

Attitudes to Learning

Years 7-11

At Wood Green School, we have high expectations of all our students. Positive attitudes to learning are essential if a student is to fulfil their potential. Below are four key attitudes we have identified as being the building blocks of a successful student. Subject staff have reported on each of these attitudes using a four-point scale on the front of this report.

<p>Behaviour</p> <p>1. Is always respectful to both students and staff and sees failure as an opportunity to learn. Always behaves in a way that contributes positively to the learning in the classroom.</p> <p>2. Is always respectful to both students and staff and sees failure as an opportunity to learn. On occasions contributes positively to the learning in the classroom.</p> <p>3. Is occasionally not respectful to either students or staff and can see failure as a barrier to progress. Behaves in a way that will occasionally disrupt their own learning and that of other students.</p> <p>4. Is rarely respectful to either students or staff and often sees failure as a barrier to progress. Behaves in a way that will often disrupt their own learning and that of other students</p>	<p>Classwork</p> <p>1. Students love learning and see effort as the pathway to success. They are keen to embrace challenges and persist in order to deepen their understanding. They have the highest aspiration of themselves.</p> <p>2. Student often sees effort as the pathway to success and is keen, with support, to embrace challenges and persist in order to deepen their understanding.</p> <p>3. Student occasionally sees effort as the pathway to success and is keen, with support, to embrace challenges and persist in order to deepen their understanding.</p> <p>4. Student rarely sees effort as the pathway to success and requires support to embrace challenges.</p>
<p>Homework</p> <p>1. Is always completed to a high standard and feedback is always used to deepen understanding. Student shows resilience when tackling a particularly challenging homework or extends their learning.</p> <p>2. Is always completed to an appropriate standard and feedback is used to deepen understanding.</p> <p>3. Is occasionally completed to an appropriate standard and feedback is occasionally used to deepen understanding.</p> <p>4. Is rarely completed to an appropriate standard and feedback is rarely used to deepen understanding.</p>	<p>Ready to Learn</p> <p>1. Always arrives to lessons on time with the correct equipment and is able to start any learning activity positively and without prompting.</p> <p>2. Always arrives to lessons on time with the correct equipment and is able to start any learning activity positively with some prompting.</p> <p>3. On occasions, either arrives late to lessons or fails to bring the correct equipment and at times is unable to start learning activity positively.</p> <p>4. Rarely arrives to lessons on time and/or with the correct equipment and is unable to start any learning activity positively.</p>

Attitudes to Learning

Sixth Form

At Wood Green School Sixth Form we have high expectations of all of our students. Positive engagement in learning is essential if a student is to fulfil their potential, and we monitor this closely across their time in the Sixth Form. Below are three key attitudes which are the building blocks of a successful A level student. Subject staff have reported on each of these aspects using a four-point scale on this report.

<p>Engagement in Classwork</p> <ol style="list-style-type: none"> 1. Students who love learning and see effort as the pathway to their success. They are keen to embrace challenges in the classroom and persist in order to deepen their understanding. They have high aspirations, and their active participation in lessons is superb. 2. Students who see effort in lessons as a key pathway for success, and, with support, take on challenges and aim to deepen their understanding. Active participation in lessons is good. 3. Students occasionally see effort as the pathway to success, and although they show solid understanding, their participation in lessons can be more passive than active. 4. Students need support to embrace challenges in lessons, and they rarely participate actively in lessons, showing limited engagement in their learning. 	<p>Engagement in Homework</p> <ol style="list-style-type: none"> 1. Homework is always completed to a very high standard, and feedback is always used to deepen understanding. Students show resilience when tackling challenging tasks. Deadlines are always met. 2. Homework is always completed to a high standard, and feedback is usually used to deepen understanding. Students show some resilience when tackling challenging tasks. Deadlines are always met. 3. Homework is usually completed to a reasonable standard, and feedback is sometimes used to deepen understanding. Deadlines are usually met, but some homework may be handed in late. 4. Homework is not always completed to a reasonable standard, and feedback is rarely used to deepen understanding. Deadlines are not always met, and homework may be handed in late.
<p>Engagement in Independent Study</p> <ol style="list-style-type: none"> 1. Students' approach to super-curricular tasks is excellent, frequently going beyond the curriculum to enhance their learning. Students make superb use of their Supervised Study time. Their notes and folders are very well organised and up to date. They always seek support where appropriate, and regularly complete super-curricular tasks to forward their knowledge and skillbase. 2. Students' approach to super-curricular tasks is good, regularly going beyond the curriculum to enhance their learning. Students make good use of their Supervised Study time. Their notes and folders are organised and up to date. They usually seek support where appropriate, and occasionally complete super-curricular tasks to forward their knowledge and skillbase. 3. Students' approach to super-curricular tasks is quite good, occasionally going beyond the curriculum to enhance their learning. Students make reasonable use of their Supervised Study time. Their notes and folders are not always organised. They occasionally seek support where appropriate, but need to begin to complete super-curricular tasks to forward their knowledge and skillbase. 4. Students' approach to super-curricular tasks is poor. Students do not make reasonable use of their Supervised Study time to enhance their learning. Their notes and folders are not always organised. They rarely seek support where appropriate, but need to begin to complete super-curricular tasks to forward their knowledge and skillbase. 	