

ATTITUDE TO LEARNING GRADES

ATL 1	A student's attitude to learning is cause for concern and they often fail to actively engage with their own learning or take responsibility for their own learning, even with encouragement and support. Students may be fully dependent on staff and may resist support or create barriers to learning. They can be disengaged and only rarely demonstrate interest in topics or pride in their work.
ATL 2	A student may not complete tasks fully, and require a significant level of monitoring to ensure that concentration is maintained. Students may be slow to start tasks, and do not actively seek support if challenged. Students may lack resilience and are content with completing the minimum requirements.
ATL 3	A student's attitude to learning shows a willingness to learn but they can often be passive rather than pro-active in applying themselves to their own learning. Students can work independently to complete tasks to a good standard, but rely upon a teacher to direct reflection and development. They make little use of extension opportunities in lessons, and they require prompting and encouragement to undertake redrafts and improvements.
ATL 4	A student's attitude to learning is pro-active. Students are motivated individuals who complete tasks fully and independently in lessons, actively reviewing and improving their work before seeking support from a teacher. They consistently undertake extension activities and produce homework of an impressive standard. They are willing to redraft and improve work repeatedly to attain the highest standard of work possible.
ATL 5	A student's attitude to learning is conscientious and diligent. They are highly motivated, use their initiative and take responsibility for their own learning. Students seek challenge and support as necessary, and extend their studies by proactively seeking opportunities to develop their subject knowledge beyond the classroom. They are keen to share their work and discuss related topics with staff and peers