

# Design and Technology KS3 Tracking



## KS3 DT Tracking Progress Log

<b>Name:</b>			
	<b>YEAR 7</b>	<b>YEAR 8</b>	<b>YEAR 9</b>
<b>Form:</b>			
<b>DT Group:</b>			
<b>Teacher Product Design</b>			
<b>Teacher Graphics</b>			
<b>Teacher Resistant Materials</b>			
<b>Teacher Textiles</b>			

# KS3 Assessment Exam Tracking

Year 7		Year 8			Year 9		
Product Design	Textiles	Graphics	Resistant Materials	Textiles	Graphics	Resistant Materials	Textiles

Assessment progress chart tracker								
9								
8								
7								
6								
5								
4								
3								
2								
1								
	Year 7		Year 8			Year 9		
	Product design	Textiles	Graphics	Resistant Materials	Textiles	Graphics	Resistant Materials	Textiles

# Design and Technology KS3 Assessment Exam Tracking



Year 7 Target(s)		My Review of my Year 7 Target(s)	
In DT I need to focus on;-		I now know that in DT I need to improve;-	
<b>ATL</b>	<input type="checkbox"/>	<b>FFI</b>	<input type="checkbox"/>

## Year 7 Exam Assessment grade

Product Design	<input type="checkbox"/>	Textiles	<input type="checkbox"/>
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Year 8 Target(s)		My Review of my Year 8 Target(s)	
In DT I need to focus on;-		I now know that in DT I need to improve;-	
<b>ATL</b>	<input type="checkbox"/>	<b>FFI</b>	<input type="checkbox"/>

## Year 8 Exam Assessment grade

Graphics	<input type="checkbox"/>	Resistant Materials	<input type="checkbox"/>	Textiles	<input type="checkbox"/>
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Year 9 Target(s)		My Review of my Year 9 Target(s)	
In DT I need to focus on;-		I now know that in DT I need to improve;-	
<b>ATL</b>	<input type="checkbox"/>	<b>FFI</b>	<input type="checkbox"/>

## Year 9 Exam Assessment grade

Graphics	<input type="checkbox"/>	Resistant Materials	<input type="checkbox"/>	Textiles	<input type="checkbox"/>
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Design and Technology  
KS3 Assessment Exam Analysis Tracking



YEAR 7	Product Design		Textiles
<b>A</b>			
<b>B</b>			
<b>C</b>			
Year 8	Graphics	Resistant Materials	Textiles
<b>A</b>			
<b>B</b>			
<b>C</b>			
Year 9	Graphics	Resistant Materials	Textiles
<b>A</b>			
<b>B</b>			
<b>C</b>			

# Year 7 Product Design

## Year 7 'I can' statements

Knowledge and skills Tracker	RAG Rate		
I can use a pencil and steel ruler to mark out			
I can use a Tenon saw correctly and safely			
I can use a Coping saw correctly and safely			
I can use a Chisel and Mallet correctly and safely			
I can name the parts of the pillar drill			
I can use a Pillar drill correctly and safely			
I can use PVA glue correctly and safely			
I can use sand paper correctly and safely			
I can use a Band facer correctly and safely			
I can use a bench hook and Tenon saw correctly and safely			
I can use paint neatly			
I can wash up paint brushes and pots after using paint			
I can design a free product that goes with my pinewood car			
I can use 2D design on laptops			
I can change the colours of the lines of my design on 2D design so the laser cutter can cut it			
I can design a net			
I can design a net appropriately for the product it is holding			
I can render my net appropriately for the product it is holding			

# Year 7 Textiles

## Year 7 'I can' statements

Knowledge and skills Tracker	RAG Rate		
I can identify safety hazards and work safely			
I can identify key pieces of textiles equipment and spell correctly			
I can analyse a task			
I can identify and use ACCESSFM			
I can draw a bar graph			
I can produce an annotated mood-board			
I can sketch and annotate a range of ideas			
I can pin correctly			
I can thread a needle and tie a knot			
I can explain and use tacking correctly			
I can identify the parts and set up the sewing machine			
I can sew straight and zig zag stitches on a sewing machine			
I can explain a seam allowance and tolerances			
I can explain and sew a seam			
I can explain and sew a double folded hem			
I can use the over-locker			
I can explain and produce tie dye samples			
I can explain and use applique on fabric correctly			
I can explain and use transfer fabric paint			
I can produce an accurate equipment list			
I can produce a detailed plan of making			
I can evaluate my product			
I can identify fabric stock forms and their sources			
I can identify and explain the properties of natural fibres			
I can identify types of weaving and produce a sample			

