**Script for Y9 Attitude to Learning Video – November 2023**

**Slide 1**

Hello. Welcome to this short presentation which explains the importance of Attitude to Learning at High Storrs School especially for students in Year 9

**Slide 2**

Year 9 at High Storrs is a transition year between KS3 and KS4 – things are starting to get harder, more detailed and a bit more focused, and many subjects actually start teaching their GCSE course around Easter in Year 9. It is essential that students have the correct skills to start to tackle this higher standard of work.

But it is absolutely clear that students with the best learning behaviours and attitude to learning succeeded most in their GCSE and for this reason, the focus in Year 9 remains on Attitude to Learning and developing the learning behaviour to help students succeed in Year 11 and beyond.

Students and families will be familiar with Attitude to Learning from Years 7 and 8. However, it is important to note that the Attitude to Learning descriptors start again in Year 9 – they are entitled “Developing Great Learning Habits” and start again from D1. Some students might be a bit shocked by this – having worked their way up to B4 in Year 8, they are suddenly back down at the bottom of the ladder. But the Attitude to Learning descriptors used in Years 9, 10 and 11 focus specifically on the skills needed to succeed at GCSE and beyond.

**Slide 3**

You will notice that although Year 9 uses a new set of KS4 Attitude to Learning descriptors, the titles of the 5 strands are still the same as KS3. The learning behaviours developed in Y7 and 8 are still just as important, and the development of these skills continues into KS4. However, the expectations are now even higher.

This slide shows the descriptions of D5 – the top grade in KS4. As you can see, students need to work incredibly hard to achieve this level – the words “consistently” and “always” run right through all 5 of the A2L strands – these are not skills that can be turned on and off. To quote Aristotle “We are what we repeatedly do. Excellence therefore is not an act, but a habit”.

On occasion, parents have questioned why Attitude to Learning grades seem to be capped in different years – that it is unfair that a Year 9 student can only achieve a D2 or D3. This however, isn’t the case. It is possible for a Year 9 student to achieve a D5, but to do this takes a great deal of maturity and focus on work and independent learning which develops and grows while studying for GCSEs.

Year 9 is, however, the place to lay the groundwork to develop these skills – acting as a role model for other students, showing resilience and determination when the work gets hard, maintaining concentration and actively participating in lessons (not letting someone lese take the lead), ALWAYS having the correct books, equipment and homework (essential for success in GCSEs) and always acting on feedback to improve the quality of their work every time. And doing all of this with increasing independence – really taking responsibility for their own learning. This is a big step up from Y8, and even our most able, hardest working Year 9s will notice a change in expectations from their teachers as they move up.

**Slide 4**

In Year 9, attention starts to turn towards GCSE exam and option choices, and target grades and progress scores become a little bit more important – and it would be tempting to start to concentrate on target grades as the goal to aim for, but this is a rather limiting approach.

This slide shows an example of a Y9 tracker. As you can see, target grades for various core subjects are shared here, but there are no “estimate grades” on Year 9 trackers, and the focus remains very much on Attitude to Learning, the area of A2L a student should be working on and any barriers to learning they may have.

Developing strong learning habits and behaviours is the key to success in later years. As adults, we appreciate the need for hard work, resilience and the ability to work both independently and under pressure. These are difficult skills to master and like any skill, they need to be practiced every day. It’s absolutely clear that students with the best learning behaviours and attitude to learning succeeded most in their GCSE. These students are ultimately the most prepared to succeed.

**Slide 5**

When a tracker is published, we would always recommend that students and families sit down to discuss the information that has been shared. The KS4 Attitude to Learning grid shown is available on our website, and students should take time to really think about how they are working in each subject and what they need to do to become a better learner.

**Slide 6**

So, what can Year 9 students do to find help and advice on how to improve their Attitude to Learning. Firstly, it is important that students (and families) really think about what information has been shared via trackers. The A2L grade itself not important – it is what the descriptor says about a student’s approach to learning that really matters and as always, the key question is “How can I improve this”. Secondly, student should ask their teachers if they are unsure as to how to improve. Teachers are there to help and we are always delighted to see students really taking responsibility for their own learning.

House teams and SSAs are always available for advice, and there are lots of great revision tips and guides on the internet to help students organise their revision. If you do have any questions about attitude to learning, please do get in touch.