

Year 9 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 reported 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 level and sublevel that the subject teacher thinks your child will achieve at the end of Key Stage 3. Levels start at level 1 and rise to level 8. Sublevels indicate the top (a) middle (b) and bottom (c) third of each level. 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

Expected Progress Target:

The national minimum expectation for progress at Key Stage 3 (the end of year 9) is 2 levels increase from the end of Key Stage 2 (the end of year 6 at primary school). For example, if a student gets a level 4 in Maths at Key Stage 2, they are expected to achieve level 6 by the end of Key Stage 3.

Challenging Target:

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

Written Comments

Written comments to help students improve their understanding are recorded on 'learning logs' at the front of all Planners and in the marking and feedback on student's work. We've set things up this way so students can refer to helpful feedback in class. In the summer term a learning cycle review will contain a written comment from form tutors.

Frequently Asked Questions:

Q: Some learning assignment levels have gone down since the last learning cycle review. Has my child gone backwards?

A: No, it's very unlikely your child has gone backwards. As each of the 'Learning Assignments' relate to different pieces of work it is quite normal for these levels to fluctuate.

Q: Why are some subjects are shown on a separate Key Stage 4 section?

In year 9 students begin studying GCSE courses in some subjects. Initially these are languages and technology and later science also begin the GCSE. They are reported separately because we have a slightly different reporting system for Key Stage 4. You can read further guidance about this in the year 10 guidance.