

YEAR 9 CURRICULUM EVENING

September 2025



THE HAMBLE SCHOOL

ACHIEVING EXCELLENCE TOGETHER

INTRODUCTIONS

Mr L Wood – Assistant Headteacher

Mr M Leonard-Rendell – Raising Standards Leader
(KS3 & KS4)

Mr R James – Progress Leader Year 9



Vision

To work together to provide an exceptional education, which enables every student to achieve the very best outcomes and become successful, lifelong learners.



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Whole School Priorities

1. An ambitious curriculum delivered through consistently high quality, adaptive teaching which promotes independent learning.
2. Drive high aspirations and student leadership, so all achievements are recognised and celebrated in every aspect of school life.
3. Continue to uphold high expectations for behaviour and attendance.
4. Strengthen the wellbeing and mental health guidance to support the school community.
5. Showcase best practice through a culture of outward collaboration and continue to strengthen community links.



AIMS

- To ensure that students and parents/ carers are aware of the key information for the year.
- To outline the curriculum and support available.
- To provide an overview of options after The Hamble School.
- To outline information on expectations and Study Skills to ensure success.



PROVEN SUCCESS

- 82% of students achieved a grade 4 or above in English
- 79% of students achieved a grade 4 or above in Maths
- 76% of students achieved a grade 4 or above in English and Maths
- 100% of students achieved a grade 5 or above in Biology GCSE
- 100% of students achieved a grade 5 or above in Chemistry GCSE
- 85% of students achieved a grade 4 or above in Art GCSE
- 100% of students achieved a grade 4 or above in Music GCSE
- 100% of students achieved a Level 2 Merit or above in Music BTEC
- 89% of students achieved a grade 4 or above in PE GCSE
- 94% of students achieved a Level 2 Pass or above in Health and Fitness NCFE
- 91% of students achieved a grade 4 or above in Photography GCSE
- 79% of students achieved a grade 4 or above in French GCSE
- 96% of students achieved a grade 5 or above in Statistics GCSE



THE DESTINATION



Miss Cambridge, Headteacher at The Hamble School said:

“We are incredibly proud of our students’ achievements this year. These results are testament to their hard work and commitment, supported by dedicated staff and Parents/Carers. We congratulate all students and wish them every success in the next stage of their journey. These are some of the best results in our school’s history; this is a moment of real pride for our whole community.”

Mrs Craggs, Chair of Governors added:

“These outstanding results show how far the school has come. They demonstrate the impact of transformational change and prove The Hamble School is truly the ‘High Performing Local School of Choice’.”



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CURRICULUM STRUCTURE

Per fortnight...

English 7

Maths 8

Science 7

PSHCRE 1

PE 3

Options 4



Guiding our students to
success...

THE HAMBLE FACTOR



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KEY TO SUCCESS – THE HAMBLE FACTOR

- Working together
- Using Class Charts
- Students attending afterschool clubs and extra curricular activities
- Homework and Revision – GCSEPod, Spellzone and MathsWatch
- Attendance at school and on time
- Support for the next steps after Hamble – having a goal
- Careers through PSHCRE and careers interviews.



