

## Full Reports for Year 10

In Year 10, the annual full reports to parents include grades in ten areas for each subject.

### Generic Reporting Areas

Five of these are the same for all subjects:

Reporting Area	What it means
<b>Resilience/challenge</b>	The student responds positively when faced with challenges, is not afraid to make mistakes, has a range of strategies to overcome difficulties and does not give up easily.
<b>Independent learning</b>	The student is able to work individually and can show initiative and creativity in completing tasks.
<b>Thirst for learning</b>	The student is passionate about learning and takes personal responsibility for making progress.
<b>Collaborative learning</b>	The student is able to work and communicate effectively with other students and with teachers.
<b>Organisation</b>	The student is well-organised for their studies and is able to follow set routines and instructions.

**These are graded as:**

4. Displays this learning characteristic consistently.
3. Displays this learning characteristic frequently.
2. Displays this learning characteristic sometimes.
1. Does not display this learning characteristic.

### Subject Specific Areas

The other five are different for each subject, highlighting those areas of learning that are the most important in that discipline.

**These are graded as:**

4. Working to a standard that is **above** that which you would expect to achieve their target.
3. Working to a standard that is **expected** to achieve their target.
2. Working to a standard that is **below** that which you would expect to achieve their target.
1. Working to a standard that is **well below** that which you would expect to achieve their target.

The subject specific areas are:

### English Language

Reporting Area	What it means
<b>Organise writing to communicate ideas.</b>	Communicate clearly, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
<b>Write accurately and imaginatively for different audiences.</b>	Communicate effectively and imaginatively, Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
<b>Identify and select information from texts.</b>	Identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts.
<b>Explain and analyse writers' use of effects (form, structure and language).</b>	Explain, comment on and analyse how writers use language and structure to achieve effects.
<b>Compare and evaluate writers' ideas and perspectives.</b>	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. Evaluate texts critically and support this with appropriate textual references.

### English Literature

Reporting Area	What it means
<b>Read and understand different texts, developing a personal response.</b>	Read, understand and respond to texts, engaging personally with the text in an informed way.
<b>Analyse language, form and structure used by a writer to create meanings and effects.</b>	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
<b>Show understanding of the relationship between different texts and their contexts.</b>	Show understanding of the relationships between texts and the contexts in which they were written.
<b>Maintain a critical style, using textual references and quotation to support points.</b>	Maintain a critical style and use textual references, including quotations, to support and illustrate interpretations.
<b>Use a range of vocabulary to write about texts, including subject specific terminology.</b>	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

## Mathematics

Reporting Area	What it means
Fluency	The student learns the skills and knowledge necessary to apply the routine techniques that are repeated throughout mathematics.
Reasoning	The student links the steps in their thinking and working in a logical, understandable manner using standard mathematical language, symbols and diagrams.
Problem Solving	The student selects and uses standard mathematical techniques in unfamiliar contexts in order to solve mathematical puzzles and multi-step questions.
Misconceptions	The student is aware of the common mistakes made in mathematics and takes steps to avoid making them, including checking answers and solving problems in more than one way.
Application	The student can apply standard techniques to solve real-life problems and can interpret the mathematical solutions practically.

## Art

Reporting Area	What it means
Developing	The student shows their understanding of how and why artists produce their work, they use their research to help develop their own ideas.
Refining	The student's ability to explore and experiment with media, sources, techniques and processes.
Recording	The student uses notes, drawings and other methods to record their ideas and intentions.
Presenting	The student produces individual final pieces and makes connections to artists work and other sources.
Communicating	The student presents their work in a sketchbook, they include titles, dates and annotate their ideas using an Art specialist vocabulary.

## Catering - Technology

Reporting Area	What it means
Investigating	The student selects and acquires research. Students apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.
Developing	The student uses their research to develop ideas. They experiment with different food preparation techniques and test recipes to develop and demonstrate food preparation skills. They develop and apply knowledge and understanding of nutrition, food, cooking and preparation.
Making	The student plans, prepares, cooks and presents dishes, combining appropriate techniques.
Evaluating	The student analyses and evaluates different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.
Communicating	Students recall, select and communicate their knowledge and understanding of a range of contexts.

