

A student's 'Attitude to Learning' grade is based on an individual student demonstrating the majority of the criteria listed in one of the following 4 categories. (Please see student planners for details of PROUD and BELONG)		
Independent Learners: These students strive to <u>excel at all times</u> and represent what it means to be a proud student at WMA	Independent learners: Consistent Always work hard Disciplined Resilient Enthusiastic	Behaviour for Learning - Consistently organised with their equipment and settle quickly to complete the Do Now Tasks. - Determined to meet all aspects of the school expectations in lessons and do not need to be reminded of the BELONG expectations. - Willing to follow instructions first time, every time to support a positive, calm learning environment for all - Able to build positive, respectful relationships with staff and other students. - Determined to present all work with pride by following all the aspects of the PROUD policy consistently. - Are role models in terms of their behaviour and interactions with staff and other students. Working Hard - Consistently motivated and disciplined; able to engage in their own learning for allocated periods and are ambitious in developing their Golden Knowledge. - Determined to show resilience in persevering with challenges and working with growing independence in the practice phase of lessons. - Determined to seek and act upon guidance and advice to achieve their personal best in all aspects of the curriculum. Learning beyond the classroom Take opportunities to engage with learning beyond the classroom – for example through attending extra curricular clubs/revision or completing homework/revision beyond that expected.
Engaged Learners: These students regularly try to achieve their personal best.	Engaged learners: Positive Keen to try hard Need few reminders	Behaviour for Learning - Usually makes a positive start to the Do Now task. - Usually meet all aspects of the school expectations in lessons and are keen to meet the BELONG expectations. - Usually follows instructions to support a positive, calm learning environment for all. - Keen to build positive, respectful relationships with staff and other students. - Usually presents work with pride by following all the aspects of the PROUD policy. Working Hard - Usually displays a positive attitude to their own learning and are keen to develop their Golden Knowledge. - Demonstrate resilience in persevering with challenges, needing little to no close supervision in their learning. Learning beyond the classroom - Usually acts upon guidance and advice to achieve their personal best across the curriculum and in completing the homework set.
Inconsistent Learners: These students sometimes do not meet the BELONG expectations and some improvements are required if they are to achieve their personal best.	Inconsistent learners: Need reminders to try hard Sometimes distracted	Behaviour for Learning - Usually settles to learn but needs reminders to engage with the Do Now task. - Often meet the BELONG expectations, but sometimes have to be reminded of these. - Are able to follow instructions to support a positive, calm learning environment but sometimes need reminding and sometimes do not organise the equipment they need for lessons. - Their relationships with staff and other students are mostly effective to support learning. Working Hard - Sometimes display a positive attitude to their own learning and to developing their Golden Knowledge, but sometimes can be distracted meaning they don't get the most out of lessons. - They are happy to let others work but often lack the resilience to persevere with challenging tasks. Learning beyond the classroom - They understand that feedback is important but do not always respond to their feedback in a meaningful way and sometimes do not complete the homework set.
Reluctant learner We are concerned this student will not achieve their personal best without a major improvement.	Reluctant learners: Unsettled Off task Need to take more responsibility for trying their best	Behaviour for Learning - Do not make a prompt and settled start lessons are reluctant to attempt the Do Now task. - Do not meet the school expectations without reminders and they show little motivation to meet the BELONG expectations. - Only sometimes follow instructions and so relationships are not effective to support learning and they can disturb the learning of others. - They are rarely equipped to learn and this is a barrier to their learning as they do not seek to fix this when necessary. - The presentation of their work does not follow the aspects of PROUD and this has an impact on their learning. Working Hard - Show little interest in taking responsibility for their own learning, are often off task and only through prompting and close supervision is work completed. Learning beyond the classroom They do not respond to feedback without regular reminders and often do not complete the homework set.

