



**WORKINGTON  
ACADEMY**

**Student  
09LDA**

**Year 9 Data Capture 2 Report**



Dear Miss Parent

I hope you find this report detailing Student's progress useful. This is the second report you will have received since the move away from National Curriculum Levels – please refer to our Frequently Asked Questions section for an explanation of the grades and terminology used.

Year 9 is a crucial year for students and it is essential that they strive to achieve highly in all subjects in order to give themselves the best preparation for their GCSE studies next year. Their Key Stage 4 pathway and options have been carefully reviewed to match their academic strengths, personal qualities, interests and to help them in their future careers. The confirmation of Student's option choices will be given in June. I do hope that he is looking forward to the exciting times ahead in Key Stage 4.

I look forward to working with you and Student in support of his achievement towards their personal and academic goals throughout the remainder of this year. If you have any concerns or queries about Student's report or academic progress, please do not hesitate to contact me at any time.

Yours sincerely

A handwritten signature in black ink, appearing to read "W Davidson", is written over a light blue horizontal line.

Mr W Davidson  
Director of Learning, Year 9



## Frequently Asked Questions

### Why are there no National Curriculum Levels on the report?

The Government have advised that schools no longer need to use National Curriculum Levels. One of the reasons for this is that the levels were becoming less meaningful, for example a 5C in French did not mean the same as a 5C in maths.

### What is being used to replace them?

Students have been set a GCSE target for the end of KS4 in each subject. They are then tracked against that target throughout the school.

### Why are some of the GCSE grades numbers rather than letters?

Students who are currently in Y9 will sit most of their GCSEs using the new 1-9 grading system. The exceptions to this are Technology and Computing where the old A\*-G system will still be used. An approximate equivalence between old and new GCSE grades is shown in this table:

New GCSE Grade	1		2		3		4		5		6		7		8		9	
Old GCSE Grade	G	F	E	D	C		B		A		A*							

### How are the targets set?

The targets which students are set are challenging targets which if achieved would mean students were making better progress than would be expected, given their Attainment on Entry.

### How they are they being tracked?

At each data capture students will be judged as being  
 'Making **better than expected progress** towards their target'  
 'Making **expected progress** towards their target'  
 'Making **close to expected progress** towards their target'  
 'Making **less than expected progress** towards their target'

This will be based on an expected standard that students should be working at in Year 9 if they are to achieve their target grade or better in their final Year 11 exams.



### **What else is in the report?**

Every subject is using an Assessment for Learning (AFL) grid which informs students as to what they need to know, understand and be able to do in order to make the desired progress and be successful in their learning. The green shading on the grids shows where students have demonstrated knowledge and skills to meet the criteria. The unshaded boxes show the next steps to be undertaken by students in order to make further progress.

### **How will the new system be reviewed?**

This is a new way of measuring achievement as Key Stage 3 and there is also uncertainty regarding the new GCSE grades and how they will be awarded. We will constantly review the way we track and monitor students, and the targets we set them. Any feedback you can give us would be most welcome.



## WORKINGTON ACADEMY

### Attendance

At Workington Academy we firmly believe that good attendance is key to students reaching their academic and personal potential. Students who miss school frequently can fall behind with their work, make reduced progress and typically do less well in exams.

High attendance shows potential employers that Student is reliable and responsible. Furthermore, research suggests that children who attend school regularly could also be at less risk of getting involved in antisocial behaviour or crime.

The school measures attendance by the percentage of half day sessions which students attend. This places students into one of the following categories:

<b>Full attendance</b>	100%
<b>Very good attendance</b>	97% - 99.9%
<b>Good attendance</b>	95% - 96.9%
<b>Attendance requires improvement</b>	90% - 94.9%
<b>At risk of school intervention</b>	85% - 89.9%
<b>Potential Local Authority intervention and prosecution</b>	Below 85%

### Attendance Information for Student

<b>Attendance to 26/02/2016</b>	99.6
<b>Authorised Absence (Half day sessions)</b>	0
<b>Unauthorised Absence (Half day sessions)</b>	1



**WORKINGTON  
ACADEMY**

**Student 09LDA**

**Summary of Progress**

**Year 9 Report Data Capture 2**

<b>Subject</b>	<b>Target</b>	<b>Progress Towards Target</b>	<b>Responsibility For Learning</b>
<b>Art</b>	7	Close To Expected	Outstanding
<b>Computing</b>	A*	Close To Expected	Outstanding
<b>Drama</b>	7	Less Than Expected	Good
<b>English</b>	8	Close To Expected	Good
<b>French</b>	6	More than Expected	Outstanding
<b>Geography</b>	7	Expected	Outstanding
<b>History</b>	8	Less Than Expected	Requires Improvement
<b>Maths</b>	9	Close To Expected	Outstanding
<b>Music</b>	7	Less Than Expected	Good
<b>PE</b>	5	Close To Expected	Good
<b>RE</b>	8	Less Than Expected	Requires Improvement
<b>Science</b>	8	Expected	Outstanding
<b>Technology</b>	A	Expected	Outstanding

