate spelling including complex religious vocabulary. <input type="checkbox"/> Secure and successful use of punctuation and grammar when describing religious beliefs and teachings. 					
A bove	<ul style="list-style-type: none"> <input type="checkbox"/> Employs a range of materials to describe religious beliefs. <input type="checkbox"/> Wide range of religious vocabulary suitable used. 	<ul style="list-style-type: none"> <input type="checkbox"/> Employs a range of reasons for the differences between religious beliefs. 	<ul style="list-style-type: none"> <input type="checkbox"/> Employ a range of material to explain how religious faith impacts on the life of a religious believer. 	<ul style="list-style-type: none"> <input type="checkbox"/> Employs a range of resources to analyse the similarities and difference between religious ideas. <input type="checkbox"/> Three views analysed 	<ul style="list-style-type: none"> <input type="checkbox"/> Employs a range of materials to assess the value of different religious beliefs and teachings both within and between religious communities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Employs a range of techniques to express personal viewpoints on a range of ultimate questions. <input type="checkbox"/> Paragraph structure for extended answers to tasks.
	<ul style="list-style-type: none"> <input type="checkbox"/> Increasingly accurate spelling including complex religious vocabulary. <input type="checkbox"/> Generally accurate use of punctuation and grammar when describing religious beliefs and teachings. 					
S ecure	<ul style="list-style-type: none"> <input type="checkbox"/> Selects appropriate materials to describe religious beliefs. <input type="checkbox"/> Selects and uses suitable religious vocabulary. 	<ul style="list-style-type: none"> <input type="checkbox"/> Selects appropriate reasons for the differences between faiths. 	<ul style="list-style-type: none"> <input type="checkbox"/> Selects reasons to explain how religious practices impact on the believer. 	<ul style="list-style-type: none"> <input type="checkbox"/> Selects appropriate similarities and differences between religious ideas. <input type="checkbox"/> Two contrasting views analysed. 	<ul style="list-style-type: none"> <input type="checkbox"/> Selects appropriate materials to assess the strength of different religious teachings. 	<ul style="list-style-type: none"> <input type="checkbox"/> Selects appropriate terminology to express personal viewpoints on ultimate questions. <input type="checkbox"/> Basic organisation to extended answers to tasks.
	<ul style="list-style-type: none"> <input type="checkbox"/> Mostly accurate spelling including complex religious vocabulary. <input type="checkbox"/> An attempt, although sometimes inaccurate, use of punctuation and grammar when describing religious beliefs and teachings. 					
E stablishing	<ul style="list-style-type: none"> <input type="checkbox"/> Simple description religious beliefs. <input type="checkbox"/> Use of basic religious terminology. 	<ul style="list-style-type: none"> <input type="checkbox"/> Simple awareness of different religious beliefs. 	<ul style="list-style-type: none"> <input type="checkbox"/> Simple awareness of how religious practices impact on the believer. 	<ul style="list-style-type: none"> <input type="checkbox"/> Simple awareness of similarities and differences between religious ideas. <input type="checkbox"/> One view analysed, other views stated. 	<ul style="list-style-type: none"> <input type="checkbox"/> Simple awareness of the strength of different religious teachings. 	<ul style="list-style-type: none"> <input type="checkbox"/> Simple awareness of personal viewpoints on ultimate questions. <input type="checkbox"/> Limited structure for extended answers to tasks.
	<ul style="list-style-type: none"> <input type="checkbox"/> Inconsistent spelling including complex religious vocabulary. <input type="checkbox"/> Simple, underdeveloped sentences to describe religious beliefs and teachings, with some use of basic punctuation. 					

