

## Our Ethos

“We are High Storrs. We are here to learn, succeed and thrive. We are respectful, safe and responsible.”

It is absolutely clear that students with great learning behaviours do well and it is crucial to further develop these behaviours and build good habits from the outset. We know when we see a student with a certain attitude to their learning, a student doing the right things week in and week out, that they will succeed.

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

## How we put this into practice

- Our Attitude to learning documents are tied to our Ethos and values and are integral to our practice and reporting systems.
- We communicate the learning habits and behaviours we expect to see at each Key Stage of learning through our A2L criteria (see page 2). These are displayed in classrooms and also communicated through trackers and assemblies.
- Teachers & support staff model the behaviours we are looking for and assist students in developing these behaviours in and out of lessons.
- We track current A2L at regular intervals, involving students in self-assessment and discussion about ways to improve their learning behaviours
- We communicate with families sharing their children’s current A2L level through trackers, parents’ evenings and phone calls home.
- We celebrate students who consistently perform well in terms of A2L and those that also make significant improvements
- We support those students who require further support through interventions (such as: peer mentors, Key stage lead mentoring etc)

Each key stage has its own A2L criteria as each stage of learning requires students to develop their learning habits further.

KS3 – Y7-8	KS4 Y9-Y11	KS5 Y12-13
We <b>BUILD</b> great learning habit’s	We <b>DEVELOP</b> great learning habit’s	We <b>MASTER</b> great learning habit’s
By binding the learning habits’ and attitudes we are looking for we are setting the correct tone in order for students to <b>LEARN</b> effectively	By further Developing students learning habits and attitudes we are helping them to <b>SUCCEED</b> in their KS4 pathways	We want our students to be successful for school and life and mastering learning habits is the key to this in order for them to <b>THRIVE</b> as lifelong learners

Students use self-assessment several times each year to better understand where they are in developing their own learning habit’s. To do this they use our A2L self-assessment grids.

## A2L Criteria

The descriptors for each of the Key Stage specific A2Ls are to be found below – one is the lowest and four/five is the highest. Each level details learning behaviour in the classroom and independent learning. There is, of course, reference to punctuality, organisation and meeting deadlines but the A2L descriptors also include using feedback to improve, contributions to group discussions and the ability to concentrate on the task in hand for sustained periods. Moreover, we have included resilience and commitment. We want to encourage students to have a go, make mistakes and view the mistakes simply as learning. This is often termed a 'growth mindset' and is so important in helping students meet the challenge of GCSEs and A Level examinations as they progress through school.

# Attitude to Learning for school and for life

## Y12 & Y13 ATTITUDE TO LEARNING – MASTERING GREAT LEARNING HABITS at HIGH STORRS SCHOOL

A key part of the MLT mission is success for all. We work towards that by building strong learning behaviours and positive habits at each age and stage in our schools