# Art

**Class:** 09b/Ar1    **Teacher:** Mrs J. Taylor    **Responsibility for Learning:** Outstanding

Unit Title	Launching	Developing	Secure	Excelling	Mastering	Next Steps
<b>Artist Research</b>	Students have attempted to follow instructions & have the basics of research to present.	Students observe & replicate tasks appropriately.  Can repeat actions & processes safely with limited support.  Annotation: minimal.	Students demonstrate understanding of research techniques & presentation skills.  Annotation: accurate & useful.	Materials reflect the artist's work.  Students review & refine.	Students combine composition skills with materials to create a personal response that demonstrates concept.  Annotation: analytical & reflective.	Students have selected an independent artists & managed to plan the research.
<b>Artistic Ability</b>	Students have a limited ability to control art materials.	Students have an ability to control art materials.  There is consideration over composition, material application or technique.	Students have made successful attempts with a range of appropriate materials.  Composition is considered, material application or technique.	Students have demonstrated an attention to detail & there is high level & consistency of skill in terms of choice & application.	Students have considered & created strong composition & quality drawings & samples. These are finished to a high standard.	Experiment with scale & develop the work in to other areas.

**Art Course Description:**

Year 9 students have been working on a project entitled 'Coastlines' which has begun with the introduction of basic art principles including research and presentation skills. Students will experiment with a range of materials whilst exploring key concepts of 2D and 3D visual language. They will research artists and art work that has been inspired by the coast and conduct investigations in to materials, meanings and inspiration. This unit will conclude with the design and creation of a final piece that will be completed as a group or individually. The work will be presented at the end of year exhibition.

**Art Comment for Student:**

This year the students in Year 9 are on rotation with art, drama and music and this particular class has not had much time in art so far in this academic year. Despite that it is safe to say that Student has made a good start in the subject and has shown some strong artistic skills. These will develop with time making art GCSE an option if that is what he would like to choose.

**Art Written Target for Student:**

Use the art rooms at lunch and after school to continue with class work or to take part in extra-curricular clubs. Develop skills through practice.

# Computing

**Class:** 09a/Cp3    **Teacher:** Ms A. Taylor    **Responsibility for Learning:** Outstanding

Unit Title	Launching	Developing	Secure	Excelling	Mastering	Next Steps
<b>Computer Networks and Digital Security</b>	Students use technology responsibly, identify common computer network topologies, identify a range of ways to report concerns about contact.	Students understand computer networks help communication, identify a range of ways to report concerns about content, recognise unacceptable behaviour.	Students understand a range of ways to use technology respectfully, recognise inappropriate content, contact and conduct, know how to report concerns.	Students understand computer networks including the internet, opportunities computer networks offer for collaboration and provide multiple services.	Students describe systems and their components using diagrams, protect online identity and privacy.	Students understand ways to use technology responsibly and securely, how computer systems components communicate with each other and with other systems.

### Computing Course Description:

Year 9 is an important year in preparing students for their choice at Key Stage 4 and with this in mind, during the year, there will be a focus on computing aspects of hardware, software and networks for one term, ICT aspects of business skills such as spreadsheets and databases for one term; the final term will be focusing on topics which could be in either pathway looking at coding and multimedia.

### Computing Comment for Student:

Student is a hard-working student who puts maximum effort into all her ICT lessons. She is always willing to share her ideas with others and support anyone who is struggling. Her work is well presented and she always ensures that she completes all tasks set, including extension work in class. She has made excellent progress since the start of term. Her homework is always completed to a high standard. I am very impressed with the way she has worked and the concentration skills she has shown. Student should be very proud of herself.

### Computing Written Target for Student:

Understand ways to use technology responsibly and securely.  
 Know how computer system components communicate with each other and with other systems.



