

# Learning Habits Grade descriptors

Classwork		
	Descriptors for the teacher	Student indicators
<b>Consistently engaged (1)</b> I lead myself and am an example to others	<ul style="list-style-type: none"> <li>Consistently has the correct equipment, with excellent uniform and alert posture.</li> <li>Has a purposeful attitude to their learning, is willing to challenge themselves to solve problems and is resilient enough to try something first before asking for help; is a curious learner, asking appropriate questions in full sentences.</li> <li>Understands the importance of recording their learning journey; written tasks are consistently completed to a high standard, using literacy tools to support their writing where necessary.</li> <li>Understands the value of silent work and is always silent when necessary.</li> <li>Consistently listens attentively when the teacher or a peer is speaking; knows how good listening behaviour contributes to team working and communication; never interrupts the learning of others.</li> <li>Understands the importance of reading, including reading out loud, and is consistently willing to contribute in class; uses the reading skills grid.</li> <li>Takes an active interest in their own progress and understands how they can improve by engaging with the success criteria; values self-review and is able to identify, accept and learn from mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>I always have all my equipment, I wear my uniform with pride and sit up straight in class.</li> <li>I challenge myself to get to the highest medal (bronze/silver/gold) I can in a lesson and I often achieve positive points for my conduct.</li> <li>I make sure my notes are well-written, neat and accurate; I use tools like my dictionary and the art-of-the-sentence and discussion grids to help me if I need them.</li> <li>I know how important it is to be silent in class when the teacher asks me to be and I always listen intently.</li> <li>I work well in a team because I know how to listen intently to others as well as giving my own ideas.</li> <li>I enjoy reading, including reading out loud, and consistently work hard to make sure I can read accurately and fluently with the correct pronunciation.</li> <li>I always make sure I understand the success criteria for a task so I can self-assess my work or peer-assess another student's work accurately.</li> </ul>
<b>Usually engaged (2)</b> I do what I am asked; I follow more than I lead	<ul style="list-style-type: none"> <li>Usually has the correct equipment, good uniform and alert posture.</li> <li>Is capable of being independent in their approach; sometimes takes the initiative in problem solving but also relies on others/the teacher for support; asks questions to support their learning.</li> <li>Understands the importance of recording their learning journey; written tasks are usually completed to a high standard, using literacy tools to support their writing where necessary.</li> <li>Recognises the importance of silent work and is usually silent when necessary / when instructed to be.</li> <li>Usually listens attentively when the teacher or a peer is speaking; is developing the self-control to listen intently to others' contributions; rarely interrupts the learning of others.</li> <li>Understands the importance of reading, including reading out loud, and is usually willing to contribute in class.</li> <li>Is aware of how their progress relates to the success criteria and usually acts on feedback to improve.</li> </ul>	<ul style="list-style-type: none"> <li>I almost always have all my equipment, wear my uniform with pride and sit up straight in class.</li> <li>I usually challenge myself to get to the highest medal (bronze/silver/gold) I can in the lesson and I sometimes achieve positive points for my conduct.</li> <li>I try to make sure my notes are accurate and neat; I use tools like my dictionary and the art-of-the-sentence and discussion grids to help me if I need them.</li> <li>I am silent in class when the teacher asks me to be and usually try to listen intently.</li> <li>I make an effort to listen to other people as well as giving my own ideas; I am working on my skills in responding to them.</li> <li>I enjoy reading, including reading out loud, and usually make a good effort to read accurately and fluently with the correct pronunciation.</li> <li>I usually try to understand the success criteria for a task and I check and correct my work when the teacher tells me to.</li> </ul>
<b>Not engaged (3)</b> I do not follow what I am asked to do	<ul style="list-style-type: none"> <li>Is often without the right equipment; uniform and posture may often be poor.</li> <li>Relies heavily on teacher to ensure that they settle to and remain focussed on a task; does not use time productively; often interrupts the learning of others and has a negative impact on their peers.</li> <li>Written tasks are often left unfinished or completed to a less than satisfactory standard.</li> <li>Does not recognise the value of silent work so finds it difficult to be silent when necessary; contributions lack focus, showing poor communication skills; often asks questions that are untimely and/or inappropriate.</li> <li>Finds it difficult, or does not try, to listen intently to others; often interrupts or is distracted when the teacher or peers are speaking.</li> <li>Does not recognise the importance of reading and is not willing to contribute in class.</li> <li>Takes little interest in their progress and what they need to do to improve; is not responsive to feedback.</li> </ul>	<ul style="list-style-type: none"> <li>I often forget my equipment; I have to be reminded to correct my uniform and to sit up straight in class.</li> <li>I do not think carefully about the work I do in class; my behaviour distracts others.</li> <li>I often fail to complete written tasks and sometimes rush my work; my books are not well organised / presented.</li> <li>I am not always silent in class even when asked to be (and need to be reminded often).</li> <li>I do not always listen to my teachers and/or my peers; I often get negatives for poor listening behaviour.</li> <li>I am reluctant to participate in reading tasks, including reading out loud and discussion tasks.</li> <li>I do not look carefully at the feedback my teacher gives me.</li> </ul>

