

# ATL Values Descriptors

Attitude to Learning Score	Forgiveness	Vocation	Respect	Positivity	Service
5	<b>For if you forgive others their trespasses, your heavenly father will also forgive you (MT 6:14)</b>	<b>Lead a life worthy of the calling to which you have been called (EPH 4:1)</b>	<b>Do to others have you would have them do to you, for this is the law and the prophets (MT 7:12)</b>	<b>Rejoice always, pray without ceasing; give thanks in all circumstances (1THES 5:16-18)</b>	<b>Whoever wants to be first must be last of all and servant of all (MK 9:34)</b>
	Learner has an outstanding attitude to learning and habitually:	Learner has an outstanding attitude to learning and habitually:	Learner has an outstanding attitude to learning and habitually:	Learner has an outstanding attitude to learning and habitually:	Learner has an outstanding attitude to learning and habitually:
	Demonstrates forgiveness to everyone associated with the academy.	Demonstrates a work ethic to the very best of their ability.	Demonstrates respect that ensures they treat others as they wish to be treated.	Demonstrates a highly reflective and positive attitude to learning.	Contributes to lessons and the subject overall.
	Takes responsibility for their actions and efforts.	Prepares effectively for lessons and enjoys to learn.	Actively seeks and acts on feedback from teachers, parents / carers and peers even where this feedback is challenging.	Bounces back from setbacks and sees failure as an opportunity for learning.	Takes responsibility for the wellbeing of others.
	Ensures they reflect on difficult situations and apply what they have learnt to future learning and/or behaviour.	Takes responsibility for meeting homework deadlines and completing to the best standard.	Uses feedback to make immediate improvements.	Expects the most from themselves and never accepts less than their best.	Works to ensure both themselves and others are being 'the best they can be'.
4	Learner often does the things above but not yet habitually.	Learner often does the things above but not yet habitually.	Learner often does the things above but not yet habitually.	Learner often does the things above but not yet habitually.	Learner often does the things above but not yet habitually.
3	Learner has a good attitude to learning and habitually:	Learner has a good attitude to learning and habitually:	Learner has a good attitude to learning and habitually:	Learner has a good attitude to learning and habitually:	Learner has a good attitude to learning and habitually:
	Demonstrates forgiveness to others in the academy.	Perseveres with difficult tasks.	Demonstrates respect or ensures they treat others as they wish to be treated.	Demonstrates a positive attitude to learning.	Takes an active role in their learning.
	Takes an active role in their learning.	Takes critical feedback well.	Acts on feedback from teachers, parents /carers and peers even where this feedback is fair.	Chooses tasks appropriate for their ability levels.	Takes responsibility for the wellbeing of others.
	Takes responsibility for underachievement.	Takes responsibility for meeting deadlines.	Uses feedback to make improvements.	Expects their best from themselves.	Endeavours to be 'the best they can be'.
2	Learner often does the things above but not habitually.	Learner often does the things above but not habitually.	Learner often does the things above but not habitually.	Learner often does the things above but not habitually.	Learner often does the things above but not habitually.
1	Learner has a poor attitude to learning:	Learner has a poor attitude to learning:	Learner has a poor attitude to learning:	Learner has a poor attitude to learning:	Learner has a poor attitude to learning:
	Fails to demonstrate forgiveness to others in the academy.	Uses setback or challenges as excuses to give up.	Shows a resistance to feedback and rarely attempts to respond appropriately.	Demonstrates a consistent negative attitude to learning.	Takes little or no role in their learning.
	Is passive and lets others (teachers, peers / parents / carers) take responsibility for their learning.	Expects far too little of themselves, showing little or no self belief.	Continues to make the same mistakes by ignoring feedback.	Sees failure as being unable to be improved.	Consistently does not take responsibility for the wellbeing of others.
	Fails to consider what / why / how they are learning.	Rarely produces work of which they are capable.	Is defensive around feedback.	Has a low opinion of their ability and often accepts less than their best.	Consistently does not endeavour to be 'the best they can be'.