# Drama

**Class:**      **Teacher:**      **Responsibility for Learning:** Good

Unit Title	Launching	Developing	Secure	Excelling	Mastering	Next Steps
<b>Practical Skills</b>	Attempt to use basic techniques. Appropriate movements and voice selected for a character. Role is sustained for some of the time. Evaluation is basic.	Use techniques with some confidence. Stay in role for most of the performance. Evaluation has growing awareness of WWW and EBI.	Use variety of Drama techniques with growing confidence and creativity. Stay in role for most of the performance. Students show clear awareness of WWW and EBI.	Use Drama techniques with confidence. Perform convincing characters. In role for all the performance.	Use techniques with effective results. Perform a variety of characters with depth. Show commitment to the performance.	Students can refine techniques through WWW and EBI and group reflection and can develop further by developing work that shows progress on areas identified through EBI discussion/notes.
<b>Team Work</b>	Comfortable being led.	Responsible contribution to groups work.	Contributing valid ideas and taking some leadership responsibilities.	Leadership skills and contribute meaningful ideas.	Strong leadership qualities.	

**Drama Course Description:**

Year 9 students have spent the first half term developing fundamental Drama skills. There is a focus on positive group work and independent learning in all lessons. After half term, students will continue to build on these skills and develop their confidence through performance opportunities.

**Drama Comment for Student:**

Student has worked well so far in Drama. He is comfortable working in a group. He has developed his basic Drama skills and is demonstrating his understanding through the application of these in class.

**Drama Written Target for Student:**

Remember to use facial expressions in your work.  
Consider gestures in your work.

# English

Class: 09C/En2

Teacher: Miss J. McTaggart

Responsibility for Learning: Good

Unit Title	Launching	Developing	Secure	Excelling	Mastering	Next Steps
<b>Studying Prose (exploring narrative structure):</b>  <b>Reading – understanding ideas and finding evidence as proof</b>	Students can <b>describe the main points in a novel</b> , make <b>some basic inferences</b> and explain them using evidence to support their views.	Students show understanding of <b>some implicit</b> meanings in a novel and can explain <b>some</b> ideas using relevant evidence to support them.	Students are <b>clear and confident</b> explaining relevant meanings in <b>different parts of the novel</b> . They <b>infer</b> , using textual evidence.	Students make <b>assured</b> comments in relation to <b>explicit and implicit</b> ideas, with evidence from different places in the text to <b>analyse</b> critically.	Students use a range of evidence presenting a <b>sophisticated</b> interpretation of the text, analysing the influence of context on meaning/ interpretation.	Students produce sophisticated, independent interpretations of a novel linking evidence & wider textual knowledge.
<b>Studying Prose (exploring narrative structure):</b>  <b>Reading – analysing language, form and structure</b>	Students <b>describe</b> why the writer chooses particular words for effect and make limited comments to <b>describe</b> how first person narrative is used.	Students can use <b>some appropriate terminology</b> to <b>explain</b> how language and structure achieve certain effects and <b>explain</b> the impact on the whole novel.	Students use <b>appropriate terminology, making detailed and increasingly confident</b> comments to <b>analyse</b> how language & structure are used in the novel.	Students can use terminology <b>securely</b> to <b>analyse</b> language and structure and make confident judgements about the effectiveness of these features.	Students produce <b>sophisticated</b> analysis of language /structure and their effects. They make <b>perceptive</b> comments on narrative structure and its effect.	Students can analyse aspects of language / structure in detail. They make insightful comments and compare to alternative narratives.
<b>Studying Prose (exploring narrative structure):</b>  <b>Writing for purpose and audience - Structuring writing, including punctuation</b>	Students show a <b>limited</b> ability to write clearly, matching several writing styles to purpose and audience. There is some clarity of structure.	Students' writing matches style to purpose and audience. An appropriate tone is sustained throughout <b>some</b> pieces of writing, with clear structure.	Students are <b>confident</b> in varied writing styles. They have a strong awareness of purpose and audience, vary tone for effect and craft sentences well.	Students write confidently in a variety of challenging styles, with an <b>assured</b> awareness of purpose and audience and precise structural devices.	Students write with <b>increased flair</b> in a variety of styles. They have a <b>sophisticated</b> sense of audience and purpose, using language impressively.	Write with flair in unfamiliar styles, considering different audiences. Sophisticated sentence structures should be used to impressive effect.
<b>Studying Prose (exploring narrative structure):</b>  <b>Writing - choosing effective vocabulary and accurate spelling</b>	Students choose more interesting words for variety using a wide range of connectives and spelling high frequency words correctly.	Students make <b>some</b> deliberate word choices to achieve a desired effect on their reader. There is increasing accuracy in spelling less familiar words.	Students <b>confidently</b> use a wide range of vocabulary and select words appropriately for impact. Commonly used words are <b>consistently</b> spelt accurately.	Students use a wide range of vocabulary for effect. There are few spelling lapses, with only occasional errors with unfamiliar words.	Students begin to use vocabulary more self-consciously for impact. Spelling is mainly accurate, even for less commonplace or specialist vocabulary.	Choose and vary vocabulary for impact. Show impressive control when using irregular spellings.