### We Thrive by:

A2 L	Engagement in Lessons	Organisation, planning & revision	Independent learning (including homework)	Response to Feedback	Resilience & commitment
To Thrive Mastering Level 5	<p><b>Embracing learning and:</b></p> <p><b>Always</b> maintains concentration and engagement across sequences of lessons, however challenging. Absorbed in their learning at all times.</p> <p>Works equally well <b>collaboratively and independently</b>. Learns effectively with and from others, developing and consolidating their own work and the work of others.</p> <p>Able to initiate and maintain sophisticated and wide-ranging discussion in an accomplished way.</p>	<p><b>Being responsible and:</b></p> <p><b>Identifies and applies</b> proven strategies when planning and preparing for formal assessments (e.g. <i>summarising notes, accessing and completing past papers and reading revision guides and textbooks</i>).</p> <p>Can set meaningful medium and long term goals and prioritise time; has an enormous capacity for work.</p>	<p><b>Being determined and:</b></p> <p>Organisation is <b>exemplary</b> and deadlines are met.</p> <p>Is <b>consistently</b> intellectually curious; seeks to extend/challenge knowledge through independent wider reading.</p>	<p><b>Being inquisitive and:</b></p> <p><b>Automatically</b> and consistently reflects upon and utilises feedback.</p> <p><b>Values</b> mistakes as part of learning.</p> <p>Asks <b>meaningful</b> questions to develop and consolidate learning.</p>	<p><b>Being respectful and:</b></p> <p>Attends <b>every</b> lesson. Punctuality is exemplary</p> <p>Makes a <b>sustained</b> contribution to the life of the school.</p>
To Thrive Mastering Level 4	<p><b>Embracing learning and:</b></p> <p><b>Regularly</b> maintains concentration and engagement across sequences of lessons, however challenging.</p> <p><b>Absorbed</b> in their learning at all times.</p> <p>Works equally well <b>collaboratively and independently</b>. Shapes the direction of talk, responding with flexibility to develop ideas and challenge assumptions.</p>	<p><b>Being responsible and:</b></p> <p><b>Understands and applies</b> proven strategies when planning and preparing for formal assessments. (E.g. <i>re-writing notes, accessing and completing past papers and reading revision guides and textbooks</i>). Applies a range of strategies to consolidate and reinforce, committing learning to memory.</p>	<p><b>Being determined and:</b></p> <p>Organisation is <b>exemplary</b> and deadlines are met.</p> <p>Demonstrates <b>effective</b> time management skills that reflect the academic calendar and can balance external commitments.</p> <p><b>Engages in extended</b> reading and evidence of this reading is present in their work.</p>	<p><b>Being inquisitive and:</b></p> <p><b>Automatically</b> reflects upon and utilises feedback.</p> <p>Asks <b>meaningful</b> questions to deepen learning and understanding. <b>Values</b> mistakes as part of learning.</p>	<p><b>Being respectful and:</b></p> <p>Attends <b>every</b> lesson. Punctuality is exemplary</p> <p>Has a <b>positive</b> attitude towards all aspects of school life.</p>
To Thrive Mastering Level 3	<p><b>Embracing learning and:</b></p> <p><b>Regularly</b> maintains concentration and engagement across sequences of lessons.</p> <p><b>Values</b> the contributions of others and builds on them to move the discussion forward.</p>	<p><b>Being responsible and:</b></p> <p><b>Regularly</b> uses a variety of resources to enhance and refine their work.</p> <p>Applies effective revision and learning strategies.</p>	<p><b>Being determined and:</b></p> <p>Demonstrates <b>effective</b> time management skills – meets all deadlines.</p> <p>Enhances learning through recommend reading.</p>	<p><b>Being inquisitive and:</b></p> <p>Demonstrates the skills to review their performance in formal assessments and trial exams and modifies how they plan and prepare in the future.</p> <p>Values feedback and knows what they need to do to develop as a learner and the actions they need to take to improve.</p>	<p><b>Being respectful and:</b></p> <p>Attends <b>most</b> lessons. Punctuality is exemplary.</p> <p>Shows <b>grit and determination</b> to achieve success.</p> <p>They are a <b>consistent</b> role model in classrooms and the school.</p>
To succeed Mastering Level 2	<p><b>Embracing learning and:</b></p> <p><b>Maintains</b> concentration and engagement across sequences of lessons.</p> <p>Challenges, develops and responds to what they hear in discussions in thoughtful and considerate ways.</p>	<p><b>Being responsible and:</b></p> <p><b>Demonstrates the skills</b> required to plan and consolidate their learning and prepare for formal assessments.</p>	<p><b>Being determined and:</b></p> <p>Works to <b>meet the majority of deadlines</b> and is focussed on the assessment objectives.</p>	<p><b>Being inquisitive and:</b></p> <p><b>Engages</b> with feedback to deepen understanding of their own next steps in learning.</p> <p>Seeks further feedback when necessary to deepen understanding</p> <p>Uses feedback from formal assessments to support revision.</p>	<p><b>Being respectful and:</b></p> <p>Attends <b>most</b> lessons. Punctuality is exemplary.</p> <p>Shows <b>grit and determination</b> to achieve success.</p> <p>Is tenacious about their own post 16 learning and encourages others to be equally positive.</p>
To succeed Mastering Level 1	<p><b>Embracing learning and:</b></p> <p><b>Maintains</b> concentration and engagement across sequences of lessons.</p> <p><b>Listens closely</b> to discussions. Makes contributions that move discussions forward.</p>	<p><b>Being responsible and:</b></p> <p><b>Plans</b> learning tasks (such as essays, written responses, project work or experiments) with <b>increasing independence</b>.</p> <p>Can <b>organise</b> work logically and coherently (e.g. they set out work in a logical order, they store and organise learning, effectively for revision).</p>	<p><b>Being determined and:</b></p> <p>Works to <b>meet most deadlines</b> and is focussed on the assessment objectives.</p>	<p><b>Being inquisitive and:</b></p> <p>Uses feedback to check what they have learned and monitor their own progress and next steps.</p> <p>Can prioritise which areas of their work to address to improve.</p> <p>Beginning to understand their strengths as a learner and to address their weaknesses.</p>	<p><b>Being respectful and:</b></p> <p>Attends <b>most</b> lessons and is mostly on time</p> <p>Sets goals and <b>works hard</b> to achieve them.</p> <p>Is <b>inquisitive</b> and shows an enthusiasm for Sixth Form</p>

