



# Attitude to Learning for school and for life

*“We are what we repeatedly do. Excellence, therefore, is not an act, but a habit.”*

## Key Stage 4 – Learning habits to Achieve

Level	In the classroom	Independent Learning
5	<ul style="list-style-type: none"> <li>Always maintains concentration and engagement across sequences of lessons.</li> <li>Values all feedback and always uses it to improve future work.</li> <li>Knows what they need to do to develop as a learner and the actions they need to take to improve.</li> <li>Remains positive and determined even when work is very challenging</li> <li>Demonstrates the skills to review their performance in formal assessments and trial exams and modifies how they plan and prepare in the future.</li> <li>Values the contributions and ideas of others in class and builds on them to move the discussion forward.</li> <li>A consistent role model in classrooms and around the school.</li> <li>Always on time for every single lesson with all necessary equipment (pens, books, kit etc)</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates effective time management skills – meets <b>all</b> deadlines with all homework.</li> <li>All independent work is completed to a very high standard</li> <li>Seeks opportunities to improve their learning and understanding (e.g. through wider reading, attending extra revision sessions, completing or re-doing past papers etc)</li> <li>Applies effective revision and learning strategies when preparing for assessments, tests and exams</li> <li>Highly organised – they store exercise books, hand-outs and other resources carefully and have them ready for revision</li> </ul>
4	<ul style="list-style-type: none"> <li>Maintains concentration and engagement across sequences of lessons.</li> <li>Engages with feedback to deepen understanding of their own next steps in learning.</li> <li>Seeks further feedback when necessary to deepen understanding.</li> <li>Shows grit and determination to achieve success.</li> <li>Uses feedback from formal assessments to support revision.</li> <li>Challenges, develops and responds to what they hear in discussions in thoughtful and considerate ways.</li> <li>A good influence in the classroom, ignores distractions and is positive about the learning.</li> <li>Always on time for lessons with all necessary equipment (pens, books, kit etc)</li> </ul>	<ul style="list-style-type: none"> <li>Works hard to meet deadlines and is focussed on achieving a high standard.</li> <li>Periodically seeks opportunities to improve their learning and understanding (e.g. through wider reading, attending extra revision sessions, completing or re-doing past papers etc)</li> <li>Demonstrates the skills required to plan and consolidate their learning and prepare for formal assessments.</li> <li>Plans for revision and knows how to effectively prepare for assessments, tests and exams</li> <li>Well organised – they store exercise books, hand-outs and other resources carefully and have them ready for revision</li> </ul>
3	<ul style="list-style-type: none"> <li>Mostly maintains concentration and engagement across sequences of lessons. .</li> <li>Uses feedback to check what they have learned and monitor their own progress and next steps.</li> <li>Can prioritise which areas of their work to address to improve. Understands their strengths as a learner and addresses their weaknesses.</li> <li>Sets goals and works hard to achieve them.</li> <li>Listens closely to discussions. Makes contributions that move discussions forward.</li> <li>Is inquisitive and shows an enthusiasm for school and learning.</li> <li>Always on time for lessons with all necessary equipment (pens, books, kit etc)</li> </ul>	<ul style="list-style-type: none"> <li>Works to meet most deadlines and nearly always completes work to a high standard.</li> <li>Plans revision with increasing independence.</li> <li>Periodically (often before tests and assessments) seeks opportunities to improve their learning and understanding (e.g. through wider reading, attending extra revision sessions, completing or re-doing past papers etc)</li> <li>Mostly well organised – they store most exercise books, hand-outs and other resources carefully and have them ready for revision</li> </ul>

2	<ul style="list-style-type: none"> <li>• Mostly maintains concentration and engagement through-out the lesson.</li> <li>• Is beginning to be pro-active in response to feedback (e.g. reads and uses feedback even when not formally directed by the teacher to do so).</li> <li>• Is beginning to independently understand the strengths and weaknesses they possess as a learner.</li> <li>• Is prepared to stick at more challenging tasks. Is not crushed by failure – increasingly sees that mistakes helps them to learn.</li> <li>• Listens and makes decent contributions to group and paired work and discussion.</li> <li>• Shows self-belief in their ability to learn and is positive about their learning and the learning of others.</li> <li>• Mostly on time for lessons mostly with all necessary equipment (pens, books, kit etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Is becoming a more effective time manager. After some reminders, work is now completed on time and mostly to a fair standard</li> <li>• Completes directed extension and revision activities</li> <li>• Is working to improve organisation – appreciates that good classwork notes are necessary for revision</li> </ul>
1	<ul style="list-style-type: none"> <li>• Sustains motivation for prolonged periods in the lesson.</li> <li>• Uses feedback to improve work (e.g. completes DIRT activities in class).</li> <li>• With support uses feedback in all its forms (marking, verbal feedback and tracking) to develop an awareness of how they learn.</li> <li>• In some lessons will 'have a go' at activities they find difficult</li> <li>• Makes specific, relevant contributions to group and paired work and discussion.</li> <li>• Can be inquisitive and can show an interest in learning</li> <li>• Can be punctual and arrive with necessary equipment (pens, books, kit etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Work is periodically completed on time and to a fair standard</li> <li>• Mostly completes directed revision activities</li> <li>• Understands a need to improve organisation</li> </ul>

## KS4

This table shows typical expected progression. However, it is merely a guide. A Y11 student may be working at L1 and a Y9 student at L5 ... there are always outliers. Students who are not yet meeting the most basic standard (level 1) will be recorded as BL1 (below level 1)

Level 5 Y11	Level 4 Y11 Y10	Level 3 Y11 Y10 Y9	Level 2 Y10 Y9	Level 1 Y9
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## Overview & typical expected progression

KS5	KS4	KS3
5		
4		
3	5	
2	4	
1	3	5
BL1	2	4
	1	3
	BL1	2
		1

### KS5

This table shows typical expected progression. However, it is merely a guide. A Y13 student may be working at L1 and a Y12 student at L5 ... there are always outliers. Students who are not yet meeting the most basic standard (level 1) will be recorded as BL1 (below level 1)

Level 5	Level 4	Level 3	Level 2	Level 1
Y13	Y13	Y13 Y12	Y12	Y12



### KS4

This table shows typical expected progression. However, it is merely a guide. A Y11 student may be working at L1 and a Y9 student at L5 ... there are always outliers. Students who are not yet meeting the most basic standard (level 1) will be recorded as BL1 (below level 1)

Level 5	Level 4	Level 3	Level 2	Level 1
Y11	Y11 Y10	Y11 Y10 Y9	Y10 Y9	Y9



### KS3

This table shows typical expected progression. However, it is merely a guide. A Y8 student may be working at L1 and a Y7 student at L5 ... there are always outliers.

Level 5	Level 4	Level 3	Level 2	Level 1
Y8	Y8	Y8 Y7	Y7	Y7