# Design and Technology 'Progress Path Assessment Criteria' for Year 7



	1	2	3	4	5	6	7	8	9
Design	You have drawn one or two ideas.	<b>Limited.</b> You have drawn several ideas and included some labelling. 2D Drawings and limited skill drawing in 3D.	<b>Basic.</b> You have drawn several ideas with some annotation. You understand what a Specification is and have written a simple list. Basic range of drawing skills shown.	<b>Satisfactory.</b> You have drawn several ideas, annotated them and apply knowledge of materials and equipment, including your own opinion. You are able to write a Specification with at least 5 points. Simple range of drawing skills shown.	<b>Good.</b> You have drawn several ideas using your own research, annotated them thoroughly, apply knowledge of materials and equipment, referring briefly to your research. A range of drawing skills shown.	<b>Very Good.</b> You have drawn several ideas using various sources of information, annotated them thoroughly, apply knowledge of materials and equipment, referring to your research and specification. Designing using a range of communication skills, with <b>some</b> precision and accuracy.	<b>High.</b> You have drawn several ideas using a range of sources, annotated them thoroughly, apply knowledge of materials and equipment, referring to aspects of your research and specification. Designing using a range of communication skills, with precision and accuracy.	<b>Outstanding.</b> You have taken other people's opinions in to account when designing. Apply knowledge of materials and equipment. You have justified most specification point. Designing using a wide range of communication skills, with precision and accuracy.	<b>Exceptional.</b> You have evaluated your designs based on other people's opinions, and have shown an awareness of cultural and social issues. You have justified all specification points. Designing using a wide range of communication skills, with precision and accuracy.
Make	Your product is incomplete or represents an undemanding level of making. You have used materials, components and equipment safely under close supervision. You have worked with assistance to produce a product which used simple skills	<b>Limited.</b> Your product is largely complete and represents a simple level of making. You have used appropriate equipment, materials with guidance and worked safely.	<b>Basic.</b> Your product is complete. You choose tools, equipment, materials and processes with guidance. You work with some accuracy.	<b>Satisfactory.</b> You select and use a range of tools and equipment. You can produce a successful product with some help.	<b>Good.</b> You can work as a member of a team to organise your work area. You can produce a product with some guidance after being shown what to do. You select and use a range of tools and equipment with some accuracy and safety.	<b>Very Good.</b> You can explain the characteristics of tools, equipment, and processes. You work independently check your own work. You produced a quality product, which demonstrated some creativity. You are safe.	<b>High.</b> You work independently check your own work. You produced a quality product. You can justify using tools, equipment and processes. You can solve technical problems when they arise and can justify your decisions. You are safe.	Your making is of an <b>Outstanding</b> quality. You plan and use your time effectively. You can justify using tools, equipment and processes. You can adapt processes as circumstances change. You can solve technical problems when they arise and can justify your decisions.	Your making is of an <b>Exceptional</b> quality. You plan and use your time effectively. You can justify using tools, equipment and processes. You can adapt processes as circumstances change. You can solve technical problems when they arise and can justify your decisions.
Evaluate	Your design ideas or final outcome have no evaluative comments.	<b>Limited.</b> You have suggested a strength and weakness for an idea or product.	<b>Basic.</b> You can identify the strength and weaknesses of a product	<b>Satisfactory.</b> You can say what worked well with your practical and project work. Carry out a test to evaluate performance and quality.	<b>Good.</b> You can evaluate ideas and outcomes. Carry out tests to evaluate performance and quality. Evaluate work against the Specification.	<b>Very Good.</b> You can evaluate ideas and outcomes. Carry out tests to evaluate performance and quality. Evaluate work against the Specification and take user views into account to help make modifications.	<b>High.</b> You can evaluate ideas and outcomes to a high level. Carry out tests to evaluate performance and quality. Evaluate work against the Specification and take user views into account to help make modifications.	<b>Outstanding.</b> You can evaluate ideas and outcomes with precision and accuracy. Carry out tests to evaluate performance and quality. Evaluate work against the Specification and take user views into account to help make modifications.	<b>Exceptional.</b> You can independently evaluate ideas and outcomes to an exceptional level of precision and accuracy. Carry out tests to evaluate performance and quality. Evaluate work against the Specification and take user views into account to help make modifications.
Technical knowledge	You can name a material used.	<b>Limited</b> Understanding. You can name some of the materials and equipment used.	<b>Basic.</b> Understanding You can name most of the materials and equipment used and why they are being used.	<b>Satisfactory.</b> You can start to apply technical knowledge and terms and suggest why they are being used.	<b>Good.</b> You can apply technical knowledge to inform the use of materials, equipment and techniques.	<b>Very Good.</b> You have a very good understanding of materials, equipment and techniques and can apply them to your work.	<b>High.</b> You have a high degree of understanding of materials, equipment and techniques and can apply them to your work, justifying their use.	<b>Outstanding.</b> You have an outstanding understanding of materials, equipment and techniques and can apply them to your work, justifying their use. You use the correct technical language.	<b>Exceptional.</b> You have an exceptional understanding of materials, equipment and techniques and can apply them to your work, justifying their use. You consistently use the correct technical language.

# KS3 YEAR 7 Attitude To Learning



Name \_\_\_\_\_ Subject \_\_\_\_\_ Date \_\_\_\_\_

If you fulfil any bullet points in 3 or 4, give yourself that number overall for that category. This is to help you develop better practice and fulfil your potential in your subjects. This may seem unkind, but it is because we believe that you should aim to develop good routines in all areas of student life.

	1- Outstanding	2- good	3-need for improvement	4-serious concern	My rating
Behaviour	<ul style="list-style-type: none"> <li>•I always respect the teacher's expectations of behaviour and conduct in the classroom.</li> <li>•I do not distract others nor allow myself to be disturbed by others.</li> <li>•I have built positive learning relationships with other students.</li> </ul>	<ul style="list-style-type: none"> <li>•I almost always respect the teacher's expectations of behaviour and conduct in the classroom.</li> <li>•I do not distract others nor allow myself to be disturbed by others.</li> <li>•I generally work well with others and show empathy in the way I communicate.</li> </ul>	<ul style="list-style-type: none"> <li>•My conduct is generally acceptable although I need regular reminders about the teacher's and school's behaviour expectations.</li> <li>•I can sometimes let myself go off task by communicating with others.</li> <li>•I don't always deal with other students sensibly.</li> </ul>	<ul style="list-style-type: none"> <li>•My conduct is often unacceptable or endangered the safety of others. I have required regular sanctions from the teacher.</li> <li>•I repeatedly go off task by chatting to others, despite regular reminders from the teacher.</li> <li>•I have had quarrels with other students that have led to inappropriate behaviour and sanctions.</li> </ul>	
Participation	<ul style="list-style-type: none"> <li>•I am fulfilling my teacher's expectations in discussions, written assignments and any other learning activities related to that subject.</li> <li>•I am actively engaged in lessons and show real effort in my work. I show stickability and initiative when confronted with problems.</li> <li>•I am able to work well in group situations and deal with any disagreements maturely. I play a full and vital role in any group situation.</li> </ul>	<ul style="list-style-type: none"> <li>•I put effort into my work and I am completing more than the minimum requirements of each task.</li> <li>•I generally fulfil my teacher's expectations in discussions, written assignments and any other learning activities related to that subject.</li> <li>•I take a useful role in group situations.</li> </ul>	<ul style="list-style-type: none"> <li>•I complete most tasks to the minimum acceptable standard.</li> <li>•I am passive and I only contribute to verbal or physical activities when directly asked by the teacher.</li> <li>•I ask unnecessary questions and need to show more stickability when I run into problems.</li> <li>•I struggle to play a positive role in group situations. This may mean letting others do the work or being unhelpful in decision making.</li> </ul>	<ul style="list-style-type: none"> <li>•I often abandon tasks part way through or I show a significant lack of effort.</li> <li>•I am very passive, do not contribute positively to lessons and often go off task.</li> <li>•I haven't played any kind of positive role in group situations.</li> </ul>	
Aspiration	<ul style="list-style-type: none"> <li>•I know what level I am currently working at and how to get better.</li> <li>•I make sure that I respond to my teacher's feedback and show improvements in my work.</li> </ul>	<ul style="list-style-type: none"> <li>•On the whole, I know what level I am working at and how to get better.</li> <li>•I generally take feedback on board and my work shows progression.</li> </ul>	<ul style="list-style-type: none"> <li>•I only have vague ideas about how to improve my level.</li> <li>•My work does not show that teacher's feedback has been taken on board.</li> </ul>	<ul style="list-style-type: none"> <li>•I have no interest in improving my level.</li> <li>•My work shows no improvement and no feedback has been taken on board.</li> </ul>	
Organisation	<ul style="list-style-type: none"> <li>•I am always punctual and come with all needed equipment such as book, pen, kit etc.</li> <li>•My uniform is always correct and worn properly.</li> </ul>	<ul style="list-style-type: none"> <li>•I am usually punctual and I normally come with all needed equipment such as book, pen, kit, etc.</li> <li>•My uniform is nearly always correct and worn properly.</li> </ul>	<ul style="list-style-type: none"> <li>•I have had problems in one or more of the following areas: punctuality, bringing equipment to lessons or uniform.</li> </ul>	<ul style="list-style-type: none"> <li>•I have required regular reminders and sanctions in one or more of the following areas: punctuality, bringing equipment to lessons and uniform.</li> <li>•Currently I am not attending or my attendance is affecting my progress.</li> </ul>	
Homework	<ul style="list-style-type: none"> <li>•My homework is always handed in on time.</li> <li>•My homework has clearly had time spent on it and is to the best of my ability.</li> </ul>	<ul style="list-style-type: none"> <li>•My homework is usually handed in on time.</li> <li>•My homework is done well and reflects my ability.</li> </ul>	<ul style="list-style-type: none"> <li>•My homework is completed, but it is often late.</li> <li>•My homework often needs improvement due to lack of effort.</li> </ul>	<ul style="list-style-type: none"> <li>•My homework is rarely handed in on time (if at all) and sanctions have had to be put in place.</li> <li>•My homework is not completed to an acceptable standard on a regular basis (including plagiarism)</li> </ul>	
Final Guidance	<p>You can only get an "outstanding" if you have an ATL of 1 in <u>every</u> category. This is a hard category to get into so you should be really proud of your achievement if your teacher grades your ATL as 'outstanding'. Consistently outstanding pupils will have their efforts recognised and rewarded.</p>	<p>You should only be awarded a "good" if the teacher feels that you have shown an ATL of 1 or 2 in every category. If your teacher awards you a "good" in their subject it means that you are working well in all areas and we are really happy with how you conduct yourself in lessons. Perhaps you could have a conversation with your teacher about how to get to outstanding.</p>	<p>Well done for any 1's and 2's you may have but if you have a 'need for improvement' in any area then you will receive a 3 overall. This is to help you improve and not be satisfied with poor learning habits in any area. You should be told exactly why you are getting a 3 and how you can improve.</p>	<p>If you have significant problems and repeated sanctions in one or more of these areas, you will normally receive a 4. You should be told exactly why this has happened. In addition, your teacher should have made parents, subject leaders and other relevant members of staff aware of your issues in this subject.</p>	
Student	<p><i>I think my current ATL is _____. I need to.....</i></p>				
Teacher	<p><i>My teacher thinks my current ATL is _____. They think I need to.....</i></p>				