### Below Mastering Level 1



# Attitude to Learning for school and for life

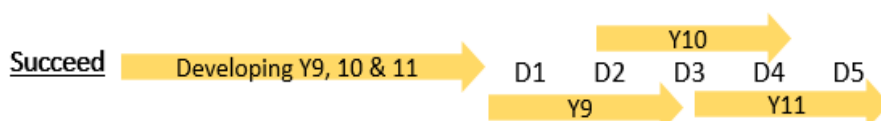
## Y9, Y10 & Y11 ATTITUDE TO LEARNING – DEVELOPING GREAT LEARNING HABITS at HIGH STORRS SCHOOL

A key part of the MLT mission is success for all. We work towards that by building strong learning behaviours and positive habits at each age and stage in our schools

### We Succeed by:

A2L	Behaviour for Learning	Engagement in Learning	Responsibility for Learning	Feedback for Learning	Independent Learning
To Thrive Developing Level 5	<p><b>Being respectful and:</b></p> <ul style="list-style-type: none"> <li>*<b>Consistently</b> curious about all aspects of the learning</li> <li>*<b>Always</b> remains positive and determined even when work is very challenging.</li> <li>*A <b>consistent</b> role model in lessons and around the school.</li> </ul>	<p><b>Embracing learning and:</b></p> <ul style="list-style-type: none"> <li>*<b>Always</b> on time for every single lesson and arrives ready to learn</li> <li>*<b>Always</b> maintains concentration and engagement across the series of lessons.</li> <li>*Values the contributions and ideas of others in class and will <b>consistently</b> build on them in pair, group and whole class discussions to move the discussion forward.</li> </ul>	<p><b>Being responsible and:</b></p> <ul style="list-style-type: none"> <li>*<b>Always</b> comes to the lesson with all the necessary equipment, e.g. pens, books, kit etc.</li> <li>*Is <b>consistently</b> highly organised, storing exercise books, hand-outs and other resources carefully and ready for review and revision.</li> <li>*Classwork is <b>always</b> completed to an exceptional standard and X takes opportunities to extend and deepen knowledge (e.g. extension tasks, most challenging tasks)</li> <li>*X has the skills and motivation to create and follow a plan <b>very effectively</b> for both the completion of longer tasks in lessons and for a period of revision before an assessment or exam</li> </ul>	<p><b>Being inquisitive and:</b></p> <ul style="list-style-type: none"> <li>*values all feedback and <b>always</b> uses it to make corrections and improve future work even when not directed to by the teacher.</li> <li>*Knows what they need to do to develop as a learner and <b>always</b> takes action to improve</li> <li>*<b>Consistently</b> demonstrates the skills to review own performance in formal assessments (including trial/mock exams) and <b>expertly</b> adapts revision plans and preparations for future assessments</li> </ul>	<p><b>Being determined and:</b></p> <ul style="list-style-type: none"> <li>*demonstrates effective time management skills, meets <b>all</b> deadlines with <b>all</b> homework.</li> <li>*All independent work in lessons and homework is completed to an <b>exceptionally high</b> standard</li> <li>*fully understands the need for robust notes for GCSE studies – <b>independently</b> catches up on missed notes or seeks clarification for deeper understanding</li> <li>*has developed <b>highly effective</b> revision and learning strategies for assessments, tests and exams.</li> <li>*<b>Consistently</b> seeks opportunities to improve learning and understanding, e.g. through wider reading, attending extra revision sessions, completing or re-doing past papers etc.</li> </ul>
To Thrive Developing Level 4	<p><b>Being respectful and:</b></p> <ul style="list-style-type: none"> <li>*<b>Almost always</b> curious about all aspects of the learning</li> <li>*<b>Almost always</b> remains positive and determined even when work is very challenging.</li> <li>*<b>Often</b> role model in lessons and around the school.</li> </ul>	<p><b>Embracing learning and:</b></p> <ul style="list-style-type: none"> <li>*<b>Almost always</b> on time for every single lesson and arrives ready to learn</li> <li>*<b>Almost always</b> maintains concentration and engagement across the series of lessons.</li> <li>*Values the contributions and ideas of others in class and builds on them in pair, group and whole class discussions to move the discussion forward.</li> </ul>	<p><b>Being responsible and:</b></p> <ul style="list-style-type: none"> <li>*<b>Almost always</b> comes to the lesson with all the necessary equipment, e.g. pens, books, kit etc.