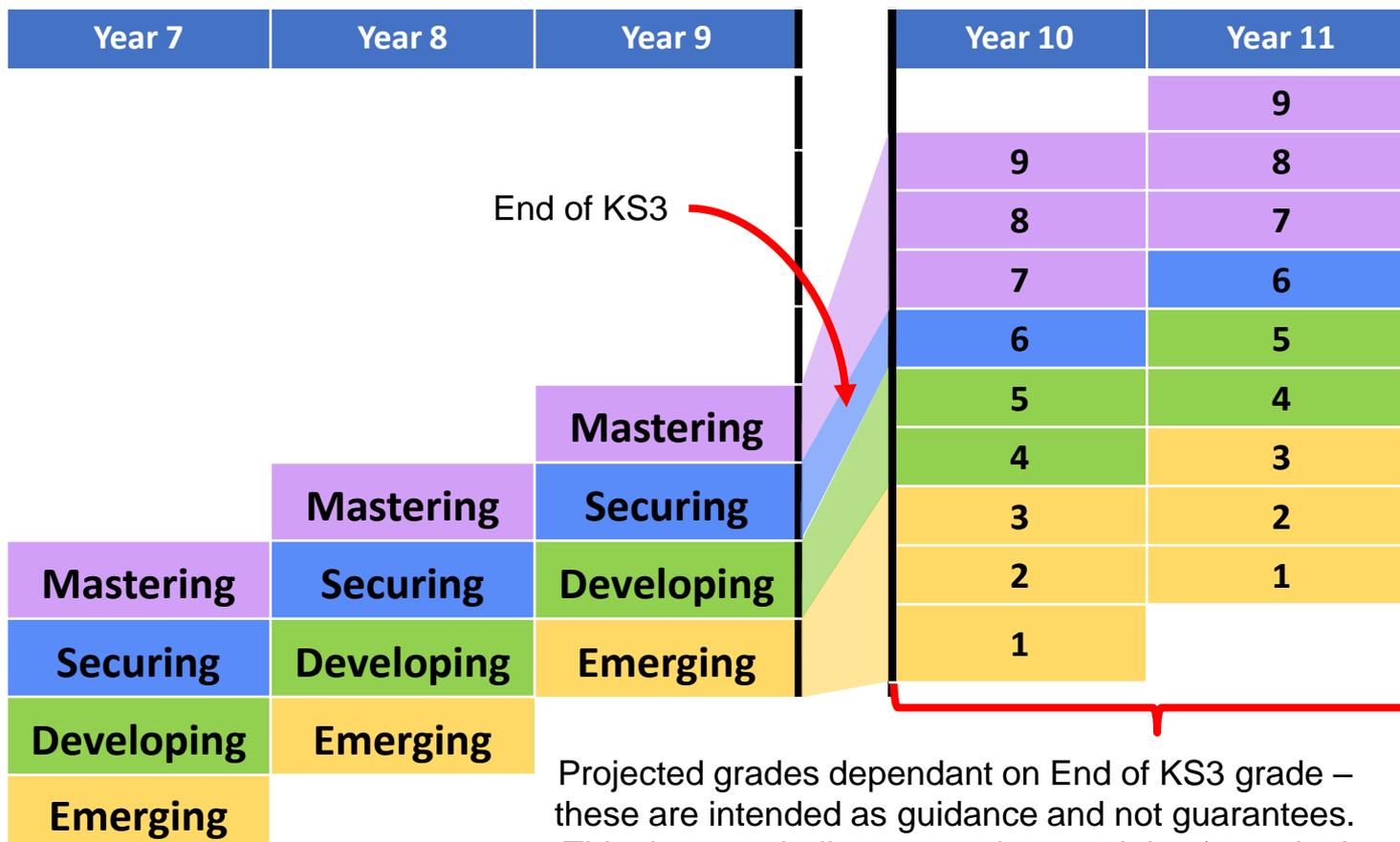
Progress Reviews (PR) Key Stage 3

- 3 PR 'data drops' per year (Current / Predicted)
- Four levels:
 - Emerging
 - Developing
 - Securing
 - Mastery
- Informed by learning ladders
- Holistic judgement – informed by Review Assessments

Targets

Securing

Mastering



End of KS3

Projected grades dependant on End of KS3 grade – these are intended as guidance and not guarantees. This does not indicate a student attaining ‘securing’ in Year 7 would achieve a 1 if they took the GCSE at that moment.

Improvement Targets & Resources

| Improvement Target | Target Linked Resource |
|--|---|
| Use HTML tags to create a basic page structure | http://tinyurl.com/THSY9011 |

What does the colour coding on KS3 reports mean?

Current grades are colour coded to make it clear whether students are currently 'on track' to achieve their target.

| Current Grade |
|---------------|
| Developing 3 |
| Securing 1 |
| Emerging 2 |

Colour coding is based on two things:

1. The target grade
2. Typical progress through a year

What does the colour coding on KS3 reports mean?

Colour coding is based on two things:

1. The target grade
2. Typical progress through a year

Green means students are on track to achieve their target by the end of the year

Amber means students are within one whole grade (three sub-grades) of achieving their target by the end of the year

Red means students are more than one whole grade (three sub-grades) of achieving their target by the end of the year

Example

Geography: Year 7 Learning Ladder

| | Year 7 Knowledge | Year 7 Understanding | Year 7 Enquiry & Skills |
|-------------------|--|--|---|
| Mastering | <p>Detailed knowledge of places at a global, national and local scale, including physical and human features.</p> <p>Explains the links and significance of connections between physical and human locations.</p> <p>Begins to analyse the impact that global events have at a local, national and global scale.</p> | <p>Explains detailed physical and human processes and spatial patterns, using accurate key terms.</p> <p>Links knowledge of human and physical processes to show understanding of spatial patterns and how these processes can lead to change.</p> <p>Good understanding of links between places, people and environments.</p> | <p>Interprets and extracts information from different types of graphs and charts.</p> <p>Responds to geographical questions in detail using data and appropriate geographical language.</p> <p>Uses a range of sources confidently.</p> <p>Understands a range of techniques and methods used in fieldwork and uses them to collect data.</p> |
| Securing | <p>Good knowledge and explanation of connections between areas at a global, national and local scale.</p> <p>Explains physical and human features in detail and using named examples and key terms.</p> | <p>Explains physical and human processes and spatial patterns clearly, using key terms.</p> <p>Compares characteristics, similarities and differences and describes how physical and human processes can lead to change.</p> <p>Clear understanding of links between places, people and environments.</p> | <p>Selects and completes clear graphs and charts, extracting information from them, with limited support.</p> <p>Uses and understands a range of OS map skills.</p> <p>Uses sources with independence.</p> <p>Understands some techniques and methods used in fieldwork and uses them to collect data.</p> |
| Developing | <p>Clear knowledge of places at a global, national and local scale.</p> <p>Describes connections between areas.</p> <p>Describes and begins to explain physical and human features.</p> | <p>Describes and begins to explain physical and human processes and spatial patterns using examples and key terms.</p> <p>Describes similarities and differences and reasons for change.</p> <p>Understands some links between places, people and environments.</p> | <p>Selects and completes clear graphs and charts with some support.</p> <p>Uses and understand coordinates, distance and direction.</p> <p>Uses sources with growing independence.</p> <p>Follows simple instructions to complete a fieldwork investigation.</p> |
| Emerging | <p>Basic knowledge of places at a global, national and/or local scale.</p> <p>Describes physical and human features in basic terms.</p> | <p>Basic description of physical and human processes and spatial patterns, lacks key terms.</p> <p>Recognises some links between places, people and environments.</p> | <p>Completes graphs and charts with support.</p> <p>Understands and uses some OS map skills, e.g. 4fig GR and direction.</p> <p>Uses sources (maps, atlases and globes) with some support.</p> <p>Provides basic responses to geographical questions.</p> |

