|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **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. |
| **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. |
| **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. |