

Key Stage 5 Learning Cycle Review Guidance

Learning Cycles:

The school calendar is based around 5 learning cycles (which last roughly 7 weeks each). During each learning cycle one formal learning assessment will be completed per subject. Key assessments take place once per learning cycle. Learning assignments are not usually tests but they do focus on some of the key areas of work covered in the learning cycle. Teachers give students written feedback to help them improve and this information is used to report home together with an attitude to learning grade.

Attitude to Learning:

Attitude to learning tells you about key aspects of your child's effort such as initiative, resilience, asking questions, motivation, reflection and engagement. The teacher considers your child's attitude and conduct related to these areas and gives a 'best fit' attitude to learning grade with 6 being the highest and 1 the lowest. No individual aspect of attitude to learning is treated as an overall limit to the grade issued. Attitude to learning is colour coded to aid interpretation. It is important to remember that it is meant to be difficult to achieve the highest grade.

Initiative:

Students who use their initiative well act and learn correctly without being prompted and show enterprise.

Resilience:

Resilient students tend not to give up easily – particularly when tasks and activities are challenging.

Asking questions:

This is an easy area to misinterpret. Students learn better if they **ask questions of themselves** and explore new ideas in their learning.

Motivation:

Motivated students actively seek challenge and work diligently.

Reflection:

Reflective students learn from their mistakes and strive to improve.

Engagement:

Engaged students take a full part in activities, listen well to others and show an interest in their tasks and activities.

Forecasts

These are the grade that the subject teacher thinks your child will achieve at the end of Key Stage 5. There is a section on the review that shows forecasts from previous cycles. This allows you to see how the forecasts have changed during the year. You can compare the forecasts to the targets to see how your child is progressing.

Targets

These are set using national data provided by an external agency.

Expected Progress Target:

Students should treat this as the minimum grade they could achieve.

Challenging Target:

This is at least one grade higher than the expected progress target. This should be treated as a target to aim for.

Frequently Asked Questions:

Q: Some subjects don't use grades from A* to U. Why is that?

A: Some subjects have a different grade system to GCSEs. An example would be BTECs where the grade system is Distinction * to Fail. You can find further information about these subjects in the options booklet.

Q: Some subjects don't use double grades grades from A*A* to UU. Why is that?

A: Some students take subjects that are worth 2 GCSEs. They are described using 2 grades together. These 2 grades can be different to each other.

Q: Why are there 2 tables on the Y13 review?

A: Some students in year 13 take a mixture of A2 courses and AS. These are represented on separate tables.