Geography

Years 7-9 Learning Ladders

Knowledge

Year 7

Year 8

Year 9

| | | | | | |
|-------------------|---|-------------------|---|-------------------|---|
| | | | | Mastering | Uses an extensive variety of locational knowledge to anticipate the potential causes, consequences and significance of events, making links between local, national and global scale. |
| | | Mastering | Detailed knowledge relating to a number of places, environments and features from a local to global scale. Analyses the impact that global events have at a local, national and global scale. | Securing | Detailed knowledge relating to a number of places, environments and features from a local to global scale. Analyses the impact that global events have at a local, national and global scale. |
| Mastering | Detailed knowledge of places at a global, national and local scale, including physical and human features. Explains the links and significance of connections between physical and human locations. Begins to analyse the impact that global events have at a local, national and global scale. | Securing | Detailed knowledge of places at a global, national and local scale, including physical and human features. Explains the links and significance of connections between physical and human locations. Begins to analyse the impact that global events have at a local, national and global scale. | Developing | Detailed knowledge of places at a global, national and local scale, including physical and human features. Explains the links and significance of connections between physical and human locations. Begins to analyse the impact that global events have at a local, national and global scale. |
| Securing | Good knowledge and explanation of connections between areas at a global, national and local scale. Explains physical and human features in detail and using named examples and key terms. | Developing | Good knowledge and explanation of connections between areas at a global, national and local scale. Explains physical and human features in detail and using named examples and key terms. | Emerging | Good knowledge and explanation of connections between areas at a global, national and local scale. Explains physical and human features in detail and using named examples and key terms. |
| Developing | Clear knowledge of places at a global, national and local scale. Describes connections between areas. Describes and begins to explain physical and human features. | Emerging | Clear knowledge of places at a global, national and local scale. Describes connections between areas. Describes and begins to explain physical and human features. | | |
| Emerging | Basic knowledge of places at a global, national and/or local scale. Describes physical and human features in basic terms. | | | | |

YEAR 9 ASSESSMENTS

Key Dates – Autumn Term

- w/c 13 October – Review Assessment Week PR1
- w/c 10 November – Year 9 Progress Review 1 Report

Key Dates – Spring Term

- w/c 12 January 2026 – Review Assessment Week PR2
- w/c 2 February 2026 – Year 9 Progress Review 2 Report

Key Dates – Summer Term

- w/c 27 April 2026 – Review Assessment Week PR3
- w/c 18 May 2026 – Year 9 Progress Review 3 Report



HOW DO WE MARK WORK AND GIVE FEEDBACK?

At The Hamble School all marking will be meaningful, manageable and motivating.

- Meaningful** – Feedback will vary depending on your year group, the subject and what works best for you as a student.
Manageable – Feedback and marking will be accessible and relevant for you; remember we have high expectations.
Motivating – You should expect positive yet challenging feedback, which will boost your aspirations. As a result, this will accelerate your progress.

KEY CODES

| | | |
|---------------------|-----------------------|--|
| HW: Homework | GF: Go Further | Literacy Codes: Some departments use literacy codes in their marking. Examples can be seen below: Sp: Spelling //: New Paragraph O: Drawn circle to highlight punctuation or capital letter error |
|---------------------|-----------------------|--|

TYPES OF FEEDBACK

There are three main types of feedback used at The Hamble School:

- 1. Immediate** – At the point of teaching. This could be verbal feedback or live marking during a task.
- 2. Summary** – Following a series of tasks. This could be a whole class feedback sheet and/ or a self marked/ peer marked task using mark schemes/ model answers.
- 3. Review (For PR Point)** – This will be a review of your learning. This could be an in-class assessment, practical task or extended piece of writing.

Blue and Black pen – Used by students for normal written tasks.

Red pen – Used by your teacher for feedback.

Green pen – Can be used by students to self/ peer assess or improvements.

Purple pen – Can be used by students for Go Further (challenge, application or extension tasks).



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RE-ORDER CODE
715009 VRE010-2005
0 231802



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HOMework AS A TOOL

- Leads to independent study skills needed for KS4
- Preparation for adulthood



Homework – You Said We Did

| You Said | We Did |
|--|--------------------------|
| Clear links with lessons | Included within template |
| Details of how it needs to be submitted | |
| Explanation of what is expected | |
| Enough to last 30 minutes (KS3) and 1 hour (KS4) | |
| Appropriate challenge | |



Template

- Topic
 - Title
 - Objective
 - Purpose – How it links to lessons
 - Activities
 - Submission – How
 - How will feedback be given
-
- Time – 30 minutes/ 60 minutes limit. One week to complete homework
 - Messaging – Must contact 4 school days before submission deadline
 - *Templates may differ slightly across departments*



CLASS CHARTS



- Registers/ attendance
- Timetable
- Homework
- Rewards
- Behaviour
- Students communicating with teachers for support.



SUBJECT OVERVIEW

YEAR 9
CURRICULUM
EVENING 2025/26



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PASTORAL SUPPORT

- Mr R James – Progress Leader Year 9
- Miss C Koziol – Assistant Progress Leader Year 9
- Mrs S Valleley – Deputy Headteacher and SLT link for Year 9



TUTORS

| PROGRESS LEADER | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|-----------------|----------------|-------------------|------------------|----------------------------------|--------------------|------------------|-----------------|-------------------------------|------------------|
| PL | Mr Smith C9 | Miss Browne D6 | Mr Regular T4 | Mrs Hassell Miss Koziol D8 | Mrs Marshall L7 | Mr Wallace C4 | Mr Taylor D7 | Mrs Young Mr Adeagbo S1 | Mr Holland B5 |
| Mr James | | | | | | | | | |
| APL | | | | | | | | | |
| Miss Koziol | | | | | | | | | |
| | LORDS | | TWICKENHAM | | WEMBLEY | | WIMBLEDON | | |



