

COMMITMENT TO LEARNING

	IN THE CLASSROOM	OUTSIDE THE CLASSROOM
OUTSTANDING	<ul style="list-style-type: none"> • Eager to push the boundaries of her own learning • Confidently sets her own targets • Keen to try new things • Has a flexible approach to learning • Confidently selects and uses a range of resources • Keen and able to work independently • Fully focused on tasks • Prepared to ask challenging questions • Looks for ways to deal with difficulties • Perseveres when challenged • Takes a full and active part in group work, including the leadership role • Actively supports the learning of others 	<ul style="list-style-type: none"> • Is enthusiastic and totally reliable • Has a passion for study • Completes research in advance of lessons to a very high level • Deepens her knowledge of topics studied in class and makes links with other areas of learning • Is able to direct her own research, without teacher guidance, confidently using a wide range of resources • Brings contributions to group work which take forward the learning of others • Homework is always completed and handed in by the deadline • Prepares thoroughly for assessment tasks • Actively seeks out experiences which extend her awareness of the subject
GOOD	<ul style="list-style-type: none"> • Approaches directed tasks with enthusiasm • Responds positively to all that she is asked to do, and to targets set together with the teacher • Responds well when asked to undertake challenging tasks • Is able to use a range of different resources • Is able to work independently • Focuses well on activities • Can tackle difficulties with encouragement • Asks and answers questions, but generally to consolidate rather than to extend knowledge • Will take on leadership roles in class when asked to do so • Participates positively in group work • Is generally prepared to volunteer information in debates and discussions • Appreciates links with other subjects 	<ul style="list-style-type: none"> • Works well on tasks between lessons • Completes research in advance of lessons to a level which informs her work in class and enables full participation in debates • Is able to research independently between lessons using a variety of sources • Using initial teacher guidance, can develop her learning beyond her experience in lessons • Completes preparation and research work which enables the teacher to develop that learning in class • Is reliable when preparing work for group activities • Is reliable about the completion of homework • Prepares carefully for assessments • Pursues suggestions given by the teacher for additional activities

COMMITMENT TO LEARNING

	IN THE CLASSROOM	OUTSIDE THE CLASSROOM
INCONSISTENT	<ul style="list-style-type: none"> • Expects knowledge and understanding will be given to her rather than discovering it for herself • Depends on the teacher to set and monitor targets for her learning • Does not push herself beyond what can be easily achieved • Looks to or waits for the teacher to direct activities and provide resources • Does not always focus on tasks • Does not like moving 'out of her comfort zone' • Asks questions only infrequently • Does not volunteer information • Generally passive member in group activities • Is not able to make links across her learning generally • Reluctant to join in either class, or small group discussion 	<ul style="list-style-type: none"> • Can follow teacher guidance for work outside lesson times • Selects only one or some of the possible tasks or resources suggested • Uses material from the internet or from books without selection or adaptation to fit tasks • Makes minimal contribution to preparation for group activities, preferring to rely on the contributions of others • Leaves lesson time tasks incomplete or unconsolidated, rarely reviewing what was covered • Is not always reliable about completing and handing in homework • Misses some deadlines without adequate reason or explanation • Relies on general recollection for assessments rather than detailed learning • Shows little or no interest in other activities related to the subject
INADEQUATE	<ul style="list-style-type: none"> • Lacks the drive to advance her own learning • Often responds negatively when asked to do things • Unwilling to engage with a range of approaches and resources even when they are provided • Rarely focuses fully on what she has been asked to do • Frequently requires teacher intervention to keep her on task • Is not prepared to make an effort to develop her own learning and does not respond to targets effectively • Behaviour often prevents herself or others from learning • Does not volunteer information in class • Does not support group activities 	<ul style="list-style-type: none"> • Makes little effort to work outside timetabled lessons • Often misses deadlines or leaves tasks incomplete • Comes to lessons without having done things which were set as preparation • Lets down others in the class by failing to complete preparation for group work adequately • Fails to prepare for assessments • Does not make any attempt to consolidate or to extend learning done in lessons