

Guide to Individualised Learning

At the Royal School, we have an individualised learning programme. This programme identifies each pupil's *minimum* academic expectation which we call their **Minimum Attainment Level (MAL)**. This **MAL** calculated following the Cognitive Ability Test (CAT) is unique to them and is the minimum expectation for attainment we will have for any pupil.

Through dialogue, pupils and teachers will then agree each pupil's **Target Assessment Level (TAL)**, this grade will be aspirational and is designed to encourage pupils to build on their capacity and strive to improve. Each Tracking report will display a pupil's **MAL** and **TAL**. In addition to these you will also see **ATL** (Attitude to Learning) and **CAL** (Current Attainment Level). These are explained as follows

ATL: This is a score to indicate pupils' attitude to learning. The descriptor for each score will be included in the report and will be grounded in the behaviours pupils show towards their learning.

CAL: This is a grade a pupil receives for work assessed by the teacher. The **CAL** may be a Holistic Grade or an Exam only grade.

Holistic Grade: This type of grade will be awarded to pupils in Tracking One in October. Please see the 'Reporting Schedule' chart included below. This grade will not be based on a single piece of assessed work but rather a *range* of work. The assessments chosen to be included in this type of grade may be formal and/or informal. Examples of work that could be assessed include:

- Oral work, including presentations
- Practical tasks, project work and/or investigations
- Class tests

At the Royal School a pupil centred and inclusive approach is central to progress and improvement. Therefore, after each tracking event a pupil will complete a reflection about his/her performance. This will form the basis of the **learning conversation** with his/her teacher. The following is a summary of what a learning conversation might involve:

Learning conversations

A learning conversation is an intentional conversation between a teacher and a pupil in which the pupils' learning is discussed. It is guided by the **CAL** the pupil has received and the pupil's review of their own progress. This conversation will include, but may not be limited to:

- identification of strengths and weaknesses
- targeted areas for improvement
- development of a plan that will lead to improvement
- identification of any barriers to improvement and any additional support that may be required/is available
- setting future targets

Having completed learning conversations with their teachers' pupils will after Tracking Two in January complete their **Reflective Learning Journals** with the assistance of their Form Tutor. This practice will assist pupils with developing knowledge about their learning across all subject areas so that they get an overview of their performance as a whole. These journals will be signed by the pupil and a parent or guardian.

Reporting Schedule

Year Group	Report 1 October	Report 2 February	Report 3 June
8	Holistic Grade	Exam Grade Short Report	Exam Grade Long Report
9	Holistic Grade	Exam Grade Short Report	Exam Grade Long Report
10	Holistic Grade	Exam Grade Long Report	Exam Only Grade Short Report
11	Holistic Grade	Mock Exam Grade Long Report	Exam Only Grade Short Report
12	Holistic Grade	Mock Exam Grade Long Report	
13	Holistic Grade	Mock Exam Grade Long Report	
14	Holistic Grade	Mock Exam Grade Long Report	