ROLE OF THE TUTOR

- Daily contact with tutees
- Literacy and numeracy, PiXL Programme and personal development
- Uniform check (including equipment)
- Monitor attendance and behaviour
- Reward points



HIGH EXPECTATIONS

As you would expect, we have high expectations of our students:

Ready:

- Attending school and all lessons regularly and on time
- Wear the correct school uniform and have the right equipment/planner
- Be ready to learn/engage positively with learning

Respectful:

- Behaving with care, courtesy, consideration and respect for others at all times
- Respecting personal and school property
- Being proud of achievements of themselves and others

Safe:

- Following instructions from staff, first time to avoid escalation
- Not leaving lessons without permission
- Not causing harm (physically or emotionally) through their actions



POSITIVE POINTS

| REWARD LEVELS | POINTS | TYPES OF REWARDS |
|---|-------------|--|
| BRONZE | 300 | Certificate, stationery pack |
| SILVER | 550 | Certificate, Fast Pass |
| GOLD | 800 | Certificate, cake |
| RUBY | 1000 | Certificate, end of term film afternoon |
| PLATINUM | 1500 | Certificate and pin badge |
| DIAMOND | 2000 | Certificate, invite for the end of year reward event |
| 2000+ Points Celebration Event – voted for by Student Voice. | | |

Last year, over 400 students achieved at least the Diamond award. A number of students achieved over 2500 points.



READY, RESPECTFUL, SAFE

OUR SCHOOL RULES

At The Hamble School, we have three key school rules:

1
BE
READY

2
BE
RESPECTFUL

3
BE
SAFE

Within these RULES, we expect that all students:

Are READY when they:

- Attend school and all lessons regularly and on time.
- Wear the correct school uniform and bringing the equipment needed for each day.
- Engage positively with learning.

Are RESPECTFUL by:

- Behaving with care, courtesy, consideration and respect for others at all times.
- Respecting personal and school property.
- Being proud of achievements of themselves and others.

Are SAFE by:

- Following instructions from staff, first time to avoid escalation.
- Not leaving lessons without permission.
- Not causing harm (physically or emotionally) through their actions.

SO WE CAN ACHIEVE EXCELLENCE TOGETHER...

EQUIPMENT

The correct equipment at The Hamble school is:

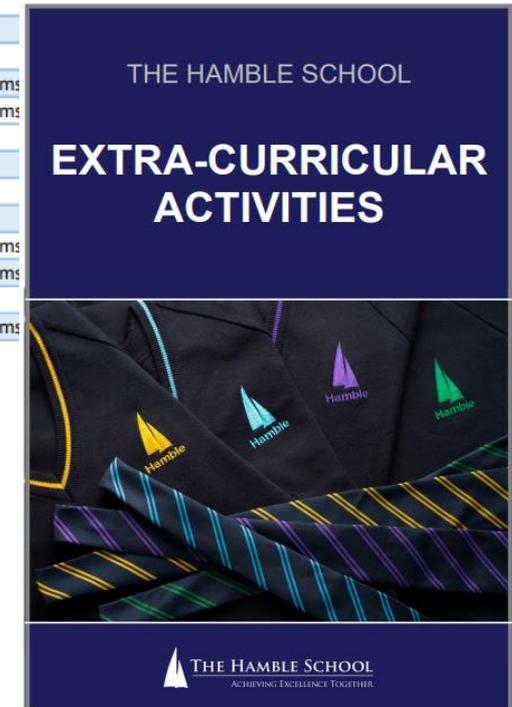
- Pens x 2 (black or blue)
- Pencil and pencil sharpener
- Ruler
- Eraser
- A green pen
- A purple pen
- Scientific Calculator (we recommend the Casio fx-83GT PLUS)
- Compass
- Protractor
- Highlighter
- School planner
- Water bottle
- School bag rucksack style and large enough to carry books, equipment and PE kit

Tutor check every day and should be giving a sanction if equipment is missing.



EXTRA CURRICULAR

| Club Name | Staff | Day | Time | Location |
|---------------------------------------|-------------------------------|---------------------------|---------------|-------------------------------|
| Breakfast Club | Mrs Richards | Everyday | Before school | Main Hall |
| PE: Badminton and Table Tennis Club | Mr Needham | Everyday | Lunch-time | Sports Complex Changing Rooms |
| PE: Lunch Time Football | Mr Taylor and Mr Denford | Everyday | Lunch-time | Astro |
| Code Club | Mr Baldwin | Monday | Lunch-time | T6 |
| Homework Club | Learning Support Team | Monday, Tuesday, Thursday | Afterschool | T2 / T4 |
| Creative Writing Club | Miss Harris | Tuesday | Afterschool | L5 |
| Geoggers | Mrs-Anne Gaskin | Tuesday | Afterschool | D3 |
| Music: String Group | Mrs Holden | Tuesday | Before school | A1 / A2 |
| PE: Year 8 Football | Mr Needham | Tuesday | Afterschool | PE Office Changing Rooms |
| STEM Club | Mrs Bateman | Tuesday | Afterschool | S7 |
| PE: Badminton and Table Tennis Club | Mr Taylor and Mr Regular | Tuesday and Friday | Afterschool | PE Office Changing Rooms |
| Dance Live 2025 | Miss Clucas | Tuesday and Wednesday | Afterschool | A3 |
| 3D Printing Club | Mr Keel | Wednesday | Afterschool | B3 |
| Geography Lunch n Learn (Y10 and Y11) | Mrs-Anne Gaskin | Wednesday | Lunch-time | D3 |
| Music: Hamble Orchestra | Mrs Holden | Wednesday | Afterschool | A1 / A2 |
| PE: KS4 Basketball | Mr Bradshaw | Wednesday | Afterschool | PE Office Changing Rooms |
| PE: Year 10 Football | Mr Regular | Wednesday | Afterschool | PE Office Changing Rooms |
| Christian Union | Miss Perry | Thursday | Lunch-time | Durban |
| Eco-Ambassadors | Mrs Bateman | Thursday | Afterschool | S7 |
| Global Citizens | Mrs-Anne Gaskin | Thursday | Lunch-time | D3 |
| Music: Choir | Mrs Holden | Thursday | Before school | A1 / A2 |
| PE: KS3 Basketball | Mr Bradshaw | Thursday | Afterschool | PE Office Changing Rooms |
| PE: Year 9 Football | Mr Denford | Thursday | Afterschool | PE Office Changing Rooms |
| Pen Pal Club | Mrs Tonner | Thursday | Lunch-time | L7 |
| PE: Girls Only Football (all years) | Mr Holland and Mr Minns-White | Friday | Afterschool | PE Office Changing Rooms |