Year 7 KS3 Assessment Criteria – Resistant Materials and Graphics

Learning Goal	Materials	Processes and Tools	Health and Safety	Designing
B eyond	I am able to name a wide range of materials and classify them. I am able to describe at least one production process in detail. I am able to describe the appearance and at least one mechanical property of materials. I am able to suggest the most appropriate finish for a material.	I am able to identify a wide range of tools, describe their use and suggest alternatives. I am able to suggest a range of processes and identify and select the appropriate tools independently. I am able to use a range of tools with accuracy and precision without supervision.	I am able to suggest specific health and safety rules for individual processes and tools. I am able to use a wide range of tools safely and independently. I am able to suggest specific PPE for a variety of processes.	I am to produce a wide range of different design ideas for a specific purpose. I am able to compare designs with each other using several criteria. I am able to analyse designs/products using several criteria.
A bove	I am able to name a range of materials and outline their method of production. I am able to describe their appearance and suggest a finish. I am able to suggest a range of possible uses.	I am able to identify a range of tools and describe their use. I am able to name and classify a range of processes and select the appropriate tools and equipment. I am able to carry out a range of processes accurately and independently.	I am able to suggest 10 health and safety rules to be followed in a workshop. I can use tools and processes safely and take others safety into account. I am able to identify appropriate PPE.	I am able to produce a range of ideas for a specific purpose. I am able to compare designs with each other using limited criteria. I am able to analyse a designs/products using limited criteria.
S ecure	I am able to name some materials and their origin. I am able to describe the appearance and possible use of these materials.	I am able to name several tools and identify the possible materials areas they should be used in. I am able to name a range of processes associated with these tools. I am able to carry out some processes independently.	I am able to suggest 8 health and safety rules to be followed in a workshop. I can use tools and processes safely. I can use appropriate PPE correctly.	I am able to produce a small range of ideas. I am able to discuss which design they favour. I am able to discuss why a design/product is suitable for its purpose.
E stablishing	I am able to name at least one material from each material area and be able to describe its appearance.	I am able to identify some tools. I am able to name some tools. I am able to carry out some tasks with supervision.	I am able to suggest 6 health and safety rules to be followed in a workshop. I can use tools safely with support. I am able to use PPE with guidance.	I am able to produce an idea in order to make it. I am able to discuss why they like their idea. I am able to identify the purpose of a design/product.

Year 7 KS3 Assessment Criteria – Science

	AO1: Knowledge and Understanding	AO2: Application of Knowledge and Understanding	AO3: Working Scientifically
B eyond	Students can recall from memory precise information from topics studied to date demonstrating detailed subject knowledge . They can communicate their exceptional knowledge and understanding articulately using precise key terms appropriately. They can explain given models, link this to alternative models and can construct their own models to express their understanding of topics studied to date. Students can select appropriate scientific information to support them in explaining how things happen and evaluate alternative explanations . Students are to explain links between topic areas as a result of their excellent subject knowledge and understanding.	Students apply and use abstract knowledge and understanding in a range of contexts . With their ability to use a range of models to understand scientific concepts they can manipulate and use these models effectively to apply their knowledge to a wide range of alternative contexts.	Students independently plan approaches and procedures by drawing together information from a range of sources. They can identify variables that cannot be controlled and suggest the impact of this. They make measurements with precision using a range of apparatus. They record data in a variety of ways with no support and can display ranges and use this to explain levels of confidence in data . Students analyse findings to draw conclusions that are consistent with evidence and explain findings using detailed understanding of science. They can identify and explain limitations of data considering whether data is sufficient to draw conclusions.
A bove	Students can recall from memory detailed information from topics studied to date demonstrating strong subject knowledge . They can communicate their knowledge and understanding clearly using key terms appropriately. They can explain given models and link this to alternative models to support them in expressing their understanding of topics studied to date. Students can select appropriate scientific information to support them in explaining how things happen . Students may be beginning to see links between topic areas with support.	Students can apply and use their knowledge and understanding in unfamiliar contexts . These contexts will not necessarily be met in class but their ability to apply their subject knowledge allows them to see links between contexts met in class and non-familiar contexts.	Students select and use methods to collect adequate data, measuring with precision and identifying the need to repeat measurements. They can represent data in numerous ways with no support . They can analyse findings to draw conclusions and use knowledge and understanding to explain them. They evaluate evidence , making reasoned suggestions about how their working methods can be improved.
S ecure	Students can recall from memory key information from topics studied to date demonstrating secure knowledge . They can communicate their sound knowledge and understanding clearly using key terms appropriately. They can explain given models to support them in expressing their understanding of topics studied to date. Students can select appropriate scientific information to describe how things happen .	Students can apply and use their knowledge and understanding of content met in class to familiar contexts . These may be contexts linked to everyday life or alternative applications met in class.	With limited support students can select and use methods to obtain data systematically. They can display data in a number of ways to allow them to interpret data and draw conclusions that are linked to scientific theories. They evaluate methods and made practical suggestions for improvement that improves the quality of data collected.
E stablishing	Students can recall from memory limited knowledge of the topics studied to date. Students can communicate limited understanding of the topics studied to date. Students can select some appropriate scientific information and apply them to concrete examples.	With support students are beginning to recognise some applications of science. These are likely to be related to their own everyday experiences .	Students respond to suggestions and put forward their own ideas about how to investigate an idea or find answers to questions. With support they record findings in a variety of ways and can state simple patterns in data. They give simple explanations for observations and patterns. They can suggest superficial improvements to their work.