# Year 8 Graphics

## Year 8 'I can' statements

Knowledge and skills Tracker	RAG Rate		
I can identify safety hazards and work safely			
I can identify key pieces of Graphics equipment and spell them correctly			
I can analyse a task			
I can identify and use ACCESSFM			
I can collect data and draw a pie chart			
I can produce an annotated mood-board			
I can sketch and annotate a range of ideas			
I can draw out a 2D net			
I can accurately assemble a 2D net to make a 3D shape			
I can explain the significance of packaging			
I can explain what a Point of Sale Display is			
I can use a craft knife safely			
I can use a glue gun safely			
I can explain the difference between a primary and secondary source			
I can tell you why a prototype is important in the design process			
I can develop a range of promotional items			
I can explain the advantages and disadvantages of CAD/CAM			
I can use 2D Design			
I can safely use a line bender (strip heater)			
I can produce an accurate equipment list			
I can produce a detailed plan of making			
I can evaluate my product			
I can identify paper stock forms and their sources			
I can identify and explain the properties of different papers and boards			

# Year 8 Resistant Materials

## Year 8 'I can' statements

Knowledge and skills Tracker	RAG Rate		
I can use pencil and steel ruler to mark out			
I can mark out each corner of the box correctly with the letters A,B,C,D			
I can mark out dowels joints			
I can mark out lap joints			
I can use a Tenon saw correctly and safely			
I can use a Marking gauge correctly and safely			
I can use a Chisel and Mallet correctly and safely			
I can name the parts of the Pillar drill			
I can use Pillar drill correctly and safely			
I can use PVA glue correctly and safely			
I can use sand paper correctly using the right grades of sand paper			
I can use a Band facer correctly and safely			
I can use a bench hook and Tenon saw correctly and safely			
I can use a hammer and pins to attach top and bottom of box			
I can decide on what dividers I want in my box			
I can design a theme for my box			
I can use 2D design on the laptops			
I can change the colours of the lines of my design on 2D design so the laser cutter can cut it			

# Year 8 Textiles

## Year 8 'I can' statements

Knowledge and skills Tracker	RAG Rate		
I can identify safety hazards			
I can analyse a task			
I can identify and use ACCESSFM			
I can draw a bar graph			
I can produce an annotated mood-board			
I can sketch and annotate a range of ideas			
I can identify and use pattern symbols			
I can make accurate paper patterns			
I can cut out paper and fabric correctly			
I can pin correctly			
I can thread a needle and tie a knot			
I can explain and use tacking correctly			
I can set up the sewing machine			
I can explain and sew a seam			
I can explain and sew a hem			
I can explain and applique on fabric correctly			
I can fabric paint			
I can produce an accurate equipment list			
I can produce a detailed plan of making			
I can produce and explain a manufacturing specification			
I can evaluate my product			
I can identify and explain care labels			
I can identify and explain the properties of natural fibres			
I can identify and explain the properties of synthetic fibres			
I can identify and explain environmental issues relating to plastics and textiles			
I can research and explain the work of key fashion designers			

