

Reports to Families - Attitudes to Learning Criteria

| Criteria | 1 – Outstanding | 2 – Good | 3 – Inconsistent | 4 – Major Concerns |
|--------------------------|--|--|---|---|
| Organisation | <ul style="list-style-type: none"> Work is meticulously organised in a suitable manner as guided by specific subjects e.g. in a folder, exercise book or online platform. Initiative is taken to maintain this level of organisation at all times. All work is complete, up-to-date and immediately organised correctly. A clear plan is created to use study periods/mornings/afternoons to complement knowledge and skills learnt in lessons. | <ul style="list-style-type: none"> Work is well organised in a suitable manner as guided by specific subjects, e.g. in a folder, exercise book or online platform, and this is evident in regular checks. All work is complete and up-to-date. It is regularly reorganised. Study periods/mornings/afternoons are used effectively to build on the knowledge and skills learnt in lessons. | <ul style="list-style-type: none"> Work is generally organised according to the guidance of specific subjects, but this is not consistent. Notes may not be kept in the correct order, or be incomplete at times. There is little evidence of organisation except where the teacher intervenes. There is little evidence of study periods being used constructively or purposefully. | <ul style="list-style-type: none"> There is little or no evidence of organisation of work. Work is consistently incomplete, missing or in a confused order. There is no evidence that study periods are used constructively or purposefully. |
| 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. Is always involved in class discussions, including responding thoughtfully to the opinions of others. Routinely asks questions about their work to improve their understanding. Makes excellent use of P.R.I.D.E. by asking questions of the teacher to further understand how to improve work. Shows a clear passion for the subject by completing wider reading and/or enrichment tasks in their own time. Attends all lessons on time and settles straight into work. Where lessons are unavoidably missed, goes out of their way to catch up on this work so that this has no effect on learning. | <ul style="list-style-type: none"> Participates in all activities and puts good effort into their work. Is regularly involved in class discussions, and listens carefully to the opinions of others. Often asks questions about their work to improve their understanding. Responds well to P.R.I.D.E. activities by acting on feedback and implementing advice. Shows an interest in the subject outside of lessons, completing some wider reading or extra enrichment. Attends lessons on time and settles straight into work. Where lessons are unavoidably missed, is conscientious in catching work up as required, so the impact on learning is minimal. | <ul style="list-style-type: none"> Participates in activities but does not always complete them to a high standard. Is rarely involved in class discussions unless prompted, and does not always listen well to the opinions of others. Seldom asks questions about their work to improve their understanding. Responds to some aspects of P.R.I.D.E. activities, but work is often incomplete. Shows little interest in the subject outside of lessons. Does not attend all lessons and/or has issues with arriving on time. May need prompting to begin work. Where lessons are missed, does not catch up independently and may have gaps in their work, impacting upon learning. | <ul style="list-style-type: none"> Little participation in activities. Has no interest in class discussions and does not listen to what others are saying. Takes no initiative to ask questions about their work. Little evidence that P.R.I.D.E. activities are used effectively, or that benefit is taken from them. No attempt to respond to feedback from teachers. Shows no interest in the subject during lessons or outside of them. Often misses lessons and/or is often late for lessons. Makes no effort to catch up on lessons missed, leading to serious gaps in their work and understanding of the subject. |
| Homework | <ul style="list-style-type: none"> Homework is always completed to a high standard and handed in on time. All deadlines are met, and initiative is taken to complete extra work where relevant and beneficial. There is evidence of an independent and ongoing process of revision, including placing specific focus on internal and external assessments. Clear evidence of excellent independent study skills. | <ul style="list-style-type: none"> Homework is always completed in full and on time. All deadlines are met. Revision is well organised for internal and external assessments. Good evidence of the development of independent study skills. | <ul style="list-style-type: none"> Homework is sometimes not completed and may be handed in late. It does not always reflect the required standard. Most deadlines are met, but work is handed in late or incomplete on isolated occasions. There is some evidence of organisation of revision for internal and external assessments, but this is inconsistent and does not follow a clear plan. Little evidence of good independent study skills. | <ul style="list-style-type: none"> Homework is rarely completed or handed in on time. Deadlines are consistently missed, and work that is submitted is often incomplete. There is little to no evidence of organised revision taking place for internal or external assessments. Without explicit teacher instruction, no studying will take place. |

- 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.