

Approach to Learning (AtL) Descriptors

The approach to learning (AtL) grade provides a more holistic understanding of how a pupil is coping in the classroom in terms of their behaviour, effort and independent learning task submission. The bulleted list for each approach to learning grade is an indication of the types of attitude pupils display. As well as an attainment grade, an AtL grade should also be applied accurately to any reports using the following descriptions. It is a **best-fit model** and pupils may not display all of the characteristics in the category. The AtL grade is **not** cumulative and should only apply to the term at hand.

AtL grade 'C' is the **minimum** expected level of attitude and conduct from pupils. Teachers are required to accurately report on levels D and E should they occur and be applicable to the behaviours and attitudes shown in lessons.

Please note: If a pupil has an IL exemption, no grade should be awarded. We are mindful of the SEN needs, challenges and barriers many of our pupils face. A pupil may not be particularly participatory in lessons, however, they may show they are putting in the effort and learning in other ways.

Grade	Effort	Behaviour	Independent Learning
A	<ul style="list-style-type: none"> Displays exceptional commitment, enthusiasm and excitement for learning Actively asks questions/suggests steps, actions in order to explore issues events or problems from different perspectives Can develop alternative approaches and is prepared to take risks with their learning 	<ul style="list-style-type: none"> Takes individual approach but collaborates very effectively with other learners Controls and owns their own learning (including always keeping to deadlines) 100% attendance or near-100% attendance Is always properly equipped with the correct equipment 	<ul style="list-style-type: none"> Frequently producing work of exceptional and exemplary quality to maximum ability IL is consistently always submitted on time Grade not attainable if pupil has 5 or more missed deadlines per term - taking into account IL exemptions

B	<ul style="list-style-type: none"> • Is very motivated to learn and make the most of every opportunity • Asks questions to extend their learning • Is prepared to vary approaches and learns from their mistakes 	<ul style="list-style-type: none"> • Often shows the ability to work independently but also works effectively in teams • Attendance very good and makes up for any classes missed • Manages their time and tasks effectively • Rarely lacks correct equipment 	<ul style="list-style-type: none"> • Consistently produces work of a very good standard, appropriate to ability • Very good attention to detail • Consistently meets IL assignments deadlines at all times
C	<ul style="list-style-type: none"> • Shows some interest in improving their learning • Sometimes seeks assistance from the teacher or other learners • Tends to rely on other learners to come up with alternative or creative approaches • Usually engages in the lessons but needs reminding to keep on task and does not give maximum effort 	<ul style="list-style-type: none"> • Generally shows good conduct • Participates in all phases of the lesson • Generally has good attendance • Is usually equipped with the right books/equipment 	<ul style="list-style-type: none"> • Completes IL to a good standard, appropriate to ability • More attention to detail is needed • Mostly meets deadlines set, but needs to make more effort in meeting deadlines
D	<ul style="list-style-type: none"> • Sometimes lacks the motivation to learn and is sometimes put off by failure • Appears reluctant to modify or depart from limited approaches 	<ul style="list-style-type: none"> • Behaviour can sometimes be disruptive, making it harder for students to learn and teachers to teach • Can easily go off task but does respond to teacher intervention • Is sometimes without appropriate equipment • Can be reluctant to participate in all activities and is less active when working in teams • Learning is interrupted by frequent absences 	<ul style="list-style-type: none"> • IL is usually completed usually completed • More frequently has challenges adhering to deadlines • Evidence of work being rushed, lacking development and not reaching the standard of which the student is capable

<p>E</p>	<ul style="list-style-type: none"> • Makes little apparent effort and needs frequent reminders to stay on task • Shows little interest in improving his/her understanding of the subject and is quickly put off by failure • Does not ask questions 	<ul style="list-style-type: none"> • Generally passive and often disengaged • Displays uncooperative/ disruptive behaviour which impacts on own and others' learning • Learning is severely affected by persistent absences • Is often without appropriate equipment 	<ul style="list-style-type: none"> • IL rarely completed without permitted exemption • Significant challenges in adhering to deadlines which are often missed • Significant challenges in working to a standard of which the student is capable
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