# Design and Technology 'Progress Path Assessment Criteria' for Year 8



	1	2	3	4	5	6	7	8	9
Design	You have drawn several ideas and included some labelling. 2D Drawings and limited skill drawing in 3D.	<b>Limited.</b> You have drawn several ideas with some annotation. You understand what a Specification is and have written a simple list. Limited range of drawing skills shown.	<b>Basic.</b> You have drawn several ideas, annotated them and apply knowledge of materials and equipment, including your own opinion. You are able to write a Specification with at least 5 points. Simple range of drawing skills shown.	<b>Satisfactory.</b> You have drawn several ideas using your own research, annotated them thoroughly, apply knowledge of materials and equipment, referring briefly to your research. A range of drawing skills shown.	<b>Good.</b> You have drawn several ideas using various sources of information, annotated them thoroughly, apply knowledge of materials and equipment, referring to your research and specification. Designing using a range of communication skills, with some precision and accuracy.	<b>Very Good.</b> You have drawn several ideas using a range of sources, annotated them thoroughly, apply knowledge of materials and equipment, referring to aspects of your research and specification. Designing using a range of communication skills, with precision and accuracy.	<b>High.</b> You have taken other people's opinions in to account when designing. Apply knowledge of materials and equipment. You have justified most specification point. Designing using a wide range of communication skills, with precision and accuracy.	<b>Outstanding.</b> You have evaluated your designs based on other people's opinions, and have shown an awareness of cultural and social issues. You have justified all specification points. Designing using a wide range of communication skills, with precision and accuracy.	<b>Exceptional.</b> You have evaluated your designs based on other people's opinions, and have shown and are fully aware of cultural and social issues. You have justified all specification points in detail. You have shown an exceptional range of appropriate drawing/communication skills that are precise and accurate.
Make	Your product is largely complete and represents a simple level of making. You have used appropriate equipment, materials with guidance and worked safely.	<b>Limited.</b> Your product is complete. You choose tools, equipment, materials and processes with guidance. You work with some accuracy.	<b>Basic.</b> You select and use a range of tools and equipment. You can produce a successful product with some help.	<b>Satisfactory.</b> You can work as a member of a team to organise your work area. You can produce a product with some guidance after being shown what to do. You select and use a range of tools and equipment with some accuracy and safety.	<b>Good.</b> You can explain the characteristics of tools, equipment, and processes. You work independently check your own work. You produced a quality product, which demonstrated some creativity. You are safe.	<b>Very Good.</b> You work independently check your own work. You produced a quality product. You can justify using tools, equipment and processes. You can solve technical problems when they arise and can justify your decisions. You are safe.	Your making is of an <b>High</b> quality. You plan and use your time effectively. You can justify using tools, equipment and processes. You can adapt processes as circumstances change. You can solve technical problems when they arise and can justify your decisions.	Your making is of an <b>Outstanding</b> quality. You plan and use your time effectively. You can justify using tools, equipment and processes. You can adapt processes as circumstances change. You can solve technical problems when they arise and can justify your decisions.	Your making is of an <b>Exceptional</b> quality. You plan and use your time appropriately. You can select and justify using tools, equipment and processes. You can adapt processes as circumstances change. You can solve technical problems when they arise and can fully justify your decisions.
Evaluate	You have suggested a strength and weakness for an idea or product.	<b>Limited.</b> You can identify the strength and weaknesses of a product	<b>Basic.</b> You can say what worked well with your practical and project work. Carry out a test to evaluate performance and quality.	<b>Satisfactory.</b> You can evaluate ideas and outcomes. Carry out tests to evaluate performance and quality. Evaluate work against the Specification.	<b>Good.</b> You can evaluate ideas and outcomes. Carry out tests to evaluate performance and quality. Evaluate work against the Specification and take user views into account to help make modifications.	<b>Very Good.</b> You can evaluate ideas and outcomes to a very good level. Carry out tests to evaluate performance and quality. Evaluate work against the Specification and take user views into account to help make modifications.	<b>High.</b> You can evaluate ideas and outcomes with precision and accuracy. Carry out tests to evaluate performance and quality. Evaluate work against the Specification and take user views into account to help make modifications.	<b>Outstanding.</b> You can independently evaluate ideas and outcomes to an outstanding level of precision and accuracy. Carry out tests to evaluate performance and quality. Evaluate work against the Specification and take user views into account to help make modifications.	<b>Exceptional.</b> You can independently evaluate ideas and outcomes to an exceptional level of precision and accuracy. Carry out appropriate tests to evaluate performance and quality. Evaluate work against the Specification and take user views into account to help make modifications.
Technical knowledge	Understanding. You can name some of the materials and equipment used.	<b>Limited.</b> Understanding You can name most of the materials and equipment used and why they are being used.	<b>Basic.</b> You can start to apply technical knowledge and terms and suggest why they are being used.	<b>Satisfactory.</b> You can apply technical knowledge to inform the use of materials, equipment and techniques.	<b>Good.</b> You have a good understanding of materials, equipment and techniques and can apply them to your work.	<b>Very Good.</b> You have a very good understanding of materials, equipment and techniques and can apply them to your work, justifying their use.	<b>High.</b> You have a high degree understanding of materials, equipment and techniques and can apply them to your work, justifying their use. You use the correct technical language.	<b>Outstanding.</b> You have an outstanding understanding of materials, equipment and techniques and can apply them to your work, justifying their use. You consistently use the correct technical language.	<b>Exceptional.</b> You have an exceptional understanding of materials, equipment and techniques and can apply them appropriately to your work, justifying their use. You consistently use the appropriate technical language.

# KS3 YEAR 8 Attitude To Learning



**If you fulfil any bullet points in 3 or 4, give yourself that number overall for that category. This is to help you develop better practice and fulfil your potential in your subjects. This may seem unkind, but it is because we believe that you should aim to develop good routines in all areas of student life.**

