

LEVEL	PLANNING, DEVELOPING, EVALUATING	USING DATA AND INFORMATION TO COMMUNICATE EFFECTIVELY	DEMONSTRATING KNOWLEDGE
EP (7 and 8)	Demonstrate consistently outstanding performance across all areas.		
6 Evaluate	Across a range of contexts, students are able to improve effectiveness of planning – using feedback to enhance work. Students are able to critically evaluate the work of self and others.	Across a range of contexts, students are able to make informed decisions based on evaluation of reliability and/or suitability of information, sources or stimuli. Students are able to consistently use a range of technical vocabulary within appropriate structures. Students are able to communicate in an effective manner that is fit for audience and purpose.	Across a range of contexts, students are able to show a coherent understanding or topics including an ability to evaluate and critically compare where relevant. Where appropriate, students demonstrate an appreciation of influence, cause and effect.
5 Analyse	Across a range of contexts, students are able to analyse and develop, plan and identify strengths and potential improvements.	Across a range of contexts, students are able to analyse the information, sources and stimuli used or information gained. Working independently, students are able to use more technical vocabulary. Communication and structure show some consideration of audience and purpose.	Across a range of contexts, students are able to analyse key concepts and ideas. Where appropriate, students demonstrate an understanding of cause and effect.
4 Explain	Across a range of contexts, students are able to explain their plan/simple evaluation.	Across a range of contexts, students are able to show understanding through an explanation of (a range of) information, sources or stimuli. Students are able to begin to use some technical vocabulary. Students generally use more appropriate structures or methods to present or communicate information.	Across a range of contexts, students are able to explain key concepts and ideas. Where appropriate, students show an awareness of cause and effect.
3 Describe	Across a range of contexts, students are able to use simple devices and techniques to formulate a simple plan.	Across a range of contexts, students are able to use simple data or information to complete a task. Students are able to begin to use some technical vocabulary. Students can communicate information independently and usually in an appropriate structure.	Across a range of contexts, students are able to describe key concepts and ideas and relate them to tasks.
2 Recognise	Across a range of contexts, students are able to recognise the need to plan but require support in planning.	Across a range of contexts, students are able to recognise the need to consider data or information for a task. Students are able to recognise some basic technical vocabulary but lack confidence in using it. Students can create work independently, but with some structure or support.	Across a range of contexts, students are able to recognise some key concepts and ideas.
1	Across a range of contexts, students are able to have an idea of what they are going to do but require significant support with all aspects of planning, preparing and developing thoughts.	Across a range of contexts, students require support to access a task and have difficulty using data or information. Students are able to participate in whole class activities and require significant support to access tasks.	Across a range of contexts, students are able to identify some factual information from a simple text.

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Independent Enquiry	IE(b), IE(d)	IE(a), IE(c), IE(d), IE(e)	IE(d), IE(e)
Creative Thinking	CT(a), CT(b), CT(c), CT(d), CT(e)	CT(a), CT(b), CT(d), CT(e)	CT(a), CT(b)
Reflective Learning	RL(a), RL(b), RL(c), RL(d), RL(e)	RL(d), RL(f)	RL(f)
Team Working	TW(a), TW(b), TW(c), TW(d), TW(e), TW(f)	TW(a), TW(b), TW(c), TW(e), TW(f)	TW(e)
Effective Participation	EP(a), EP(b), EP(c), EP(d), EP(e)	EP(a), EP(b), EP(c), EP(e)	EP(a), EP(e)
Self Management	SM(a), SM(b), SM(c), SM(d), SM(e), SM(f)	SM(a), SM(b), SM(c), SM(e)	SM(a), SM(e)