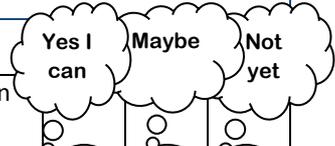




Year 7 Assessment for Learning "How was the Cyprus and the Mediterranean Sea formed?"

Subject	Year Group / set	Topic / project	Your Name	Pathway I need to follow to make good progress
Geography	7	Cyprus Rocks		



To create a storyboard to show the formation of Cyprus and the Mediterranean Sea.

<b>Securing Pathway</b> I use some specialist terms correctly e.g. Pangea I make links between the process of continental drift and the features formed. I use the information taught in class and given to me by teacher.	I use a number of specialist terms correctly e.g. Pangea, Laurasia, Godwana and Tethys. I describe in detail the process of continental drift and explain how it links to the physical features. I may include how the Pygmy Hippo is evidence for the theory. I carry out additional research to add detail to my writing.			
	I use a number of specialist terms correctly, some may not have been taught in the lesson e.g. destructive and passive plate margins. I describe and explain how convection currents link to continental drift. I analyse the evidence from current features to support the theory that Cyprus was once oceanic crust and that tectonic activity led to its formation. I carry out additional research to add accurate details to my writing.			

**Progress check / target setting**—look at the criteria above, what do you think you have achieved so far? Write below the things you need to add to or develop in your work to make even more progress.

**Reflect and Response** -Now go and do the targets you / your peers / your teacher have identified time will be allocated for you to do this

<b>The level you have worked at in this project is</b> (Core Value: Try difficult things)	Securing	Mastery	Excelling
	Securing +	Mastery +	Excelling +

<b>You progress in this task was</b> (Core Value: Be the best we can be)	Towards your potential	At your potential	Above your potential
<b>Your effort in this task was</b> (Core Value: Try your best in all that you do)	Inconsistent	Good	Excellent
<b>Your reflection on your work and your response to feedback was</b> (Core Value: Seek and act on feedback)	Not complete / not good enough	Good and improved your work	Outstanding, you really improved your work
<b>Assessment completed by:</b>			

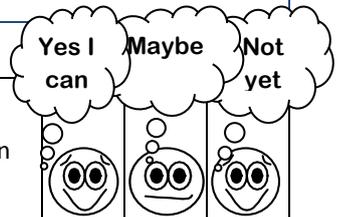


## Assessment for Learning Template – this can be amended as required by teaching staff

Subject	Year Group / set	Topic / project	Your Name	Pathway I need to follow to make good progress



In here you can put the learning objectives for the task / project / assignment  
For example 'in this section you will be assessed on your evaluation and written communication skills'



Securing Pathway				
Mastery Pathway				
Excelling Pathway				

**Progress check / target setting**—look at the criteria above, what do you think you have achieved so far? Write below the things you need to add to or develop in your work to make even more progress.

**Reflect and Response** -Now go and do the targets you / your peers / your teacher have identified time will be allocated for you to do this.

The level you have worked at in this project is (Core Value: Try difficult things)	Securing	Mastery	Excelling
	Securing +	Mastery +	Excelling +

Your progress in this task was (Core Value: Be the best we can be)	Towards your potential	At your potential	Above your potential
	Inconsistent	Good	Excellent
Your effort in this task was (Core Value: Try your best in all that you do)	Not complete / not good enough	Good and improved your work	Outstanding, you really improved your work

Assessment completed by:



