

## Y12 & Y13 ATTITUDE TO LEARNING – MASTERING 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 Thrive by:

	A2L	Engagement in Lessons	Organisation, planning & revision	Independent learning (including homework)	Response to Feedback	Resilience & commitment
To Thrive	Mastering Level 5	<p><b>Embracing learning and:</b></p> <p><b>Always</b> maintains concentration and engagement across sequences of lessons, however challenging. Absorbed in their learning at all times.</p> <p>Works equally well <b>collaboratively and independently</b>. Learns effectively with and from others, developing and consolidating their own work and the work of others.</p> <p>Able to initiate and maintain sophisticated and wide-ranging discussion in an accomplished way.</p>	<p><b>Being responsible and:</b></p> <p><b>Identifies and applies</b> 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>).</p> <p>Can set meaningful medium and long term goals and prioritise time; has an enormous capacity for work.</p>	<p><b>Being determined and:</b></p> <p>Organisation is <b>exemplary</b> and deadlines are met.</p> <p>Is <b>consistently</b> intellectually curious; seeks to extend/challenge knowledge through independent wider reading.</p>	<p><b>Being inquisitive and:</b></p> <p><b>Automatically</b> and consistently reflects upon and utilises feedback.</p> <p><b>Values</b> mistakes as part of learning.</p> <p>Asks <b>meaningful</b> questions to develop and consolidate learning.</p>	<p><b>Being respectful and:</b></p> <p>Attends <b>every</b> lesson. Punctuality is exemplary</p> <p>Makes a <b>sustained</b> contribution to the life of the school.</p>
To Thrive	Mastering Level 4	<p><b>Embracing learning and:</b></p> <p><b>Regularly</b> maintains concentration and engagement across sequences of lessons, however challenging.</p> <p><b>Absorbed</b> in their learning at all times.</p> <p>Works equally well <b>collaboratively and independently</b>. Shapes the direction of talk, responding with flexibility to develop ideas and challenge assumptions.</p>	<p><b>Being responsible and:</b></p> <p><b>Understands and applies</b> 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.</p>	<p><b>Being determined and:</b></p> <p>Organisation is <b>exemplary</b> and deadlines are met.</p> <p>Demonstrates <b>effective</b> time management skills that reflect the academic calendar and can balance external commitments.</p> <p><b>Engages in extended</b> reading and evidence of this reading is present in their work.</p>	<p><b>Being inquisitive and:</b></p> <p><b>Automatically</b> reflects upon and utilises feedback.</p> <p>Asks <b>meaningful</b> questions to deepen learning and understanding. <b>Values</b> mistakes as part of learning.</p>	<p><b>Being respectful and:</b></p> <p>Attends <b>every</b> lesson. Punctuality is exemplary</p> <p>Has a <b>positive</b> attitude towards <b>all</b> aspects of school life.</p>

To Thrive	Mastering Level 3	<p><b>Embracing learning and:</b></p> <p><b>Regularly</b> maintains concentration and engagement across sequences of lessons.</p> <p><b>Values</b> the contributions of others and builds on them to move the discussion forward.</p>	<p><b>Being responsible and:</b></p> <p><b>Regularly</b> uses a variety of resources to enhance and refine their work.</p> <p>Applies effective revision and learning strategies.</p>	<p><b>Being determined and:</b></p> <p>Demonstrates <b>effective</b> time management skills – meets all deadlines.</p> <p>Enhances learning through recommend reading.</p>	<p><b>Being inquisitive and:</b></p> <p>Demonstrates the skills to review their performance in formal assessments and trial exams and modifies how they plan and prepare in the future.</p> <p>Values feedback and knows what they need to do to develop as a learner and the actions they need to take to improve.</p>	<p><b>Being respectful and:</b></p> <p>Attends most lessons. Punctuality is exemplary.</p> <p>Shows <b>grit and determination</b> to achieve success.</p> <p>They are a <b>consistent</b> role model in classrooms and the school.</p>
To succeed	Mastering Level 2	<p><b>Embracing learning and:</b></p> <p><b>Maintains</b> concentration and engagement across sequences of lessons.</p> <p>Challenges, develops and responds to what they hear in discussions in thoughtful and considerate ways.</p>	<p><b>Being responsible and:</b></p> <p><b>Demonstrates the skills</b> required to plan and consolidate their learning and prepare for formal assessments.</p>	<p><b>Being determined and:</b></p> <p>Works to <b>meet the majority of deadlines</b> and is focussed on the assessment objectives.</p>	<p><b>Being inquisitive and:</b></p> <p><b>Engages</b> with feedback to deepen understanding of their own next steps in learning.</p> <p>Seeks further feedback when necessary to deepen understanding</p> <p>Uses feedback from formal assessments to support revision.</p>	<p><b>Being respectful and:</b></p> <p>Attends <b>most</b> lessons. Punctuality is exemplary.</p> <p>Shows <b>grit and determination</b> to achieve success.</p> <p>Is tenacious about their own post 16 learning and encourages others to be equally positive.</p>
To succeed	Mastering Level 1	<p><b>Embracing learning and:</b></p> <p><b>Maintains</b> concentration and engagement across sequences of lessons.</p> <p><b>Listens closely</b> to discussions. Makes contributions that move discussions forward.</p>	<p><b>Being responsible and:</b></p> <p><b>Plans</b> learning tasks (such as essays, written responses, project work or experiments) with <b>increasing independence</b>.</p> <p>Can <b>organise</b> work logically and coherently (e.g. they set out work in a logical order, they store and organise learning effectively for revision).</p>	<p><b>Being determined and:</b></p> <p>Works to <b>meet most deadlines</b> and is focussed on the assessment objectives.</p>	<p><b>Being inquisitive and:</b></p> <p>Uses feedback to check what they have learned and monitor their own progress and next steps.</p> <p>Can prioritise which areas of their work to address to improve.</p> <p>Beginning to understand their strengths as a learner and to address their weaknesses.</p>	<p><b>Being respectful and:</b></p> <p>Attends <b>most</b> lessons and is mostly on time</p> <p>Sets goals and <b>works hard</b> to achieve them.</p> <p>Is <b>inquisitive</b> and shows an enthusiasm for Sixth Form</p>

**Below Mastering Level 1**



This diagram shows typical expected progression. However, it is merely a guide. A Y12 student may be working at M5 and a Y13 student at M1 ... there are always outliers.