Extra-curricular clubs will start w/c 22 September.



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WHAT WE ASK FROM YOU

- Ensure students have the correct uniform and equipment
- Use the Class Charts App
- Communicate with us.



CONTACTING US

- Please speak with your child's tutor in the first instance regarding general queries.
- Please speak with individual subject teachers regarding a subject queries.
- *Staff can be contacted via email general@thehambleschool.co.uk*



PARENTS' EVENINGS

- Achieving Excellence Evening
- Parents' Evening – Thursday 26 February 2026
- We will also hold a further *INVITATION ONLY* consultation evenings throughout the year for those who require additional support.





Vision

To provide whole school inclusion, which is led by **high quality inclusive teaching** in the classroom and supported by ‘additional to, different from’ intervention for **some**, that enables achievement for **all**.



Inclusion Provisions

There are 3 provision rooms:

- Step – Academic and PfA support
- Retrack – Behaviour support
- Engage – Mental Health support

In addition is the MHST, ELSA, Counselling and external agency support



Step in T1

The focus in this room will be to provide academic and PfA support to EHCP and SEND K students.

These are tailored to the needs of the student but could include:
SNAP SpLD and SNAP B screening and interventions, range of academic interventions, AQA UAS



Engage in LS

The focus in this room will be to provide support with mental health through nurture specific interventions.

These are tailored to the needs of the student but could include: SNAP B testing, Mindfulness, EBSA interventions, Sensory room support, Talking drawing therapy, SNAP B interventions



Retrack in T2

The focus in this room will be to provide support with behaviour through specific interventions to support reintegration to mainstream lessons.

These are tailored to the needs of the student but could include:
Reduced hours curriculum, reconnection / retracking intervention, RAG timetables, respites, SNAP B interventions, SNAP SpLD interventions

Career Guidance at The Hamble School



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National Picture

Post 16 Choices:

- Full-time study in a school or college (also known as sixth form) or with a training provider until the age of 18.
 - At least 20 hours per week working or volunteering combined with part-time accredited education or training.
- An Apprenticeship.
- A Traineeship.



Career Provision at The Hamble School

We provide students with the opportunity to:

- Make decisions and plan
- Explore opportunity awareness, self-awareness and job sectors
- Begin to identify some of their strengths and weaknesses
- Learn that hobbies and interests can influence career choices
- Be aware of self-marketing and start to develop employability skills
- Learn the importance of life-long learning



Key Skills

CREATIVE PROBLEM SOLVING

- Think imaginatively
- Work to deadlines
- Organised approach
- Understand different perspectives
- Innovative



I SHOW THIS BY:
Working out which would be the best materials to use to create my D&T project

GOOD WORK ETHIC

- Organised
- Positive attitude
- Reliable
- Can take instruction
- Follow company values



I SHOW THIS BY:
Maintaining a positive outlook even if my sports team isn't winning

ENTREPRENEURIAL THINKING

- Ability to take risks
- Recognise opportunity
- Determination
- Time management
- Learn from the competition



I SHOW THIS BY:
Taking a risk by trying a new approach when presenting a piece of Art or Photography work

VERBAL COMMUNICATION

- Listen and speak effectively
- Positive body language
- Talk well on the phone
- Customer focussed
- Effective presenter



I SHOW THIS BY:
Debating morality issues in R.E. that demonstrate a clear understanding of my points



EMPLOYABLE ME

I'M DEVELOPING THE SKILLS FOR MY FUTURE

WRITTEN COMMUNICATION

- Correct email etiquette
- Report writing
- Presentation writing
- Use correct language
- Good spelling and grammar



I SHOW THIS BY:
Using the key facts and links from a case study to answer the longer questions in Geography

RESILIENCE

- Learn from mistakes
- Work flexibly
- Adaptable to change
- Willingness to learn
- Respond well to challenges



I SHOW THIS BY:
Persevering to get to the right answer in a maths problem without giving up

LEADERSHIP

- Self-motivated
- Lead by example
- Confident
- Show initiative
- Can influence others



I SHOW THIS BY:
Presenting a compelling and accurate argument that changes opinions or inspires others

TEAMWORK

- Build relationships
- Trustworthy
- Respectful
- Conscientious worker
- Reliable



I SHOW THIS BY:
Working in a group to conduct a science experiment safely and that involves all team members



