



# 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 5 – Learning habits to Excel

| Level | Learning behaviours  |
|-------|--|
| 5     | <ul style="list-style-type: none"> <li>• Always maintains concentration and engagement across sequences of lessons, however challenging. Absorbed in their learning at all times.</li> <li>• Identifies and applies proven strategies when planning and preparing for formal assessments (<i>e.g. summarising notes, accessing and completing past papers and reading revision guides and textbooks</i>).</li> <li>• Can set meaningful medium and long term goals and prioritise time; has an enormous capacity for work. Organisation is exemplary and deadlines are met.</li> <li>• Automatically and consistently reflects upon and utilises feedback. Values mistakes as part of learning.</li> <li>• Is consistently intellectually curious; seeks to extend/challenge knowledge through independent wider reading. Asks meaningful questions to develop and consolidate learning.</li> <li>• Works equally well collaboratively and independently. Learns effectively with and from others, developing and consolidating their own work and the work of others. Able to initiate and maintain sophisticated and wide-ranging discussion in an accomplished way.</li> <li>• Attends every lesson. Punctuality is exemplary</li> <li>• Makes a sustained contribution to the life of the school.</li> </ul> |
| 4     | <ul style="list-style-type: none"> <li>• Regularly maintains concentration and engagement across sequences of lessons, however challenging. Absorbed in their learning at all times.</li> <li>• Understands and applies proven strategies when planning and preparing for formal assessments. (<i>E.g. 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.</li> <li>• Engages in extended reading and evidence of this reading is present in their work.</li> <li>• Demonstrates effective time management skills that reflect the academic calendar and can balance external commitments. Organisation is exemplary and deadlines are met.</li> <li>• Automatically reflects upon and utilises feedback. Asks meaningful questions to deepen learning and understanding. Values mistakes as part of learning.</li> <li>• Works equally well collaboratively and independently. Shapes the direction of talk, responding with flexibility to develop ideas and challenge assumptions.</li> <li>• Attends every lesson. Punctuality is exemplary</li> <li>• Has a positive attitude towards all aspects of school life.</li> </ul>                                  |
| 3     | <ul style="list-style-type: none"> <li>• Regularly maintains concentration and engagement across sequences of lessons. <i>Shows grit and determination to achieve success.</i></li> <li>• Regularly uses a variety of resources to enhance and refine their work. Applies effective revision and learning strategies.</li> <li>• Enhances learning through recommend reading.</li> <li>• Demonstrates effective time management skills – meets all deadlines.</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 feedback and knows what they need to do to develop as a learner and the actions they need to take to improve.</li> </ul>  |

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>• Values the contributions of others and builds on them to move the discussion forward.</li> <li>• Attends most lessons. Punctuality is exemplary.</li> <li>• They are a consistent role model in classrooms and the school.</li> </ul>   |
| 2 | <ul style="list-style-type: none"> <li>• Maintains concentration and engagement across sequences of lessons. Shows grit and determination to achieve success.</li> <li>• Works to meet deadlines and is focussed on the assessment objectives.</li> <li>• Demonstrates the skills required to plan and consolidate their learning and prepare for formal assessments.</li> <li>• Engages with feedback to deepen understanding of their own next steps in learning. Seeks further feedback when necessary to deepen understanding.</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>• Attends most lessons. Punctuality is exemplary.</li> <li>• Is tenacious about their own post 16 learning and encourages others to be equally positive.</li> </ul>  |
| 1 | <ul style="list-style-type: none"> <li>• Mostly maintains concentration and engagement across sequences of lessons. . Sets goals and works hard to achieve them.</li> <li>• Works to meet most deadlines and is focussed on the assessment objectives.</li> <li>• Plans learning tasks (such as essays, written responses, project work or experiments) with increasing independence. Can organise work logically and coherently (e.g. they set out work in a logical order, they store and organise learning. effectively for revision).</li> <li>• Uses feedback to check what they have learned and monitor their own progress and next steps. Can prioritise which areas of their work to address to improve. Beginning to understand their strengths as a learner and to address their weaknesses.</li> <li>• Listens closely to discussions. Makes contributions that move discussions forward.</li> <li>• Attends most lessons and is mostly on time</li> <li>• Is inquisitive and shows an enthusiasm for Sixth Form.</li> </ul> |

## 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<br>Y13 | Level 4<br>Y13 | Level 3<br>Y13<br>Y12 | Level 2<br>Y12 | Level 1<br>Y12 |
|----------------|----------------|-----------------------|----------------|----------------|





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## 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> </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</li> </ul>   |

|   |  |   |
|---|--|---|
|   | <ul style="list-style-type: none"> <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>  | <p>improve their learning and understanding (e.g. through wider reading, attending extra revision sessions, completing or re-doing past papers etc)</p> <ul style="list-style-type: none"> <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>  |

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<br>Y11 | Level 4<br>Y11<br>Y10 | Level 3<br>Y11<br>Y10<br>Y9 | Level 2<br>Y10<br>Y9 | Level 1<br>Y9 |
|----------------|-----------------------|-----------------------------|----------------------|---------------|





