

Attitude to Learning Descriptors

*ATL beyond the classroom:*

**Exceptional:** The pupil always completes prep on time, the quality of which consistently exceeds the expectations of what a pupil can reasonably be expected to achieve in the time allotted. Performance in class reveals that the pupil is consistently making a concerted effort to work independently i.e. beyond the tasks explicitly set by the teacher. The pupil responds to feedback proactively and evidence of its implementation can be seen in subsequent work. The pupil will likely be reading relevant additional material outside of the subject matter being studied.

**Good:** The pupil always completes prep on time, the quality of which usually exceeds the expectations of what a pupil can reasonably be expected to achieve in the time allotted. Performance in class reveals that the pupil is regularly working independently i.e. beyond the tasks explicitly set by the teacher. The pupil responds to feedback and evidence of its implementation can be seen in subsequent work.

**Meeting Expectations:** The pupil consistently completes prep on time, the quality of which matches the expectations of what that pupil can reasonably be expected to achieve in the time allotted. Performance in class reveals that the pupil is undertaking some consolidatory tasks i.e. considering the material in between lessons. The pupil listens to feedback and some evidence of its implementation can be seen in subsequent work.

**Unsatisfactory:** Either the pupil does not complete prep on time or the quality of such prep does not match the expectations of what that pupil can reasonably be expected to achieve in the time allotted. Performance in class reveals that the pupil is not considering their work independently beyond that explicitly set by the teacher. Response to feedback is minimal and there is little evidence of implementation in subsequent work.

*ATL inside the classroom:*

**Exceptional:** The pupil is highly engaged and proactive in contributing to the lesson with insightful comment and challenging questions. They take a lead role in group work. They listen to the views of others and look to support and build on other pupils’ ideas. They are highly focused when working independently and proactive in identifying their own support mechanisms and extension material. They have the required equipment. They have high expectations of their peers and act to support the teacher in this regard.

**Good:** The pupil is engaged and proactive in contributing to lessons with comment and questions. They take an active role in group work. They listen to the views of others and look to support other pupils’ ideas. They are fully focused when working independently and proactive in identifying their own support mechanisms. They have the required equipment. They have high expectations of their peers.

**Meeting Expectations:** The pupil is engaged in lessons and contributes willingly when called upon. They participate in group work, listening to the views of others. They are focused when working independently and actively seek appropriate support from peers / teachers. They have the required equipment. They are fully aware of the expectations of them.

**Unsatisfactory:** The pupil is easily distracted and/or a distraction in class, rarely contributing positively, even when called upon. They are a hindrance during group work and regularly lose focus when working independently or are slow to seek support as appropriate. They consistently lack the required equipment. Peers may notice that the pupil is unaware of the expectations of them and intervene.

*RLW June 2019*