Year 7 KS3 Assessment Criteria – Textiles

Learning Goal	Designing	Specialist Making and Construction Skills	Evaluating (Written and Cognitive)
B eyond	<p>I am skilled in using a range of appropriate presentation techniques and my work is both original and very well presented. (e.g. starting to use tonal shading). I design for the needs of people other than myself and create my own brief.</p> <p>I can demonstrate an excellent understanding through correct selection and detailed annotation of Textile Techniques including representing them graphically.</p>	<p>I can work independently to an excellent standard of accuracy and safety. I can select and apply a wide range of hand tools and several techniques appropriately and accurately.</p> <p>I have excellent control of the sewing machine with high levels of accuracy. (e.g. corners are always correct on the machine and can produce a range of complex embroidery stitch styles)</p>	<p>I can evaluate the needs of others and try to design a suitable product from my research.</p> <p>I can evaluate my ideas to decide and modify the best design solution and not just proceed with my first idea or fixating on an idea.</p> <p>I have a written evaluation of my product, which looks back at my brief. I can use extended writing to evaluate quality and identify possible improvements.</p>
A bove	<p>I am able to use a range of appropriate techniques to present my designs to others. (e.g. neat/quality shading.) My work is both creative and well presented. I take the needs of others into account when designing and I can write a basic design brief.</p> <p>I can demonstrate a very good understanding through appropriate selection and annotation of Textile Techniques.</p>	<p>I can work independently and can select a range hand tools and techniques appropriately.</p> <p>I can control the sewing machine safely and with a good level of accuracy. (e.g. corners are often correct on the machine and I can produce a range of embroidery stitch styles)</p>	<p>I can consider the needs of others and try to design a product they will like from my research.</p> <p>I can evaluate my ideas and combine or change them as needed to solve problems / improve them.</p> <p>I have a written evaluation which looks back at what I intended to do. I can discuss quality and maybe a few improvements/changes.</p>
S ecure	<p>I am able to use several drawing techniques to present my design ideas clearly. (e.g. uses pencil and full colour.) My work has elements of creativity. I think about what others need.</p> <p>I demonstrate a developing understanding of appropriate selection of Textiles techniques through some notes or labels.</p>	<p>I can work independently, with few reminders, and can select hand tools and techniques appropriately. (e.g. remember to knot thread most of the time)</p> <p>I can control the sewing machine safely and with fair accuracy. (e.g. I follow a path and can produce several stitches in a few styles)</p>	<p>I try to include things I believe my client will like.</p> <p>I can evaluate my ideas and change them to solve problems as I think are needed.</p> <p>I have some evaluative statements about the quality and suitability of my product.</p>
E stablishing	<p>I am able to represent my ideas to others by drawing my ideas. I have combined or copied existing ideas to create my own simple work. (e.g. I have tried to draw in pencil). I mostly design with my own needs in mind.</p> <p>I show a basic understanding of Textiles techniques and attempt to select suitable ones for my design.</p>	<p>I may need help or guidance to select and use hand tools and the sewing machine correctly and safely.</p> <p>I may need help/reminding of processes to produce specific techniques correctly. (e.g. knots on embroidery or how to produce stitch styles)</p>	<p>I can make basic evaluative bullet points/ statements relating to the quality of my work in the form of WWW and EBI.</p>

Approach to Learning grades

Approach to Learning – these grades will be used on PU reports for Years 7-11. There will be three separate grades – Classwork / Homework / Behaviour for Learning

Classwork – these grades will reflect a student’s approach to learning in a classroom environment.

