

KAN Student Developmental Framework

All KAN students commit to:

1. Attend each of the residential weeks for the duration of the 4 year programme.
2. Attend any additional meet-up days for the duration of the 4 year programme.
3. Log into the e-mentoring platform at least twice per month.
4. Participate in all elements of KANUAP with a positive attitude.

The following developmental framework should be a guide to what students and mentors can expect as they move through KAN.

Year 10		
Aim	Indicators of expected progress	Indicators of exceptional progress
Aim high and recognise the opportunity provided by KANUAP	Developing an awareness of the opportunities available to them, what it will mean to achieve them, and start to adjust ambitions or expectations accordingly.	Clear demonstration of maturity, intellectual curiosity and the right attitude to engage with the programme and make the most of the opportunities provided.
Become familiar and engage with the KANUAP routine and environment	Start to build a positive relationship with their mentor, understanding the important role the mentor can play in their development. Engage with and get to know others in the cohort.	Become accustomed to regularly using the e-mentoring platform. Show a real interest in academic opportunities and engage academically outside the classroom through additional reading or interaction with mentor.
Start to understand or explore the journey towards University or Higher Education.	Begin to identify strengths, weaknesses and ways in which they can improve. Develop the ability to set realistic yet challenging goals, and to work towards achieving them.	Develop the maturity to ask questions or for additional support with particular subjects where required. Understand the importance of GCSEs and commit to a positive work ethic in order to achieve good grades.

Year 11		
Aim	Indicators of expected progress	Indicators of exceptional progress
<p>Make best possible use of the KANUAP structures and culture to aid and facilitate personal development.</p>	<p>Develop a pride and identity around membership of the KANUAP.</p> <p>Start to set discuss academically focused goals with mentors.</p> <p>Show an ability and a willingness to drive their individual work, and to seek personal responsibility to do things for themselves.</p>	<p>Provide a positive role model to new cohorts, especially those from their school.</p> <p>Establish goals with a clear pathway outlining what is going to be done in order to achieve them, and how goals can be used to engage with mentor via e-mentoring platform.</p> <p>Recognise the onus is progressively more on them to lead and shape their interactions, reflecting the understanding built over their first year of the ways in which they make use of and engage with their mentor.</p>
<p>Produce increasingly sophisticated academic work, including developing the ability to pursue individual interests and make compelling arguments.</p>	<p>Develop skills for individual research, learning to explore their own interests and work independently.</p> <p>Use current affairs to ask questions and to explore academic lines of enquiry.</p> <p>Develop an ability and a willingness to have academic conversations, developing a deeper understanding of what is being studied.</p>	<p>Be able to use critical thinking skills, to produce academic work which moves beyond the basic establishment or reproduction of facts.</p> <p>Show an ability and willingness to make arguments, particularly over issues which they find to be interesting or important.</p> <p>Be comfortable discussing work with or explaining work and show an ability to respond when questioned or challenged.</p>

<p>Prepare to succeed in GCSE's and start to think about what happens next.</p>	<p>Develop a specific understanding of GCSE subjects, identifying strengths and weaknesses in particular subjects which may need more or attention or work, and how they are going to seek to improve in those subjects.</p> <p>Start to think about sixth form, including A-level and IB choices</p>	<p>Use experience (both through the APP and any early GCSEs) to hone study skills and understand the working styles which are most effective for them.</p> <p>Develop a sound rationale for making or proposing choices, and thinking about what might be needed for specific subjects at University, or what might help keep options open.</p>
---	---	---

Year 12		
Aim	Indicators of expected progress	Indicators of exceptional progress
<p>Take the initiative to increasingly personalise the KANUAP experience.</p>	<p>Mentees should become increasingly pro-active in shaping their own future, using their mentor and engaging with the programme without being pushed to do so.</p>	<p>Mentors may discuss with mentees whether another mentor could be more knowledgeable around a specific subject area of interest, and changes may take place where appropriate.</p>
<p>Continue to develop academically and successfully manage transition from GCSE to A-Level/IB.</p>	<p>Show a willingness to take on academic challenges, and learn from GCSE experiences to develop or adapt study techniques.</p>	<p>Show maturity to deal with setbacks and to take on constructive criticism or honest/realistic advice.</p>
<p>Think seriously about Higher Education, identifying specific routes which would be achievable.</p>	<p>Demonstrate creativity, flexibility and innovation in academic work, applying existing knowledge to novel or unexpected situations.</p>	<p>Develop independent research skills and close reading of academic material, such as articles.</p>
<p>Think seriously about post year 13 pathways, such as university.</p>	<p>Coming to terms with perceived challenges or barriers to Higher Education (whether academic, social or financial) and understand how each can be overcome in order to succeed. Research courses and options. Specifically Particularly if wishing to pursue a subject not directly taught at school.</p>	<p>Consider what could be read, or the experiences that could be sought, in order to strengthen an application and to demonstrate interest in a particular area.</p>

Year 13		
Aim	Indicators of expected progress	Indicators of exceptional progress
Make best use of KANUAP through the application process for post year 13 pathways, such as university.	Focus and determination should be coming from the mentee. The mentor should be a support network but no longer the driving force, and the working relationship should be well established and fully-functional.	The recent experiences of mentors are very useful. Successful mentees recognise, respect and make the most of this.
Apply for and achieve a place at University or another post year 13 options, such as high level apprenticeships or university.	Make a firm decision on what to apply for and be able to fully explain and rationalise why this is the best option for them. Be fully aware of relevant deadlines and the different stages involved in the process of applying, having researched the process, been supported through this by their mentor, and developed a clear idea of what they need to do, and when, to be successful. Making the most of residential weeks and mentor interactions to boost and support A-level/IB courses in order to achieve your desired goal.	