



THE HAMBLE SCHOOL

Student Progress Booklet



KEY STAGE 3

*Information to support
student progress*



THE HAMBLE SCHOOL

ACHIEVING EXCELLENCE TOGETHER

Call us on 023 8045 2105

www.thehambleschool.co.uk

STUDENT PROGRESS

Key Stage 3 Assessment

Developing Knowledge, Skills & Understanding

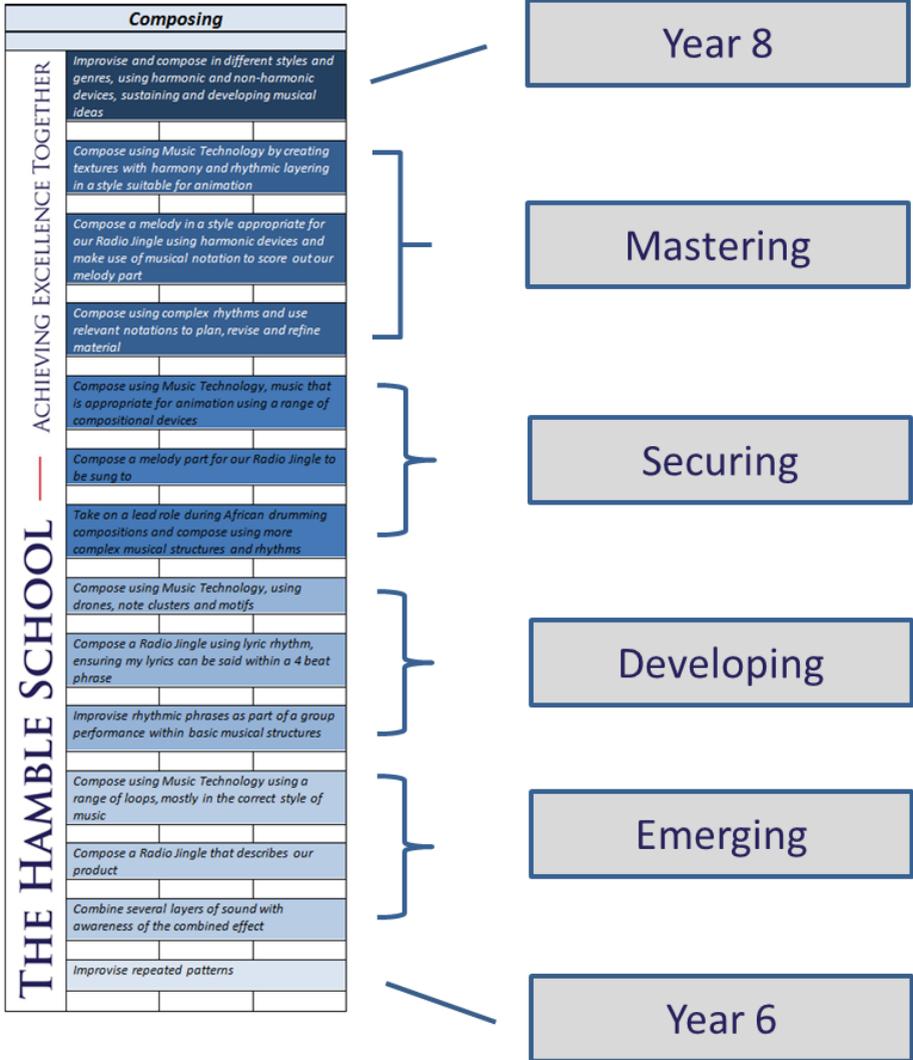
The Hamble School's new Key Stage 3 assessment framework uses a precise learning model to deliver the National Curriculum's knowledge, skills and understanding through the use of Learning Ladders or Walls to define the criteria for learning. The criteria is year group specific (age related) and broken down into progress statements; **Emerging, Developing, Securing & Mastering**. These have been devised so that a student who is secure by the end of the year is on course to achieve a GCSE grade 5 (a good pass) and those who have mastered by the end of the year is on course to achieve a GCSE grade 7 or above.

Achieving Excellence Together

We believe that setting the 'bar' high will motivate our learners to aim high and ensure that all students are making excellent progress regardless of their starting points. For this reason we believe all students should be **secure** in their learning by the end of the year. Those students who are identified as having high prior attainment are targeted to **master** the criteria for learning in each subject area.

