



Building Students' Learning Power Through the Five Rs: New Reporting at The Ridgeway

First of all what are the 5Rs? The 5Rs are personal qualities which play an important part in developing a person's ability to learn. The 5Rs are central to our learning capacity. Simply put, the better you are at the 5Rs, the better learner you will be.

So, what *exactly* are the 5Rs?

- Reflection
- Resourcefulness
- Responsibility
- Resilience
- Reason

Here are some examples of 5R learners:

- Reflective Learners: Ask 'Why?', stay calm, listen to different opinions, learn from mistakes.
- Resourceful Learners: Use imagination, learn in different ways, ask good questions and take risks.
- Responsible Learners: Consider the learning of others, get on with things, know right from wrong, take time to think and plan and contribute positively towards the learning of others.
- Resilient Learners: Stick at tasks, have a positive attitude, find interest in what they're doing, set targets and practise, understand that there is no failure, only feedback.
- Reasoning Learners: Can say which is better and why, consider all the evidence, choose the best method, take time to think through and plan responses to problems.

The Ridgeway School recognises that to inspire its learners for their futures and to help them to manage and lead themselves in a rapidly changing world, it has to provide an education that nurtures the 5Rs. In the age we live in it is now no longer good enough to *know what*: it is becoming increasingly vital to *know how*. With this thought in mind, lessons at The Ridgeway actively promote the 5Rs and it makes sense, therefore, to report to parents, guardians and other stakeholders not just on subject attainment, but also on our students' developing maturity in each of these key learning characteristics. A curious disposition towards, and an enhanced capacity for learning, together with an independence of mind, are what the school hopes its students will take with them into the world.

From September 2009 Y7 students will, as usual, receive reports which will detail progress in each of their subjects. Different, though, will be the 5R information. Core subjects will be reporting all 5Rs while foundation subjects will be reporting on just two of the Rs (resourcefulness and responsibility) in the first instance. By the end of the year foundation subjects will report on all 5Rs too.

The 5R profile will add another degree of personalisation to students' reports and enable mentors, subject staff and pastoral leaders to understand precisely which of the 5Rs might be in need of strengthening so that further and deeper learning can be made possible. We believe that having a developing 5R profile will not only be useful for learning in school but also in the home as well.

So, just how will teachers make judgements about children's progress in the 5Rs? Lessons provide students with lots of opportunities to problem solve, think through solutions and to make sense of information. Assessments are another opportunity where students can show their developing learning maturity not least in things such as researching, drawing together and coming up with conclusions. In short, students can, through their work, show how they are becoming the more independently minded thinker that we would want them to become.

Teachers will use five levels, 1 being the lowest and 5 being the highest, to indicate progress in the 5Rs. Further information regarding the criteria for each of the 5R levels can be found on our website. However, should you wish to have hard copies of this information do make the request through your child's mentor.

Developing capacity in each of the Rs is all about students making a journey: the journey from dependent to independent learning.