	1- Outstanding	2- good	3-need for improvement	4-serious concern	My rating
<b>Behaviour</b>	<ul style="list-style-type: none"> <li>•I always respect the teacher's expectations of behaviour and conduct in the classroom.</li> <li>•I do not distract others nor allow myself to be disturbed by others.</li> <li>•I have built positive learning relationships with other students.</li> </ul>	<ul style="list-style-type: none"> <li>•I almost always respect the teacher's expectations of behaviour and conduct in the classroom.</li> <li>•I do not distract others nor allow myself to be disturbed by others.</li> <li>•I generally work well with others and show empathy in the way I communicate.</li> </ul>	<ul style="list-style-type: none"> <li>•My conduct is generally acceptable although I need regular reminders about the teacher's and school's behaviour expectations.</li> <li>•I can sometimes let myself go off task by communicating with others.</li> <li>•I don't always deal with other students sensibly.</li> </ul>	<ul style="list-style-type: none"> <li>•My conduct is often unacceptable or endangered the safety of others. I have required regular sanctions from the teacher.</li> <li>•I repeatedly go off task by chatting to others, despite regular reminders from the teacher.</li> <li>•I have had quarrels with other students that have led to inappropriate behaviour and sanctions.</li> </ul>	
<b>Participation</b>	<ul style="list-style-type: none"> <li>•I am fulfilling my teacher's expectations in discussions, written assignments and any other learning activities related to that subject.</li> <li>•I am actively engaged in lessons and show real effort in my work. I show stickability and initiative when confronted with problems.</li> <li>•I am able to work well in group situations and deal with any disagreements maturely. I play a full and vital role in any group situation.</li> </ul>	<ul style="list-style-type: none"> <li>•I put effort into my work and I am completing more than the minimum requirements of each task.</li> <li>•I generally fulfil my teacher's expectations in discussions, written assignments and any other learning activities related to that subject.</li> <li>•I take a useful role in group situations.</li> </ul>	<ul style="list-style-type: none"> <li>•I complete most tasks to the minimum acceptable standard.</li> <li>•I am passive and I only contribute to verbal or physical activities when directly asked by the teacher.</li> <li>•I ask unnecessary questions and need to show more stickability when I run into problems.</li> <li>•I struggle to play a positive role in group situations. This may mean letting others do the work or being unhelpful in decision making.</li> </ul>	<ul style="list-style-type: none"> <li>•I often abandon tasks part way through or I show a significant lack of effort.</li> <li>•I am very passive, do not contribute positively to lessons and often go off task.</li> <li>•I haven't played any kind of positive role in group situations.</li> </ul>	
<b>Aspiration</b>	<ul style="list-style-type: none"> <li>•I know what level I am currently working at and how to get better.</li> <li>•I make sure that I respond to my teacher's feedback and show improvements in my work.</li> </ul>	<ul style="list-style-type: none"> <li>•On the whole, I know what level I am working at and how to get better.</li> <li>•I generally take feedback on board and my work shows progression.</li> </ul>	<ul style="list-style-type: none"> <li>•I only have vague ideas about how to improve my level.</li> <li>•My work does not show that teacher's feedback has been taken on board.</li> </ul>	<ul style="list-style-type: none"> <li>•I have no interest in improving my level.</li> <li>•My work shows no improvement and no feedback has been taken on board.</li> </ul>	
<b>Organisation</b>	<ul style="list-style-type: none"> <li>•I am always punctual and come with all needed equipment such as book, pen, kit etc.</li> <li>•My uniform is always correct and worn properly.</li> </ul>	<ul style="list-style-type: none"> <li>•I am usually punctual and I normally come with all needed equipment such as book, pen, kit, etc.</li> <li>•My uniform is nearly always correct and worn properly.</li> </ul>	<ul style="list-style-type: none"> <li>•I have had problems in one or more of the following areas: punctuality, bringing equipment to lessons or uniform.</li> </ul>	<ul style="list-style-type: none"> <li>•I have required regular reminders and sanctions in one or more of the following areas: punctuality, bringing equipment to lessons and uniform.</li> <li>•Currently I am not attending or my attendance is affecting my progress.</li> </ul>	
<b>Homework</b>	<ul style="list-style-type: none"> <li>•My homework is always handed in on time.</li> <li>•My homework has clearly had time spent on it and is to the best of my ability.</li> </ul>	<ul style="list-style-type: none"> <li>•My homework is usually handed in on time.</li> <li>•My homework is done well and reflects my ability.</li> </ul>	<ul style="list-style-type: none"> <li>•My homework is completed, but it is often late.</li> <li>•My homework often needs improvement due to lack of effort.</li> </ul>	<ul style="list-style-type: none"> <li>•My homework is rarely handed in on time (if at all) and sanctions have had to be put in place.</li> <li>•My homework is not completed to an acceptable standard on a regular basis (including plagiarism)</li> </ul>	
<b>Final Guidance</b>	You can only get an "outstanding" if you have an ATL of 1 in <b>every</b> category. This is a hard category to get into so you should be really proud of your achievement if your teacher grades your ATL as 'outstanding'. Consistently outstanding pupils will have their efforts recognised and rewarded.	You should only be awarded a "good" if the teacher feels that you have shown an ATL of 1 or 2 in every category. If your teacher awards you a "good" in their subject it means that you are working well in all areas and we are really happy with how you conduct yourself in lessons. Perhaps you could have a conversation with your teacher about how to get to outstanding.	Well done for any 1's and 2's you may have but if you have a 'need for improvement' in any area then you will receive a 3 overall. This is to help you improve and not be satisfied with poor learning habits in any area. You should be told exactly why you are getting a 3 and how you can improve.	If you have significant problems and repeated sanctions in one or more of these areas, you will normally receive a 4. You should be told exactly why this has happened. In addition, your teacher should have made parents, subject leaders and other relevant members of staff aware of your issues in this subject.	
<b>Student</b>	I think my current ATL is _____. I need to.....				
<b>Teacher</b>	My teacher thinks my current ATL is _____. They think I need to.....				

# Year 9 Graphics

## Year 9 'I can' statements

Phase 1: Graphics DMA	RAG Rate		
I can identify safety hazards and work safely			
I can identify key pieces of Graphics equipment and spell them correctly			
I can analyse a task			
I can identify and use ACCESSFM			
I can understand the importance of working to a scale			
I can produce an annotated mood-board			
I can sketch and annotate a range of ideas			
I can write an effective design specification			
I can analyse the work of others			
I can define the iterative process			
I can produce an architectural model			
I can develop a range of promotional advertising materials			
I can use a range of modelling tools and equipment with confidence			
I can explain different printing processes			
I can discuss the work of James Dyson			
I can understand the need for prototypes in the development stages			
I can produce a detailed flow chart			
I can define quality control and provide examples			
I can use 2D Design with confidence			
I can produce an accurate equipment list			
I can produce a detailed plan of making			
I can evaluate my product			
I can identify paper and board stock forms and their sources			
I can explain how paper and board are made			

# Year 9 Graphics

## Year 9 'I can' statements

<b>Phase 2: Theory of Graphics – Paper and Board</b>	<b>RAG Rate</b>		
<b>Lesson 1: Paper and Board – Sources, Origins and Properties</b>			
I can explain how the primary sources of materials for producing paper and board are converted into paper and board			
I can understand the ecological issues in the manufacture and recycling of paper and board products			
I can explain how different properties of papers and board make them suitable for use in commercial products			
<b>Lesson 2: Paper and Board – Working with papers and boards</b>			
I can discuss the commercial stock forms, types and sizes of materials in order to calculate quantities			
I can explain how to cut, crease, score, fold and perforate card			
I can show awareness of school-based cutting, forming and processing techniques, tools and equipment			
<b>Lesson 3: Paper and Board – Commercial manufacturing, surface treatments and finishes</b>			
I can show an understanding of how the properties of different papers and boards affect their use in commercial applications			
I can show an awareness of commercial processing techniques			
I can show an understanding why registration marks are used to enhance quality control			
I can show an understanding of how the application of surface treatments and finishes can modify the functional and aesthetic properties of paper and board products			

# Year 9 Resistant Materials

## Year 9 'I can' statements

Knowledge and skills Tracker – Resistant Materials DMA	RAG Rate		
I can use a pencil and steel ruler to mark out			
I can draw out an orthographic drawing of my phone			
I can mark out where my phone and music will come out on my passive amplifier			
I can use a coping saw correctly and safely			
I can turn the blade in the coping saw correctly and safely			
I can use a Bandfacer correctly and safely			
I can name the parts of the Pillar drill			
I can use a Pillar drill correctly and safely			
I can use PVA glue correctly and safely			
I can use sand paper correctly using the right grades of sand paper			
I can use a bench hook and Tenon saw correctly and safely			
I can mark out mitre joints			
I can cut out mitre joints			
I can decide on what dividers I want in storage part of my passive amplifier			
I can use 2D design on the laptops			
I can change the colours of the lines of my design on 2D design so the laser cutter can cut it out			

### PHASE 2 Theory: Lesson 1: Timbers – Sources, Origins and Properties

I can show an understanding of the main processes involved in producing workable forms of timber including: conversion, seasoning and the creation of manufactured timbers			
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I can show an awareness of sustainability and ethical factors in timber production and use			
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I can show an understanding of the advantages and disadvantages of manufactured board compared with natural wood			
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### Lesson 2: Timbers – Working with timber based materials and fixings

I can show an understanding of the commercial stock forms, types and sizes of timber based materials and components in order to calculate quantities			
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I can show an awareness of school based cutting, forming and processing techniques, tools and equipment			
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### Lesson 3: Timbers – Commercial manufacturing, surface treatments and finishes