EXAMPLE OF A KS3 LEARNING LADDER

Year 7 Music



PROGRESS REVIEWS

Student progress is tracked regularly by subject teachers and students are made aware of this using the Learning Ladders or Walls and the progress statements they contain. Evidence of this can be found in their exercise books and folders. Students should be able to describe their progress and have a clear understanding of what they need to do to improve. If your child aware of their current progress they should speak to their subject teacher or tutor. Knowing where they are and what they need to do to improve will enable students to succeed.

In addition to regular progress checks in lessons, formal progress data will be collected from all subject areas and provided for parents at five points during the academic year. These will always follow a Landmark Assessment week, and this along with ongoing teacher assessment will inform parental reporting.

Information will be provided on a student's overall progress within each subject, areas of strength, guidance for improvement, as well as information on their Attitude to Learning levels for behaviour, active learning and effort, and homework and organisation. The key to success lies in a good Attitude to Learning (ATL) in all areas and through consistent hard work.

UNDERSTANDING PROGRESS STATEMENTS

Progress at Key Stage 3 is a journey with students continuously demonstrating that they have embedded the Knowledge, Skills and Understanding essential to their years learning in each subject. The statements below are used to describe the students' progression through this journey.

Progressing Towards - Still embedding foundational knowledge, skills and understanding.

Emerging - Displaying the basic knowledge, skills and understanding for the given year group. This is broadly the expected progress made in the Autumn term.

Developing - Displaying intermediate knowledge, skills and understanding for the given year group. This is broadly the expected progress made in the Spring term.

Securing - Displaying the age related expectation of knowledge, skills and understanding for the given year group. This is broadly on course to achieve a GCSE grade 5 (a good pass).

Mastering - Displaying advanced knowledge, skills and understanding for the given year group. This is broadly on course to achieve a GCSE grade 7 or above.

Working Above - Displaying knowledge, skills and understanding above that of for the given year group.

AREAS OF STRENGTH & IMPROVEMENT GUIDANCE

Areas of Strength

Each subject divides their assessment into different foci areas. For example English assessment is divided into **Critical Reading, Reading Comprehension,** and **Writing.**

Each subject will report the area of their assessment that each student has shown the greatest strength. This will help you understand where your son/daughter excels.

Improvement Guidance

Each subject area will offer criteria for improvement in the form of a “Look for opportunities...” statement. These represent the next step in progression in the students weakest assessment area. Students should look for opportunities to display these knowledge, skills and understanding in their forthcoming lessons. These statements will help you in supporting your son/daughter to improve.

ATTITUDE TO LEARNING CRITERIA

Behaviour

- 4 Student demonstrates exemplary behaviour at all times, being attentive and fully involved in his/her learning and a good role model to others.
- 3 Student demonstrates good behaviour, following instructions and showing respect for others for the majority of the time, though can be distracted by others.
- 2 Student can at times disrupt his/her learning and the learning of others but will regain focus once spoken to by the teacher
- 1 Student frequently disrupts his/her learning and the learning progress of others and finds it difficult to modify this behaviour when it is addressed by the teacher.

Active Learning and Effort

- 4 Student consistently works to the best of their ability, contributes and makes the full use of resources available to aid learning and problem solving.
- 3 Student often works to the best of their ability and asks questions when necessary to support their learning. Some teacher guidance is needed.
- 2 Student has varied motivation, needs frequent reminders to engage on task and has a limited ability to work independently.
- 1 Student regularly requires teacher support to remain focused and lacks skills in problem solving and using initiative.

Homework and organisation

- 4 Student is consistently well-equipped for lessons, meets all deadlines and is fully up to date with coursework/tasks. Homework is always completed to a high standard and handed in on time.
- 3 Student is usually well-equipped for lessons and meets the vast majority of deadlines. Homework is usually completed to a good standard and mostly handed in on time.
- 2 Student has a tendency to be unprepared for lessons at times and/or occasionally misses deadlines. Homework is sometimes not completed and the standard of work completed is below that expected of the student.
- 1 Student is consistently unprepared and ill-equipped for lessons and/or frequently misses deadlines. Homework is not completed on a regular basis.

