

Bosham Primary School



Assessment Policy

Policy Reviewed: March 2021

How was this policy developed?

All teaching staff have been consulted in the process of putting together this document.

Aims and Objectives/ Principles for Assessment

The aims and objectives of assessment in our school are:

- To enable our children to demonstrate what they know, understand and can do in their work;
- To help our children understand what they need to do next to improve their learning;
- To allow teachers to plan work that accurately reflects the needs of each child;
- To identify, and subsequently begin to close any gaps in learning, that are preventing a child from achieving their potential;
- To provide regular information for parents that enables them to support their child's learning;
- To provide the head teacher and governors with information that allows them to make judgements about the effectiveness of the school.

Legislation and Guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

Assessment Approaches

At Bosham Primary School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

1. In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

2. In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

3. Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

Planning for Assessment

We use our school's long term curriculum plan to guide our teaching. This is divided into Learning Experiences, at least one of which is a whole school learning experience. These are planned using the National Curriculum. Subject coordinators have developed their own Curriculum LTP's to ensure full coverage.

We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of the classes' needs. We make a note of children who have not achieved the expected level for the lesson, and we use this information when planning for the next lesson.

Target Setting/ Recording data

All data is recorded on the school's tracking system - Insight tracking.

<https://app.insighttracking.com/schools/9382009>

In September, we set targets for Reading, Writing and Mathematics for children in Years 1-6; these are reviewed at 3 points during the year through teacher assessment at the end of each term. If a child is not on track to meet their end of year target, they are placed on a Group Learning Plan (GLP) to ensure they diminish the difference.

In the Early Years Foundation Stage, a baseline assessment is carried out during the first 6 weeks of the year. This is then used to set personalised learning targets. These targets are under continuous review. 4 children are focussed on in depth each week to ensure their targets are relevant and personalised. High frequency word and phonics checks are carried out half termly

In year 1, high frequency words and phonics checks are carried out half termly. Groups or individuals identified as needing additional challenge or supported are targeted. The phonics screening check is carried out in June for all children in Year 1 and for children who did not meet the required standard in Year 2.

In Key stage 2, NFER Test data / Sats data (Y6) is recorded in Autumn and Summer. In Year 3, 4 and 5, the NFER test raw score translates to a Standardised score band. We use these to assess where the child is compared to other pupils in the same year group during that term, and to measure the progress each child is making year on year.

<84	85-95	95-115	116>
Below - working well below Year group expectations	Just below will need additional intervention to meet.	ARE	Greater Depth

During Year 6, Scaled scores are recorded; these will be low percentages at the beginning of the year as they are assessed against end of year expectations.

Pupil Progress Meetings

At the end of each term, each teacher will meet with the Assessment, English, Maths and Inclusion lead to discuss the attainment and progress of the children within their class. These meetings are an opportunity to look at progress and review the provision in place. As a result actions can be planned at a whole school, class and individual pupil level to accelerate progress.

Assessment is integral to the special educational need termly plan, do and review cycle as per the Special educational needs and disability policy. See school's website.

Science

At the end of each Science -based learning experience, teachers will use the subject specific Insight sheets to keep a record of how the children have achieved according to the taps assessment statements or Chris Quigley milestones.

Other Non-core subjects

At the end of the academic year, teachers will use the subject specific Insight sheets to keep a record of how the children have achieved according to the Chris Quigley milestones. This data will be analysed by subject teams as part of their end of year evaluation report

Reporting to Parents

We use a range of strategies to keep parents informed about their child's progress in school. We encourage parents to contact the school if they have any concerns about any aspect of the child's work. We will always call parents in if there are concerns regarding their child's progress and learning.

During the Autumn and Spring terms, we offer parents the opportunity to meet their child's teacher. At these meetings, we review the targets we have identified for their child and verbally inform them about the progress their child is making. These targets are both curricular and may sometimes be based around 'below' , 'on track' and at greater depth' than age related expectations.

During the Summer term, we give all parents a written report of their child's progress and achievements. In this report, we also identify target areas for the forthcoming year. In reports for Year 2 and Year 6 we also provide details of whether their child is working towards, has met or is working at a greater depth standard in the national end of Key Stage tests. In reports for Year 1 we also provide details of the score attained in the Year 1 phonics Screening Check along with whether their child has met the expected standard. In reports for Early Years, comments are made on the 17 areas of learning and of the characteristics of learning: playing and exploring, active learning, creating and thinking critically and on whether the child has made the 'Good Level of Development' expected.

