



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

A2L	Engagement in Lessons	Organisation & revision	Independent learning and Homework	Response to Feedback	Resilience & commitment
1	<p>I can remain motivated for lengthy periods in the lesson</p> <p>I make specific, relevant contributions to group and paired work and whole class discussions.</p>	<p>I can be punctual and arrive with the necessary equipment e.g. pens, books, kit etc.</p> <p>My work is sometimes completed on time and to a fair standard. I understand the need to improve my organisation of classwork and revision</p>	<p>Some of my homework is completed on time but I’m beginning to understand the importance of completing such independent work.</p> <p>Following specific guidance, I complete most directed revision activities set by my teachers.</p>	<p>I use feedback to improve work in lessons, e.g. <i>I complete DIRT activities in class.</i></p> <p>With support I can use feedback in all its forms (i.e. marking, verbal feedback and tracking) to develop an understanding of how I learn best (and my strengths and weaknesses as a learner)</p>	<p>In some lessons I will have a go at activities I find difficult.</p> <p>I can be inquisitive and can show an interest in learning.</p>
2	<p>I mostly maintain my concentration and engagement through-out the whole lesson.</p> <p>I listen to others and make decent contributions to group and paired work and to whole class discussions.</p>	<p>I’m mostly on time for lessons and usually have all the necessary equipment with me, e.g. pens, books, kit etc.</p> <p>I complete directed extension tasks and revision activities.</p> <p>I’m working to improve organisation and appreciate that good classwork notes are necessary for revision.</p>	<p>I’m working at becoming more effective at managing my time.</p> <p>After some reminders, my work is now completed on time and mostly to a fair standard.</p> <p>Following specific guidance, I complete most directed revision activities set by my teachers.</p>	<p>I’m beginning to be pro-active in response to feedback, e.g. <i>I read and use feedback even when not formally directed by the teacher to do so.</i></p> <p>I’m beginning to independently understand the strengths and weaknesses I possess as a learner.</p>	<p>I’m prepared to stick at more challenging tasks. I’m working at building my resilience so I’m not crushed by failure and I’m increasingly seeing that mistakes can help me learn.</p> <p>I show self-belief in my ability to learn and I’m positive about my learning and the learning of others.</p>
3	<p>I mostly maintain concentration and engagement across sequences of lessons.</p> <p>I listen closely to discussions and I make contributions that move discussions forward.</p>	<p>I’m always on time for lessons with all the necessary equipment e.g. pens, books, kit etc.</p> <p>I’m mostly well organised, storing most of my exercise books, hand-outs and other resources carefully and have them ready for revision.</p> <p>I’m becoming more confident when planning for revision.</p>	<p>I work to meet most deadlines and nearly always complete work to a high standard.</p> <p>On occasion, often before tests and assessments, I seek opportunities to improve my learning and understanding, e.g. <i>through wider reading, attending extra revision sessions, completing or re-doing past papers etc.</i></p>	<p>I use feedback to check what I have learned and monitor my own progress and next steps.</p> <p>I can prioritise which areas of my work need addressing in order to improve.</p> <p>I understand my strengths as a learner and actively address any areas of weakness.</p>	<p>I set goals and work hard to achieve them.</p> <p>I’m inquisitive and show an enthusiasm for school and learning.</p>

A2L	Engagement in Lessons	Organisation & revision	Independent learning and Homework	Response to Feedback	Resilience & commitment
4	<p>I maintain concentration and engagement across sequences of lessons.</p> <p>I challenge, develop and respond to what I hear in discussions in thoughtful and considerate ways.</p>	<p>I'm always on time for lessons with all the necessary equipment, e.g. pens, books, kit etc.</p> <p>I'm well organised, storing exercise books, hand-outs and other resources carefully and have them ready for revision.</p> <p>I plan for revision and know how to effectively prepare for assessments, tests and exams.</p>	<p>I work hard to meet deadlines and am focussed on achieving a high standard.</p> <p>I will seek opportunities to improve my learning and understanding, e.g. <i>through wider reading, attending extra revision sessions, completing or re-doing past papers etc.</i></p>	<p>I engage (<i>read it, use it</i>) with feedback to deepen my understanding of the next steps I need to take to improve my learning.</p> <p>I seek further feedback when necessary (e.g. <i>to find out how to improve my work further</i>)</p> <p>I use feedback from formal assessments to support my revision for future assessments (e.g. <i>changing the amount of time spent or my revision strategy</i>)</p>	<p>I show grit and determination to make progress.</p> <p>I'm a good influence in the classroom; I ignore distractions and I'm positive about the learning.</p>
5	<p>I always maintain concentration and engagement across sequences of lessons.</p> <p>I value the contributions and ideas of others in my class and will build on them to move the discussion forward.</p>	<p>I'm always on time for every single lesson with all the necessary equipment, e.g. pens, books, kit etc.</p> <p>I'm highly organised, storing exercise books, hand-outs and other resources carefully and have them ready for revision.</p> <p>I demonstrate the skills needed to plan and consolidate my learning and prepare for formal assessments.</p> <p>I apply effective revision and learning strategies when preparing for assessments, tests and exams.</p>	<p>All my independent work is completed to a very high standard.</p> <p>I demonstrate effective time management skills, ensuring that I meet all deadlines with all homework.</p> <p>I actively seek opportunities to improve my learning and understanding, e.g. <i>through wider reading, attending extra revision sessions, completing or re-doing past papers etc.</i></p>	<p>I value all feedback and always use it to improve future work. I ask for further feedback when I need it.</p> <p>I know what I need to do to develop as a learner and enthusiastically engage with the actions I need to take to improve.</p> <p>I demonstrate the skills to review my performance in formal assessments and trial exams and adapt how I plan and prepare in the future (e.g. <i>changing, my revision strategy or even focusing on certain topics</i>) .</p>	<p>I remain positive and determined even when work is very challenging.</p> <p>I'm a consistent role model in classrooms and around the school.</p>

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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