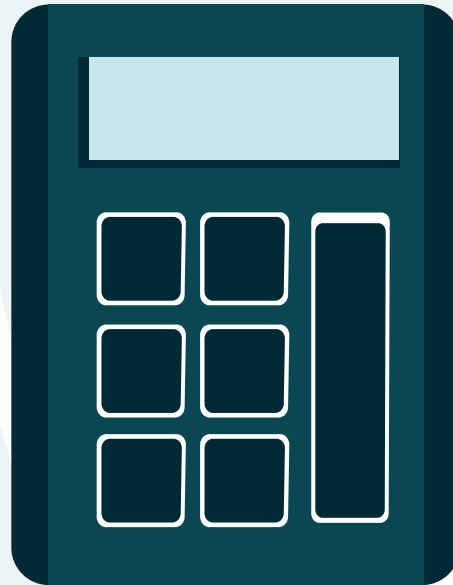




Harrow Way
Community School
Learning for life, success for all



KS3 End Points

MATHEMATICS

Year 7 End Points

Strand	Platinum	Gold	Silver	Bronze
Number	They show strong number sense. They can convert between number types, solve multi-step problems, and explain their methods clearly and accurately.	They can work with a range of numbers, including fractions, decimals, and percentages. They are confident with written methods and can use number skills in real-life contexts.	They can use whole numbers, decimals, and negative numbers. They are starting to use multiplication and division strategies and are improving with fractions and percentages.	They are still developing basic number skills. They need regular support with counting, place value, and using number facts. They find it hard to remember methods and choose the right operation.
Algebra	They feel confident with algebra. They can solve tricky problems, work with formulae, and explain their thinking clearly to others.	They understand algebra well. They can solve different types of equations and simplify expressions independently most of the time.	They can write and work with basic algebraic expressions. They are starting to solve simple equations, but they still need a bit of support.	They are at the very beginning of learning algebra. They often confuse letters and numbers, and need step-by-step guidance to write or understand simple expressions.
Geometry	They can work fluently with angles, transformations, and 2D/3D shapes. They apply geometric ideas to solve more complex problems and explain their methods clearly.	They can classify shapes using accurate vocabulary, work confidently with angles and symmetry, and solve some shape problems using reasoning.	They can identify properties of shapes, measure and draw angles with help and use basic geometric terms. They understand basic symmetry.	They are still learning to name and describe shapes. They find measuring and drawing accurately difficult and often need support to use rulers or protractors correctly.
Data + Probability	They are confident analysing data and using probability. They can solve problems involving data sets and describe the likelihood of events using fractions and percentages.	They can collect, present, and interpret data in a range of charts. They can calculate mean, mode, and median, and use probability to compare outcomes.	They can draw bar charts and tally charts, interpret data, and understand basic averages. They are starting to calculate probabilities in simple situations.	They are starting to read simple graphs or charts with help. They find it hard to collect, organise, or interpret data, and may not yet understand ideas like chance or likelihood.
Problem Solving	They enjoy solving challenging problems, use logical strategies, and adapt their approach when needed. They can justify their thinking to others and spot patterns or shortcuts.	They can tackle unfamiliar problems, make sensible decisions, and check their answers. They explain their reasoning clearly and try different strategies.	They can solve familiar problems with support. They are beginning to explain their reasoning and try different approaches.	They find it difficult to get started with problems. They need help to choose a method and may struggle to explain what they're thinking or to check their answers.