## Computer Science

Reporting Area	What it means
<b>Understanding Computers</b>	Students understand the features and functions of hardware and software and how they interact to form part of a larger system. Students understand the 5 elements needed to define a Computer System.
<b>Legal and Ethical Considerations.</b>	Students understand the legislation linked with Computer systems and the risks when using them. Students understand the impact that ICT has on the people and the planet and can think of ways to reduce this.
<b>Computational Thinking</b>	Students can identify problems and express solutions that a computer can carry out. They understand why computers use different number systems and can perform mathematical operations on these numbers.
<b>Programming</b>	Students can program computers to solve problems using sequences of instructions for specific scenarios in a range of programming languages. Students can plan sequences using flow charts or pseudo code.
<b>Evaluation</b>	Students will test the systems they make, identify problems and correct them. Students will identify the limitations of systems and make recommendations on how they could be improved in the future.

## Dance

Reporting Area	What it means
<b>Physical/technical skills</b>	How effectively the student demonstrates posture, alignment, balance, coordination, control, flexibility, mobility, strength, stamina, extension and isolation in performance.
<b>Expressive skills</b>	How effectively the student demonstrates projection, focus, spatial awareness, facial expression, musicality, sensitivity to other dancers and communication of choreographic intent in performance.
<b>Ability to reflect on own performance and choreographic work</b>	The student is able to reflect on the effectiveness and communication of their own and others' performance and choreography and be able explain and justify their opinions in discussion. The student is able to critically analyse professional dance works and be able to explain and justify these reasons in written work.
<b>Commitment to rehearsal</b>	The students' engagement and dedication to rehearsal both within lessons and during extra-curricular activities.
<b>Overall sense of performance</b>	The student is consistently able to apply the skills required for a completely engaging and committed performance, which demonstrates energy and focus.

## Drama

Reporting Area	What it means
<b>Group Work</b>	The student works collaboratively with others, supporting and leading creative ideas to develop effective, meaningful drama.
<b>Vocal and Movement Skills</b>	The student uses vocal, facial and physical expression with confidence, imagination and control to create, develop and communicate characters and/or meaning in drama performance.
<b>Performance Focus and Characterisation</b>	The student demonstrates mature focus in performance, creating, developing and communicating detailed, convincing characters that are appropriate to the drama.
<b>Knowledge and Understanding</b>	The student recognises and uses a range of theatrical techniques, forms and genres with knowledge and understanding of how they create meaning and effect in drama performance.
<b>Evaluation</b>	The student reflects on the meaning and effectiveness of drama and expresses, explains and justifies opinions in discussion and/or written evaluation.

## ICT

Reporting Area	What it means
Knowledge	Recall, select and communicate their knowledge and understanding of ICT.
Research	Differentiate between data and information. Find and use secondary and primary sources. Select appropriate information from databases.
Design	Design digital products which are fit for purpose and audience.
Application and skills	Apply knowledge, understanding and skills to produce ICT-based Solutions (Modelling and Digital Publishing).
Evaluation	Analyse, evaluate, make reasoned judgements and present Conclusions.

## French and German

Reporting Area	What it means
Communication	The student expresses key information clearly, ideas are well developed and information is volunteered.
Accuracy	The student applies linguistic structures accurately including spellings, accents and umlaut.
Knowledge of language	The student manipulates language and applies language rules including having the confidence to include more complex sentence structures and different tenses.
Range of vocabulary	The student uses good language avoiding repetition and uses more varied vocabulary.
Spontaneity and fluency	The student conducts exchanges showing some spontaneity but also relying on pre-learnt responses.

## Geography

Reporting Area	What it means
Use of Geographical vocabulary	The student uses technical subject specific vocabulary where necessary.
Description	The student not only gives basic information from the topic, but says what is happening in detail.
Explanation	The student builds on descriptive work by giving reasons for why processes occur, backed up by geographical knowledge.
Discussion	The student gets involved in full class or group tasks when asked to talk about ideas, looking at topics from many different angles.
Use of real life examples	The student refers to named places and adds information from real life examples studied in order to back up their ideas.

## Health and Social Care

Reporting Area	What it means
<b>Subject knowledge</b>	The student is able to learn and recall facts related to a variety of different topics and use this knowledge to complete coursework or exam style questions.
<b>Links to real life</b>	The student is able to make links between what is taught in the lesson and real life situations or scenarios.
<b>Contribution to class discussion</b>	The student is able to make regular and appropriate contributions to class discussions, covering a wide range of different topic areas.
<b>Use of subject specific language</b>	The student is able to use subject specific language appropriately in both oral and written work.
<b>Exam technique</b>	The student is able to understand and answer exam questions with accuracy and consistency, recognising what is required to achieve the available marks.