</li> <li>*Is <b>highly</b> organised, storing exercise books, hand-outs and other resources carefully and has them ready for review and revision.</li> <li>*Classwork is <b>almost always</b> completed to an exceptional standard and X takes opportunities to extend and deepen knowledge (e.g. extension tasks, most challenging tasks)</li> <li>*X has the skills and motivation to create and follow a plan <b>effectively</b> for both the completion of longer tasks in lessons and for a period of revision before an assessment or exam</li> </ul>	<p><b>Being inquisitive and:</b></p> <ul style="list-style-type: none"> <li>*values all feedback and <b>almost always</b> uses it to make corrections and improve future work even when not directed to by the teacher.</li> <li>*Knows what they need to do to develop as a learner and <b>almost always</b> takes action to improve</li> <li>*<b>almost always</b> demonstrates the skills to review own performance in formal assessments (including trial/mock exams) and can adapt revision plans and preparation for future assessments.</li> </ul>	<p><b>Being determined and:</b></p> <ul style="list-style-type: none"> <li>*demonstrates effective time management skills, and meets <b>almost all</b> deadlines with <b>almost all</b> homework.</li> <li>*All independent work in lessons and homework is completed to a <b>very high</b> standard</li> <li>*fully understands the need for robust notes for GCSE studies – catches up on missed notes or seeks clarification for deeper understanding</li> <li>*has developed <b>effective</b> revision and learning strategies for assessments, tests and exams.</li> <li>*<b>will often</b> seek opportunities to improve learning and understanding, e.g. through wider reading, attending extra revision sessions, completing or re-doing past papers etc.</li> </ul>
To succeed Developing Level 3	<p><b>Being respectful and:</b></p> <ul style="list-style-type: none"> <li>*<b>Increasingly</b> curious and <b>more often than not</b> shows an interest in learning</li> <li>*Will <b>almost always</b> attempt to complete more difficult activities</li> <li>*Conduct is <b>more often than not good</b> with <b>infrequent</b> lapses that X <b>always</b> seeks to correct when reminded</li> </ul>	<p><b>Embracing learning and:</b></p> <ul style="list-style-type: none"> <li>*Is <b>nearly always</b> punctual and arrives ready to learn</li> <li>*<b>Regularly</b> maintains concentration and engagement across the whole lesson and often the series of lessons.</li> <li>* Is <b>always</b> actively involved in the lessons and can <b>frequently</b> make specific, <b>relevant</b> contributions to group, paired and whole class work/discussions</li> </ul>	<p><b>Being responsible and:</b></p> <ul style="list-style-type: none"> <li>*<b>Nearly always</b> comes to class with the necessary equipment e.g. pens, books, kit etc.</li> <li>* Is <b>frequently</b> organised, storing exercise books, hand-outs and other resources carefully and has them ready for revision</li> <li>*Work is <b>frequently</b> completed in lessons and to a <b>high</b> standard.</li> <li>*With some support can create and follow an effective plan for both the completion of longer tasks in lessons and for a period of revision before an assessment or exam</li> </ul>	<p><b>Being inquisitive and:</b></p> <ul style="list-style-type: none"> <li>*values feedback and <b>nearly always</b> uses it to correct and improve their work.</li> <li>*knows what they need to do to develop as a learner and <b>nearly always</b> takes action to improve (e.g. more past papers, keeping to a homework timetable etc)</li> <li>*<b>nearly always</b> demonstrates the skills to review own performance in formal assessments and in trial/mock exams and <b>with some support</b> can adapt plans and preparation for future assessments</li> </ul>	<p><b>Being determined and:</b></p> <ul style="list-style-type: none"> <li>*<b>almost all</b> homework is completed on time</li> <li>*independent work in lessons and homework is completed to a <b>high</b> standard with some <b>very good</b> pieces produced</li> <li>*has a <b>secure</b> understanding for the need of robust notes for GCSE studies – catches up on missed notes with support from teacher</li> <li>*has developed <b>effective</b> revision and learning strategies for assessments, tests and exams.</li> <li>*will <b>sometimes</b> seek opportunities to improve learning and understanding, e. Attending extra revision sessions, completing or re-doing past papers etc.</li> </ul>