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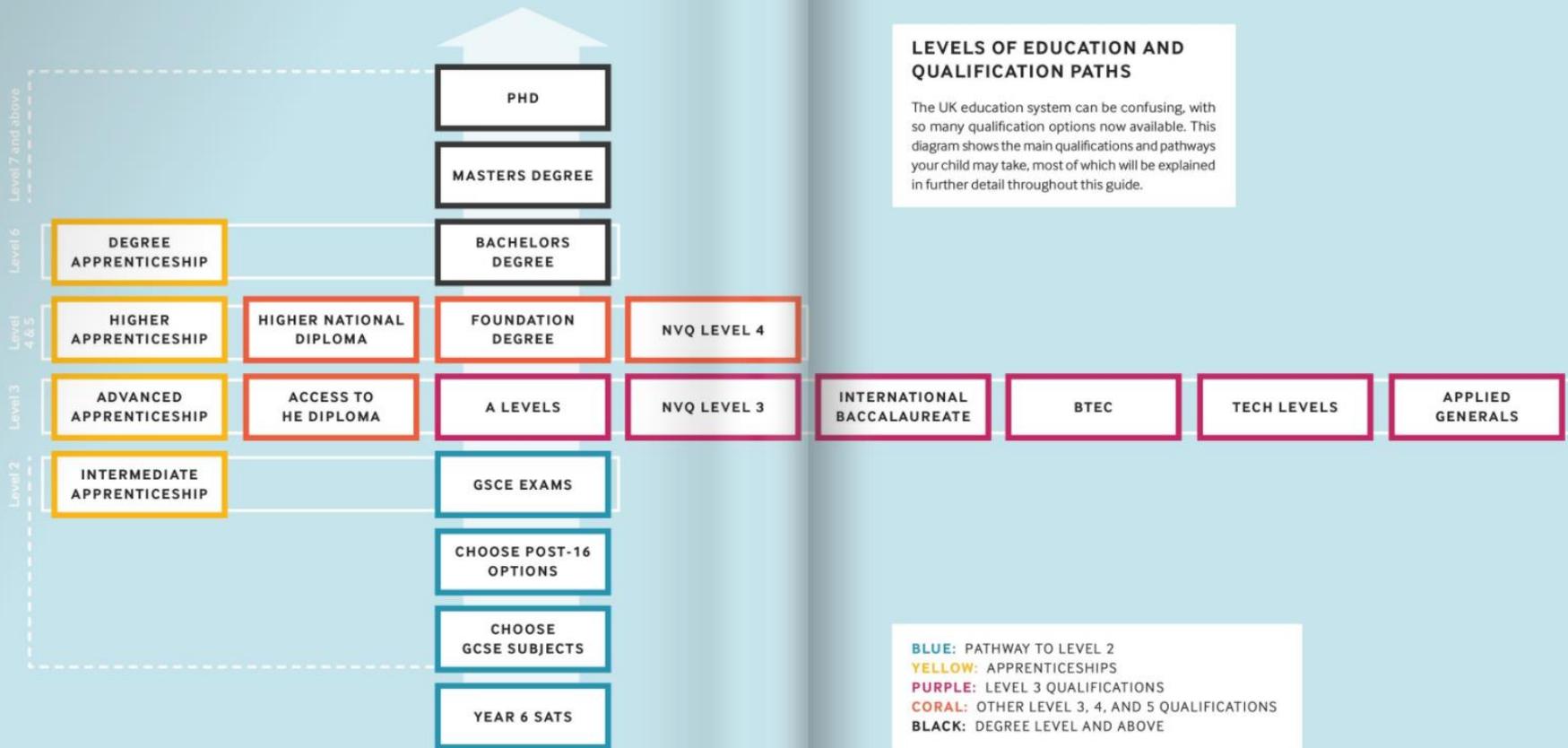
Career Decision Making

There are three steps to successful career planning:

1. Reflect
2. Explore
3. Plan



Continuing with Education



Thinking about your future..

- What do you enjoy?
- Consider your influences
- How do you best learn?
- Ask for support



