

STUDENT PROGRESS BOOKLET

KEY STAGE 3 – Information to
support student progress



THE HAMBLE SCHOOL

ACHIEVING EXCELLENCE TOGETHER

STUDENT PROGRESS

KEY STAGE 3 ASSESSMENT

Developing Knowledge, Skills & Understanding

The Hamble School's 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 to define the criteria for learning. The criteria is year group specific (age related) and broken down into progress statements:

Emerging, Developing, Securing & Mastering.

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 at least **Securing** in their learning by the end of the year.

PROGRESS REVIEWS

Student progress is tracked regularly by subject teachers and students are made aware of this using the Learning Ladders and the progress statements they contain. Evidence of this can be found in their exercise books or 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 is not aware of their current progress they should speak to their subject teacher or tutor. Knowing where they are, in terms of their learning, 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 various points during the academic year. These will always follow a Review 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, guidance for improvement, as well as information on their Attitude to Learning (ATL) (for in-class behaviour, active learning and effort) and Attitude to Homework (AHW). The key to success lies in a good Attitude to Learning (ATL) and Attitude to Homework (AHW) 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 learning in each subject. The statements below are used to describe the students' progression through this journey.

Below – In some cases, a student may be given a current grade of "below". This means that they are currently working at a level below their expected progress for the year group, and are not meeting the requirements of that subject's learning ladder.

Emerging – Displaying the basic knowledge, skills and understanding for the given year group. This is broadly on course to achieve a GCSE grade 1, 2 or 3.

Developing – Displaying intermediate knowledge, skills and understanding for the given year group. Students have begun to deepen their knowledge and understanding in the subject. This is broadly on course to achieve a GCSE grade 4/5.

Securing – Displaying depth and breadth of knowledge, skills and understanding for the given year group in the subject. This is broadly on course to achieve a GCSE grade 6.

Mastering – Displaying advanced knowledge, skills and understanding for the given year group – demonstrating an excellent depth and breadth of understanding. This is broadly on course to achieve a GCSE grade 7 or above.

COLOUR CODED REPORTING

During the reporting process, each subject current grade will be colour coded to explain if your child is on track to meet their target by the end of the year, or not on track to meet their target.

Green – Your child is making good progress and we expect them to achieve their end of year target.

Yellow – Your child is on track to meet their target but must act on advice from the teacher and use the improvement targets/ linked resources

Red – Your child is not on track to meet their target and therefore needs to use the improvement target and linked resources to help them make progress.

MAKING GOOD PROGRESS

E1	E2	E3	D1	D2	D3	S1	S2	S3	M1	M2	M3
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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 a 'holistic' overview of how and what the student has been able to demonstrate so far.

Improvement Guidance

In most Progress Reviews (the early Autumn Year 7 PR1 review will only report ATL and AHW scores for each student as there is limited assessment data at this point in the academic year) each subject area will offer criteria for improvement. These represent the next step in progression in the student's weakest assessment area. Students should look for opportunities to display the knowledge, skills and understanding in their forthcoming lessons. These statements will help you in supporting your child to improve.

TALKING TO YOUR CHILD ABOUT THEIR PROGRESS

When a Progress Review is sent home, you may find some of the following questions useful when discussing it with your child:

- Which subject are you particularly pleased with? What is going well in this subject?
- Is there anything you do in these lessons that you could start to do in lessons that you don't find so easy?
- What are you going to work on next, to continue making good progress?
- How can you stretch yourself to make the most progress possible?
- What is holding you back from making more progress in this subject?
- Are there any surprises here?
- If so, what do you think might help to explain them?

ATTITUDE TO LEARNING and HOMEWORK CRITERIA

Attitude to Learning (ATL)

4. The 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. The student often works to the best of their ability and asks questions when necessary to support their learning. Some teacher guidance is needed.
2. The student has varied motivation, needs frequent reminders to engage on task and has a limited ability to work independently.
1. The student regularly requires teacher support to remain focused and lacks skills in problem solving and using initiative.
- N. In some cases, a student may be given an “N” for ATL. This could be for several reasons, for example, a student has not been seen in a lesson and therefore a teacher judgement may be difficult.

Attitude to Homework (AHW)

4. The 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. The 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. The 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 is below that of the student.
1. The student is consistently unprepared and ill-equipped for lessons and/or frequently misses deadlines. Homework is not completed on a regular basis.
- N. In some cases, a student may be given an “N” for AHW. This could be for several reasons, for example, a student has not been seen in a lesson and therefore may not have been able to complete homework.

EXAMPLE OF A KS3 LEARNING LADDER

YEAR 7 GEOGRAPHY LEARNING LADDER

	Year 7 Knowledge	Year 7 Understanding	Year 7 Enquiry & skills
Mastering	<ul style="list-style-type: none"> I have a detailed knowledge of places and physical and human features. I can explain the importance of and connections between geographical features and places. I can start to analyse the impacts that events have at different scales. 	<ul style="list-style-type: none"> I can explain in detail physical and human processes and patterns, using accurate geographical words. I can link my knowledge of human and physical processes to show an understanding of spatial patterns and how processes can lead to change. I have a good understanding of the links between places, people and environments. 	<ul style="list-style-type: none"> I can interpret and use information from different types of graphs and charts. I can answer geographical questions in detail using data and geographical words. I can use a range of sources confidently. I have a good understanding of how to complete a fieldwork enquiry and can collect data using a range of techniques.
Securing	<ul style="list-style-type: none"> I have a good knowledge of places around the world and can explain connections between them. I can describe human and physical features using examples and geographical words. 	<ul style="list-style-type: none"> I can explain physical and human processes and patterns, using geographical words. I can compare characteristics, similarities and differences and describe how processes can lead to change. I have a clear understanding of the links between places, people and environments. 	<ul style="list-style-type: none"> I can complete and use information from different types of graphs and charts, with limited support. I can use a range of OS map skills. I can use a range of sources independently. I have some understanding of how to complete a fieldwork enquiry and can collect data using a few different methods.
Developing	<ul style="list-style-type: none"> I have a clear knowledge of places around the world and can describe connections between them. I can describe human and physical features. 	<ul style="list-style-type: none"> I can clearly describe and begin to explain physical and human processes and patterns, using examples and geographical words. I can describe similarities and differences and reasons for change. I have some understanding of the links between places, people and environments. 	<ul style="list-style-type: none"> I can select and complete clear graphs and charts with some support. I can use and understand coordinates, distance and direction on OS maps. I can use maps and an atlas with growing independence. I can follow instructions to complete fieldwork.
Emerging	<ul style="list-style-type: none"> I have a simple knowledge of places around the world. I can identify human and physical features using simple everyday terms. 	<ul style="list-style-type: none"> I can simply describe physical and human processes and patterns using everyday words. I can identify some links between places, people and environments. 	<ul style="list-style-type: none"> I can complete graphs and charts with support. I can use some OS map skills. I can use maps, an atlas or globe with support. I can answer simple geographical questions.



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FROM THE STARS AWARDS
AMBASSADORS
2021-25



Artsmark
Gold Award
Awarded by Arts
Council England



PROUD TO BE A
MUSIC MARK
SCHOOL
2023 - 2024



Reception is open during the school term from 8am until 4pm from Monday to Thursday and 8am until 3:30pm on Friday.