## Learning Habits Grade descriptors

Prep / homework		
	Descriptors for the teacher	Student indicators
Consistently engaged (1)	<ul style="list-style-type: none"> <li>Consistently completes prep/HW to a high standard and hands it in on time; seeks out the teacher to catch up on missed prep/HW if absent.</li> <li>Displays initiative, curiosity and/or creativity in prep/HW, completing challenge tasks where provided.</li> <li>Is interested in the success criteria for prep/HW, reads feedback carefully and is keen to act on advice about how to improve.</li> </ul>	<ul style="list-style-type: none"> <li>I take pride in my prep/HW, writing the deadline in my planner and then ticking it off when I complete it; I try to catch up on any prep/HW I miss.</li> <li>I often complete additional / optional / challenge tasks associated with the prep/HW.</li> <li>I read feedback on my prep/HW carefully and always respond to / act on my teacher's advice.</li> </ul>
Usually engaged (2)	<ul style="list-style-type: none"> <li>Usually completes prep/HW to a good standard and hands it in on time.</li> <li>Sometimes takes the initiative to investigate further in prep/HW tasks and sometimes completes challenge tasks where provided.</li> <li>Reads feedback on prep/HW and usually responds as required.</li> </ul>	<ul style="list-style-type: none"> <li>I usually make an effort with my prep/HW and usually hand it in on time; I try to remember to write the deadline in my planner and then tick it off.</li> <li>I sometimes do additional tasks / challenge tasks associated with the prep/HW.</li> <li>I read feedback on my prep/HW and usually respond to / act on my teacher's advice.</li> </ul>
Not engaged (3)	<ul style="list-style-type: none"> <li>Often does not complete lesson prep/HW or completes it to an unsatisfactory standard (e.g. shows signs of being copied / gaps in work); often hands lesson prep/HW late.</li> <li>Shows no initiative in their approach to prep/HW, often failing to follow instructions set.</li> <li>Does not read or respond to feedback without prompting from the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>I do the minimum amount necessary for prep/HW and sometimes copy from others; I often hand in prep/HW late or not at all.</li> <li>I often do the wrong thing in prep/HW as I don't listen carefully enough to instructions.</li> <li>I only respond to / act on the teacher's feedback when they remind me to.</li> </ul>
Memorisation		
	Descriptors for the teacher	Student indicators
Consistently engaged (1)	<ul style="list-style-type: none"> <li>Has mastered good techniques to retain and recall new substantive knowledge (e.g. new facts, vocabulary); this is evident in the results of AfL in class.</li> <li>Is adept at retrieving relevant information from previous lessons / units and using this in a new context.</li> <li>Understands and consistently uses appropriate strategies for revision, ensuring effective retention and recall in preparation for summative assessments.</li> </ul>	<ul style="list-style-type: none"> <li>I regularly spend time memorising new information accurately and can remember information well from one lesson to the next; I consistently do well when tested on new information as a result.</li> <li>I work hard to memorise information I have studied and can recall information well over the medium term (e.g. across a half-term).</li> <li>I use a range of strategies for revision and I am always well-prepared for summative assessments.</li> </ul>
Usually engaged (2)	<ul style="list-style-type: none"> <li>Understands the importance of retention and recall strategies but does not always use them well; this is reflected in the results of AfL in class.</li> <li>Likely to be inconsistent in recalling information or able to retrieve only partially from previous lessons/units.</li> <li>Is aware of strategies for effective revision in preparation for summative assessments but does not always use these well.</li> </ul>	<ul style="list-style-type: none"> <li>I sometimes spend time memorising new information and can usually remember information well from one lesson to the next; I usually do well when tested on new information as a result.</li> <li>I can usually recall information from previous lessons/units, but sometimes need to check back as I have not memorised it fully.</li> <li>I understand strategies for effective revision and usually feel prepared for summative assessments.</li> </ul>
Not engaged (3)	<ul style="list-style-type: none"> <li>Is disinclined to spend time on memorisation tasks and/or finds these difficult; achieves low outcomes on short-answer retrieval tasks as a result.</li> <li>Finds it challenging to recall information from previous lessons/units due to a lack of effort to consistently memorise new substantive knowledge.</li> <li>Does not revise effectively, or revise at all, for summative assessments.</li> </ul>	<ul style="list-style-type: none"> <li>I don't spend time memorising new information between lessons; I find prep-checks and/or assessments in class difficult as a result.</li> <li>I don't go back over information from previous lessons and find it difficult to remember what we have covered in other lessons/units.</li> <li>I don't spend time revising for summative assessments and often feel unprepared for them.</li> </ul>