To succeed Developing Level 2	<p><b>Being respectful and:</b></p> <ul style="list-style-type: none"> <li>*<b>Often</b> curious and mostly shows an interest in learning</li> <li>*Will <b>regularly</b> attempt to complete more difficult activities</li> <li>*conduct is <b>mostly</b> good with <b>infrequent</b> lapses that X seeks to correct when reminded</li> </ul>	<p><b>Embracing learning and:</b></p> <ul style="list-style-type: none"> <li>*<b>Often</b> punctual and arrives ready to learn</li> <li>*<b>Regularly</b> remains motivated for lengthy periods in the lesson.</li> <li>* Is <b>regularly</b> actively involved in lessons and can make specific, <b>relevant</b> contributions to group, paired and whole class work/discussions</li> </ul>	<p><b>Being responsible and:</b></p> <ul style="list-style-type: none"> <li>*<b>Regularly</b> comes to class with the necessary equipment e.g. pens, books, kit etc.</li> <li>*Is working to improve organisation of classwork and is <b>more regularly</b> creating revision notes for pre-GCSE and GCSE courses</li> <li>*work is <b>often</b> completed in lessons and to a fair standard.</li> </ul>	<p><b>Being inquisitive and:</b></p> <ul style="list-style-type: none"> <li>*<b>Regularly</b> uses feedback to correct and improve work, e.g. completes DIRT activities in class, self-marks and corrects notes.</li> <li>*Will <b>often use</b> feedback in all its forms (i.e. marking, verbal feedback and tracking) to help them understand their strengths and weaknesses as a learner and sets targets for improvement (e.g. spend more time and care on homework)</li> </ul>	<p><b>Being determined and:</b></p> <ul style="list-style-type: none"> <li>*homework is <b>often</b> completed on time and some completed following prompts and reminders</li> <li>*independent work in lessons homework is often completed to a <b>good</b> standard with some <b>very good</b> pieces</li> <li>*has a <b>secure</b> understanding for the need of robust notes for GCSE studies – catches up on missed notes with support from teacher</li> <li>* completes <b>almost all</b> directed revision activities set by teachers.</li> </ul>
To succeed Developing Level 1	<p><b>Being respectful and:</b></p> <ul style="list-style-type: none"> <li>*<b>Can be</b> curious and show an interest in learning</li> <li>*In some lessons/topics makes attempt to complete more difficult activities</li> <li>*conduct can be <b>good</b> with some lapses that X seeks to correct when reminded</li> </ul>	<p><b>Embracing learning and:</b></p> <ul style="list-style-type: none"> <li>*Mostly punctual and arrives ready to learn</li> <li>*<b>can</b> remain motivated for lengthy periods in the lesson.</li> <li>*Is <b>becoming</b> more involved in lessons and can make specific, contributions to group and paired work and whole</li> </ul>	<p><b>Being responsible and:</b></p> <ul style="list-style-type: none"> <li>*Mostly comes to class with the necessary equipment e.g. pens, books, kit etc.</li> <li>*Organisation of classwork is <b>improving</b> and X is <b>starting</b> to develop revision notes for pre-GCSE and GCSE courses</li> <li>*work is mostly completed in lessons and to a fair standard.</li> </ul>	<p><b>Being inquisitive and:</b></p> <ul style="list-style-type: none"> <li>*<b>Can and does</b> use feedback to correct and improve work, e.g. completes DIRT activities in class.</li> <li>*<b>With support</b> can use feedback in all its forms i.e. marking, verbal feedback and tracking) to help them understand their strengths and weaknesses as a learner</li> </ul>	<p><b>Being determined and:</b></p> <ul style="list-style-type: none"> <li>*most homework is completed on time and some completed following prompts and reminders</li> <li>*independent work in lessons and homework is completed to a <b>fair</b> standard with some good pieces</li> <li>*is <b>beginning</b> to understand the importance of completing independent work and catching up on missed notes for pre-GCSE and GCSE success</li> <li>* completes <b>most</b> directed revision activities set by teachers.</li> </ul>