Service Children's Education



EXCELLENCE • LEARNING • LEADERSHIP  
ST JOHN'S & KING RICHARD  
SCHOOLS FEDERATION

## Should we call him 'Henry the Great?' [significance]



EXCELLENCE • LEARNING • LEADERSHIP  
ST JOHN'S & KING RICHARD  
SCHOOLS FEDERATION

<i>Your work best fitted:</i>		<i>What would work at each pathway look like?</i>
<b>Securing Pathway</b>	<b>Securing</b>	<ul style="list-style-type: none"> <li>• You describe examples of what Henry VIII did during his reign.</li> <li>• You make basic moral judgements about what kind of person Henry VIII was (although this is probably more inferred than explicit).</li> <li>• You begin to explain why you made that judgement.</li> <li>• You write in full sentences and logical paragraphs.</li> </ul>
	<i>Nailed it?</i> <b>Securing Plus</b>	
<b>Mastery Pathway</b>	<b>Mastery</b>	<ul style="list-style-type: none"> <li>• You <b>describe in detail</b> key events and details about the life of Henry VIII.</li> <li>• You make <b>explicit judgements</b> about the significance/legacy of Henry's reign.</li> <li>• You <b>use your own detailed knowledge to explain</b> why you have made these judgments about Henry VIII.</li> <li>• You <b>describe and explain</b> how specific examples support your judgements.</li> <li>• You <b>conclude by making an overall judgement</b>.</li> <li>• You write clearly and in full sentences, using an introduction, conclusion and a logical structure overall.</li> </ul>
	<i>Nailed it?</i> <b>Mastery Plus</b>	
<b>Excelling Pathway</b>	<b>Excelling</b>	<ul style="list-style-type: none"> <li>• You <b>describe in complex detail</b> key events and details about the life of Henry VIII.</li> <li>• You <b>use your own detailed knowledge and independent research to explain</b> judgements you have made about Henry's legacy.</li> <li>• You <b>analyse</b> and <b>perhaps compare</b> detailed examples in order to prove your argument.</li> <li>• You <b>explain how judgements might be different</b> between how Henry was seen by contemporaries and today.</li> <li>• You <b>use results connectives to link</b> your examples or reasons back to the question of how we should judge Henry's reign.</li> <li>• You <b>come to a clear and detailed conclusion</b> using a strong structure and <b>effective, fluent language</b>.</li> </ul>
	<i>Nailed it?</i> <b>Excelling Plus</b>	

### Your next step to improvement is *(see highlighted)*:

- Support your ideas with more historical detailed evidence (e.g. key names, events, details, dates).
- Explain your judgements about Henry more clearly and in more detail (e.g. why exactly do you think he deserves to be remembered a certain way? Why was a particular event important?).
- Explain clearly why a specific example supports your judgement of Henry.
- Answer the investigation clearly and directly (especially in an introduction and conclusion).
- Other:

# Year 9 Assessment for Design Technology at King Richard School

Name	Group	Project: <b>Textiles Design – cultural inspired cushions</b>	Pathway I need to work on to make good progress	Merits
Date			<b>Securing Mastering Excelling</b>	Test Score



Learning objectives for the project				
<b>Securing Pathway</b>	I can select a range of images that reflect my chosen culture; I use these to provide inspiration when designing. I generate design proposals that match the criteria presenting my ideas in an interesting and creative way. I produce outline plans for making; I explain techniques and processes clearly.			
<b>Mastering Pathway</b>	I explore traditions and cultural influences when researching and use them to inspire my ideas. When designing I consider aesthetics and other issues that influence ideas, I use a mixed media approach to present my designs. I create outline plans for making, prioritise actions and resolve decisions as my project develops. New techniques are clearly explained.			
<b>Excelling Pathway</b>	I identify and use a range of resources including ICT when gathering research; I apply my knowledge and understanding to inform my ideas. I communicate my ideas creatively and adapt them to meet the criteria in my design brief and consider the needs of my clients. I take into account the use of time and costs when selecting materials, components, tools, equipment and production methods, solving problems as I go.			

**Progress check / target setting**—look at your objectives above, what has been achieved so far? What are the things that need to be added or developed in your work to make even more progress?

**Reflect and Response** -Now do the targets you / your peers / your teacher have identified, what has been done?

The level you have worked at in this project is (Core Value: Try difficult things)	Securing Securing +	Mastery Mastery +	Excelling Excelling +
<b>You are making progress</b> (Core Value: Be the best we can be)	Towards your potential	At your potential	Above your potential
<b>Your effort in this task was</b> (Core Value: Try your best in all that you do)	Inconsistent	Good	Excellent
<b>Your reflection on your work and your response to feedback was</b> (Core Value: seek and act on feedback)	Not complete / not good enough	Good and improved your work	Outstanding, you really improved your work
<b>Teacher Feedback:</b>			