Responsibility for Learning
RfL

Effort

- Too vague.
- Not constructive or informative.
- Does not communicate effectively with parents or students on how to improve.
- Creates carrot and stick mentality.

Responsibility for Learning (RfL)

1.Problem-solving:
finding a way to understand or solve things on which students are stuck.

2.Independence:
developing the ability to find answers, check answers and to learn independently.

Responsibility for Learning (RfL)

3.Responsibility:
taking ownership of learning; motivation; gauging progress; not making excuses, but instead finding ways to improve.

4.Resilience:
this relates to determination, and not giving up when things get hard. It leads to the important concept that students are only really learning something new when they have to go and find it out, or really have to work at it.

Responsibility for Learning (RfL)

5.Challenge:

this must be an element within all learning if students are to make most progress. Students should take on challenges with enthusiasm, accept possible failure and the need to review their failure to improve next time.

6.Resourcefulness:

students should make sure they are using all the strategies available to solve problems, making good use of sources of information, expertise and knowledge.

The Responsibility for Learning will be graded by staff in reports as follows:

1 = Excellent
2 = Good
3 = Needs improving
4 = Poor

How can parents use this information?

Strategies to help students include:

- Using class notes or textbook to look for explanations.
- Check subject blogs on the school website.
- Use revision websites and subject websites for English curriculum (there are lots of them).
- Watch explanations on Youtube (and try more than just one, to find which is best).

Strategies to help students

- Writing a note at the end of homework to communicate to teachers what anything on which students got stuck, and what strategies they tried to use to fix their understanding.

- Students can explain their understanding of an idea to someone older, using English, to see what they think of the explanation and the clarity of the words used.

- Students can explain their understanding of an idea to someone younger, or in their class, who doesn't already know the ideas, to see if they can understand the concepts from the explanation.

- Students can sketch diagrams or a mind-map to structure their ideas and thinking.

Attainment Levels

Levels - Introduction

- Specific to the English National Curriculum
- Progressive attainment scale
- From Key Stage 1 to Key Stage 3
- Starting at Level 1 in Year 1
- Some subjects will start at level 1 in Key Stage 3
- Maximum is Level 9
- Most students won’t reach this by the end of year 9

Levels – progression

- Levels progress from 1 to 9
- Each level is separated into 3 progressive sub-levels: c, b, a.
- For example, students will progress from:

  4b ⇨ 4a ⇨ 5c ⇨ 5b ⇨ 5a

- Skills and knowledge based.
- Average progression expected at 2 sub-levels per year.

Progression is not linear

Students´ progression…

- is not linear

- is topic-dependent

ENGLISH WRITING – level 5 descriptors

To gain a 5c, I need to-	To gain a 5b, I need to-	To gain a 5a, I need to-
• Use a wider range of connectives, e.g. although, on the other hand, meanwhile. • Structure my writing clearly and organise my sentences into appropriate paragraphs. • Spell most suffixes and prefixes, e.g. -able	• Do everything in the 5c box. • Use simple and complex sentences for effect. • Make good links between paragraphs. • Use a range of punctuation, including commas, apostrophes and inverted commas.	• Do everything in the 5c and 5b box. • Ensure the main purpose of writing is clear. • Develop ideas and establish a clear viewpoint. • Change the word order and punctuation within sentences for effect.

	End of Year 7	End of Year 8	End of Year 9
	British Education System - Key Stage 3		
Level 8		**Exceptional**	Well above
Level 7 a		**Performance**	expected
Level 7 b	**Exeptional**	Well	Above
Level 7 c	**Performance**	above	expected
Level 6 a	Well	expected	level
Level 6 b	above	Above expected	At expected
Level 6 c	expected	level	level
Level 5 a	Above expected	At expected	Minimum
Level 5 b	level	level	accepted
Level 5 c	At expected	Minimum	
Level 4 a	level	accepted	Below accepted
Level 4 b	Min accepted	Below accepted	level
Level 4 c	Below accepted	level	**(Well below)**
Level 3 a	level	**(Well below)**	
Level 3 b	**(Well below)**		

	Spanish reference	End of Year 6	End of Year 7	End of Year 8	End of Year 9	Minimum projected GCSE grade
Exceptional Performance	*SL**	6+	7c	8c	8a	A*
Well above expected	*SL*	5c	6c	6a	7a	A
Above expected level	*N*	4a	5b	6c	6a	B
At expected level	*B*	4c	4a	5b	6c	C
Minimum accepted	*SF*	3a	4b	4a	5c	D
Below accepted level	*IN*	3b	4c	4b	4a	E
Well below accepted level	*MD*	3c	3b	3a	4c	U