

The Inquisitive Student

being curious and creative; keen to challenge themselves, including using their imagination to stretch themselves as learners, beyond what comes easily

asks questions both to reinforce understanding and to extend it in to imagined concepts	be flexible in their own methodology and approaches to study, being willing to try new ideas	be inquisitive in order to develop an extended analysis of a given subject area	willing to experiment with new ideas and lines of enquiry and is ready to discard those that are not fruitful	being able to think creatively and try different approaches to unstructured opportunities	be curious in research and independent study	be curious of others' ideas and how they relate to one's own views and use these to inform their own learning and opinion	imagines themselves in other situations to further understanding and create a piece of work	takes inspiration from sources of research in creating their own work	reads around the subject to make links with taught subject content and extend it
								creative inspiration is taken from a range of relevant research, which is evident in an evaluation of its impact	is able to link own reading to studied subject content and apply taught concepts to new areas of reading
				thinks creatively about an open task, selecting finally from a range of fully considered approaches	is interested to find out more following work on a given topic and seeks own reading beyond more broadly as appropriate	is able to compare and contrast own views to those of others with reasoned arguments to support one's own opinions	is empathetic and thoughtful when posed with new contexts, using this understanding in creating a piece of work	evaluates the impact of range of research undertaken on the created product	reads own additional sources of information in seeking to extend understanding beyond required level
	evaluates the effectiveness of a range of approaches and selects from this range appropriately for the task in hand	evaluates the opinions or arguments of a range of others in arriving at an extended analysis	is efficient in realising the usefulness of attempted strategies and rejects as appropriate	is thoughtful about the various possibilities offered by an unfamiliar and unstructured problem	is interested to find out more following work on a given topic and completes extension activities provided	curious to seek the opinion of a range of different people in helping form or alter own views	is curious to develop understanding of a new context in creating a piece of work	adapts own processes as a consequence of research undertaken	reads suggested additional material to advance or extend understanding
questions of the class teacher and others seek to develop the understanding beyond the original learning intentions	proactively ranges the approach taken to similar tasks, both for variety and to experiment with new ideas	analyses a range of researched information in establishing an argument or view	tries own strategies in addition to those experienced before in attempting to solve a problem	responds creatively to stimuli in considering approaches to an unfamiliar unstructured problem	is evaluative of own sources used in solving given tasks or research activities	is curious to investigate the differences between own views and those of others	is able to consider new and unfamiliar contexts in creating a piece of work	references relevant research undertaken in arriving at finished work	
proactive in seeking advice from the class teacher to clarify fine points in learning and how it may be applied	is happy to try new approaches to familiar tasks when prompted	considers thoroughly a range of presented material in analysing a subject area	tries a range of learnt strategies before seeking assistance with a problem	reacts positively and calmly to an unfamiliar and unstructured problem and is willing to try things out	seeks out information, from various sources to assist in given tasks or research activities	has clear opinions on a range of current issues and is beginning to contrast these with others' views	responds to input from others in creating or developing a piece of work	uses researched information or ideas in creating the finished work	
actively seeks assistance in tackling a problem after unsuccessful efforts exhausted or in developing understanding	willingly adopts suggested approaches to new activities	mixes own views with some formed from analysis of presented material	works an individual strategy through before seeking assistance	prepared to give best efforts to a new situation	responds to given sources of information to assist in solving tasks or research activities	is forming own opinions on a range of current issues			
seeks clarification of understanding of work through questioning the class teacher, typically when prompted	has a range of learning approaches selected to suit each activity								

