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Temple Moor High School, Field End Grove, Selby Road, Leeds. LS15 0PT
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Year 8: Assessment statements
Subject: Communications

TEMPLE MOOR HIGH SCHOOL

	Oracy	Written and verbal communication	Research and reading	Self-development
Mastering	• Deliberately uses voice and body language to present in a confident, engaging manner. • Demonstrates thoughtful consideration of the needs of specific audiences. • Uses ambitious and advanced vocabulary, language, and rhetorical devices. • Controls the content and structure of presentations with some confidence. • Clearly explains reasoning; clarifies and summarises information according to audience needs, with occasional prompts. • Actively participates in and sometimes leads debates and discussions.	• Plans for specific outcomes, attempting to choose the best methods as appropriate • Proof-reads and edits work, often independently, consistently achieving an improved standard. • Demonstrates thoughtful consideration of the purpose, audience, and format of their work. • Uses well-chosen and ambitious vocabulary, phrasing and style choices. • Demonstrates a generally confident control of structure at whole text, paragraph, and sentence level. • Spelling, punctuation, and grammar is accurate and growing in sophistication.	• Creates useful and relevant research questions. • Generally, makes effective use of a range information sources appropriate to the task. • Demonstrates critical thinking skills when evaluating and filtering information. • Usually maintains thorough, orderly, and accessible notes. • Usually makes effective use of quotations, paraphrasing and summarising. • Demonstrates a detailed understanding of what has been read. • Demonstrates a good understanding of ideas, perspectives, and purpose.	• Sets goals which are usually ambitious and usually achievable (short-, mid- and long-term) for success and development. • Carries out regular reflections on own learning and progress, most of which are effective. • Usually acts on the conclusions of reflective practice. • Often uses appropriate strategies to manage motivation and resilience. • Usually collaborates effectively, communicating information, establishing shared goals, and managing disagreements. • Uses appropriate vocabulary, language and phrasing to express their ideas, attitudes, and feelings.
Advancing	• Attempts to use voice and body language to present in an engaging manner. May show some signs of confidence. • Demonstrates general consideration of the needs of an audience. • Uses appropriate, occasionally ambitious vocabulary, language, and rhetorical devices. • Demonstrates basic control of the content and structure of presentations. • Can give basic reasoning; clarifies and summarises information according to audience needs, usually when prompted. • Usually participates in debates but does not take on leadership roles.	• Usually plans for specific outcomes and shows awareness of methods to achieve outcomes. • Proof-reads and edits work, although sometimes needs prompting. Usually achieves an improved standard. • Demonstrates awareness of the purpose, audience, and format of their work. • Uses appropriate, occasionally ambitious vocabulary, phrasing and style choices. • Demonstrates a developing control of structure at whole text, paragraph, and sentence level. • Spelling, punctuation, and grammar is accurate at the basic level. Some more sophisticated uses are emerging.	• Establishes research questions which are generally relevant and usually useful. • Makes use of a sometimes limited range of information sources which are generally appropriate to the task. • Demonstrates developing critical thinking skills when evaluating and filtering information. • Usually maintains accessible notes, but these are not always thorough, or completely orderly. • Sometimes makes effective use of quotations, paraphrasing and summarising, but is not consistent. • Demonstrates a clear understanding of most of what has been have read. • Demonstrates a general understanding of ideas, perspectives, and purpose.	• Sets goals which are sometimes ambitious and usually achievable (short-, mid- and long-term) for success and development. • Carries out reflections on own learning and progress with prompting. These are not always effective. • Sometimes acts on the conclusions of reflective practice but may require prompting. • Sometimes uses appropriate strategies to manage motivation and resilience but may require prompting. • Is developing skills to collaborate effectively: communicating information, establishing shared goals, and managing disagreements. These are not always successful. • Uses generally basic but largely appropriate vocabulary, language and phrasing to express their ideas, attitudes, and feelings.

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Securing	• Limited use of voice and body language to present in an engaging manner. • Attempts to meet the needs of an audience, but inconsistently and not always effectively. • Uses basic, generally appropriate vocabulary, language, and a limited number of rhetorical devices. • Is aware of the need for control of the content and structure of presentations. Achieves this inconsistently. • Can usually give basic reasoning if prompted; can clarify and summarise in a limited way, if prompted. • Makes limited participation in debates and may need prompting to engage.	• Can make basic plans for general outcomes. • Limited Proof-reading and editing of work, usually with prompting. Achieves limited improvement. • Limited or vague awareness of the purpose, audience, and format of their work. • Uses basic, generally appropriate vocabulary, phrasing and limited style choices • Is aware of the need for control of structure at whole text, paragraph, and sentence level. Achieves this inconsistently. • Spelling, punctuation, and grammar is usually accurate at the basic level.	• Can create basic research questions. • Makes use of a limited range of information sources. • Demonstrates developing, but limited critical thinking skills when evaluating and filtering information. • Notes are not always complete or may be disordered and hard to use. • Makes limited use of quotations, paraphrasing and summarising, not always accurately. • Demonstrates some useful understanding of what has been read. Able to identify and select some key words. • Demonstrates a basic, sometimes limited understanding of ideas, perspectives, and purpose.	• Sets goals for success/development which may be general or vague (short-, mid- and long-term). • Carries out limited reflections on own learning and progress with prompting. These may be general, vague, or brief. • Takes limited action on the conclusions of reflective practice when prompted. • Uses a limited range of strategies to manage motivation and resilience; may require prompting. • Is beginning to develop skills to collaborate effectively: communicating information, establishing shared goals, and managing disagreements. May sometimes be resistant to engaging and will not always be successful. • Uses basic vocabulary, language and phrasing to express their ideas, attitudes, and feelings. May require prompting.
Foundation	• Very limited use of voice and body language to when presenting. • Minimal attempts to meet the needs of an audience. • Uses basic vocabulary, language, and a narrow range of rhetorical devices. • Minimal or very inconsistent control of the content and structure of presentations. • Can sometimes give basic reasoning if prompted; can clarify and summarise in a basic way, if prompted. • Makes minimal participation in debates, requiring prompting to engage.	• Can make basic and limited plans for general outcomes. • Minimal Proof-reading and editing of work, usually with prompting. Achieves very limited, random improvement. • Limited and vague awareness of the purpose, audience, and format of their work. Not always demonstrated. • Uses basic, vocabulary and phrasing. May make style choices if prompted. • Limited and/or random control of structure at whole text, paragraph, and sentence level. • Spelling, punctuation, and grammar is sometimes accurate at the basic level.	• Creates limited, general research questions. • Makes use of a narrow range of information sources. • Critical thinking skills are limited and inconsistently used when evaluating and filtering information. • Notes are basic, missing information and ineffectively, or possibly randomly organised. • May make occasional use of quotations, paraphrasing and summarising. May be vague or inaccurate. • Demonstrates a simple understanding of what has been read. Able to identify and select some key words. • Demonstrates a limited and/or incomplete understanding of ideas, perspectives, and purpose.	• Sets limited, general, and vague goals for success/development (short-, mid- and long-term). • Carries out basic and limited reflections on own learning and progress with prompting. These may be general, vague, brief, or incomplete. • Takes limited action on the conclusions of reflective practice when prompted. May not complete these actions. • Uses a limited range of strategies to manage motivation and resilience when prompted. These are not sustained without prompts. • Is aware of the skills needed to collaborate communicating information, establishing shared goals, and managing disagreements. May be beginning to experiment with these but is resistant to engaging. • Uses limited vocabulary, language and phrasing to express their ideas, attitudes and feelings when prompted. Answers may be brief or vague.