

# Supporting your child through KS3

As a parent, you are your child's most important educator and research shows that parents who are actively involved with their child's learning help their children to achieve more too.

Parental support is crucial to the success of students' learning, and is very much welcomed and appreciated by teachers. Indeed, the importance of parental engagement in students' learning cannot be overstated. In his book *Visible Learning*, John Hattie is unequivocal: 'The effect of parental engagement over a student's school career is equivalent to adding an extra two to three years to that student's education.'

One way in which parents can help - easily and immediately - is by encouraging students to think differently about their learning, and this begins by speaking differently about their learning. The language used at home to discuss learning is as important as that used in school. Classroom teachers are acutely aware of the value of asking probing questions to challenge students to think hard about their learning, and parents are encouraged to adopt this practice at home.

Examples of questions to ask students at the end of their school day are;

- *What did you find difficult today?*
- *What did you manage to improve?*

The responses to these questions can open up a useful dialogue about your child's learning, and help students understand that learning is something to be thought about and talked about - and something that everyone can, and should be encouraged to, get better at.

## New KS3

KS3 has changed significantly over the past few years and The Nobel School has worked on a new system of assessing students throughout KS3. Nobel's training group model (See table 1) informs students and parents of the student's current working level but this is only meaningful when used in conjunction with success criteria. Each faculty has developed success criteria (See example from science below) for each training group within their subject so that students can identify what they have been successful with and what would be the next steps to improve or progress. Success criteria for all subjects can be found on the school's website and can be accessed by selecting the relevant subject form the curriculum tab. This resource can be used to support the dialogue you have with your child regarding their current progress and next steps.

Training group	Progress Judgements	Progress Judgement Codes	Current GCSE projected range	New GCSE projected range
Extending	Beyond	E,Bd	A* - B	9 - 7
	Expected	E,Ed		
	Not yet	E,NY		
Secure	Beyond	S,Bd	B - C	7 - 4
	Expected	S,Ed		
	Not yet	S,NY		
Developing	Beyond	D,Bd	C - G	4 - 1
	Expected	D,Ed		
	Not yet	D,NY		

Table 1 – Training group judgements and projections



**Nobel**

Excellence in Everything

## Science Training group criteria (Autumn)

### Developing

You are able to.....

- State that properties of solids, liquids and gases can be described in terms of particles in motion
- State that a straight line on a distance time graph shows constant speed, a curving line shows acceleration
- Identify different types of cell, and know that different cells have different structure so that it can do a specific job
- State that sound consists of vibrations which travel as a longitudinal wave through substances
- State that metals can be arranged as a reactivity series in order of how readily they react with other substances

### Secure

You are able to.....

- Explain the properties of solids, liquids and gases based on the arrangement and movement of their particles
- Illustrate a journey with changing speed on a distance-time graph, and label changes in motion
- Explain how to use a microscope to identify and compare different types of cells
- Explain observations where sound is reflected, transmitted or absorbed by different media
- Identify an unknown element from its physical and chemical properties

### Extending

You are able to.....

- Evaluate observations that provide evidence for the existence of particles
- Predict changes in an object's speed when the forces on it change
- Suggest how damage to, or failure of, an organ would affect other body systems
- Suggest the effects of particular ear problems on a person's hearing
- Justify the use of specific metals and non-metals for different applications

**Not yet- Can attempt the above and sometimes be successful**

**Expected- Can do the above successfully.**

**Beyond- Can do all of the above confidently and successfully with the desired outcomes.**

## Resources

As well as the resources found on the schools website there are a number of other resources that can be used to support your child with their studies.

[www.showmyhomework.co.uk](http://www.showmyhomework.co.uk) View all the details relating to homework - completion time, due date and additional resources.

[www.samlearning.com](http://www.samlearning.com) SAM Learning offers online revision and exam practice for KS3. A great resource to consolidate learning that has taken place that day or that week. Used regularly it has proven to improve progress made by students.

[www.bbc.co.uk/education](http://www.bbc.co.uk/education) Known as BBC bitesize. A useful website to get clear explanations of the knowledge and skills covered at KS3.

[www.mymaths.co.uk](http://www.mymaths.co.uk) Interactive lessons, games, and worksheets to support maths learning