**KS5 Barriers to Learning Explained**

Trackers and report are a critical form of communication between school and parents on how well students are progressing in their various subjects. Included in tracker reports are of course target grades and end of course estimated. However, of arguably even more importance is a student’s Attitude to Learning in each subject, and any barriers to learning that a student might have which is stopping them achieving even greater progress in a subject.

Even a student with a high Attitude to Learning score may still have a Barrier to Learning – something they need to address if they are to achieve their full potential in the subject.

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| **Barrier** | **Explanation** | **Barrier** | **Explanation** |
| **No Barriers** | No barriers affecting progress | **Equipment** | A lack of basic or subject specific equipment is a barrier |
| **Act on Feedback** | Need to develop skills in terms of responding to teacher feedback to improve work | **Exam Skills** | Needs specifically to develop exam technique (not necessarily a lack of revision) |
| **Attendance** | Attendance at lessons is affecting progress | **Organisation** | Develop skills to organise notes / meet deadlines etc |
| **Attitude** | Attitude towards the subject and/ or learning is affecting progress | **Punctuality** | Punctuality is affecting progress |
| **Behaviour** | Behaviour is affecting progress | **Quality of Classwork** | Quality of classwork is below the required standard |
| **Deadlines** | Has missed some deadlines. Must meet homework and coursework deadlines | **Quality of Homework** | Quality of homework is below the required standard |
| **Effort - Independent Work** | Lacking effort in terms of working independently | **Quality of Independent Work** | Quality of Independent work is below the required standard |
| **Effort - Lessons** | Lacking effort in terms of classwork | **Amount of Revision** | The amount of revision undertaken is less than required |
| **Engagement - Class** | Low levels of engagement with classwork | **Quality of Revision** | The quality and/ or type(s) of revision (rather than amount) is affecting progress  |
| **Engagement - Independent Work** | Low levels of engagement with independent work |  |  |

Within A2L, there is of course reference to punctuality, attendance, organisation and meeting deadlines but the A2L descriptors also include engaging with feedback to improve and maintaining concentration and engagement. It is important that parents / carers discuss any Barriers to Learning with Y12 and Y13 students, so that they may adjust how they are working to give each student the best possible chance to succeed in final examinations.

If your child’s overall Attitude to Learning, or the number of types of Barriers to Learning are a concern, the Sixth Form Team will contact you with intervention plans to support your child as required.

If you would like to speak to a member of staff about your child’s progress, please do not hesitate to contact either their subject teacher, their Head of Year or Mrs Newell (Director of Sixth Form) by email to sixthform@highstorrs-mlt.co.uk.