



## **ATL Support Policy**

Attitude to Learning is a powerful indicator of student progress, it is more important than the grades achieved as it indicates the growth mindset of the students and their positive habits of mind essential to be lifelong learners. To achieve the Brillantmont Philosophy and Objectives together with the Brillantmont Learner Attributes, Attitude to Learning reports are expected to be dominated by “excellent” or “outstanding” comments. “Inconsistent” and “concern” reports indicate a level of underachievement, such reports are a clear indication that the student is not achieving their full potential. Thus some academic support strategies will be implemented.

At the heart of any support is dialogue, talking to the student and trying to understand the underlying causes of the difficulties the student may be facing. The Student Wellbeing and Pastoral Care Coordinator is available to help manage this process. Information should be shared with the subject coordinators unless it relates to a confidential matter.

### **Level 1 Academic Concern**

When a student has one concern in an academic subject. Alternatively a student may have no “excellent” or “outstanding” in any subject.

Support for Level 1 is to be managed by the individual subject teachers. Sufficient pressure and expectations may need to be reinforced through extra work which can be used to evidence application and learning progress. Level 1 sanctions may also be used.

Written feedback to students is the most powerful tool teachers have to improve learning and boost motivation. Students must be very clear on why they have been given a “concern” Attitude to Learning report. Then clear guidelines of the criteria needed to demonstrate the learning attributes and learning attitudes we are striving for.

Good teaching practice would include indications that the student is at risk of being awarded a concern or inconsistent. This would be included in written comments, oral warnings and notes in the Student Communication Agenda.

It is essential that the teacher speaks with the student and completes an Individual Subject Learning Target document in the Student Communication Agenda.

### **Level 2 Academic Concern**

Two “concern” reports. Support for Level 2 will be managed by the Assistant Academic Head who will meet with the student. An academic report may be put in place in addition, for interns, restrictions on the student privileges may occur. For interns the Assistant Academic Head will meet with the boarding staff responsible for the student. For externs, parents will be contacted by email or telephone to communicate concern. Level 1 teacher strategies will be used to support.



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### Level 3 Academic Concern

More than two “concern” reports is a Level 3 concern which will likely include intervention from the Deputy Director. The Assistant Academic Head will meet the student to discuss the challenges, teachers are likely to be contacted for details on the challenges the student is experiencing. If appropriate an Individual Educational Profile document will be completed to provide focus and clarity to support strategies. Additional tutoring and study support may be put in place with parental consent. An academic report may be put in place. Extra supervised study sessions will most likely be installed outside of the school day 08h30-15h50. For interns there will be restrictions on student privileges. For students in the 11th and 12th grade a report of the issues and support will be made to the Deputy Director who will inform parents by letter. This may also occur at both Grade levels if appropriate.