I can show an understanding of how timbers and boards are selected and processed for commercial products			
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I can explain how materials are cut, shaped and formed to a tolerance			
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I can explain about the preparation and application of treatments and finishes to enhance functional and aesthetic properties			
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# Year 9 Textiles

## Year 9 'I can' statements

Phase 1: The Skill of Bunting Making	RAG Rate		
I can identify safety hazards			
I can analyse a task			
I can identify and use ACCESSFM			
I can identify and explain repeat patterns			
I can produce repeated patterns			
I can identify the colour positions on the colour wheel			
I can explain the difference between primary and secondary colours			
I can explain tint, tone and shade			
I can identify and explain how colour is associated with mood, culture and design images			
I can identify methods for placing colour onto fabric			
I can produce a range of samples of multi-media colour onto fabric techniques			
I can produce and explain Fabric painting for a design image			
I can produce and explain Fabric crayoning for a design image			
I can produce and explain applique for a design image			
I can produce and explain batik for a design image			
I can produce and explain block printing for a design image			
I can produce and explain hand embroidery for a design image			
I can explain step by step processes in words and sketches for colour onto fabric			
I can list a variety of celebration events and images associated with them			
I can produce a themed annotated mood-board			
I can produce a range of design sketches for ideas			
I can produce an accurate paper pattern			
I can explain and use a lay plan			
I can calculate nets and fabric wastage			
I can explain the importance of seam allowances			
I can set up the sewing machine			
I can explain and sew a plain seam			
I can explain bias binding			
I can explain the importance of clipping			
I can press and use the iron safely			
I can produce an accurate equipment list			
I can produce a detailed plan of making			
I can produce and explain a manufacturing specification			

# Year 9 Textiles

## Year 9 'I can' statements

Phase 1: The Skill of Bunting Making	RAG Rate		
I can evaluate my product			
I can insert a zip into a seam			
I can explain in diagrams and words how to insert and sew a zip			
I can analyse a produce using ACCESSFM			
I can redesign a product for a specified group or need			
I can explain the body of work of a famous fashion designer or company			
I can explain the importance of organic cotton			
I can identify and explain the properties of natural fibres			
I can identify and explain the properties of synthetic fibres			
I can identify and explain the 3 methods of fabric construction- woven, knitted and bonded			
I can identify uses of CAD and CAM in Textiles			
I can list advantages and disadvantages of CAD/CAM in Textiles			
I can calculate the cost of my product			
I can identify fixed and variable costs in Textiles industry			
I can list what should be on a Textiles packaging			
I can identify key logos and symbols for textiles packaging products.			
I can analyse a textiles product			
Phase 2: Theory of Textiles Materials			
Sources, origins and properties			
I can understand the process involved in obtaining raw materials from animals, chemical and vegetable sources			
I can be aware of sustainability issues in textiles production, in use and end of product life			
I understand and can identify SMART materials			
Working with Textiles based materials			
I can understand how textiles and components are available in standard forms and sizes			
I can be aware of school and commercial based cutting, forming and processing techniques			
Manufacture and Finishing			
I know and understand how textiles based materials are selected and processed for commercial products			
I can understand why aids are used to judge quality and accuracy before and during processing			
I can understand how surface treatments and finishes affect the functional and aesthetic properties of textiles products			



# Design and Technology 'Progress Path Assessment Criteria' for Year 9



	1	2	3	4	5	6	7	8	9
<b>Design</b>	You have drawn several ideas with some annotation. You understand what a Specification is and have written a simple list. Limited range of drawing skills shown.	<b>Limited.</b> You have drawn several ideas, annotated them and apply knowledge of materials and equipment, including your own opinion. You are able to write a Specification with at least 5 points. Simple range of drawing skills shown.	<b>Basic.</b> You have drawn several ideas using your own research, annotated them thoroughly, apply knowledge of materials and equipment, referring briefly to your research. A range of drawing skills shown.	<b>Satisfactory.</b> You have drawn several ideas using various sources of information, annotated them thoroughly, apply knowledge of materials and equipment, referring to your research and specification. Designing using a range of communication skills, with some precision and accuracy.	<b>Good.</b> You have drawn several ideas using a range of sources, annotated them thoroughly, apply knowledge of materials and equipment, referring to aspects of your research and specification. Designing using a range of communication skills, with precision and accuracy.	<b>Very Good.</b> You have taken other people's opinions in to account when designing. Apply knowledge of materials and equipment. You have justified most specification point. Designing using a wide range of communication skills, with precision and accuracy.	<b>High.</b> You have evaluated your designs based on other people's opinions, and have shown an awareness of cultural and social issues. You have justified all specification points. Designing using a wide range of communication skills, with precision and accuracy.	<b>Outstanding.</b> You have evaluated your designs based on other people's opinions, and have shown and are fully aware of cultural and social issues. You have justified all specification points in detail. You have shown an outstanding range of appropriate drawing/communication skills that are precise and accurate.	<b>Exceptional.</b> You have evaluated your designs based on a real life client, and have shown and are fully aware of cultural, economic and social issues. You have justified all specification points which informs design stages. You have shown an exceptional range of appropriate drawing/communication skills that are precise and accurate.
<b>Make</b>	Your product is complete. You choose tools, equipment, materials and processes with guidance. You work with some accuracy.	<b>Limited.</b> You select and use a range of tools and equipment. You can produce a successful product with some help.	<b>Basic.</b> You can work as a member of a team to organise your work area. You can produce a product with some guidance after being shown what to do. You select and use a range of tools and equipment with some accuracy and safely.	<b>Satisfactory.</b> You can explain the characteristics of tools, equipment, and processes. You work independently check your own work. You produced a quality product, which demonstrated some creativity. You are safe.	<b>Good.</b> You work independently check your own work. You produced a quality product. You can justify using tools, equipment and processes. You can solve technical problems when they arise and can justify your decisions. You are safe.	Your making is of an <b>Very Good</b> quality. You plan and use your time effectively. You can justify using tools, equipment and processes. You can adapt processes as circumstances change. You can solve technical problems when they arise and can justify your decisions.	Your making is of an <b>High</b> quality. You plan and use your time effectively. You can justify using tools, equipment and processes. You can adapt processes as circumstances change. You can solve technical problems when they arise and can justify your decisions.	Your making is of an <b>Outstanding</b> quality. You plan and use your time appropriately. You can select and justify using tools, equipment and processes. You can adapt processes as circumstances change. You can solve technical problems when they arise and can fully justify your decisions.	Your making is of an <b>Exceptionally</b> high quality. You plan and use your time appropriately and safely. You can select and justify using tools, equipment and processes. You use a high level quality control to ensure accuracy. You can solve technical problems when they arise and can fully justify your decisions
<b>Evaluate</b>	You can identify the strength and weaknesses of a product	<b>Limited.</b> You can say what worked well with your practical and project work. Carry out a test to evaluate performance and quality.	<b>Basic.</b> You can evaluate ideas and outcomes. Carry out tests to evaluate performance and quality. Evaluate work against the Specification.	<b>Satisfactory.</b> You can evaluate ideas and outcomes. Carry out tests to evaluate performance and quality. Evaluate work against the Specification and take user views into account to help make modifications.	<b>Good.</b> You can evaluate ideas and outcomes to a very good level. Carry out tests to evaluate performance and quality. Evaluate work against the Specification and take user views into account to help make modifications.	<b>Very Good.</b> You can evaluate ideas and outcomes with precision and accuracy. Carry out tests to evaluate performance and quality. Evaluate work against the Specification and take user views into account to help make modifications.	<b>High.</b> You can independently evaluate ideas and outcomes to an outstanding level of precision and accuracy. Carry out tests to evaluate performance and quality. Evaluate work against the Specification and take user views into account to help make modifications.	<b>Outstanding.</b> You can independently evaluate ideas and outcomes to an outstanding level of precision and accuracy. Carry out appropriate tests to evaluate performance and quality. Evaluate work against the Specification and take user views into account to help make modifications.	<b>Exceptional.</b> You can independently evaluate ideas and outcomes to an exceptional level of precision and accuracy. Carry out appropriate tests to evaluate performance and quality, including well considered feedback from third parties. Exceptional ongoing analysis and evaluation evident throughout the project
<b>Technical knowledge</b>	Understanding You can name most of the materials and equipment used and why they are being used.	<b>Limited.</b> You can start to apply technical knowledge and terms and suggest why they are being used.	<b>Basic.</b> You can apply technical knowledge to inform the use of materials, equipment and techniques.	<b>Satisfactory.</b> You have a good understanding of materials, equipment and techniques and can apply them to your work.	<b>Good.</b> You have a very good understanding of materials, equipment and techniques and can apply them to your work, justifying their use.	<b>Very Good.</b> You have a high degree understanding of materials, equipment and techniques and can apply them to your work, justifying their use. You use the correct technical language.	<b>High.</b> You have an <b>High</b> understanding of materials, equipment and techniques and can apply them to your work, justifying their use. You consistently use the correct technical language.	<b>Outstanding.</b> You have an outstanding understanding of materials, equipment and techniques and can apply them appropriately to your work, justifying their use. You consistently use the appropriate technical language.	<b>Exceptional.</b> You have an exceptional understanding of materials, equipment and techniques and can apply them appropriately to your work, justifying their use. You always use the correct technical language.