4: This student exhibits an exceptionally driven and engaged approach towards their work utilising independent learning strategies to ensure that outcomes often exceed what is expected of them. These students will demonstrate an inquiring mind and be creative, reflecting on their work with a commitment to meet the ‘Going Beyond our Best’ ethos. The student will challenge themselves and be willing to take academic risks to enhance their learning and that of their peers. It may be that these students will actively seek to lead group work and offer significant contributions. The student is always fully equipped for lessons.

3: The student exhibits a positive approach towards their work demonstrating skills of independent working to produce outcomes that frequently surpass what is expected of them. The student will take responsibility for their academic development and will demonstrate a willingness to accept challenges and learn from setbacks to improve their work. These students will make a significant contribution to successful group work and may offer contributions. The student will always be correctly equipped for lessons.

2: The student demonstrates an approach towards their work that meets the expectations that teachers would have of them. The student is capable of remaining focused on a task rarely needing supervision to ensure that this is achieved. These students will demonstrate an acceptable contribution to group work having a largely positive effect on the outcomes of the group. The student will always be correctly equipped for lessons.

1: The student demonstrates an approach towards learning and their work that consistently fails to meet school expectations. The student will exhibit an inability to remain focused on a task and may be unable to complete tasks. The student will often demonstrate a negative contribution to group work and it is likely that they will often have a detrimental effect on the outcomes of the group. The student is regularly ill-equipped for lessons.

Homework – these grades will reflect a student’s approach to learning evidenced by their production of homework.

4: Homework is always submitted on time and is generally outstanding. The work will mostly exceed age-related expectations; there will be clear evidence that the student is striving to meet the ‘Going Beyond our Best’ ethos through producing work that is typified by exceptional precision and depth.

3: Homework is always submitted on time and is completed to a standard that often exceeds the ability of the student; it will be evident that the student has approached the work in a committed way engaging with the task and producing work that is likely to be carefully presented and thorough.

2: Homework is submitted on time and is completed to a standard that is commensurate with the ability of the student; it will be evident that the student has approached the task(s) in a committed way producing competent work.

1: Homework is often not completed on time and there is inconsistent evidence of the required effort having been applied to the completion of tasks typified by incomplete or carelessly presented work. In the worst cases, acceptable homework is still not produced despite the application of sanctions and support.

Behaviour for Learning - these grades will reflect a student's approach to learning in relation to a range of behaviours in the context of successful learning.

4: The student exhibits an exceptionally positive approach towards their learning making a significant contribution to the establishment of a highly productive classroom ethos. The student will co-operate fully with the class teacher and support the learning of others through their impeccable behaviour, demonstration of maturity and an actively engaged approach. The student is in all respects a role model to their peers.

3: The student exhibits a highly positive approach towards their learning contributing to an effective classroom environment. The student will co-operate with the class teacher and will support the learning of others and reflect on their work with a commitment to enhancing their learning. The student will demonstrate exemplary behaviour and an engaged approach to their learning.

2: The student demonstrates a generally positive approach towards their learning contributing to a positive classroom environment. The student will co-operate with the class teacher and, when instructed, will support the learning of others and reflect on their work with a commitment to consolidating their learning. These students will respond positively to encouragement in response to rare occurrences of an inconsistent work ethic. The student will demonstrate good behaviour.

1: The student demonstrates an approach towards their learning that will often fail to meet the expectations that teachers would have of them. They will exhibit behaviour that may be deemed as challenging and/or impolite. These students may be easily distracted, unfocused at times and demonstrate a passive approach to their learning. The student will not always respond appropriately to direction in response to occurrences of an inconsistent work ethic or lapses in behaviour.