Assessment grid			
Subject: English	Year: 8	Topic/module/theme: Kinderstransport	
KS4 target direction	**4**	**6**	**8(9)**
Advanced	Enrichment/extension – reaching, or part of, next pathway → Features of work may include: • Beginning to comment on references more precisely	Enrichment/extension– reaching, or part of, next pathway → Features of work may include: • Clear explained/relevant comments on writer's methods with some relevant use of subject terminology	Enrichment/extension Features of work may include: • Developed response to task and **whole text** with judicious use of references
Secure *Students must achieve competence in **all** statements before being judged 'Secure'*	**Secure** Competency statements: *Supported, relevant comments* • Mostly supported response to task and text (answer question, referring to text) • Some attempt to make comments on references (explains quotes) • Begins to identify writer's methods • Some reference to subject terminology • Some awareness of implicit ideas / contextual factors (e.g. reference to contextual factors)	**Secure** Competency statements: *Explained, structured comments* • Some explained response to task and whole text (refers to parts of text outside of extract) • References used to support a range of relevant comments • Explained/relevant comments on writer's methods with some relevant use of subject terminology • Identification of effects of writer's methods on reader Some understanding of implicit ideas/ perspectives/contextual factors shown by links between context/text/task (e.g. refers to social/historical context and purpose of text)	**Secure** Competency statements: *Clear understanding* • Clear, explained response to task and whole text • Effective use of references to support explanation • Clear explanation of writer's methods with appropriate use of relevant subject terminology • Understanding of effects of writer's methods on reader • Clear understanding of ideas/perspectives/ contextual factors shown by specific links between context/text/task
Developing	Mostly secure – one or more gaps For example:	Mostly secure – one or more gaps For example:	Mostly secure – one or more gaps For example:
Beginning	Significant gaps • Student's response may be vague with little knowledge of the play shown	Significant gaps • Student's response may be narrative or descriptive, with little or no reference to relevant detail	Significant gaps • Student's response is limited to identification rather than explanatory comments. Their references may be very narrow

Notes: KS4 target direction 4 is based on a student working at grade F3, which translates to bottom of Level 2 on GCSE Literature mark scheme.

KS4 target direction 6 is based on a student working at grade D3, which translates to top of level 3 on GCSE Lit mark scheme.

KS4 target direction 8/9 is based on a student working at grade C1, which translates to top of level 4 on GCSE Lit mark scheme.