**LEARNER REVIEWS PROCEDURE**



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| DATE LAST UPDATED: | 14th March 2016 |
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**LEARNER REVIEWS PROCEDURE**

#### **Purpose**

The Main purpose of Dv8’s reviews are to provide regular and robust self-reflection and constructive, developmental feedback which is at the heart of our Growth Mindset approach to learning.

Our review and reporting process aims to embed this Growth Mindset philosophy at the heart of all we do.

The review process also help the learner in the following areas by being able to:

• monitor and measure the progress a learner is making during their programme

• tailor the programme to fit the needs of the learner

• ensure all learners achieve and make progress relative to their starting points and learning goals

• track how achievement gaps are narrowing between different groups of learners

• support learners to develop personal, social and employability skills

• ensure learners progress onto courses leading to higher-level qualifications or into jobs that meet local and national needs

• Provides another regular platform for referral to student support ( should it be needed).

**Process for reviews**

All learners must have a full Study Programme review as a minimum once a term (every 12-14 weeks), in addition to regular ongoing tutorials, feedback sessions and half-termly ILP reviews within subjects.

As part of this process for planning reviews Dv8 will:

* Plan a progress review for each young person within each subject area which includes learner self-reflection and tutor feedback on attendance, punctuality, attitude to learning, task completion and SMART targets for further development before next review.
* Collect additional key information from other staff and other agencies (for example Student Support) on young person’s progress in all other areas (for example, personal & social development, behaviour & well-being).
* Collate and summarize information into an end of term report (copy kept by learner and also sent home to parent/carer- N.B confidential information gathered by student support or other agencies will not be sent home)
* Before each review meeting begins, ensure Learners are offered an appropriate space for the review to take place, including a confidential space if this is requested by the Learner.
* If for whatever reason another staff member wishes to attend part of a review, consent should be sought from the learner first.

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| Doing It | . Encourage young person to reflect on and talk about their progress  · Check and improve young person’s understanding in equality and diversity and health and safety in a meaningful way  · Give feedback on performance and progress to each young person  · Gather the views of the young person and deal with concerns or difficulties  · Give the learner time and space to have their individual input into reviews.  · Use discussion to enable young people to make decisions  · Discuss progress in vocational area, FS, social and personal and any additional learning support  · Review progress against each young person’s ILP, key objectives, targets from reviews and journals. Set new SMART targets and agree timescale for achievement    Please note Dv8 will ensure that copies of reviews are retained by both the Learner and the Tutor; and the original, signed copy (with targets which have been agreed by both Learner and Tutor) is returned to Centre Office for filing on Student Files. |