Improving my attitude to learning: working towards exceptional progress

Chorus Education Trust — Outstanding Achievement for All

Attitude level: **1**

Chorus Learners are:	Exceptional attitude	How do I get there? Examples could include:	
READY TO LEARN	• I pay attention at all times. • I am always enthusiastic and positive. • I always complete work to the best of my ability. • I am organised and always have my equipment.	• Arrive to lessons on time and with all the equipment you need. • Show enthusiasm by asking questions. • Make eye contact with the teacher and other learners.	• Listen actively and display positive body language. • Attend extra sessions offered to you. • Put the hours in at home. • Be prepared to make mistakes.
RESILIENT	• I am always positive and I never give up. • I learn from my mistakes. • I apply my literacy skills consistently across the curriculum.	• Attempt questions before giving up and asking for help. • Work with your peers to solve problems before asking the teacher. • View mistakes as a learning opportunity. • Ask for feedback.	• Do not give up when it gets difficult – if you aren't sure, ask. • Apply basic literacy skills and construct sentences that are grammatically accurate; use a variety of types of punctuation. • Contribute to class reading and engage with texts.
RESOURCEFUL	• I can work independently. • I am focused and set high standards for myself. • I complete all homework, research and revision tasks effectively. • I plan ahead and work towards my goals. • I am active in sharing my opinions and asking questions when I don't understand.	• Be comfortable working by yourself. • Understand that you will not achieve all your goals immediately, but that by working towards them you will achieve your best results. • Work hard because you know it is important. • Go above and beyond – step out of your comfort zone. • Complete all tasks to the best of your ability.	• Use homework as an opportunity to practise. • Use revision tasks as a chance to prepare for the exams. • Be on task and choose not to get distracted.
Respectful	• I am always polite and helpful to staff. • I am respectful of diversity in the people I meet and the content I discuss in my learning. • I treat my fellow students with kindness. • I am a supportive and positive influence in the classroom. • I can work collaboratively in a group and can explain why it is important to work well together.	• Treat others as you would want to be treated. • Be kind. • Relate to other people's difficulties. • Be polite to all staff, visitors, students and members of the public you meet when representing the school. • If you're feeling upset or angry, tell your staff, so they can look after you.	• Listen to other people's opinions. You don't have to agree with them to be respectful. • Ask other people's opinions.
Reflective	• I check all my work carefully. • I respond well to feedback using it to improve my work. • I consider the way my actions impact on other learners.	• Make sure you are happy with your work before you hand it in. (Check SPAG). • Look at your targets and your results: work with your teacher and by yourself to narrow the gaps. • Accept constructive criticism from your teachers and other learners.	• Engage with written and oral feedback to improve your work. • Work hard to give constructive feedback to others • Choose not to disrupt the learning of others.

Attitudes to learning (ATL)

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Almost there!

Chorus Learners are: / Attitude level:	**1** Exceptional attitude	**2** Good attitude	**3**	**4** Inadequate attitude
READY TO LEARN	• I pay attention at all times. • I am always enthusiastic and positive. • I always complete work to the best of my ability. • I am organised and always have my equipment to learn.	• I pay attention most of the time. • I am usually enthusiastic. • I mostly complete work to the best of my ability. • I am usually organised and have my equipment to learn.	Requires improvement. Not yet good.	• I am easily distracted. • I do not show interest in my lessons and I often disrupt learning. • My work is often rushed or incomplete. • I am disorganised and rarely have my equipment to learn.
RESILIENT	• I am always positive and I never give up. • I learn from my mistakes. • I apply my literacy skills consistently across the curriculum.	• I am usually positive and I rarely give up. • I sometimes learn from my mistakes. • I mostly apply my literacy skills across the curriculum.		• I am negative about learning and give up easily. • When I make a mistake I stop trying. • I do not remember to use my literacy skills in all subjects.
RESOURCEFUL	• I can work independently. • I am focused and set high standards for myself. • I complete all homework, research and revision tasks effectively. • I plan ahead and work towards my goals. • I am active in sharing my opinions and asking questions when I don't understand.	• I sometimes work independently. • I am usually focused and set high standards for myself. • I usually complete my homework, research and revision tasks . • I sometimes set goals for myself. • I sometimes share my opinion and ask questions when I don't understand.		• I do not work independently. • I show a lack of care for my learning. • I rarely complete my homework, research or revision tasks. • I rarely set goals for myself. • I rarely share my opinions or ask questions.
Respectful	• I am always polite and helpful to staff. • I am respectful of diversity in the people I meet and the content I discuss in my learning. • I treat my fellow students with kindness. • I am a supportive and positive influence in the classroom. • I can work collaboratively in a group and can explain why it is important to work well together.	• I am usually polite and helpful to staff. • I am usually respectful of diversity in the people I meet and the content I discuss in my learning. • I usually treat my fellow students with kindness. • I can be supportive to my peers in the classroom. • I sometimes work collaboratively in a group.		• I am not usually polite or helpful to staff. • I am not usually respectful of diversity in the people I meet and the content I discuss in my learning. • I not kind to those around me. • I am not supportive of my peers in the classroom. • I am not able to work collaboratively and I disrupt the group I am in.
Reflective	• I check all my work carefully. • I respond well to feedback using it to improve my work. • I consider the way my actions impact on other learners.	• I usually check all my work carefully. • I often respond well to feedback using it to improve my work. • I consider the way my actions impact on other learners.		• I rarely check my work. • I take almost no interest in the feedback given to me. • I often disrupt others and make it difficult for them to learn.