Information on our website

- <https://www.thehambleschool.co.uk/careers/>



Independent Learning and Proactive Practice



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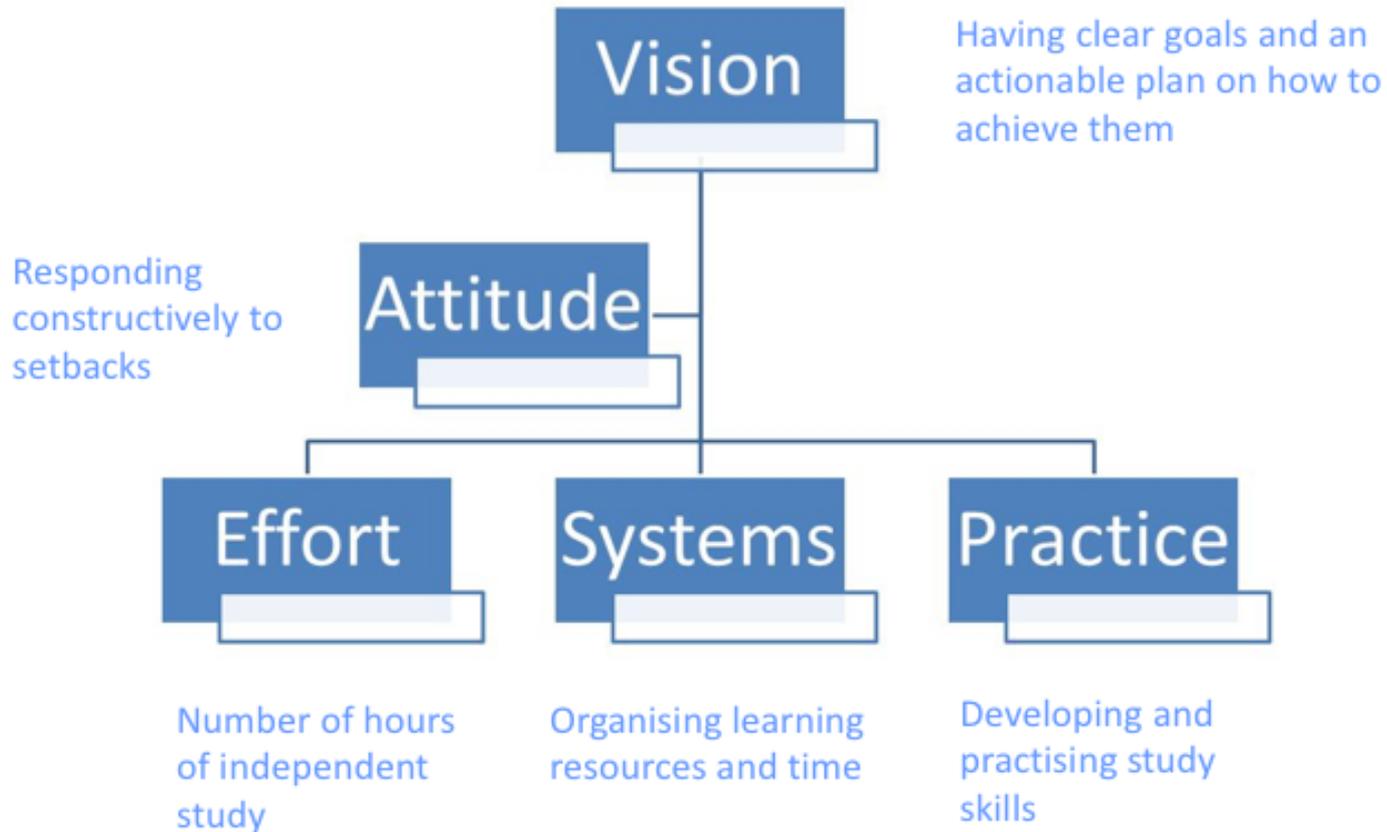
What can you do to increase your success by the end of Key Stage 3?



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The VESPA Model



Vision

Mindset starts with **ambition** because our potential is limited by our ambition. High aspirations drive us to take more **risk**, have more **courage**, show more **resilience** and be more **positive**.

Owen (2015)



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Effort

When was the last time you worked really hard on something?

High levels of effort are a habit.



Systems

Creativity x Organisation = Impact

1. Organise your learning
2. Organise your time



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Organise your time: Spacing

Spacing is a revision technique which is all about **spacing out your revision** so you don't get swamped and overwhelmed.

To commit something to memory, it takes time and repetition.



Did you know....

Doing something little and often – **spacing** – beats doing it at once, or cramming.

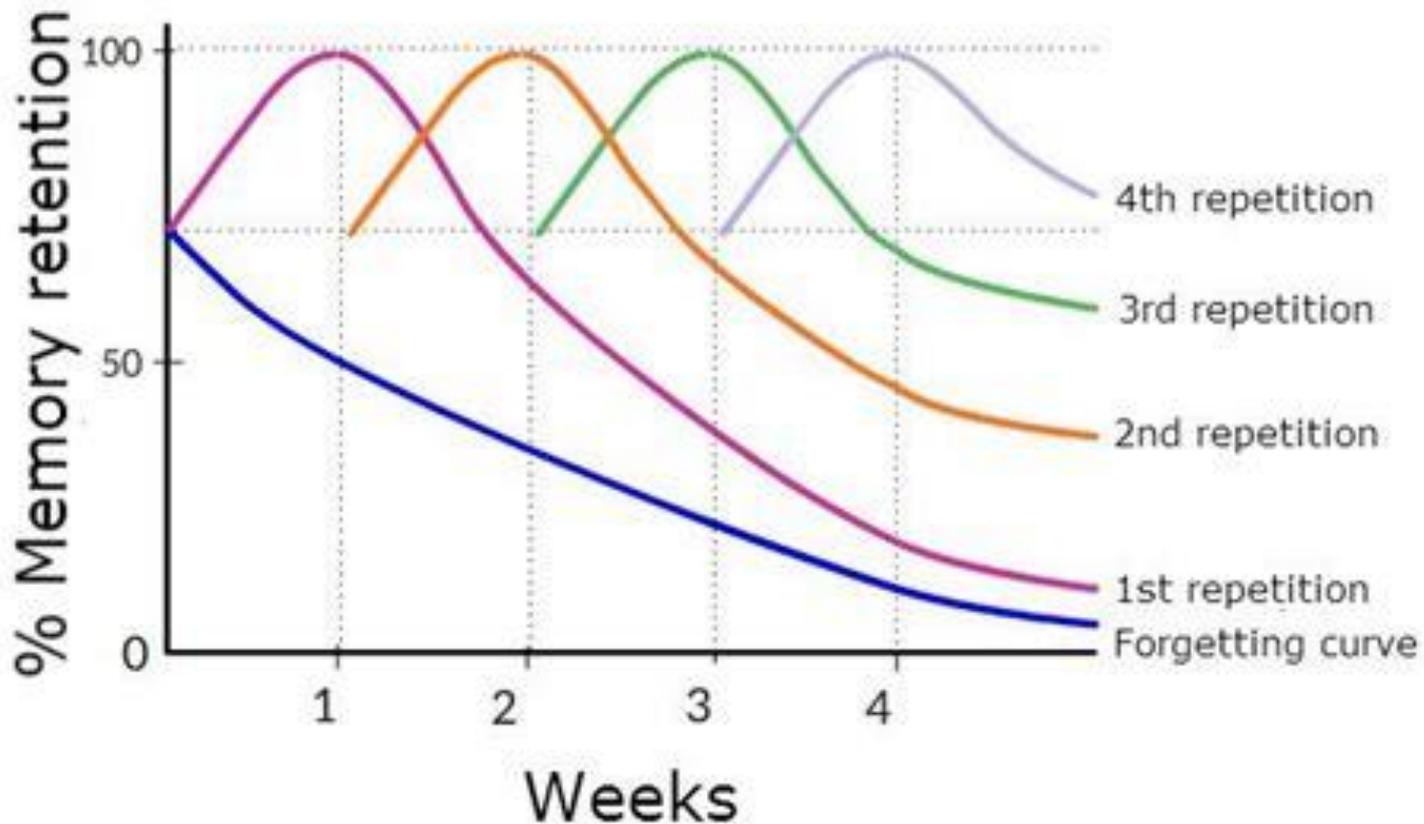
Revising for eight hours in one day is not as effective as doing one hour of revision for eight days.