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## Key Stage 3 – Building Great Learning Habits

| Level | In the classroom   | Independent Learning  |
|-------|--|---|
| 5     | <ul style="list-style-type: none"> <li>• Always maintains concentration and engagement through-out the lesson – always the first to start the work</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>• Always listens attentively and makes thoughtful contributions to group and paired work and discussion.</li> <li>• Demonstrates high levels of self-reliance and independence in the classroom (e.g. uses resources and peers to clarify instructions and double check learning)</li> <li>• Presentation is of a consistently high standard</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 homework is completed independently and to a high standard</li> <li>• Seeks opportunities to improve their learning and understanding (e.g. through wider reading, attending clubs)</li> <li>• Is developing skills to prepare for tests and assessments (e.g. planning revision and trying different techniques to review and learn key knowledge and skills)</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 through-out the lesson – always amongst the first to start the work</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> </ul>   | <ul style="list-style-type: none"> <li>• Demonstrates effective time management skills – meets <b>all</b> deadlines with all homework.</li> <li>• Most homework is completed independently and to a high standard</li> <li>• Periodically seeks opportunities to improve their learning and understanding (e.g. through wider reading, attending clubs)</li> </ul>  |

|   |  |  |
|---|--|--|
|   | <ul style="list-style-type: none"> <li>• Will always ‘have a go’ at activities they find difficult. Is always positive about the learning.</li> <li>• Listens attentively and makes contributions to group and paired work and discussion.</li> <li>• Demonstrates developing skills of self-reliance and independence in the classroom (e.g. uses resources and peers to clarify instructions and double check learning ... 3B4ME)</li> <li>• Presentation is of a consistently high standard</li> <li>• Inquisitive and shows an interest in learning.</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>• Is developing skills to prepare for tests and assessments (e.g. planning revision and trying different techniques to review and learn key knowledge and skills)</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>• Sustains concentration and engagement 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 most lessons will ‘have a go’ at activities they find difficult. Is nearly always positive about the learning</li> <li>• Listens to the teacher and others and makes relevant contributions to group and paired work and discussion.</li> <li>• Is developing skills of self-reliance and independence in the classroom (e.g. uses resources and peers to clarify instructions and double check learning ... 3B4ME)</li> <li>• Presentation is of a good standard</li> <li>• Is inquisitive and shows an interest in learning.</li> <li>• Nearly 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>nearly all</b> deadlines with all homework.</li> <li>• Most homework is completed independently and to a high standard</li> <li>• Is developing skills to prepare for tests and assessments (e.g. planning revision and trying different techniques to review and learn key knowledge and skills)</li> <li>• Well organised – they store exercise books, hand-outs and other resources carefully and have them ready for revision</li> </ul> |
| 2 | <ul style="list-style-type: none"> <li>• Increasingly sustains concentration and engagement for prolonged periods in the lesson. Engages in independent learning for periods of time every lesson.</li> <li>• Uses feedback to improve work (e.g. completes DIRT activity .. sometimes with support from teacher/peers)</li> <li>• Can talk about how they learn with prompts or support from the teacher (e.g. Blob trees).</li> <li>• Shows an enthusiasm for learning and values other peoples’ contribution to learning.</li> </ul>  | <ul style="list-style-type: none"> <li>• Is developing time management skills – increasingly meets deadlines with all homework.</li> <li>• Most homework is completed independently and to a good standard</li> <li>• Increasingly well organised – they store exercise books, hand-outs and other resources carefully and have them ready for revision</li> </ul>   |

|   |   |  |
|---|---|--|
|   | <ul style="list-style-type: none"> <li>• Can listen well to the teacher and others. Makes contributions in group and pair situations. Can contribute to class discussions.</li> <li>• Can settle to work independently but does sometimes need instructions to be repeated or support to settle.</li> <li>• Presentation is improving (responds well to prompts and reminders)</li> <li>• Nearly always on time for every single lesson with all necessary equipment (pens, books, kit etc)</li> </ul>  |  |
| 1 | <ul style="list-style-type: none"> <li>• Periodic engagement with learning through-out the lesson.</li> <li>• Can respond to feedback with guidance.</li> <li>• Responds to motivation from the teacher inconsistently.</li> <li>• May need support with preparation for learning (with equipment, time keeping, getting started etc).</li> <li>• Is developing listening skills and can respond in pair, group, or class discussion when prompted.</li> <li>• Sometimes shows enthusiasm for learning.</li> <li>• Presentation skills are developing but need further work (neat writing, use of ruler etc)</li> <li>• Can be punctual and arrive with necessary equipment (pens, books, kit etc)</li> </ul> | <ul style="list-style-type: none"> <li>• Some homework has been completed on time</li> <li>• Some homework has been completed independently</li> <li>• Understands a need to improve organisation</li> </ul> |

### 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<br>Y8 | Level 4<br>Y8 | Level 3<br>Y8<br>Y7 | Level 2<br>Y7 | Level 1<br>Y7 |
|---------------|---------------|---------------------|---------------|---------------|





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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

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| Level 5<br>Y13 | Level 4<br>Y13 | Level 3<br>Y13<br>Y12 | Level 2<br>Y12 | Level 1<br>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<br>Y11 | Level 4<br>Y11<br>Y10 | Level 3<br>Y11<br>Y10<br>Y9 | Level 2<br>Y10<br>Y9 | Level 1<br>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<br>Y8 | Level 4<br>Y8 | Level 3<br>Y8<br>Y7 | Level 2<br>Y7 | Level 1<br>Y7 |
|---------------|---------------|---------------------|---------------|---------------|



