

Attitude to learning – Sixth Form

	Outstanding Praise e-mails	Motivated Achievement points	Requires Improvement Cause for concern procedure
Readiness for learning	<ul style="list-style-type: none"> Consistently arrives promptly, fully prepared to engage in learning, with a good knowledge of previous lessons content. Makes links with previous learning, arriving with questions that have arisen from further study of a topic. Meets all organisational expectations consistently. 	<ul style="list-style-type: none"> Arrives promptly, organised with the correct equipment and resources required. Brings prior learning organised in a folder/book so it can be referred to in the lesson. Reviews relevant notes from the previous lesson(s) and carries out any preparatory reading. 	<ul style="list-style-type: none"> Needs reminding of expectations of organisation and/or punctuality Does not always have the necessary equipment for the lesson Struggles to make connections with previous lessons due to lack of preparation
Engagement	<ul style="list-style-type: none"> Shows a high level of dedication and enthusiasm in lessons. Contributes ideas to enhance own learning and the learning of others. Can take the lead when collaborating with other students in discussion and group work. Perseveres when the concepts are challenging, exploring difficult concepts and taking risks. Engages with feedback from marked work, re-submitting improved work. Consistently makes very good progress. 	<ul style="list-style-type: none"> Shows enthusiasm for the subject. Volunteers answers in class discussion. Perseveres when the concepts are challenging, asking questions to gain better understanding. Engages with feedback from marked work, planning what to do next. Consistently makes expected progress. 	<ul style="list-style-type: none"> Completes most of the work set in lessons but is passive in group work or class discussion and can lose concentration. Answers or asks questions only when prompted by the teacher. Makes a limited response to feedback with little or no further development. Lack of effort means that work may not have sufficient detail/content and progress is slow.
Independence	<ul style="list-style-type: none"> All set tasks are completed to a high standard by the deadline. Learning objectives for non-contact periods are planned in advanced and time is used efficiently. Seeks to further knowledge by participating in additional research. Further guidance is sought when encountering difficulty, outside of lesson time. If absent from a lesson, material is caught up before the next lesson. 	<ul style="list-style-type: none"> All set tasks are completed by the deadline. Non – contact periods are used for learning. Further guidance is sought when encountering difficulty, usually in the lesson. Marked tasks are improved or action taken following feedback If absent from a lesson, material is caught up at a later date. 	<ul style="list-style-type: none"> Usually meets deadlines but work may appear rushed/incomplete and not be to the expected standard. Needs to be directed to use time to learn outside of lessons.