WHY?

This is because the time in between allows you to forget and re-learn the information, which cements it in your **long-term memory**.

Repetition - Long-Term Memory

Forgetting curve for newly learned information



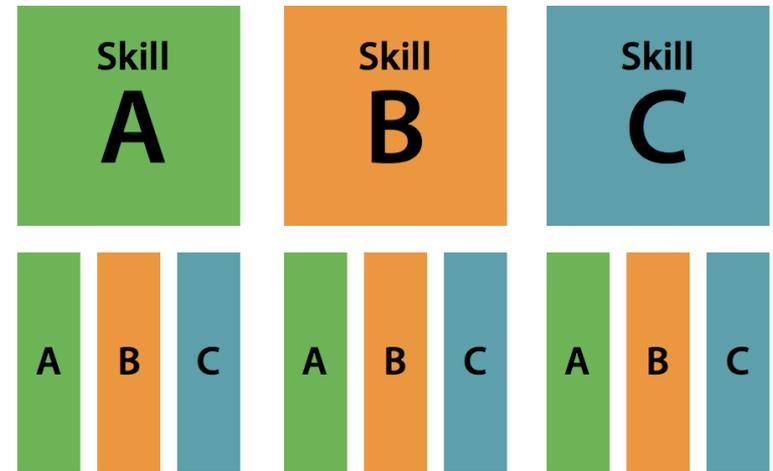
Organise your time: Interleaving

Interleaving is a method to use when revising to help you remember more for the exam and to understand it better as well!



What are the benefits of Interleaving?

- Each time you revise information it strengthens your **memory recall**.
- By revisiting material from each topic **several times, in short bursts**, you can increase the amount you **remember in the exams**.



Applying effective interleaving

1. Decide on the **key topics you need to learn** for each subject.
2. Break units down into **small chunks** and split these over a few days.
3. Create a **revision timetable** to organise your time and space your learning.

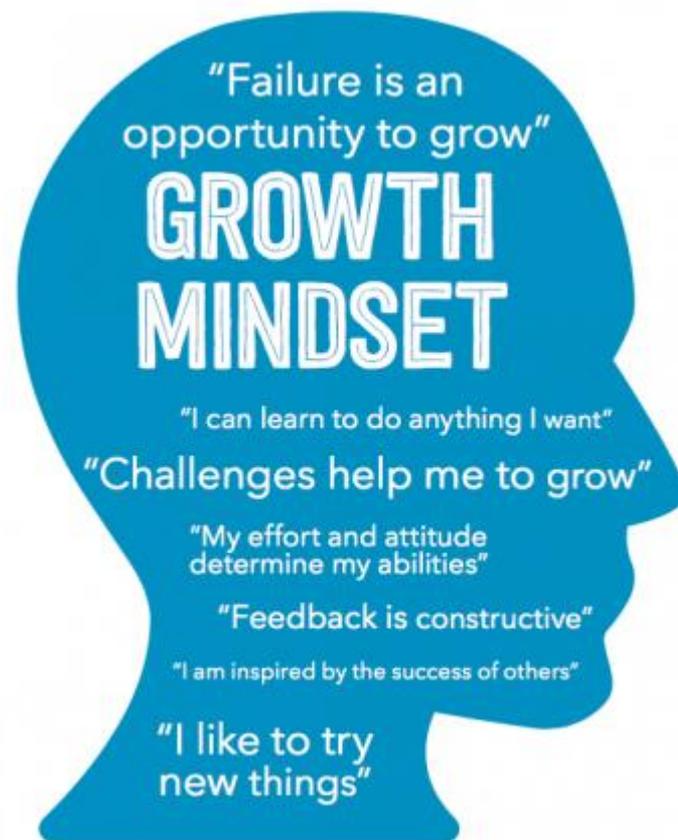


Attitude



Attitude

- Be confident in your ability.
- Control your emotions in high stakes situation.
- Respond positively when feedback indicated there is still a lot of work to be done to improve.
- Believe you can improve



Wellbeing and Support

WHERE CAN I GET SUPPORT?

If you are worried about anything at school and need some support, here is how you can access it.



REPORT CONCERNS ~ you can use the Report A Concern form on our website:
www.thehambleschool.co.uk/report-concerns



WORRY BOX ~ write your worry on a piece of paper and pop it in the worry box in **Tokyo** block (opposite **T1**). Please remember to include your name and tutor group.

You can also get support by emailing staysafe@thehambleschool.co.uk or talk to an adult in school.



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Q&A

Year 9 Curriculum Evening 2025-26
Feedback Form



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