**English Course Description:**

During the course of Year 9, students will cover a range of Reading, Writing and Speaking and Listening topics. Skills will be developed through the analysis of a variety of fiction and non-fiction texts such as a modern novel, poetry, a Shakespearean play and examples of travel writing.

**English Comment for Student:**

Student is a hard-working student who brings many wonderful and mature insights to our lessons. She has a natural flair for the creative aspect of the subject, and has demonstrated the ability to write in a wide range of styles. Student has a good understanding of the texts we read, and is beginning to analyse these in a more detailed manner.

**English Written Target for Charlie:**

Look at varying the structure of your own writing in order to add variety and sophistication to it.  
Improve your analytical skills when reading - I'm confident in your ability as a reader, but you need to fully analyse texts, referring to evidence in far more depth and discuss the impact that it has on the reader.

# French

**Class:** 09b/Fr1b    **Teacher:** Mrs J. Reid    **Responsibility for Learning:** Outstanding

Unit Title	Launching	Developing	Secure	Excelling	Mastering	Next Steps
<b>Buying Food and Drink</b>	Students can have a short conversation at a market using support. Pronunciation is understood by a sympathetic native speaker.	Students can take part in a short conversation at a market without support. Pronunciation and intonation are understood by a native speaker.	Students can understand and take part in extended conversations at a market. They will use prior knowledge to add more detail.	Students use a range of vocabulary when taking part in conversations at a market. They use a range of adjectives to give opinions of food items.	Students use a variety of questions and responses and a range of adjectives and qualifiers when conversing at a market. Word order will be accurate.	Students can transfer the conditional tense to new contexts.
<b>Ordering a Meal in a Restaurant</b>	Students can take part in short conversations in a restaurant using support. They can understand basic prices.	Students can take part in a short conversation in a restaurant without support. They can enquire about prices and understand responses.	Students can use the conditional tense to order food and drink items and can recognise the perfect tense in short texts.	Students can use the conditional tense to order food and drink items and can use the perfect tense to say what they have eaten and drunk recently.	Students can use a variety of tenses when ordering food and drink in a restaurant and when communicating with friends in a restaurant.	Students can explain the formation of the perfect and conditional tenses to others.
<b>Countries and Languages</b>	Students can write a few sentences from memory and their spelling is understandable. Their listening, speaking and reading skills are improving.	Students can write a paragraph from memory, containing a variety of nouns, verbs and adjectives. They can use dictionaries for meanings and genders.	Students can write short texts on familiar topics. Their knowledge of the present tense is sound and they can use genders and articles accurately	Students can write 2-3 paragraphs from memory. They use the present tense, adjectives, nouns and articles accurately both in writing and speaking.	Students can transfer vocabulary and grammar accurately between different topics. They automatically use dictionaries as a reference source.	Students can explain the use of gender, articles and verbs to others.
<b>Holidays</b>	Students can identify some main points from a listening or reading exercise that is based on past events although they will require support.	Students can identify some main points from a listening or reading exercise that is based on past events but may need some support.	Students can refer to past events in writing or in a short talk. There may be some mistakes in tenses but the meaning will be clear.	Students can refer to past events in both writing and speech. Their use of the perfect tense is accurate and they can recognise the imperfect tense.	Students can use the perfect tense and the imperfect tense accurately in writing and speech. They can apply their knowledge of tenses in new contexts.	Students can explain the formation of the perfect and imperfect tense to others

# Geography

**Class:** 09b/Gg2     **Teacher:** Miss K. Lambert     **Responsibility for Learning:** Outstanding

Unit Title	Launching	Developing	Secure	Excelling	Mastering	Next Steps
<b>Tourism</b>	Students understand that tourism is in the tertiary sector and the impact this can have on different countries. Students identify positive and negative impacts of tourism in two different places.	Students identify a range of jobs in the primary, secondary and tertiary sector. Students describe the role of tourism in the UK economy and the people who live in the Lake District.	Students describe economic industries and the role of tourism in the tertiary industry of the UK and MIC's.	Students explain economic industries and the role of tourism in the tertiary industry of the UK and MIC's.	Students explain economic industries and the evolution of tourism in the tertiary industry of the UK and MIC's.	Students explain how employment sectors evolve over time due to levels of development.

