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|  | **Independent Learner** | **Engaged Learner** | **Coasting Learner**(Improvement needed) | **Unacceptable Learning Attitude**(Major improvement needed) |
| **Learning Attitudes** | * Highly motivated and disciplined: can focus on learning for extended periods of time.
* Independent: needs little instruction and can take responsibility for own learning.
* Demonstrates high levels of initiative and curiosity.
* Has clear enthusiasm for learning in the subject.
* Is resilient; never gives up when learning is difficult

and challenging. * Is willing to take risks, knowing it is alright to make mistakes.
* Asks intelligent questions; responds to questions with thoughtful answers.
* Takes a major part in lessons and readily gives support to others.
* Is a good role model and seeks ‘next steps’.
* Actively seeks and acts upon written and verbal feedback with high quality responses.
* Is always on task.
* Never needs to be reminded about classroom expectations.
 | * Has a positive attitude towards their own learning.
* Is enthusiastic and curious about the subject.
* Takes an active role in all activities.
* Makes a positive contribution to team and

class discussions.* Asks relevant questions and volunteers answers.
* Acts upon written and verbal feedback to improve the quality of work.
* Is rarely off task.
* Rarely needs to be reminded about classroom expectations.
 | * Easily loses concentration in lessons.
* Occasionally asks questions or offers answers: exhibits low levels of curiosity or initiative.
* Is often passive in team activities, allowing others to do the work.
* Usually acts upon written and verbal feedback, but responses may lack depth or detail.
* Does not always have the necessary equipment for the lesson.
* Needs reminding of classroom expectations, including punctuality.
 | * Poor attitude to learning: often ‘off task’ unless closely supervised.
* Never asks questions or asks irrelevant questions.
* Is easily distracted and may create a negative learning environment for others.
* Shows a lack of respect for others.
* Makes no, or negative, contributions to team or class discussions.
* Rarely or never acts on feedback to develop and improve the quality of work.
* Consistently fails to bring the basic equipment needed to lessons.
* Has received a Stage 2 referral in this ‘Creating Futures’ Cycle for conduct, attendance/punctuality.
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| **Quality of work** | * Always proof reads work and edits it, before it is submitted.
* Is dedicated and strives to produce work which is at least on track to achieve target grade.
 | * Completes work with care and pride. Work

is proof read and edited before it is submitted. * Works hard to produce work to be on track to achieve target grade.
 | * Completes most set work to a minimum standard; it may be rushed, lack detail and be incomplete.
 | * Work is often incomplete.
* Consistently fails to produce work to the required standard.
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| **How does the learner approach home learning** **and revision?** | * Home learning is consistently produced to the highest standard and handed in on time.
* Home learning is always proof read before it is submitted.
* Furthers knowledge by participating in wider reading and additional research.
* Revision is thorough, planned and effective to support learning and successful retrieval and application in quizzes and tests.
 | * Home learning is produced to a quality standard and is handed in on time.
* Home learning is proof read before it is submitted.
* Actively reads a variety of texts suggested

 by the teacher.* Revision is undertaken and learning is evident.
 | * Home learning is usually completed, and by the deadline, but does not represent quality work. It may be rushed or incomplete.
* Revision does not have a major impact on learning.
 | * Home learning is often not completed or completed with minimum effort.
* Misses home learning deadlines.
* Never or rarely revises to support learning.
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