Consistency

Teachers regularly moderate pieces of work using National exemplification materials and in school assessment documents to make judgements about the levels of the children's work. This happens in school and is overseen by the assessment lead, SLT and subject leaders and within our locality of schools. We sometimes moderate work with schools beyond our locality. Locality moderation is led by a WSCC trained moderator.

Monitoring and Review

Our assessment lead is responsible for the monitoring and implementation of this policy. They ensure that:

- Long Term Plans are reviewed regularly and that Medium Term planning overviews are stored centrally. Examples are kept in the HT office. These overviews include the

Chris Quigley Milestones statements taught through the learning experience - Subject leads will then ensure the MTP reflect the LTP for full coverage and progression in their subject.

- Targets are set for each pupil in Reading, Writing and Mathematics and that these are recorded and reviewed alongside actual attainment levels.
- Assessments take place in line with the agreed assessment grid (See Appendix 1) for each class and that the data is filled in on time.
- In-school judgements may be moderated at locality moderation meetings. In the past, this has happened with all year groups- not just Years R, 2 and 6. See locality moderation policy.

Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

Training

The school supports all teachers to have a good understanding of assessment and assessment practice. We do this by

- Having an assessment leader, who coordinates all training and supports staff in assessment techniques and in data analysis.
- The assessment leader attends WSCC training to keep abreast of all updates.
- In school moderation/ assessment sessions with work sharing and moderation
- Sharing of good practice
- Oversight by subject leaders of assessment within their own subjects.
- Use of Insight data management system
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Roles and responsibilities

Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils

- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

Monitoring

This policy will be reviewed annually by the curriculum and standards committee. At every review, the policy will be shared with the full governing board.

All teaching staff are expected to read and follow this policy. The assessment leader is responsible for ensuring that the policy is followed.

The Headteacher will monitor the effectiveness of assessment practices across the school, through:

- for example, moderation, lesson observations, book scrutinies, pupil progress meetings.

11. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage policy and procedures

Appendices

- Appendix 1 - Assessment overview grid**
- Appendix 2 - Writing Assessment**
- Appendix 3 - Science - Chris Quigley milestones**
- Appendix 4 - Art - Chris Quigley milestones**
- Appendix 5 - D.T. - Chris Quigley milestones**
- Appendix 6 - R.E. West Sussex Syllabus**
- Appendix 7 - History - Chris Quigley milestones**
- Appendix 8 - Geography - Chris Quigley milestones**
- Appendix 9 - Music - Chris Quigley milestones**
- Appendix 10 - P.E. - Chris Quigley milestones**
- Appendix 11 - Computing Chris Quigley milestones**
- Appendix 12 - MFL Chris Quigley milestones**
- Appendix 13 - Whole School Long Term Plans**

Appendix 1 - Assessment Overview Grid

Year group	September	October	November	December	January	February	March	April	May	June	July
EYFS	All EYFS areas plus phonics	All EYFS areas plus phonics		All EYFS areas plus phonics		All EYFS areas plus phonics			All EYFS areas plus phonics	All EYFS areas plus phonics	
Year 1 Spelling writing reading ongoing End of Learning Experience Non-core assessments	Phonics HFW			TA reading, writing Maths Phonics HFW		Phonics HFW		TA reading, writing Maths Phonics HFW	Phonics HFW	Phonics screening check.	TA reading, writing Maths All non-core subjects
Year 2 Spelling writing reading ongoing End of Learning Experience Non-core assessments				TA reading, writing Maths				TA reading, writing Maths	SATS Reading, Maths		All non-core subjects
Year 3 On-going spelling from Y 3/ 4 words End of Learning Experience Non-core assessments			NFER Reading Spelling, Maths, Spag	TA reading, writing Maths			NFER Reading Spelling, Maths	TA reading, writing Maths		NFER Reading Spelling, Maths TA Writing	TA reading, writing Maths All non-core subjects
Year 4 On-going spelling from Y 3/ 4 words End of Learning Experience Non-core assessments			NFER Reading Spelling, Maths, Spag	TA reading, writing Maths			NFER Reading Spelling, Maths	TA reading, writing Maths		NFER Reading Spelling, Maths TA Writing	TA reading, writing Maths All non-core subjects
Year 5 On-going spelling from Y 5/6 words End of Learning Experience Non-core assessments			NFER Reading Spelling, Maths, Spag	TA reading, writing Maths			NFER Reading Spelling, Maths	TA reading, writing Maths		NFER Reading Spelling, Maths TA Writing	TA reading, writing Maths All non-core subjects
Year 6 On-going spelling from Y 5/6 words End of Learning Experience Non-core assessments	2016 SATS			2017 SATS TA reading, writing Maths		2018 SATS		TA reading, writing Maths	SATS SPAG, reading, maths	TA reading, writing Maths	All non-core subjects