**Geography Course Description:**

Pupils have investigated the social, economic and environmental impacts of Tourism on the market town of Keswick and Antarctica. They have completed primary and secondary research in order to present and analyse data in a range of ways. Pupils will be studying natural hazards next.

**Geography Comment for Student:**

Student has made a positive start to Geography this year, he is a consciousness learner and works hard to make progress. Furthermore, he demonstrates our values of Respect, Responsibility and Resilience in his learning! His attitude to learning is exemplary - Keep up the good work!

**Geography Written Target for Student:**

Ensure all answers are well developed using examples and key terms.  
Use data and figures regularly to support your answers, explaining why the data is important.

# History

Class: 09b/Hi2

Teacher: Mrs L. Harrison

Responsibility for Learning: Good

Unit Title	Launching	Developing	Secure	Excelling	Mastering	Next Steps
<b>Life in the Trenches</b>	Students can supply some relevant knowledge beginning to show the impact of World War Two and draw some information from sources.	Students can describe the impact of World War Two identifying factors, showing the use of sources' content to support answers.	Students can explain the impact of World War Two, reaching a conclusion. Students can compare and contrast source content.	Students can evaluate the impact of World War Two, reaching a substantiated conclusion, showing analysis of source content and provenance.	Students can evaluate the impact of World War Two, reaching a substantiated conclusion, showing evaluation of source content and provenance.	Students Include own research about the impact of the Second World War through a variety of mediums investigating other historians' interpretations.
<b>Peace and Dictatorship</b>	Students can supply some relevant knowledge beginning to show reasons for inter-war politics and draw some information from sources.	Students can describe the reasons for inter-war politics and identify factors, showing the use of sources' content to support answers.	Students can explain reasons and factors for inter-war politics, reaching a conclusion. Students can compare and contrast source content.	Students can evaluate the causes for inter-war politics, reaching a substantiated conclusion, showing analysis of source content and provenance.	Students can evaluate the causes for inter-war politics, reaching a substantiated conclusion, showing evaluation of source content and provenance.	Students Include own research of inter-war politics through a variety of mediums investigating other historians' interpretations.

## History Course Description:

In Year Nine students study the outbreak of the First World War evaluating the relative significance of its causes. From here students investigate the conditions of the trenches and analyse the war at a more global level. Further to this, the political and social developments of the twenties and thirties are assessed followed by the Second World War itself. Finally, the post 1945 world is studied with a thematic overview on migration at the end of the year.

## History Comment for Student:

Student has taken time to settle down to work this term. His attitude and behaviour in class has at times been problematic and this has affected his performance in assessments and class work

## History Written Target for Student:

Follow the guidance and instructions given immediately and without delay.

Avoid distractions in class and attempt to contribute to class discussion by asking questions and providing answers when you have the knowledge to do so.

Ensure that you check written work carefully to avoid simple errors of spelling and grammar.

# Maths

Class: 09a/Ma1 Teacher: Mr A. Freeland Responsibility for Learning: Outstanding

Unit Title	Launching	Developing	Secure	Excelling	Mastering	Next Steps
<b>Angle Facts and Circles</b>	Know the sum of interior angles in triangles and quadrilaterals, and attempt to use to calculate angles. Classify quadrilaterals by their geometric properties.	Use properties of special triangle and quadrilaterals to calculate angles. Calculate interior and exterior angles in regular polygons.	Calculate the area and circumference of a circle and correctly label the parts of a circle.	Calculate the area of segments, sectors and the length of arcs.	Calculate the area of segments, sectors and the length of arcs in a variety of contextual problems.	Understand circle properties such as tangent, perpendicular bisector of a chord and the four basic circle theorems.
<b>Sequences &amp; Functions</b>	Generate terms of a sequence (finding a term from the previous term, or given it's position in a sequence).	Generate terms of a linear sequence using term to term and position to term definitions. Represent mappings expressed algebraically.	Begin to use linear expressions to describe the nth term of an arithmetic sequence. Find the inverse of a linear function, including in a real life context.	Give the nth term for sequences in a real life context.	Find the next term and nth term of a quadratic sequence.	Deduce properties of triangular, square and Fibonacci sequences.
<b>Graphs</b>	Plot graphs of the form $y=mx+c$ using a table of values, on paper and using ICT.	Plot graphs using the straight line equation $y=mx+c$ (using gradient and intercept) on paper and using ICT.	Find the equation of a graph, giving the answer in the form $y=mx+c$ .	Calculate and interpret distance, speed and time, including distance/time graphs.	Investigate gradients of parallel and perpendicular lines and plot simple quadratic functions.	Plot simple cubic functions and understand the effect on a graph of addition and multiplication of a constant (transformation of graphs).
<b>Equations</b>	Form and solve simple linear equations.	Form and solve linear equations involving brackets.	Form and solve linear equations involving brackets, fractions and unknowns on both sides.	Solve simultaneous equations (linear) by elimination and substitution methods.	Link simultaneous equations to graphical representations, and solve.	Solving simultaneous equations where one of the equations is quadratic.