## History

Reporting Area	What it means
<b>Subject knowledge</b>	The student learns the facts and uses these to show a detailed understanding of the key features of the people and events studied. The student understands the chronology of events, is able to make judgements and uses correct historical terms.
<b>Source Skills</b>	Pupils can draw supported inferences from sources. Pupils can also analyse sources for meaning, utility, reliability and purpose.
<b>Change and continuity</b>	Pupils can recognise why changes occur and why there is often continuity in history. They can link the changes and continuities to factors and themes.
<b>Extended answers</b>	Pupils can form a well-structured argument relevant to the question. They can reach supported judgements in their conclusions.
<b>Participation in discussions</b>	The student participates actively in paired and group work, contributing to class discussions.

## Music

Reporting Area	What it means
<b>Performing</b>	The student uses musical instruments and/or voices to recreate an existing piece of music.
<b>Composing</b>	The student uses musical instruments and/or voices to create a new piece of music.
<b>Understanding</b>	The student uses musical instruments and/or voices to create a new version of an existing piece of music.
<b>Listening</b>	The student identifies and describes features of music that is listened to.
<b>Evaluating</b>	The student reflects on, explains and justifies responses to their own music and the music of others.

## PE

Reporting Area	What it means
<b>Subject knowledge and understanding</b>	Practically, the student recognises and uses a range of sporting techniques and understands how they can improve performance. The student has knowledge of rules and regulations of their chosen sports and applies these rules in practical performance and/or when officiating. Theoretically, students have a deep understanding of key terms and subject content for the written exam.
<b>Exam technique</b>	The student understands and is able to explain subject specific key terms. The student can apply this knowledge and link it to a sporting context, both in written exams and practical assessment.
<b>Contribution to class discussion</b>	The student takes a full and active part in class discussion and regularly asks and answers questions.
<b>Performance analysis and evaluation</b>	The student reflects on the effectiveness of their own and others performance and can explain and justify their opinions in discussion. This is both in practical and theoretical (Personal Exercise Programme) work.
<b>Practical performance</b>	The student executes movement and performance skills in the correct way. The student performs, demonstrating a high level of skill when under pressure and demonstrates effective decision making in a game situation.

## Materials - Technology

Reporting Area	What it means
<b>Knowledge</b>	The student demonstrates their knowledge and understanding of the different techniques and contexts to which they can be used.
<b>Application</b>	The control to which the student applies different techniques and methods.
<b>Selection</b>	The student demonstrates how they select materials, tools and techniques with regards to working properties and qualities.
<b>Quality Control</b>	The student checks and tests their models and products during and after manufacture.
<b>Annotation</b>	The student evaluates the techniques and processes they have used. They reflect on their performance and suggest improvements.

## RE

Reporting Area	What it means
<b>Knowledge</b>	The student demonstrates relevant and comprehensive knowledge on a wide range of beliefs and practices
<b>Scripture</b>	The student uses a wide range of references to scripture to support their work. These are integrated well into their work.
<b>Divergent views</b>	The student demonstrates a detailed understanding of common and divergent views and practices within and between religions or beliefs
<b>Argument and Evaluation</b>	The student can construct a sustained and convincing argument based on critical analysis and evaluation of different perspectives
<b>Specialist Vocabulary</b>	The student consistently uses subject specialist vocabulary.

## Science – Biology, Chemistry & Physics

Reporting Area	What it means
Practical skills	The student carries out practical activities safely, collecting accurate and reliable data.
Extended writing	The student makes good use of scientific ideas to describe and explain.
Examination skills	The student uses knowledge and understanding in examinations.
Science vocabulary	The student makes good use of scientific keywords when writing and discussing scientific ideas and procedures.
Application of knowledge	The student uses knowledge from both practical work and theory work to answer questions in both familiar and unfamiliar contexts.

## Fashion & Textiles - Technology

Reporting Area	What it means
Developing	The student shows their understanding of how and why textile designers produce their work, they use their research to help develop their own ideas.
Refining	The student's ability to explore and experiment with materials, techniques and processes.
Recording	The student uses notes, textile samples and drawings to record their ideas and intentions.
Presenting	The student produces individual final pieces and makes connections to designers work and other sources.
Communicating	The student presents their work in a sketchbook, they include titles, dates and annotate their ideas using a specialist vocabulary.