# KS3 YEAR 9 Attitude To Learning



**If you fulfil any bullet points in 3 or 4, give yourself that number overall for that category. This is to help you develop better practice and fulfil your potential in your subjects. This may seem unkind, but it is because we believe that you should aim to develop good routines in all areas of student life.**

	1- Outstanding	2- good	3-need for improvement	4-serious concern	My rating
<b>Behaviour</b>	<ul style="list-style-type: none"> <li>•I always respect the teacher's expectations of behaviour and conduct in the classroom.</li> <li>•I do not distract others nor allow myself to be disturbed by others.</li> <li>•I have built positive learning relationships with other students.</li> </ul>	<ul style="list-style-type: none"> <li>•I almost always respect the teacher's expectations of behaviour and conduct in the classroom.</li> <li>•I do not distract others nor allow myself to be disturbed by others.</li> <li>•I generally work well with others and show empathy in the way I communicate.</li> </ul>	<ul style="list-style-type: none"> <li>•My conduct is generally acceptable although I need regular reminders about the teacher's and school's behaviour expectations.</li> <li>•I can sometimes let myself go off task by communicating with others.</li> <li>•I don't always deal with other students sensibly.</li> </ul>	<ul style="list-style-type: none"> <li>•My conduct is often unacceptable or endangered the safety of others. I have required regular sanctions from the teacher.</li> <li>•I repeatedly go off task by chatting to others, despite regular reminders from the teacher.</li> <li>•I have had quarrels with other students that have led to inappropriate behaviour and sanctions.</li> </ul>	
<b>Participation</b>	<ul style="list-style-type: none"> <li>•I am fulfilling my teacher's expectations in discussions, written assignments and any other learning activities related to that subject.</li> <li>•I am actively engaged in lessons and show real effort in my work. I show stickability and initiative when confronted with problems.</li> <li>•I am able to work well in group situations and deal with any disagreements maturely. I play a full and vital role in any group situation.</li> </ul>	<ul style="list-style-type: none"> <li>•I put effort into my work and I am completing more than the minimum requirements of each task.</li> <li>•I generally fulfil my teacher's expectations in discussions, written assignments and any other learning activities related to that subject.</li> <li>•I take a useful role in group situations.</li> </ul>	<ul style="list-style-type: none"> <li>•I complete most tasks to the minimum acceptable standard.</li> <li>•I am passive and I only contribute to verbal or physical activities when directly asked by the teacher.</li> <li>•I ask unnecessary questions and need to show more stickability when I run into problems.</li> <li>•I struggle to play a positive role in group situations. This may mean letting others do the work or being unhelpful in decision making.</li> </ul>	<ul style="list-style-type: none"> <li>•I often abandon tasks part way through or I show a significant lack of effort.</li> <li>•I am very passive, do not contribute positively to lessons and often go off task.</li> <li>•I haven't played any kind of positive role in group situations.</li> </ul>	
<b>Aspiration</b>	<ul style="list-style-type: none"> <li>•I know what level I am currently working at and how to get better.</li> <li>•I make sure that I respond to my teacher's feedback and show improvements in my work.</li> </ul>	<ul style="list-style-type: none"> <li>•On the whole, I know what level I am working at and how to get better.</li> <li>•I generally take feedback on board and my work shows progression.</li> </ul>	<ul style="list-style-type: none"> <li>•I only have vague ideas about how to improve my level.</li> <li>•My work does not show that teacher's feedback has been taken on board.</li> </ul>	<ul style="list-style-type: none"> <li>•I have no interest in improving my level.</li> <li>•My work shows no improvement and no feedback has been taken on board.</li> </ul>	
<b>Organisation</b>	<ul style="list-style-type: none"> <li>•I am always punctual and come with all needed equipment such as book, pen, kit etc.</li> <li>•My uniform is always correct and worn properly.</li> </ul>	<ul style="list-style-type: none"> <li>•I am usually punctual and I normally come with all needed equipment such as book, pen, kit, etc.</li> <li>•My uniform is nearly always correct and worn properly.</li> </ul>	<ul style="list-style-type: none"> <li>•I have had problems in one or more of the following areas: punctuality, bringing equipment to lessons or uniform.</li> </ul>	<ul style="list-style-type: none"> <li>•I have required regular reminders and sanctions in one or more of the following areas: punctuality, bringing equipment to lessons and uniform.</li> <li>•Currently I am not attending or my attendance is affecting my progress.</li> </ul>	
<b>Homework</b>	<ul style="list-style-type: none"> <li>•My homework is always handed in on time.</li> <li>•My homework has clearly had time spent on it and is to the best of my ability.</li> </ul>	<ul style="list-style-type: none"> <li>•My homework is usually handed in on time.</li> <li>•My homework is done well and reflects my ability.</li> </ul>	<ul style="list-style-type: none"> <li>•My homework is completed, but it is often late.</li> <li>•My homework often needs improvement due to lack of effort.</li> </ul>	<ul style="list-style-type: none"> <li>•My homework is rarely handed in on time (if at all) and sanctions have had to be put in place.</li> <li>•My homework is not completed to an acceptable standard on a regular basis (including plagiarism)</li> </ul>	
<b>Final Guidance</b>	You can only get an "outstanding" if you have an ATL of 1 in <b>every</b> category. This is a hard category to get into so you should be really proud of your achievement if your teacher grades your ATL as 'outstanding'. Consistently outstanding pupils will have their efforts recognised and rewarded.	You should only be awarded a "good" if the teacher feels that you have shown an ATL of 1 or 2 in every category. If your teacher awards you a "good" in their subject it means that you are working well in all areas and we are really happy with how you conduct yourself in lessons. Perhaps you could have a conversation with your teacher about how to get to outstanding.	Well done for any 1's and 2's you may have but if you have a 'need for improvement' in any area then you will receive a 3 overall. This is to help you improve and not be satisfied with poor learning habits in any area. You should be told exactly why you are getting a 3 and how you can improve.	If you have significant problems and repeated sanctions in one or more of these areas, you will normally receive a 4. You should be told exactly why this has happened. In addition, your teacher should have made parents, subject leaders and other relevant members of staff aware of your issues in this subject.	
<b>Student</b>	I think my current ATL is _____. I need to.....				
<b>Teacher</b>	My teacher thinks my current ATL is _____. They think I need to.....				