Appendix 3- Science Milestones

Threshold Concept		Milestone 1	Milestone 2	Milestone 3
	<p>Work scientifically This concept involves learning the methodologies of the discipline of science.</p>	<ul style="list-style-type: none"> • Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions. 	<ul style="list-style-type: none"> • Ask relevant questions. • Set up simple, practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings. 	<ul style="list-style-type: none"> • Plan enquiries, including recognising and controlling variables where necessary. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. • Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.
Biology	<p>Understand plants This concept involves becoming familiar with different types of plants, their</p>	<ul style="list-style-type: none"> • Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen. • Identify and describe the 	<ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, 	<ul style="list-style-type: none"> • <i>Relate knowledge of plants to studies of evolution and inheritance.</i> • <i>Relate knowledge of plants to studies of all living things.</i>

structure and reproduction.

basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.

- Observe and describe how seeds and bulbs grow into mature plants.

- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

and room to grow) and how they vary from plant to plant.

- Investigate the way in which water is transported within plants.

- Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Understand animals and humans

This concept involves becoming familiar with different types of animals, humans and the life processes they share.

- Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.

- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.

- Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).

- Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

- Notice that animals, including humans, have offspring which grow into adults.

- Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).

- Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

- Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat.

- Construct and interpret a variety of food chains, identifying producers, predators and prey.

- Identify that humans and some animals have skeletons and muscles for support, protection and movement.

- Describe the simple functions of the basic parts of the digestive system in humans.

- Identify the different types of teeth in humans and their simple functions.

- Describe the changes as humans develop to old age.

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.

- Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions.

- Describe the ways in which nutrients and water are transported within animals, including humans.

Investigate living things

This concept involves becoming familiar with a wider range of living things, including insects and understanding life processes.

- Explore and compare the differences between things that are living, that are dead and that have never been alive.

- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.

- Identify and name a variety of plants and animals in their habitats, including micro-habitats.

- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

- Recognise that living things can be grouped in a variety of ways.

- Explore and use classification keys.

- Recognise that environments can change and that this can sometimes pose dangers to specific habitats.

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

- Describe the life process of reproduction in some plants and animals.

- Describe how living things are classified into broad groups according to common observable characteristics.

- Give reasons for classifying plants and animals based on specific characteristics.

Understand evolution and inheritance

This concept involves understanding that organisms come into existence, adapt, change and evolve and become extinct.

- *Identify how humans resemble their parents in many features.*

- *Identify how plants and animals, including humans, resemble their parents in many features.*

- *Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.*

- *Identify how animals and plants are suited to and adapt to their environment in different ways.*

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Chemistry

Investigate materials

This concept involves becoming familiar with a range of materials, their properties, uses and how

- Distinguish between an object and the material from which it is made.

- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and

Rocks and Soils

- Compare and group together different kinds of rocks on the basis of their simple, physical properties.

- Relate the simple physical properties of some rocks to their formation (igneous or

- Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets.

- Understand how some materials will dissolve in liquid to form a solution and describe how to recover a

they may be altered or changed.

rock.

- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.

sedimentary).

- Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.

- Recognise that soils are made from rocks and organic matter.

States of Matter

- Compare and group materials together, according to whether they are solids, liquids or gases.
- Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius ($^{\circ}\text{C}$), building on their teaching in mathematics.
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

substance from a solution.

- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.

- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.

- Demonstrate that dissolving, mixing and changes of state are reversible changes.

- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, oxidation and the action of acid on bicarbonate of soda.

Physics

Understand movement, forces and magnets

This concept involves understanding what causes motion.

- *Notice and describe how things move, using simple comparisons such as faster and slower.*
- *Compare how different things move.*

- Compare how things move on different surfaces.

- Notice that some forces need contact between two objects, but magnetic forces can act at a distance.

- Observe how magnets attract or repel each other and attract some materials and not others.

- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.

- Describe magnets as having two poles.

- Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Magnets

- Describe magnets as having two poles.

- Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Forces

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.

- Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces.

- *Describe, in terms of drag forces, why moving objects that are*

				<p>not driven tend to slow down.</p> <ul style="list-style-type: none"> • Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs. • Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.
<p>Understand light and seeing This concept involves understanding how light and reflection affect sight.</p>	<ul style="list-style-type: none"> • <i>Observe and name a variety of sources of light, including electric lights, flames and the Sun, explaining that we see things because light travels from them to our eyes.</i> 	<ul style="list-style-type: none"> • Recognise that they need light in order to see things and that dark is the absence of light. • Notice that light is reflected from surfaces. • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. • Recognise that shadows are formed when the light from a light source is blocked by a solid object. • Find patterns in the way that the size of shadows change. 	<ul style="list-style-type: none"> • Understand that light appears to travel in straight lines. • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes. • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. 	
<p>Investigate sound and hearing This concept involves understanding how sound is produced, how it travels and how it is heard.</p>	<ul style="list-style-type: none"> • <i>Observe and name a variety of sources of sound, noticing that we hear with our ears.</i> 	<ul style="list-style-type: none"> • Identify how sounds are made, associating some of them with something vibrating. • Recognise that vibrations from sounds travel through a medium to the ear. 	<ul style="list-style-type: none"> • Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Recognise that sounds get fainter as the distance from the sound source increases. 	
<p>Understand electrical circuits This concept involves understanding circuits and their role in electrical applications.</p>	<ul style="list-style-type: none"> • <i>Identify common appliances that run on electricity.</i> • <i>Construct a simple series electrical circuit.</i> 	<ul style="list-style-type: none"> • Identify common appliances that run on electricity. • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. • Identify whether or not a lamp will light in a simple series circuit, based on whether or not 	<ul style="list-style-type: none"> • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. 	

		<p>the lamp is part of a complete loop with a battery.</p> <ul style="list-style-type: none"> • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. • Recognise some common conductors and insulators, and associate metals with being good conductors. 	<ul style="list-style-type: none"> • Use recognised symbols when representing a simple circuit in a diagram.
<p>Understand the Earth's movement in space This concept involves understanding what causes seasonal changes, day and night.</p>	<ul style="list-style-type: none"> • <i>Observe the apparent movement of the Sun during the day.</i> • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies. 	<ul style="list-style-type: none"> • <i>Describe the movement of the Earth relative to the Sun in the solar system.</i> • <i>Describe the movement of the Moon relative to the Earth.</i> 	<ul style="list-style-type: none"> • Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. • Describe the movement of the Moon relative to the Earth. • Describe the Sun, Earth and Moon as approximately spherical bodies. • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
Note:	Items in italics are not statutory in the English National Curriculum.		

Appendix 4 – Art Milestones

Threshold Concept		Milestone 1	Milestone 2	Milestone 3
<p>Develop ideas This concept involves understanding how ideas develop through an artistic process.</p>		<ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. 	<ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. 	<ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language.
<p>Master techniques This concept involves developing a skill set so that ideas may be communicated.</p>	<p>Painting</p>	<ul style="list-style-type: none"> • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels. 	<ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. 	<ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists.
	<p>Collage</p>	<ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. 	<ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. 	<ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques.
	<p>Sculpture</p>	<ul style="list-style-type: none"> • Use a combination of 	<ul style="list-style-type: none"> • Create and combine shapes to 	<ul style="list-style-type: none"> • Show life-like qualities and real-

	<p>shapes.</p> <ul style="list-style-type: none"> • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving. 	<p>create recognisable forms (e.g. shapes made from nets or solid materials).</p> <ul style="list-style-type: none"> • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. 	<p>life proportions or, if more abstract, provoke different interpretations.</p> <ul style="list-style-type: none"> • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form.
Drawing	<ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. 	<ul style="list-style-type: none"> • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. 	<ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement.
Print	<ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints. 	<ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. 	<ul style="list-style-type: none"> • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work.
Textiles	<ul style="list-style-type: none"> • Use weaving to create a pattern. • Join materials using glue and/or a stitch. • Use plaiting. • Use dip dye techniques. 	<ul style="list-style-type: none"> • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric. 	<ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces.

