

Progress Reviews at King Edward VI College

L3 Courses

The table below shows the review points throughout two-years at King Edward VI College. At every point we are helping you to understand where you are compared to where you would like to be/should be. The key next step is then to agree on actions you can take to achieve your goals, or even better, exceed them.

	Term 1 Yr1 Sep-Dec	Term 2 Yr1 Jan-Mar	Term 3 Yr1 Apr-Jul	Term 4 Yr2 Sep-Dec	Term 5 Yr2 Jan-Mar	Term 6 Yr2 Apr- Jun
Focus	Skills		Outcomes & skills (End of Year 1 Exam)	Outcomes & skills	Exam skills & revision (Yr2 Mocks)	Final Exams
CORE SKILLS Reviews	Core Skills 1 End of term	Core Skills 2 End of term	Core Skills 3 End of term	Core Skills 1 End of term	Core Skills 2 End of term	
Progress Grades At the end of ½ terms and terms		P1 & P2	P3 & EoY1 Exam*	P4 & P5	P6 & P7	P8
Voice – Student feedback to us	Late Nov	Late March	Late May	Late Nov	Late March	
Progress Meetings	PM1	PM2	PM3	PM4	PM5	
Progress Evenings	11 th & 16 th Nov	17 th March		11 th & 16 th Nov	17 th March	

*Note that for Year 2 students this year, the End-of Year 1 exam is delayed due to Covid disruption and will take place in October 2020 instead of June 2020. Progress Grade and CORE Skills deadlines are in the markbook on ProPortal.

CORE SKILLS Review – Student and teacher discuss the four **CORE Skills** and agree progress made in them for each subject: Communication, Ownership, Reflection and Engagement (see page 2 for descriptors). The discussions will link the acquisition of skills, recent assessment, attendance and ambitions in order to clarify how best to make further progress. The reviews occur during each term at a time that best suits the course structure with a deadline of the end of each term.

Progress Grade (P1-5) - *It is the grade that you are currently performing at based on current work and all available evidence*. It is **not** a prediction. It is used as a discussion starter on how to improve skills and bridge the gap from current performance to what you would like to achieve, or need to achieve, to get to your desired destination (University, apprenticeship, or workplace). The first Progress Grade will appear half way through Year 1 once you have had opportunity to show skills development and have had several significant assessments.

Markbook: There is a shared electronic Markbook on ProPortal which is for recording of additional class assessments throughout the two years to share across Progress Coaches, teachers, students and parents.

Student Voice

You will have a regular termly opportunity to give your feedback on how each course is going for you.

Progress Meetings

Progress Coaches have at least one 1-to-1 meeting every term with you to discuss progress across all aspects of college life. They will discuss successes, challenges and ways forward in these meetings, and also in other week on week meetings. Discussions are recorded in ProPortal.

Predicted Grades – These are discussed at the beginning of Year 2. They are realistic and based on all previous knowledge of attendance, assessment grades and skills development so far. They will be added to your UCAS (or other) reference.

Careers and Employability

We are engaged in ensuring that careers and employability skills are embedded throughout the curriculum. We assess our success against the Gatsby Benchmarks. We have an employability officer who you can book appointments with at any time: Rachael Talbot, based in the Study Centre.

Progress Evenings (11th & 16th Nov 2020 and 17th March 2021)

These are more than an opportunity for you, teachers and parents/carers to discuss your progress. There is also opportunity to book appointments with Progress Leaders and the Careers & Employability Officer. Some universities will also have representatives available to talk to about next steps (Covid guidance dependent).

C	To what extent do I think I have good Communication skills?	PR 1	PR2	PR3
4	All/Always	<p>Communication: <i>having the confidence to talk with others and express opinions openly, to be curious, ask questions and request help when it is needed. "I am a proactive learner"</i></p> <ul style="list-style-type: none"> I check college emails regularly & let college staff know when I'm absent I seek help when I need it – attend workshops/ask my teacher for clarification I show curiosity; I ask questions about the work in lessons I feel confident to present/communicate my ideas clearly to the class and take an active part in class discussion. 		
3	Most/Usually			
2	Some/Sometimes			
1	Few/Rarely/Never			

O	To what extent do I feel I have Ownership of my learning?	PR1	PR2	PR3
4	All/Always	<p>Ownership: <i>feeling empowered to take control of my own learning. I don't wait for my teacher to tell me. "I am an independent learner"</i></p> <ul style="list-style-type: none"> I turn up to lessons fully equipped with all I need I am punctual & have good attendance & meet deadlines I keep notes/portfolios/files/coursework/homework well organised I stay ahead and take it upon myself to catch up after being absent 		
3	Most/Usually			
2	Some/Sometimes			
1	Few/Rarely/Never			

R	To what extent do I think I am a Reflective learner?	PR1	PR2	PR3
4	All/Always	<p>Reflection: <i>learning from experience: I think about what I have done, and what happened, and decide from that what I would do differently next time. "I am a growing learner"</i></p> <ul style="list-style-type: none"> I react positively to feedback and bounce back when it is negative I see and use feedback as an opportunity to identify what I need to put more work into or do differently I look ahead, plan & do extra work/practice/ revision /research independently I set and carry out actions to do better next time after feedback 		
3	Most/Usually			
2	Some/Sometimes			
1	Few/Rarely/Never			

E	To what extent do I think I am Engaged in my learning?	PR1	PR2	PR3
4	All/Always	<p>Engagement: <i>the degree of attention, curiosity, interest, optimism, and passion that I show when I am learning or being taught. "I am an enthusiastic learner."</i></p> <ul style="list-style-type: none"> I complete all homework/classwork/flipped work/coursework in detail I pay attention, concentrate and listen to others in lessons & am not distracted by my phone I take part in discussions about the subject and support others to be more involved I take advantage of all opportunities presented to me in my subject (e.g. workshops/trips/speakers) 		
3	Most/Usually			
2	Some/Sometimes			
1	Few/Rarely/Never			