# Design and Technology

## KS3 Tracking Photograph practical log



### Year 7

**Product Design**

**Textiles**

### Year 8

**Graphics**

**Resistant Materials**

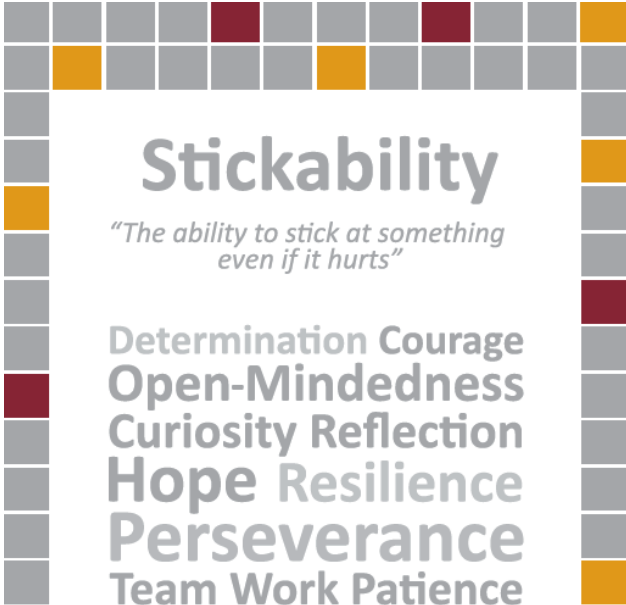
**Textiles**

### Year 9

**Graphics**

**Resistant Materials**

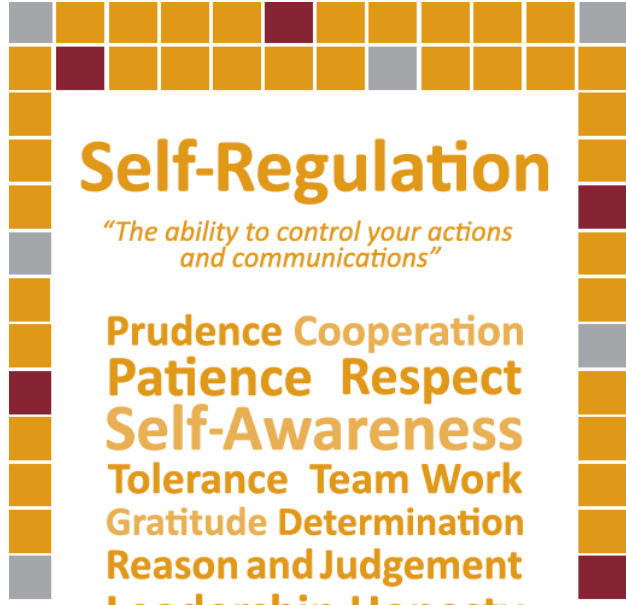
**Textiles**



# Stickability

*"The ability to stick at something even if it hurts"*

Determination Courage  
Open-Mindedness  
Curiosity Reflection  
Hope Resilience  
Perseverance  
Team Work Patience  
Leadership Resourcefulness  
Self-Discipline



# Self-Regulation

*"The ability to control your actions and communications"*

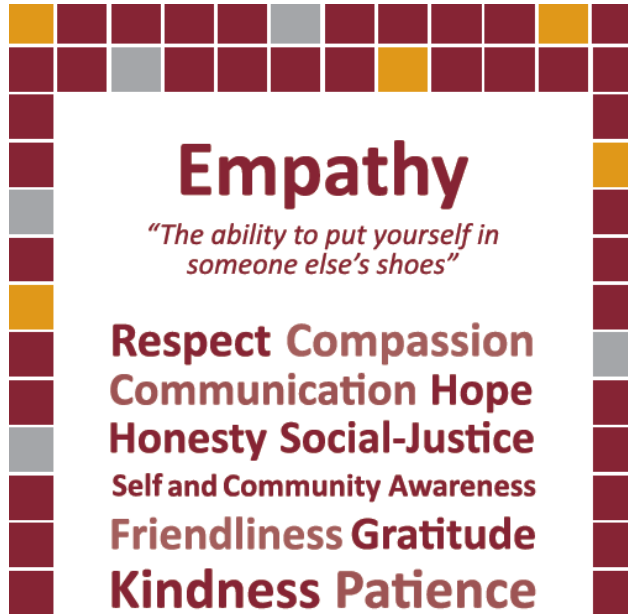
Prudence Cooperation  
Patience Respect  
Self-Awareness  
Tolerance Team Work  
Gratitude Determination  
Reason and Judgement  
Leadership Honesty  
Self-Discipline



**Kings Langley School**  
Unlocking Potential for Life



**Kings Langley School**  
Unlocking Potential for Life



# Empathy

*"The ability to put yourself in someone else's shoes"*

Respect Compassion  
Communication Hope  
Honesty Social-Justice  
Self and Community Awareness  
Friendliness Gratitude  
Kindness Patience  
Open-Mindedness  
Reflection Tolerance



**Kings Langley School**  
Unlocking Potential for Life