	Digital media	<ul style="list-style-type: none"> • Use a wide range of tools to create different textures, lines, tones, colours and shapes. 	<ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created. 	<ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations).
<p>Take inspiration from the greats This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p>		<ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. 	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. 	<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles.

Appendix 5 – D.T. Milestones

Threshold Concept		Milestone 1	Milestone 2	Milestone 3
<p>Master practical skills This concept involves developing the skills needed to make high quality products (we have highlighted a range of skills but they may be added to or changed</p>	Food	<ul style="list-style-type: none"> • Cut, peel or grate ingredients safely and hygienically. • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients. 	<ul style="list-style-type: none"> • Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). 	<ul style="list-style-type: none"> • Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures.
	Materials	<ul style="list-style-type: none"> • Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). 	<ul style="list-style-type: none"> • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques. 	<ul style="list-style-type: none"> • Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).
	Textiles	<ul style="list-style-type: none"> • Shape textiles using templates. • Join textiles using running stitch. • Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). 	<ul style="list-style-type: none"> • Understand the need for a seam allowance. • Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles. 	<ul style="list-style-type: none"> • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).
	Electricals	<ul style="list-style-type: none"> • Diagnose faults in 	<ul style="list-style-type: none"> • Create series and parallel 	<ul style="list-style-type: none"> • Create circuits using electronics

	and electronics	battery operated devices (such as low battery, water damage or battery terminal damage).	circuits	kits that employ a number of components (such as LEDs, resistors, transistors and chips).
	Computing	<ul style="list-style-type: none"> • Model designs using software. 	<ul style="list-style-type: none"> • Control and monitor models using software designed for this purpose. 	<ul style="list-style-type: none"> • Write code to control and monitor models or products.
	Construction	<ul style="list-style-type: none"> • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. 	<ul style="list-style-type: none"> • Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques. 	<ul style="list-style-type: none"> • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).
	Mechanics	<ul style="list-style-type: none"> • Create products using levers, wheels and winding mechanisms. 	<ul style="list-style-type: none"> • Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears). 	<ul style="list-style-type: none"> • Convert rotary motion to linear using cams. • Use innovative combinations of electronics (or computing) and mechanics in product designs.
<p>Design, make, evaluate and improve</p> <p>This concept involves developing the process of design thinking and seeing design as a process.</p>		<ul style="list-style-type: none"> • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Use software to design. 	<ul style="list-style-type: none"> • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs. 	<ul style="list-style-type: none"> • Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate. • Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.
<p>Take inspiration from design throughout history</p> <p>This concept involves appreciating the design process that has influenced the products we use in everyday life.</p>		<ul style="list-style-type: none"> • Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs. • Explore how products have been created. 	<ul style="list-style-type: none"> • Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. • Improve upon existing designs, giving reasons for choices. • Disassemble products to understand how they work. 	<ul style="list-style-type: none"> • Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. • Create innovative designs that improve upon existing products. • Evaluate the design of products so as to suggest improvements to the user experience.

Appendix 7 History Milestones

	Milestone 1	Milestone 2	Milestone 3
<p>Investigate and interpret the past This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p>	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. 	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. 	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate.
<p>Build an overview of world history This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections</p>	<ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. 	<ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Understand chronology

This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different

- Place events and artefacts in order on a time line.
- Label time lines with words or phrases such as: past, present, older and newer.
- Recount changes that have occurred in their own lives.
- Use dates where appropriate.

• Place events, artefacts and historical figures on a time line using dates.

- Understand the concept of change over time, representing this, along with evidence, on a time line.
- Use dates and terms to describe events.

• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).

- Identify periods of rapid change in history and contrast them with times of relatively little change.
- Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
- Use dates and terms accurately in describing events.

Communicate historically

This concept involves using historical vocabulary and techniques to convey information about the past.

- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.
- Show an understanding of the concept of nation and a nation's history.
- Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.

• Use appropriate historical vocabulary to communicate, including:

- dates
 - time period
 - era
 - change
 - chronology.
- Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

• Use appropriate historical vocabulary to communicate, including:

- dates
 - time period
 - era
 - chronology
 - continuity
 - change
 - century
 - decade
 - legacy.
- Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.
- Use original ways to present information and ideas.

Appendix 8 Geography Milestones

Threshold Concept	Milestone 1	Milestone 2	Milestone 3
<p>Investigate places This concept involves understanding the geographical location of places and their physical and human features.</p>	<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans. 	<ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics. 	<ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics.
<p>Investigate patterns This concept involves understanding the relationships between the physical features of places and the human</p>	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non- 	<ul style="list-style-type: none"> • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of 	<ul style="list-style-type: none"> • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn,

activity within them, and the appreciation of how t

European country.

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Identify land use around the school.

the characteristics of these geographical areas.

- Describe geographical similarities and differences between countries.
- Describe how the locality of the school has changed over time.

Arctic and Antarctic Circle, and time zones (including day and night).

- Understand some of the reasons for geographical similarities and differences between countries.
- Describe how locations around the world are changing and explain some of the reasons for change.
- Describe geographical diversity across the world.
- Describe how countries and geographical regions are interconnected and interdependent.

Communicate geographically

This concept involves understanding geographical representations, vocabulary and techniques.

- Use basic geographical vocabulary to refer to:
 - **key physical features**, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.
 - **key human features**, including: city, town, village, factory, farm, house, office and shop.
- Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.
- Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

• Describe key aspects of:

- **physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle.
- **human geography**, including: settlements and land use.
- Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.

• Describe and understand key aspects of:

- **physical geography**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
- **human geography**, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.
- Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.
- Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

Appendix 9 – Music Milestones

	Milestone 1	Milestone 2	Milestone 3
<p>Perform This concept involves understanding that music is created to be performed.</p>	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. 	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. 	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument).
<p>Compose This concept involves appreciating that music is created through a process which has a number of techniques.</p>	<ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. 	<ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music. 	<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music.
<p>Transcribe This concept involves understanding that compositions need to be understood by others and that there are</p>	<ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance. 	<ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical staff. 	<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the

techniques and a language for communicating them.

- Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.

musical staff.

- Understand the purpose of the treble and bass clefs and use them in transcribing compositions.
- Understand and use the # (sharp) and b (flat) symbols.
- Use and understand simple time signatures.

Describe music

This concept involves appreciating the features and effectiveness of musical elements.

- Identify the beat of a tune.
- Recognise changes in timbre, dynamics and pitch.

- Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.

- Evaluate music using musical vocabulary to identify areas of likes and dislikes.

- Understand layers of sounds and discuss their effect on mood and feelings.

- Choose from a wide range of musical vocabulary to accurately describe and appraise music including:

- pitch
 - dynamics
 - tempo
 - timbre
 - texture
 - lyrics and melody
 - sense of occasion
 - expressive
 - solo
 - rounds
 - harmonies
 - accompaniments
 - drones
 - cyclic patterns
 - combination of musical elements
 - cultural context.
- Describe how lyrics often reflect the cultural context of music and have social meaning.

Threshold Concept		Milestone 1	Milestone 2	Milestone 3
<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle This concept involves learning a range of physical movements and sporting techniques.</p>	<p>Games</p>	<ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. 	<ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. 	<ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team.
	<p>Dance</p>	<ul style="list-style-type: none"> • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea. 	<ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching. 	<ul style="list-style-type: none"> • Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. • Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or

			handstands).
Gymnastics	<ul style="list-style-type: none"> • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance. 	<ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). • Swing and hang from equipment safely (using hands). 	<ul style="list-style-type: none"> • Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • rotations • bending, stretching and twisting • gestures • linking skills. • Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor

				<p>performances.</p> <ul style="list-style-type: none"> • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing (remaining upright).
Swimming	<ul style="list-style-type: none"> • Swim unaided up to 25 metres. • Use one basic stroke, breathing correctly. • Control leg movements. 	<ul style="list-style-type: none"> • Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water. 	<ul style="list-style-type: none"> • Swim over 100 metres unaided. • Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. • Swim fluently with controlled strokes. • Turn efficiently at the end of a length. 	
Athletics	<ul style="list-style-type: none"> • Athletic activities are combined with games in Years 1 and 2. 	<ul style="list-style-type: none"> • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances. 	<ul style="list-style-type: none"> • Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement. 	
Outdoor and adventurous activities	<ul style="list-style-type: none"> • Not applicable. 	<ul style="list-style-type: none"> • Arrive properly equipped for outdoor and adventurous activity. 	<ul style="list-style-type: none"> • Select appropriate equipment for outdoor and adventurous activity. 	

