

Definitions of Approach to Learning

Grade	Key Characteristics
1 Outstanding	Effort The student always applies themselves fully in lessons and regularly makes contributions to class discussion. S/he shows enthusiasm and takes pride in his/her work. S/he is very keen to make progress and regularly tries different methods in order to succeed. S/he shows initiative and often seeks out opportunities to develop his/her understanding of new topics. S/he always brings the correct equipment.
	Behaviour The student's behaviour is exemplary. S/he is always polite and responds sensitively to the needs of others when taking part in whole-class and group activities. S/he shows an impressive level of focus and self-discipline and can be relied upon to support others when required. When taking part in extra-curricular and enrichment activities, s/he always behaves in a mature and considerate manner.
	Independent Study The student shows a strong commitment to independent learning. Tasks are submitted on time and are always completed to a high standard. S/he often takes time to add extra detail and pays careful attention to his/her 'next steps' and any other guidance provided by the teacher. The student is an effective self-manager and always catches up on any work missed.
2 Good	Effort The student usually applies themselves fully in lessons and often makes contributions to class discussion. S/he usually shows enthusiasm and usually takes pride in his/her work. S/he is often keen to make progress and is generally willing to try different methods in order to succeed. S/he asks for help when needed and increasingly seeks out opportunities to develop his/her understanding of new topics. S/he usually brings the correct equipment to lessons.
	Behaviour The student behaves very well. S/he is nearly always polite and usually responds sensitively to the needs of others when taking part in whole-class and group activities. S/he is normally focused, shows a good level of self-discipline and usually supports others effectively. When taking part in extra-curricular and enrichment activities, s/he always behaves in an appropriate manner.
	Independent Study The student shows commitment to independent learning. Tasks are normally submitted on time and are usually completed to a high standard. S/he usually takes the time to add extra detail and pays attention to his/her 'next steps'. The student is pro-active and normally catches up on any work missed. S/he is developing the skills of an effective self-manager.
3 Improvement Needed	Effort The student sometimes applies themselves in lessons and sometimes makes contributions to class discussion. S/he sometimes shows enthusiasm and may sometimes take pride in his/her work. S/he sometimes shows an interest in making progress but can be reluctant to try different methods in order to succeed. S/he normally asks for help when needed but effort is not consistent. S/he sometimes forgets equipment needed for lessons.
	Behaviour The student usually behaves well. S/he is normally polite and usually responds appropriately to others when taking part in whole-class and group activities. However, s/he can sometimes show a lack of self-discipline and may not always remain focused. When taking part in extra-curricular and enrichment activities, s/he usually behaves in an appropriate manner although this may not be consistent.
	Independent Study The student shows some commitment to independent learning. Tasks are often submitted on time and are generally completed to a satisfactory standard but s/he is often content with the bare minimum. S/he does not always pay attention to the 'next steps' provided by the teacher and does not always catch up with work missed. S/he needs support in developing the skills of an effective self-manager.

<p>4</p> <p>Cause for Concern</p>	<p>Effort The student does not apply themselves enough in lessons and sometimes behaves in an inappropriate way in class discussion. S/he shows limited interest in the work and can be disruptive to others. S/he shows little if any interest in making progress and can be reluctant to persevere or try different methods in order to succeed. S/he rarely asks for help when needed. Effort is limited. S/he often fails to bring the correct equipment to lessons.</p>
	<p>Behaviour The student’s behaviour is often unacceptable. S/he is often rude and rarely responds appropriately to others when taking part in whole-class and group activities. S/he frequently shows a lack of self-discipline and struggles to remain focused. When taking part in extra-curricular and enrichment activities, s/he frequently behaves in an inappropriate manner.</p>
	<p>Independent Study The student shows little if any commitment to independent learning. Tasks are rarely submitted on time and/or rarely completed to a satisfactory standard. The student appears to lack interest in his/her work and is content with the bare minimum. S/he does not pay attention to the ‘next steps’ provided by the teacher and does not catch up with work missed.</p>

Approach to Learning – Our Expectations Explained

We expect all of our students to work hard and take pride in their achievements. A student’s ‘Approach to Learning’ is key to their success and the criteria set out above are underpinned by our commitment to developing five vital character strengths: Tenacity, Optimism, Respect, Curiosity, Hard Work (TORCH). When forming judgements about a student’s Approach to Learning, we consider three key aspects:

- Effort
- Behaviour
- Independent Study

Each aspect is given equal weighting and will shape our judgement of your child’s overall attitude and approach to his/her work in and out of school. Your child will spend time exploring what it means to demonstrate a positive Approach to Learning and how this links to TORCH.

We expect the vast majority of our students to demonstrate an approach to learning which is at least ‘Good’ (2). This means that they are normally well-motivated, conscientious and hard-working. It means that they show good levels of tenacity and show optimism and curiosity within and beyond the classroom. It also means that they are developing good independent study skills, that they arrive at their lessons ready to learn and that they are in a strong position to make progress.

Some students will however need extra support both at home and in school in order to reach this standard. Students who are given a grade of 3 (‘Improvement Needed’) or 4 (‘Cause for Concern’) in their report are likely to lack focus in lessons, show limited interest in their own progress and may also disrupt learning for others. This means that they will be set specific targets which must be met in order that they can demonstrate improvement by the next reporting period.

It is important to remember that this is a judgement of a student’s *approach* and not a measure of their aptitude or *ability* in a particular subject. Levels of attainment are shown in the ‘Progress’ column of the report.

We report on a student’s Approach to Learning each time we send a report home and Form Tutors meet with their students every half term (roughly once every six weeks) to review their AtoL scores, how this links to their ongoing development of TORCH and help them set targets.

WORK HARD, BE KIND