

Attitude to Learning Scores					
	Leadership	Organisation	Resilience	Initiative	Communication
1	Leadership qualities demonstrated through collaboration. Respectful to others and the school, trustworthy, supportive and helpful.	High levels of preparation and organisation, including high quality work. The student is on time and ready to do the right thing.	The student shows concentration and persistence to complete work is always completed to a high standard Feelings are managed well when things are hard. The student accepts consequences and tries to put things right.	The student takes responsibility and thinks through problems to achieve excellent work. The student manages their behaviour well and asks for time out appropriately.	The student is polite, uses appropriate language, listens to others and talks to staff when help is needed. Conversations are balanced and positive between student, staff and peers.
2	Group roles are carried out well with effective contributions creating positive outcomes.	Work is completed to a good standard and good organisation is demonstrated.	The student does not allow themselves to be distracted most of the time and keeps trying when work becomes challenging.	The student takes responsibility for their actions most of the time to make good progress. Behaviour is managed well with some support.	Communication is generally good, with supportive, balanced and positive interactions between student, staff and peers.
3	The student usually discusses with, and listens to, their group but does not collaborate well when work is challenging.	Inconsistent completion of work and some poor organisation.	Tasks are not always completed due to the student being distracted or giving up when work becomes difficult.	Independence is demonstrated inconsistently. The student often requires support to think through tasks and actions.	The student has to be reminded frequently to improve communication skills such as swearing and appropriate body language.
4	The student can rarely work effectively with their peers and does not contribute fully to tasks.	Regular incompleteness of work and poor organisation.	The student rarely remains on task and may attempt to distract others from their work.	The student needs a great deal of support to follow instructions positively, showing little independence.	The student frequently does not use appropriate language in lessons.