- Understand the need to show accomplishment in managing risks.

- Show an ability to both lead and form part of a team.

- Support others and seek support if required when the situation dictates.

- Show resilience when plans do not work and initiative to try new ways of working.

- Use maps, compasses and digital devices to orientate themselves.

- Remain aware of changing conditions and change plans if necessary.

- Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.

- Embrace both leadership and team roles and gain the commitment and respect of a team.

- Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.

- Remain positive even in the most challenging circumstances, rallying others if need be.

- Use a range of devices in order to orientate themselves.

- Quickly assess changing conditions and adapt plans to ensure safety comes first.

Appendix 11 – Computing Milestones

Threshold Concept		Milestone 1	Milestone 2	Milestone 3
Code This concept involves developing an understanding of instructions, logic and sequences.	Motion	<ul style="list-style-type: none"> Control motion by specifying the number of steps to travel, direction and turn. 	<ul style="list-style-type: none"> Use specified screen coordinates to control movement. 	<ul style="list-style-type: none"> Set IF conditions for movements. Specify types of rotation giving the number of degrees.
	Looks	<ul style="list-style-type: none"> Add text strings, show and hide objects and change the features of an object. 	<ul style="list-style-type: none"> Set the appearance of objects and create sequences of changes. 	<ul style="list-style-type: none"> Change the position of objects between screen layers (send to back, bring to front).
	Sound	<ul style="list-style-type: none"> Select sounds and control when they are heard, their duration and volume. 	<ul style="list-style-type: none"> Create and edit sounds. Control when they are heard, their volume, duration and rests. 	<ul style="list-style-type: none"> Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.
	Draw	<ul style="list-style-type: none"> Control when drawings appear and set the pen colour, size and shape. 	<ul style="list-style-type: none"> Control the shade of pens. 	<ul style="list-style-type: none"> Combine the use of pens with movement to create interesting effects.
	Events	<ul style="list-style-type: none"> Specify user inputs (such as clicks) to control events. 	<ul style="list-style-type: none"> Specify conditions to trigger events. 	<ul style="list-style-type: none"> Set events to control other events by 'broadcasting' information as a trigger.
	Control	<ul style="list-style-type: none"> Specify the nature of events (such as a single event or a loop). 	<ul style="list-style-type: none"> Use IF THEN conditions to control events or objects. 	<ul style="list-style-type: none"> Use IF THEN ELSE conditions to control events or objects.
	Sensing	<ul style="list-style-type: none"> Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?). 	<ul style="list-style-type: none"> Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions). 	<ul style="list-style-type: none"> Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.
	Variables and lists	<ul style="list-style-type: none"> From Year 3 onwards. 	<ul style="list-style-type: none"> Use variables to store a value. Use the functions define, set, change, show and hide to control the variables. 	<ul style="list-style-type: none"> Use lists to create a set of variables.
	Operators	<ul style="list-style-type: none"> From Year 3 onwards. 	<ul style="list-style-type: none"> Use the Reporter operators $() + ()$ $() - ()$ $() * ()$ $() / ()$ to perform calculations. 	<ul style="list-style-type: none"> Use the Boolean operators $() < ()$ $() = ()$ $() > ()$ $() \text{and} ()$

()or()

Not()

to define conditions.

• Use the Reporter operators

() + ()

() - ()

() * ()

() / ()

to perform calculations.

Pick Random () to ()

Join () ()

Letter () of ()

Length of ()

() Mod () This reports the remainder

after a division calculation

Round ()

() of ().

Connect

This concept involves developing an understanding of how to safely connect with others.

• Participate in class social media accounts.

• Understand online risks and the age rules for sites.

• Contribute to blogs that are moderated by teachers.