**Maths Course Description:**

In Year 9 students continue to develop their core mathematical understanding in preparation for Key Stage 4. Some of the more challenging topics that maybe introduced to students could be standard form, circle theorems, trigonometry, simultaneous equations and surds. The students will also be encouraged to start exploring the many uses of a scientific calculator. It is advised that students have their own calculator so that they can practice new skills outside of the classroom and use it to aid with homework.

**Maths Comment for Student:**

Student has stepped up to set 1 maths well this year. He is taking new topics on board and is improving lesson by lesson. I am very impressed with Student's efforts so far this year and I hope this continues. His recent exam was good and I hope that Student improves further on this as the year progresses.

**Maths Written Target for Student:**

Ensure that you include full working out for each question, especially when solving equations. When answering questions with a problem solving element, write down all the facts you are given, as this will help you answer the questions fully.



# Music

**Class:**      **Teacher:**      **Responsibility for Learning:** Outstanding

Unit Title	Launching	Developing	Secure	Excelling	Mastering	Next Steps
<b>Listening</b>	Students can identify and explore the relationship between different musical genres and describe the characteristics of Rock music.	Students can develop their awareness of the use of music and its impact within Pop and Rock music industry	Students analyse different kinds of music and can describe, compare and evaluate using appropriate vocabulary.	Students can reflect upon the context in which music is created and develop more analytical aural skills.	Students can evaluate and make critical judgements differentiating between subtle changes in style.	Students evaluate and make critical judgments about the use of different musical conventions.
<b>Performing</b>	Students perform by ear and simple notation and develop understanding of the use of the characteristics of Rock music.	Students perform in ensembles and develop confidence leading groups and playing solo passages within the Rock genre.	Students improvise melodic and rhythmical material within given structures and make expressive use of Dynamics, tempo, and phrasing.	Students can improve their work and make adjustments to their own part within ensemble performances.	Students can improvise within different genre to achieve different intended effects.	Students can perform in different styles and make a significant contribution to an ensemble.
<b>Composing</b>	Students develop musical ideas and produce compositions which are idiomatic to Rock genre.	Students compose music which demonstrates a clear understanding of the writing techniques using back beat and power chords.	Students demonstrate and achieve with awareness, idiomatic writing to suit the genre of Rock and Pop music in song structure.	Students plan, revisit and refine material, making the resultant score comply with the characteristics of the Rock or Pop genre.	Students refine and improve their work maintaining idiomatic writing for the genre and improving dynamics and articulation in scores.	Students create coherent compositions. They adapt, improve, extend and discard musical ideas.

## Music Course Description:

This current academic year, Year 9 students have covered Music from Musicals, Music from Film and Music for Advertising. The remaining areas we will be studying are Christmas Music, and Enterprise, which examines the music industry and its participants, both on stage and off. It also examines how pop music is constructed and how it has developed over the years.

All of these areas of study include examination of listening skills, composition skills and performance skills.

## Music Comment for Student:

Student been a model student in music. He has engaged with the subject, has worked hard to achieve and demonstrates his abilities to others. His composition work is of a high standard and he is not afraid to try new things. He has demonstrated good performance ability and has good aural skills. He is a pleasure to have in the class.

## Music Written Target for Student:

Concentrate on your practice time to develop a strategy to work through your assessment pieces. Ensure you listen to as much music as possible to understand how it is constructed.

