

# Progress Map

## Key Stage 2 to Key Stage 3



Pupils engage in increasingly multi-dimensional and multi-step tasks. They deal with an increasingly wide range of information and work on more open-ended tasks. Pupils should have opportunities to demonstrate more independence and consistency in their work throughout the key stage, to identify their own learning needs and to set their own learning goals.

	From the end of Key Stage 2	Towards the end of Key Stage 3
<b>Managing Information</b>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>• can ask deeper and wider questions to clarify the task, to plan and to set goals;</li> <li>• begin to challenge conventions and assumptions;</li> <li>• can classify, compare and evaluate information and select the most appropriate methods for the particular task;</li> <li>• develop methods for collating and recording information and monitoring progress on a task;</li> <li>• have a sense of audience and purpose;</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>• can identify challenging questions to ask and problems to solve;</li> <li>• evaluate the appropriateness of information or resources, showing</li> <li>• increased critical ability;</li> <li>• select, combine and synthesise information to meet the needs of the situation;</li> <li>• use and adapt a range of methods for collating and recording information;</li> <li>• communicate confidently with a sense of audience and purpose and in a range of situations;</li> </ul>
<b>Thinking, Problem-Solving and Decision-Making</b>	<ul style="list-style-type: none"> <li>• show the ability to use memory strategies to deepen understanding and comprehension;</li> <li>• identify and order patterns and relationships through a range of strategies such as grouping, classifying and reclassifying, comparing and contrasting;</li> <li>• make and test predictions, examine evidence and make links between possible causes and effects;</li> <li>• discriminate between fact and opinion and question the reliability of evidence;</li> <li>• explain and justify methods, opinions and conclusions;</li> <li>• understand more than one point of view;</li> <li>• examine options and weigh up pros and cons;</li> <li>• try alternative problem-solving solutions and approaches; and</li> <li>• use different types of questions systematically and with purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• generate new interpretations and ideas through comparing and classifying;</li> <li>• pose questions about the reliability of evidence and the consequences for reaching conclusions;</li> <li>• develop an argument and decide to what extent conclusions support a prediction;</li> <li>• draw generalisations and recognise their limitations;</li> <li>• analyse a range of viewpoints;</li> <li>• spot biases and errors in arguments;</li> <li>• can examine the pros and cons of a decision, predict likely consequences and evaluate the outcomes from a range of perspectives;</li> <li>• can engage with a range of problem-solving methods and evaluate solutions;</li> <li>• refine and modify methods and ideas in new situations and in a range of contexts; and</li> <li>• apply understanding and make connections across the curriculum.</li> </ul>

	From the end of Key Stage 2	Towards the end of Key Stage 3
<b>Being Creative</b>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>• pose questions that do not have straightforward answers, seek out problems to solve and challenge the routine method;</li> <li>• see opportunities in mistakes and failures;</li> <li>• use all the senses to stimulate and contribute to ideas;</li> <li>• experiment with different modes of thinking such as visualisation;</li> <li>• learn from and build on their own and others' ideas and experiences;</li> <li>• value other people's ideas;</li> <li>• experiment with objects and ideas in a playful way;</li> <li>• make ideas real by experimenting with different designs, actions and outcomes;</li> <li>• begin to develop their own value judgements about the merits of their work;</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>• recognise and identify new problems to solve;</li> <li>• regularly challenge conventions and assumptions;</li> <li>• experiment and build on different modes of thinking such as visualisation, role-play or simulation;</li> <li>• make new connections between ideas and information;</li> <li>• follow intuition and take risks for success and originality;</li> <li>• actively learn from mistakes and setbacks;</li> <li>• value the unexpected or surprising;</li> <li>• make value judgements about both the process and outcome of their work;</li> <li>• make connections between creativity in the classroom and in other contexts;</li> </ul>
<b>Working With Others</b>	<ul style="list-style-type: none"> <li>• become more independent in their social and interpersonal skills;</li> <li>• show that they can work in different roles in a group and take responsibility for appropriate tasks;</li> <li>• are willing to help others with their learning;</li> <li>• understand and learn to respond to feedback;</li> <li>• work with their peers to reach agreements and begin to manage disagreements;</li> </ul>	<ul style="list-style-type: none"> <li>• become capable of harnessing social and interpersonal resources for the purpose of learning;</li> <li>• take increasing responsibility for work assigned in teams;</li> <li>• are willing to critically evaluate and change the approach in a group, if necessary;</li> <li>• are willing to take the lead in demonstrating learning to others;</li> <li>• can give and respond to feedback from peers and adults;</li> <li>• are willing and able to reach agreement through compromise;</li> </ul>

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<b>Self-Management</b>	<ul style="list-style-type: none"> <li>• evaluate what they have learned and compare their approaches with others;</li> <li>• make links between their learning in different contexts;</li> <li>• become self-directed by working on their own or with a group;</li> <li>• learn ways to manage their own time;</li> <li>• seek help from a variety of sources;</li> <li>• work towards personal targets they have identified themselves, or jointly with the teacher; and</li> <li>• are more confident in their knowledge of personal strengths and weaknesses.</li> </ul>	<ul style="list-style-type: none"> <li>• identify the types of thinking and learning engaged in and see what might be useful in new contexts;</li> <li>• seek out and act on guidance and feedback;</li> <li>• identify and prioritise own learning needs;</li> <li>• show greater independence in setting personal goals and targets and working towards them;</li> <li>• prioritise what they need to do;</li> <li>• use time effectively and persist with tasks in the face of frustrations; and</li> <li>• are aware of where learning fits into the big picture and are prepared to comment on the originality and value of work.</li> </ul>