

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

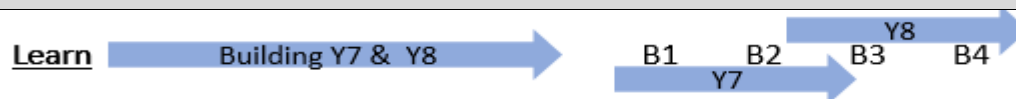
*A key part of the MLT mission is success for all. We work towards that by building strong learning behaviours and positive habits at each age and stage in our schools*

### We Learn by:

	A2L	Behaviour for Learning	Engagement in Learning	Responsibility for Learning	Feedback for Learning	Independent Learning
To succeed	Building Level 4	<b>Being respectful and:</b>  * <b>Always</b> curious and very interested in learning * <b>Always</b> sticks with work even when challenging and values mistakes as a way of learning * <b>Always</b> a role model for others –meeting all expectations for excellent conduct both in lessons and outside lessons	<b>Embracing learning and:</b>  * <b>Always</b> displays high levels of concentration for full lessons *Is <b>highly skilled</b> at listening and talking in pairs, small groups, as a whole class. * <b>Always</b> makes valuable contributions to discussion – often building on or challenging others' ideas. * <b>Always</b> punctual to lessons	<b>Being responsible and:</b>  * <b>Always</b> fully equipped for learning (books, pens, kit etc) * <b>Very High</b> standard of organisation of notes, books and folders and uses notes well to prepare for quizzes and assessments *Work is presented to a <b>very high</b> standard all the time *All learning activities are <b>always</b> completed to a high standard and extension work is often tackled	<b>Being inquisitive and:</b>  * <b>Always</b> 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 *Can talk about own strengths and weaknesses as a learner	<b>Being determined and:</b>  * <b>Always</b> meets all homework deadlines and manages time very well (i.e. balances school work with extracurricular activities and other commitments) * <b>Always</b> completes independent work to a high standard (e.g. homework and extended project work in lessons) *Has developed effective revision skills and prepares well for tests and assessments * <b>Always</b> pro-actively catches up on work missed (i.e. copies up notes from a friend if they missed the lesson)
To succeed	Building Level 3	<b>Being respectful and:</b>  * <b>Usually</b> curious and always interested in learning *Sticks with work even when challenging and increasingly values mistakes as a way of learning *Meets <b>all</b> expectations for very good conduct both in lessons and outside lessons	<b>Embracing learning and:</b>  *Maintains <b>high levels</b> of concentration for the lesson including extended activities and tasks *Is skilled at listening and talking in pairs, small groups, as a whole class. *Makes regular and valuable contributions to discussion - can build on or challenge others' ideas. *Punctual to lessons	<b>Being responsible and:</b>  * <b>Usually</b> fully equipped for learning (books, pens, kit etc) * <b>Usually</b> a high standard of organisation of notes, books and folders and uses notes well to prepare for quizzes and assessments *Work is <b>usually</b> presented to a high standard *Learning activities are <b>usually</b> completed to a high standard and sometimes tackles extension work	<b>Being inquisitive and:</b>  *Uses feedback to improve pieces of work and future work *Can talk about own strengths and weaknesses as a learner	<b>Being determined and:</b>  * <b>Usually</b> meets all deadlines and manages time very well (ie balances school work with extracurricular activities and other commitments) *Completes independent work to a <b>high standard</b> (e.g. homework and extended project work in lessons) *Uses effective revision skills to prepare for tests and assessments *Works with the teacher and peers (e.g. borrowing a friend's book) to catch up on any work missed

To Learn	Building Level 2	<b>Being respectful and:</b> <ul style="list-style-type: none"> <li>*<b>Mostly</b> shows interest in their learning (and can be very enthusiastic about some topics)</li> <li>*<b>Mostly</b> sticks with work even when challenging, may require some support from peers or adults</li> <li>* Meets <b>most</b> expectations for very good conduct both in lessons and outside lessons</li> </ul>	<b>Embracing learning and:</b> <ul style="list-style-type: none"> <li>*<b>Developing</b> 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>*<b>Developing</b> speaking and listening skills – can respond well when given a focused task in pairs or asked a question in whole class work</li> <li>*<b>Mostly</b> on time to lessons</li> </ul>	<b>Being responsible and:</b> <ul style="list-style-type: none"> <li>*<b>Often</b> 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 <b>mostly</b> presented to a good standard</li> <li>* Learning activities are <b>often</b> completed to a high standard but may need some prompts to complete notes or add greater depth and detail</li> </ul>	<b>Being inquisitive and:</b> <ul style="list-style-type: none"> <li>*Is <b>developing</b> use of teacher feedback to improve work (i.e. can correct main mistakes/misconceptions)</li> <li>*Is <b>developing</b> 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>	<b>Being determined and:</b> <ul style="list-style-type: none"> <li>* Is <b>developing</b> time management skills – meets most deadlines for homework</li> <li>*<b>Most</b> homework is completed independently and to a good standard</li> <li>*Revision skills are <b>developing</b> (i.e. they can use one or two simple methods)</li> <li>*With support from the teachers catches up on work missed</li> </ul>
	Building Level 1	<b>Being respectful and:</b> <ul style="list-style-type: none"> <li>*<b>Beginning</b> to show interest in learning (<i>ie enthusiastic about some topics/activities</i>)</li> <li>*<b>Beginning</b> to attempt difficult tasks</li> <li>*<b>Beginning</b> to avoid distractions and focus on own learning</li> </ul>	<b>Embracing learning and:</b> <ul style="list-style-type: none"> <li>*<b>Beginning</b> to show concentration within lessons, may need reminders to re-focus on learning</li> <li>*<b>Beginning</b> to work well with others and respond when given a focused task in pairs or asked a question in whole class work</li> <li>*<b>Mostly</b> on time to lessons</li> </ul>	<b>Being responsible and:</b> <ul style="list-style-type: none"> <li>*<b>Mostly</b> comes equipped for learning (but sometimes forgets book, kit or equipment)</li> <li>*With support work is <b>increasingly</b> organised (e.g. sheets stuck in, folder in correct order)</li> <li>*Presentation of work is mixed but <b>improving</b> (e.g. needs to use ruler)</li> <li>*<b>Sometimes</b> completes learning activities. Effort is mixed – sometimes tries hard</li> </ul>	<b>Being inquisitive and:</b> <ul style="list-style-type: none"> <li>*With support can use feedback to improve or correct work</li> </ul>	<b>Being determined and:</b> <ul style="list-style-type: none"> <li>*<b>Beginning</b> to hand homework in on time</li> <li>*<b>Beginning</b> to complete homework (including re-reading notes to prepare for tests) independently (<i>ie without reminders or help</i>)</li> <li>*<b>Beginning</b> 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.