# Physical Education

Class: 09a/Pe4

Teacher: Miss N. Tweddle

Responsibility for Learning: Good

Unit Title	Launching	Developing	Secure	Excelling	Mastering	Next Steps
<b>Performance</b>	Students are regular member of school teams. They can explain and discuss more advanced skills, techniques and tactics in a full game situation.	Students can apply more advanced skills in a game situation with success. Both defensive and attacking tactics are modified.	Students can analyse their performance of major skills. They can distinguish between situations and assess which tactics to use.	Students can analyse their performance comparing and contrast it to others. They can plan and construct which skills/tactics are best used.	Students can analyse their performance and justify their opinions. They can evaluate and discuss how performance can be improved.	Students can judge the performance of others and can construct ways in which to improve a peer's performance.
<b>Decision Making</b>	Students react to others then select the appropriate skill. They can identify when to make simple decisions in practices and decisions take time.	Students interpret a situation and apply a simple action. They can choose the correct techniques and tactic in a certain situation.	Students' decisions are arranged in the correct order and control and effect individuals. They can explain their automatic and varied use of tactics.	Students' decisions are planned and influence others. Tactics inform decisions. They analyse others decision making.	Students can justify their autonomous decisions and provide recommendation for improvement. They critically evaluate their decisions.	Students judge autonomous decisions and assess whether it was successful. They critically evaluate decisions and construct responses as necessary.
<b>Mind Set</b>	Students listen to others talk. Follows instructions and expectations throughout the lesson.	Students answer questions when asked, discusses learning with peers and attends 1 XC club or 1 hour of PA out of school.	Students want to improve. They volunteer for demonstrations and seek advice on how to improve. They attend 2 XC clubs or 2 hours of PA out of school.	Students stay focused on tasks and enjoy learning. They want to succeed and help others improve. They Attends 3 XC clubs or 2 hours PA out of school.	Students try again in the face of failure. They want everyone to learn and enjoy challenge. They attends 4/5 XC clubs or 4/5 hours of PA out of school.	Students can influence others to succeed and improve, they assist with delivering at clubs and encourage other to participate.

## PE Course Description:

PE offers a broadened and balanced National Curriculum allowing students to participate in a range of sporting activities. Opportunities to be competitive, creative and challenging are offered in the form of Netball, Rugby, Dance, Gymnastics, Trampolining, Athletics, Health & Fitness, Rounders and Cross-Country. Students are also encouraged to take different roles and responsibilities, including leadership, coaching and officiating.

## PE Comment for Student:

Student usually works hard in PE, but must show more confidence and urgency. In netball, Student displayed good spatial awareness and developed and performed a range of dodging techniques to evade defenders. Student is becoming more confident in lessons when answering questions, but needs to have more confidence in demonstrating her high level of practical ability and knowledge.

## PE Written Target for Student:

Be more vocal in lessons, answer questions and umpire netball games with confidence.  
Attend at least one extra-curricular club per week.

# Religious Education

**Class:** 09b/Re2    **Teacher:** Mr P. Robinson    **Responsibility for Learning:** Requires Improvement

Unit Title	Launching	Developing	Secure	Excelling	Mastering	Next Steps
<b>Religious Education</b>  <b>Who was Jesus?</b>	Describe Christian beliefs about who Jesus was and what he did. Express a personal opinion about forgiveness.	Explain why Christians believe in Jesus. Understand how symbols are used to express ideas about Jesus. Explain reasons for and against forgiveness.	Develop two different arguments about forgiveness giving examples and stories to support your views. Explain how Christians are inspired by Jesus.	Judge between two different views about forgiveness and say which is best. Give a conclusion with a justified personal opinion.	Interpret Bible passages and explain in detail why Christians might have different views on moral issues such as forgiveness.	Research fundamentalist, literalist and liberal views of scripture and apply them to the issue of forgiveness.

## RE Course Description:

In Year 9 pupils receive one lesson of RE and one lesson of PSHEE which includes Citizenship education. This report reflects the attitude and progress of your child in both these lessons.

## RE Comment for Student:

Student is a well behaved and pleasant student. He must take responsibility for his own learning by making sure he is prepared for class and completing his homework. He can explain his thoughts clearly in his written work although it can be further improved with better use of grammar and by taking care that subject vocabulary is spelled correctly. He achieved 38% in his exam; he could gain further marks by providing more evidence to support his answers.

## RE Written Target for Student:

Check that subject specific words are spelled correctly, e.g. beliefs, resurrection.