### Below Developing Level 1



This diagram shows typical expected progression. However, it is merely a guide. A Y9 student may be working at D4/5 and a Y11 student at D1 ... there are always outliers.

# Attitude to Learning for school and for life

## Y7 & Y8 ATTITUDE TO LEARNING – BUILDING GREAT LEARNING HABITS at HIGH STORRS SCHOOL

A key part of the MLT mission is success for all. We work towards that by building strong learning behaviours and positive habits at each age and stage in our schools

### We Learn by:

A2L	Behaviour for Learning	Engagement in Learning	Responsibility for Learning	Feedback for Learning	Independent Learning
To succeed Building Level 4	<p><b>Being respectful and:</b></p> <ul style="list-style-type: none"> <li>*Always curious and very interested in learning</li> <li>*Always sticks with work even when challenging and values mistakes as a way of learning</li> <li>*Always a role model for others –meeting all expectations for excellent conduct both in lessons and outside lessons</li> </ul>	<p><b>Embracing learning and:</b></p> <ul style="list-style-type: none"> <li>*Always displays high levels of concentration for full lessons</li> <li>*Is highly skilled at listening and talking in pairs, small groups, as a whole class.</li> <li>*Always makes valuable contributions to discussion – often building on or challenging others’ ideas.</li> <li>*Always punctual to lessons</li> </ul>	<p><b>Being responsible and:</b></p> <ul style="list-style-type: none"> <li>*Always fully equipped for learning (books, pens, kit etc)</li> <li>*Very High standard of organisation of notes, books and folders and uses notes well to prepare for quizzes and assessments</li> <li>*Work is presented to a very high standard all the time</li> <li>*All learning activities are always completed to a high standard and extension work is often tackled</li> </ul>	<p><b>Being inquisitive and:</b></p> <ul style="list-style-type: none"> <li>*Always uses feedback to improve pieces of work and future work – often responds to written or verbal feedback and improves/corrects their work without being directly told to do so by the teacher</li> <li>*Can talk about own strengths and weaknesses as a learner</li> </ul>	<p><b>Being determined and:</b></p> <ul style="list-style-type: none"> <li>*Always meets all homework deadlines and manages time very well (i.e. balances school work with extracurricular activities and other commitments)</li> <li>*Always completes independent work to a high standard (e.g. homework and extended project work in lessons)</li> <li>*Has developed effective revision skills and prepares well for tests and assessments</li> <li>*Always pro-actively catches up on work missed (i.e. copies up notes from a friend if they missed the lesson)</li> </ul>
To succeed Building Level 3	<p><b>Being respectful and:</b></p> <ul style="list-style-type: none"> <li>*Usually curious and always interested in learning</li> <li>*Sticks with work even when challenging and increasingly values mistakes as a way of learning</li> <li>*Meets all expectations for very good conduct both in lessons and outside lessons</li> </ul>	<p><b>Embracing learning and:</b></p> <ul style="list-style-type: none"> <li>*Maintains high levels of concentration for the lesson including extended activities and tasks</li> <li>*Is skilled at listening and talking in pairs, small groups, as a whole class.</li> <li>*Makes regular and valuable contributions to discussion - can build on or challenge others’ ideas.</li> <li>*Punctual to lessons</li> </ul>	<p><b>Being responsible and:</b></p> <ul style="list-style-type: none"> <li>*Usually fully equipped for learning (books, pens, kit etc)</li> <li>*Usually a high standard of organisation of notes, books and folders and uses notes well to prepare for quizzes and assessments</li> <li>*Work is usually presented to a high standard</li> <li>*Learning activities are usually completed to a high standard and sometimes tackles extension work</li> </ul>	<p><b>Being inquisitive and:</b></p> <ul style="list-style-type: none"> <li>*Uses feedback to improve pieces of work and future work</li> <li>*Can talk about own strengths and weaknesses as a learner</li> </ul>	<p><b>Being determined and:</b></p> <ul style="list-style-type: none"> <li>*Usually meets all deadlines and manages time very well (ie balances school work with extracurricular activities and other commitments)</li> <li>*Completes independent work to a high standard (e.g. homework and extended project work in lessons)</li> <li>*Uses effective revision skills to prepare for tests and assessments</li> <li>*Works with the teacher and peers (e.g. borrowing a friend’s book) to catch up on any work missed</li> </ul>
