

Reports to Families - Attitudes to Learning Criteria

Criteria	1 – Outstanding	2 – Good	3 – Inconsistent	4 – Major Concerns
Presentation and Pride in work	<ul style="list-style-type: none"> ○ Puts a lot of effort into ensuring work is well presented. Titles and dates are underlined with a ruler and sheets are stuck in neatly without prompting. Shows pride in their work. ○ Always makes their best effort with technical accuracy of work, independently using the knowledge organiser to check spelling, shows working in maths and labels graphs appropriately. ○ Takes initiative to use the knowledge organiser effectively in lessons. ○ Makes excellent use of P.R.I.D.E. Is keen to understand how their work can improve. 	<ul style="list-style-type: none"> ○ Work is well presented and effort is put into handwriting. Titles and dates are underlined with a ruler and sheets are stuck in neatly. ○ Makes an effort with the technical accuracy of work, including correcting SPaG errors, showing working in maths labelling graphs appropriately. ○ Makes effective use of the knowledge organiser in class. ○ Responds well to P.R.I.D.E. activities by acting on feedback. 	<ul style="list-style-type: none"> ○ Some care is taken over handwriting and presentation of work. Titles and dates are not always underlined with a ruler and sheets may not be stuck into books neatly. ○ Some care is taken over the technical accuracy of work. SPaG errors are not always corrected. Working is not always shown in maths, graphs may not always be labelled. Correct units may not always be used. ○ Makes little use of the knowledge organiser in class. ○ Participates in P.R.I.D.E. activities but work is often incomplete. 	<ul style="list-style-type: none"> ○ Little or no care is taken over handwriting or presentation of work. ○ Little or no care is taken over the technical accuracy of work. SPaG errors are not corrected. Working is not shown in maths. Graphs are not labelled. No attempt to use correct units. ○ Makes no use of the knowledge organiser in class. ○ Benefits little from P.R.I.D.E. activities.
Effort and Participation	<ul style="list-style-type: none"> ○ Participates in all activities and takes full responsibility for their own learning. Has a high level of self-motivation. ○ Makes every effort to use the 'Talk Tactics' and include technical and ambitious vocabulary in their verbal contributions. ○ Routinely asks questions about their work to improve their understanding. ○ Arrives to all lessons on time and always settles to 'Do Now' activities quickly and without prompting. ○ Has a full range of suitable equipment, including spare pens. 	<ul style="list-style-type: none"> ○ Participates in all activities and puts good effort into their work. ○ Often makes use of the 'Talk Tactics' and often includes technical and ambitious vocabulary in their verbal contributions. ○ Often asks questions about their work to improve their understanding. ○ Arrives to lessons on time and settles to 'Do Now' activities without prompting. ○ Has all the basic equipment. 	<ul style="list-style-type: none"> ○ Participates in activities but does not always complete them to a high standard. ○ Needs prompting to make use of the 'Talk Tactics' or use technical and ambitious vocabulary in their verbal contributions. ○ Seldom asks questions about their work to improve their understanding. ○ Does not always arrive to lesson on time and/or needs prompting to settle to 'Do Now' activities. ○ Sometimes forgets equipment. 	<ul style="list-style-type: none"> ○ Little participation in activities. ○ Rarely makes the effort to use the 'Talk Tactics' or use technical and ambitious vocabulary in their verbal contributions. ○ Takes no initiative to ask questions about their work. ○ Often late for lessons ○ Routinely forgets basic equipment.
Homework	<ul style="list-style-type: none"> ○ Homework is always completed to a high standard and handed in on time. ○ Initiative is shown in revising without being prompted. Excellent independent study skills. 	<ul style="list-style-type: none"> ○ Homework is always completed in full and on time. ○ Revision is thorough, demonstrating good study skills. 	<ul style="list-style-type: none"> ○ Homework is sometimes not completed and can be handed in late. It does not always reflect the required standard. ○ Revision is only completed when directed and may not be detailed. 	<ul style="list-style-type: none"> ○ Homework is rarely completed or handed in on time. ○ Revision is not completed.
Behaviour	<ul style="list-style-type: none"> ○ Takes the initiative to help and support other students and members of staff. ○ Follows all aspects of the school's behaviour policy and is a role model for other students. 	<ul style="list-style-type: none"> ○ Is always respectful and polite to fellow students and members of staff. ○ Follows all aspects of the school's behaviour policy. 	<ul style="list-style-type: none"> ○ Can show disrespect by talking over others or calling out. ○ Inconsistently follows school behaviour policy. 	<ul style="list-style-type: none"> ○ Frequently disrupts learning. ○ Frequently fails to follow the school behaviour policy.

- In assessing students' 'Attitudes to Learning', we take into account any SEND needs, which might make it more difficult for students to participate, spell accurately or present work neatly.
- P.R.I.D.E. is the acronym we use for a period of reflection within lesson time. It refers to Presentation, Reflection time, Improvement, Dedicated time and Effort.
- SPaG is an abbreviation commonly used in education and refers to Spelling, Punctuation and Grammar.