# Science

Class: 09b/Sc1

Teacher: Mr M. Bedford

Responsibility for Learning: Outstanding

Unit Title	Launching	Developing	Secure	Excelling	Mastering	Next Steps
<b>Atomic Structure</b>	Students can define the term element, write symbols of common elements and label a diagram of an atom.	Students can use the formula of a compound to find out the number and type of elements in it, and state the electrical charge on each subatomic particle.	Students can describe the structure of an atom and explain Atomic and Mass numbers. They can draw the electronic structure of elements 1 - 20 and can calculate subatomic particles.	Students can describe and explain the electronic arrangement of different atoms in the periodic table and write the formula of common compounds.	Students can explain why an atom is electrically neutral and can calculate the amount of reactants or products from information about the other substances in a reaction.	Students can write and balance chemical equations, showing that atoms are not gained or lost.
<b>Bonding</b>	Students can identify a metal or non-metal from its position on the periodic table.	Students can define the terms Ionic and Covalent in terms of electrons, and can identify metals and non-metals using simple experiment.	Students can describe an ionic bond and state why atoms react. They can also describe the structure of metals and dot and cross diagrams of simple covalent compounds.	Students can explain the formation of ions, draw dot and cross diagrams for more complex covalent compounds, and compare the structure of metals and alloys using simple diagrams.	Students can compare and explain the differences between Ionic and Covalent bonds, explain why metals are better conductors of electricity and heat and work out charge on ions.	Students can predict and explain bonding in the reactions between non-metals, and describe in detail the formation of Ions in group I, II and VII.
<b>Structures of Cells</b>	Students can state what a cell is, label both an animal and plant cell key features, identify specialised cells and can state simply what diffusion is.	Students can match some components of a cell to their functions and can identify similarities and differences between eukaryotic and prokaryotic cells.	Students can describe how to use a microscope to observe a cell, can compare light and electron microscopes and describe how microbes can be cultured.	Students can explain the functions of the components of a cell by linking them to life processes and can also explain what each part of the microscope does and how it is used.	Students can describe the process of bacterial cell division and can also justify the importance of specialised cells in an organism.	Students can make links between the differences between eukaryotic and prokaryotic cells and explain how this allows us to treat bacterial infections.

**Science Course Description:**

Year 9 is the point in Science where we begin the KS4 courses that may eventually lead to a double award GCSE in Science, or single GCSEs in each of the 3 separate subjects at the end of Year 11. This year the course covers a wide range of Biology, Physics and Chemistry topics including Cells, The Periodic Table and Waves. A decision about the course a student will follow in Year 10 will be determined by how well they perform in year 9.

**Science Comment for Student:**

Student works well in this subject and is making very good progress. She will give good answers to questions when prompted which usually demonstrate her understanding of the subject. With continued effort I would expect her to do well and reach her targets

**Science Written Target for Student:**

Keep all class work up to date and ensure the all MRI comments are acted upon.

# Technology

Class: 09b/Te4

Teacher: Miss P. Jones

Responsibility for Learning: Outstanding

Unit Title	Launching	Developing	Secure	Excelling	Mastering	Next Steps
<b>Designing</b>	In response to a design challenge students should be able to write down a simple list of design criteria. They should be able to generate a range of design ideas, identifying some important features.	Students should be able to use research to identify and explain a few of the design criteria. They should be able to generate design ideas that satisfy a few of the design criteria.	Learners should be able to generate a wide range of design criteria. They should be able to generate design ideas that satisfy some of the design criteria giving some justifications.	Students should be able to generate a wide range of design criteria with some justifications. They should be able to generate design ideas that satisfy many of the design criteria giving some justifications.	Students should be able to independently generate design criteria with detailed justifications. They should use all of the design criteria to generate ideas that satisfy most of the criteria.	Students should be using formal drawing techniques to communicate their ideas more effectively for example: Isometric and oblique communication skills.
<b>Making</b>	Learners should be able to carry out practical work safely and independently, demonstrating some basic skills in a few processes, including CAM if appropriate.	During practical work, they should be able to make products that are generally well assembled and with a good finish.	During practical work, they should be able to assemble and make products that offer some challenge.	During practical work, they should be able to assemble, make and finish products that offer a good challenge and use more than one process.	During practical work, they should be able to assemble, make and finish demanding products with some finesse and accuracy.	Learners should be making commercially viable products with clear planning and quality control stages being present at appropriate stages of their practical work.

## Technology Course Description:

Year 9 Technology lessons involve students studying a range of topics. These include: Graphic Products; Resistant Materials; Food Technology and Product Design. This is to give students an experience in each of the specialist areas, prior to taking their GCSE options. Other opportunities are available on the wider curriculum for engineering skills and sustainability challenges.

## Technology Comment for Student:

Student has worked very well throughout the term putting effort into all aspects of food technology. Student has made good progress in practical aspects of pastry production, she can produce satisfactory made products using appropriate ingredients and equipment independently. Student can also work with a degree of precision in a safe and appropriate manner.

## Technology Written Target for Student:

It is essential to have completed all stages of the design process to a high standard, especially the specification, planning and evaluation.  
Keep up study at home.

## Form Tutor Comment

Student is always on time to form showing good punctuality skills. He has shown good responsibility within form taking part in numerous activities and being fully equipped. His planner is always signed and up to date. Student is showing good progress and attitude throughout his subjects and needs to keep this up. He shows resilience in form, never gives up on anything we are doing, and is a pleasure to have there.

**Miss L Dandy**