To Learn Building Level 2	<p><b>Being respectful and:</b></p> <ul style="list-style-type: none"> <li>*Mostly shows curious in their learning (and can be very enthusiastic about some topics)</li> <li>*Mostly sticks with work even when challenging, may require some support from peers or adults</li> <li>*Meets most expectations for very good conduct both in lessons and outside lessons</li> </ul>	<p><b>Embracing learning and:</b></p> <ul style="list-style-type: none"> <li>*Developing the ability to concentrate through-out the lesson including extended activities and tasks. May need the odd reminder to re-focus on learning</li> <li>*Developing speaking and listening skills – can respond well when given a focused task in pairs or asked a question in whole class work</li> <li>*Mostly on time to lessons</li> </ul>	<p><b>Being responsible and:</b></p> <ul style="list-style-type: none"> <li>*Often comes equipped for learning (books, pens, kit etc)</li> <li>*Is developing organisation skills (e.g. sheets stuck in, folder in correct order)</li> <li>*Work is mostly presented to a good standard</li> <li>* Learning activities are often completed to a high standard but may need some prompts to complete notes or add greater depth and detail</li> </ul>	<p><b>Being inquisitive and:</b></p> <ul style="list-style-type: none"> <li>*Is developing use of teacher feedback to improve work (i.e. can correct main mistakes/misconceptions)</li> <li>*Is developing self-reflection skills (i.e. can identify strengths and area to improve on in their work or the choices they made in their work)</li> </ul>	<p><b>Being determined and:</b></p> <ul style="list-style-type: none"> <li>* Is developing time management skills – meets most deadlines for homework</li> <li>*Most homework is completed independently and to a good standard</li> <li>*Revision skills are developing (i.e. they can use one or two simple methods)</li> <li>*With support from the teachers catches up on work missed</li> </ul>
To Learn Building Level 1	<p><b>Being respectful and:</b></p> <ul style="list-style-type: none"> <li>*Beginning to show interest in learning (ie enthusiastic about some topics/activities)</li> <li>*Beginning to attempt difficult tasks</li> <li>*Beginning to avoid distractions and focus on own learning</li> </ul>	<p><b>Embracing learning and:</b></p> <ul style="list-style-type: none"> <li>*Beginning to show concentration within lessons, may need reminders to re-focus on learning</li> <li>*Beginning to work well with others and respond when given a focused task in pairs or asked a question in whole class work</li> <li>*Mostly on time to lessons</li> </ul>	<p><b>Being responsible and:</b></p> <ul style="list-style-type: none"> <li>*Mostly comes equipped for learning (but sometimes forgets book, kit or equipment)</li> <li>*With support work is increasingly organised (e.g. sheets stuck in, folder in correct order)</li> <li>*Presentation of work is mixed but improving (e.g. needs to use ruler)</li> <li>*Sometimes completes learning activities. Effort is mixed – sometimes tries hard</li> </ul>	<p><b>Being inquisitive and:</b></p> <ul style="list-style-type: none"> <li>*With support can use feedback to improve or correct work</li> </ul>	<p><b>Being determined and:</b></p> <ul style="list-style-type: none"> <li>*Beginning to hand homework in on time</li> <li>*Beginning to complete homework (including re-reading notes to prepare for tests) independently (ie without reminders or help)</li> <li>*Beginning to work alone in lessons when teacher provides initial support and scaffold</li> </ul>

### Below Building Level 1



This diagram shows typical expected progression. However, it is merely a guide. A Y8 student may be working at B1 and a Y7 student at B4 ... there are always outliers.

# Attitude to Learning for school and life

The diagram below also shows typical progression through the Attitude to Learning levels. There will, of course, be outliers and we will work to reward strong performance and support those who need to develop their learning behaviours. Every subject will award an attitude to learning grade to every student in every tracker.

## Overview & typical expected progression

KS3 - Building Great Learning Habits to - Learn	KS4 - Developing Great Learning Habits to - Succeed	KS5 – Mastering Great Learning Habits to - Thrive
		M5
		M4
	D5	M3
	D4	M2
	D3	M1
B4	D2	Below Mastering level 1
B3	D1	
B2	Below Developing level 1	
B1		
Below Building Level 1		

### 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 L4 ... there are always outliers.

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



### 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 L4 ... 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 1	Level 2	Level 3	Level 4	Level 5
Y9	Y10 Y9	Y11 Y10 Y9	Y11 Y10	Y11



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