Year 8 End Points

Strand	Platinum	Gold	Silver	Bronze
Number	They can confidently use calculations with integers, decimals, fractions, and percentages in a range of contexts. They work fluently with ratio and proportion and can explain their reasoning clearly.	They work with fractions, decimals, and percentages in everyday problems. They understand ratio and proportion and can use written methods for accurate calculations.	They are improving with number work, especially using decimals, fractions and percentages. They are starting to understand how ratios work and can apply written methods with support.	They are still developing number fluency. They need help with place value, calculations, and understanding the links between fractions, decimals, and percentages. They may find it hard to remember methods or choose the right operation.
Algebra	They solve multi-step equations and start to form equations from word problems. They simplify and expand expressions confidently and can spot patterns in sequences and describe them algebraically.	They can solve two-step equations, work with brackets, and generate terms in sequences. They use algebra to describe patterns and relationships.	They can work with simple expressions and solve one-step and some two-step equations with support. They are beginning to spot and continue number patterns.	They are still learning what algebra means. They need help understanding how to use letters in maths and may struggle with basic expressions or equations.
Geometry	They apply angle rules to solve multi-step problems. They can confidently calculate areas and perimeters of compound shapes as well as volume and surface area of 3D shapes. They can work with scale drawings and constructions including loci.	They can use angle rules, calculate area and perimeter, and interpret scale drawings. They are confident with basic constructions and properties of shapes.	They can measure and draw angles accurately. They are beginning to understand properties of polygons and how to use angle facts.	They still find shape and space work challenging. Prompts may be needed to remember names and properties of shapes. They need support when using geometrical equipment.
Data + Probability	They compare and interpret data using averages and graphs including scatter graphs. They calculate probabilities using fractions, decimals, and percentages, and explain whether results are fair.	They can present and interpret data from different graphs, including line and bar graphs. They calculate basic probabilities and use averages to compare data.	They are improving their ability to interpret charts and calculate averages. They are beginning to understand how to use probability scales in simple situations.	They find it hard to collect, organise, or compare data. They may need help interpreting graphs. They find it difficult to understand the language of probability and probability scales.
Problem Solving	They approach multi-step problems with confidence, choosing efficient methods. They can explain and justify their thinking and adapt their approach when necessary.	They can apply their maths to solve a range of problems. They work systematically, explain their reasoning, and are willing to try different strategies.	They can choose methods for solving familiar problems. They are beginning to work more independently and explain how they reached an answer.	They find it difficult to know where to start. They need support choosing a method and often give up if their first try doesn't work.

Year 9 End Points

Strand	Platinum	Gold	Silver	Bronze
Number	They confidently solve problems involving fractions, decimals, percentages, ratio, and proportion. They work fluently with powers, roots, and standard form, and can check their answers using estimation and inverse operations.	They can apply fractions, percentages, decimals and ratio to real-life problems. They work with powers and roots, and begin to use standard form and rounding effectively.	They are secure with written methods and can use percentages and ratio in structured problems. They are starting to use powers and understand standard form with support.	They are still building number fluency. They need help with calculations involving fractions, decimals, percentages, and ratio, and may be unsure when to use certain methods.
Algebra	They confidently rearrange and solve linear equations and use algebra to represent real-life contexts. They can substitute into and manipulate simple formulas and work with linear sequences and graphs.	They can solve equations and use algebra to represent problems. They simplify expressions, substitute into formulas, and plot linear graphs with guidance.	They can solve simple equations and substitute into expressions. They are developing understanding of sequences and linear graphs.	They need help working with expressions and equations. They often struggle to understand how letters represent numbers and how to apply rules.
Geometry	They apply angle rules and geometric facts to unfamiliar problems. They work confidently with constructions, scale drawings, and bearings. They use Pythagoras' Theorem in straightforward contexts.	They can solve a range of problems using angle facts, properties of shapes, and construction techniques. They use simple applications of Pythagoras' Theorem.	They are becoming confident with basic shape properties and some angle facts. They can measure and construct shapes with support.	They are still developing understanding of shape, angles, and measurement. They need help with basic constructions and using angle rules accurately.
Data + Probability	They interpret and compare data using a range of averages and graphs, including pie charts. They understand experimental and theoretical probability and can explain whether a result is fair or biased.	They can collect and analyse data, draw and interpret scatter graphs, and calculate probability in a variety of situations. They use averages to make useful comparisons.	They can interpret charts and graphs with guidance and understand the idea of probability as a value between 0 and 1. They are developing skills with averages and comparing data sets.	They need support to collect or compare data and often misread charts. With help, they are beginning to understand basic probability and ideas of chance.
Problem Solving	They approach unfamiliar problems with confidence and flexibility. They can represent problems algebraically or visually and justify their methods clearly. They test and improve their solutions.	They can apply maths to different contexts, select suitable methods, and explain their reasoning. They are willing to explore and adapt their strategy if needed.	They can solve structured problems using familiar methods. They are beginning to make links between topics and explain some of their thinking.	They need help understanding what a problem is asking. They may struggle to connect different steps and rarely explain how they reached an answer.