

## Progress Review Discussion Prompts

1. What do you predict as your grades for each of your subjects? What evidence do you base this on?
2. How does this fit with your Alps target grades?
3. What is the similarity between your target grades, your teacher review grades and your self predicted grades?
4. Are you on track for the grades you need for university / career?
5. What do your teachers say you should work on?
6. What do you think you should work on?
7. Is there any way support would help?

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### **What do you predict as your grades for each of your subjects? What evidence do you base this on?**

Students should have their own aspirations about the grades they will get – their final grades depend on a combination of ability and approach to learning and study. They should be able to predict their own grades based on an understanding of their ability but also the likelihood of having a serious attitude to advanced study. Evidence of ability will come from the actual grades they are getting in homeworks and tests and how well they understand in lessons. Evidence of their behaviour for learning will come from their attendance to supervised study, meeting deadlines, participation and attendance and any extra work or enrichment they do around their subjects.

### **How does this fit with your Alps target grades?**

Alps target grades are not subject specific so particular talents or weaknesses in a subject may mean that a target grade should be refined.

### **What is the similarity between your target grades, your teacher review grades and your self predicted grades?**

Ideally they should be the same or higher!

### **Are you on track for the grades you need for university / career?**

Students should be aware of what they need by researching for the courses they are interested in. Our Higher Education and Careers Advisors are available for individual appointments.

### **What do your teachers say you should work on?**

As well as for any gaps in learning behaviour, such as meeting deadlines, teacher feedback and conversations should be about specific subject and general skills for improvement. This could include a range of skills but some examples are note taking, extra reading, structuring essays, drawing conclusions, or understanding particular concepts, ideas or arguments.

### **What do you think you should work on?**

Do they have their own ideas or do they agree with their teachers. If so, when are they going to do it? *See page 2 for some general essential study skills.*

### **Is there any way support would help?**

You could discuss certain topics, monitor an action plan, incentivise improvement, arrange some holiday work experience, suggest speaking with form tutors and subject teachers or suggest other people you know who could help.

## Generic Study Skills

Below is a simple list of generic study skills to discuss with students.

A	Improve attendance/punctuality
B	Improve the quality of coursework
C	Meet all the deadlines
D	Bring the correct equipment and be prepared
E	Focus on tasks in lesson
F	Improve the quality of homework
G	Work more independently in lessons
H	Act on marking and feedback
I	Ensure notes are of a good quality and reinforce learning – re work your notes at home after the lesson.
J	Work more effectively with others
K	Participate by making more contributions in class
L	Be more resilient and stick at challenges
M	Be more prepared to take risks
N	Undertake wider research around the subject