

## KS4 Barriers to Learning

### Abbreviations 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 equal importance are 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.

Due to having to use abbreviations in the tracker grids, a key for the KS4 Barriers to Learning highlighted on student trackers is shown below.

Abbreviation	Barrier	Abbreviation	Barrier
No Barriers	No barriers affecting progress	Exam Skills	Specifically develop exam technique (not necessarily a lack of revision)
Act on Feedback	Develop skills in terms of responding to teacher feedback to improve work	Independent Wk	Needs to develop skills to complete work independently
Attendance	Attendance at lessons is affecting progress	Missing Work	Missing work or incomplete notes are hindering progress
Attitude	Attitude towards the subject and/ or learning is affecting progress	Organisation	Develop skills to organise notes / meet deadlines etc
Behaviour	Behaviour is affecting progress	Punctuality	Punctuality is affecting progress
Deadlines	Must meet homework and coursework deadlines	Quality-ClassWk	Quality of classwork is below the required standard
Effort	Lacking effort in terms of completing classwork or homework	Quality-HomeWk	Quality of homework is below the required standard
Engagement	Low levels of engagement with classwork or homework	Revisn-Amount	The amount of revision undertaken is less than required
Equipment	A lack of basic or subject specific equipment is a barrier	Revisn-Quality	The quality or type of revision (rather than amount) is affecting progress

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.

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, your child's respective Head of House or Mr Highnett (Assistant Headteacher – KS4) by email to [enquiries@highstorrs.sheffield.sch.uk](mailto:enquiries@highstorrs.sheffield.sch.uk).