• Give examples of the risks posed by online communications.

• Understand the term 'copyright'.

• Understand that comments made online that are hurtful or offensive are the same as bullying.

• Understand how online services work.

• Collaborate with others online on sites approved and moderated by teachers.

• Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.

• Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.

• Understand the effect of online comments and show

				responsibility and sensitivity when online.
				<ul style="list-style-type: none"> • Understand how simple networks are set up and used.
<p>Communicate This concept involves using apps to communicate one's ideas.</p>		<ul style="list-style-type: none"> • Use a range of applications and devices in order to communicate ideas, work and messages. 	<ul style="list-style-type: none"> • Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally. 	<ul style="list-style-type: none"> • Choose the most suitable applications and devices for the purposes of communication. • Use many of the advanced features in order to create high quality, professional or efficient communications.
<p>Collect This concept involves developing an understanding of databases and their uses.</p>		<ul style="list-style-type: none"> • Use simple databases to record information in areas across the curriculum. 	<ul style="list-style-type: none"> • Devise and construct databases using applications designed for this purpose in areas across the curriculum. 	<ul style="list-style-type: none"> • Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.

Appendix 12 – MFL Milestones

	Milestone 2 (Year 3)	Milestone 2 (Year 4)	Milestone 3
<p>Read fluently This concept involves recognising key vocabulary and phrases.</p>	<ul style="list-style-type: none"> • Read out loud everyday words and phrases. • Use phonic (or logographic in Mandarin) knowledge to read words. • Read and understand short written phrases. • Read out loud familiar words and phrases. • Use books or glossaries to find out the meanings of new words. 	<ul style="list-style-type: none"> • Read and understand the main points in short written texts. • Read short texts independently. • Use a translation dictionary or glossary to look up new words. 	<ul style="list-style-type: none"> • Read and understand the main points and some of the detail in short written texts. • Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. • Read and understand the main points and opinions in written texts from various contexts, including present, past or future events. • Show confidence in reading aloud, and in using reference materials.
<p>Write imaginatively This concept involves using key vocabulary and phrases to write ideas.</p>	<ul style="list-style-type: none"> • Write or copy everyday words correctly. • Label items and choose appropriate words to complete short sentences. • Write one or two short sentences. • Write short phrases used in everyday conversations correctly. 	<ul style="list-style-type: none"> • Write a few short sentences using familiar expressions. • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable. 	<ul style="list-style-type: none"> • Write short texts on familiar topics. • Use knowledge of grammar (or pitch in Mandarin) to enhance or change the meaning of phrases. • Use dictionaries or glossaries to check words. • Refer to recent experiences or future plans, as well as to everyday activities. • Include imaginative and adventurous word choices. • Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). • Use dictionaries or glossaries to check words.
<p>Speak confidently This concept involves using key vocabulary and phrases to verbally</p>	<ul style="list-style-type: none"> • Understand a range of spoken phrases. • Understand standard language (sometimes asking for words or phrases to be repeated). • Answer simple questions and give 	<ul style="list-style-type: none"> • Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk 	<ul style="list-style-type: none"> • Understand the main points and opinions in spoken passages. • Give a short prepared talk that includes opinions. • Take part in conversations to seek

<p>communicate ideas.</p>	<p>basic information.</p> <ul style="list-style-type: none"> • Give responses to questions about everyday events. • Pronounce words showing a knowledge of sound (or pitch in Mandarin) patterns. 	<p>about interests.</p> <ul style="list-style-type: none"> • Take part in discussions and tasks. • Demonstrate a growing vocabulary. 	<p>and give information.</p> <ul style="list-style-type: none"> • Refer to recent experiences or future plans, everyday activities and interests. • Vary language and produce extended responses. • Be understood with little or no difficulty.
<p>Understand the culture of the countries in which the language is spoken This concept involves the background knowledge and cultural capital needed to infer meaning from interaction</p>	<ul style="list-style-type: none"> • Identify countries and communities where the language is spoken. • Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken. • Show awareness of the social conventions when speaking to someone. 	<ul style="list-style-type: none"> • Describe with some interesting details some aspects of countries or communities where the language is spoken. • Make comparisons between life in countries or communities where the language is spoken and this country. 	<ul style="list-style-type: none"> • Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. • Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.