Excelling

Mastering

Applying

Consolidating

Developing

Learning

Beginning

The Collaborative Student

is proficient when learning in teams, taking responsibility for work within the group in a variety of roles

listens to contributions from the group without interruption	takes an active and specific role within the group dynamic, takes responsibility for the completion of their area of the work	proactively contributes to the task in a variety of ways	is open to others' suggestions	is able to distil the work of the group, is analytical in summarising key areas and achievements	varies the role taken in group activities, including taking the lead, rather than settling on preferred roles	takes responsibility for the group's outcome without taking over and doing everything oneself	is able to present the group's ideas with confidence, when required, to a given audience	is empathetic to others in the group, encouraging participation from those struggling with the content or nature of approach	when leading the group, manages the time spent on task well, moving between tasks efficiently
							articulate, engaging and dynamic in presenting the group's work to a large audience	when leading a group, responds to the variety of personalities or preferred styles and adapts methods to maximise the input of all team members	agrees timed action points for each member of the group, when leading, monitors progress and ensures completion to time
					uses areas of strength to support others in developing their skills in a particular role	collates and presents individuals' contributions in a coherent and logical fashion	is confident in presenting the work of the entire group, through careful preparation and understanding of others' input	actively involves all members of the group, sensitively supporting those members struggling to engage with the material	manages group discussion effectively, drawing conclusions in a timely way to move through a task
		identifies gaps in a group's operations and takes roles or tasks to seek to close the gap	listens keenly to the ideas presented by others and is responsive in adapting to change	is analytical in identifying key areas of success and areas that can still be improved	actively seeks out roles that are unfamiliar to develop skills in all areas	when leading, agrees equal load of each member's contribution to high quality finish	competent in presentation of the group's work	is aware of the variety of preferred approaches to a task and modifies own strategy appropriately	able to draw discussions back to task when drifting
responds to others' input after reflecting on their thoughts	is able to adapt to a variety of roles within a group dynamic, always completing those elements to a high standard	seeks to contribute to a group situation in a variety of ways	prepared to alter own views or approaches based on others' suggestions	summarises progress made throughout a task to illicit further successes	willingly and enthusiastically engages in a variety of roles in a task	delegates tasks and responsibilities to members of the group	confident in presenting own contribution to the group's work	is aware of others' reluctance to participate and encourages involvement	does not get distracted in the minutiae, focusses on the bigger goals of the task
notes key ideas and concepts of others while listening to comments	finishes own tasks within group dynamic, collaborating with others to validate work and seek improvements	is enthusiastic in working collaboratively, even when not working in a chosen role on that task	develops own approach with input from others	can summarise the key learning points and outcomes of the group's work	accepts a variety of roles over time without complaint	welcomes others' input to the final product	able to present own contribution to group work to a given audience		
actively listens to input from others without interruption	works independently of others on the given task within the group and manages own workload effectively	works enthusiastically in chosen role on a task	accepts direction when offered by others	can report their own outcomes to the group for summary	confident in specific roles, seeks those opportunities first				
does not interrupt when others are talking	completes given responsibilities with monitoring by others	takes given roles or tasks on board without complaint							

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The Courageous Student

taking risks and learning from their mistakes or failure

is prepared to 'have a go' at a problem even when they are unsure of an answer	regularly volunteers questions and answers in class	seeks timely help from a teacher or fellow student when fundamentally unsure of how to improve	focuses on corrections and/or points for future development when receiving work back, responds to feedback, creating a learning dialogue	resists the need for a 'right answer' to all problems	considers tests and exams a valuable opportunity to discover how well they are learning and in what areas they could further improve; time spent in preparation and reflection demonstrates that value	is prepared to seek to overcome, rather than resign oneself to, perceived weaknesses	readily accepts challenge; attempts extension work without the fear of failure and commits to tasks in and out of school that takes them outside their natural 'comfort zone'	is open and ready to take the lead in tasks
				Excelling			revels in opportunities to take on new challenges, inside and outside the classroom	applies leadership skills learnt in class tasks to leadership opportunities in the school
			feeds forward relevant learning points to subsequent work and evaluates progress made on such targets	thinks critically about all responses to questions	reflect on the outcomes of an assessment, with a valuation of progress and clear targets formed	sees a 'weakness' as an area for improvement and plans for how to do so	when attempting extension activities, values 'failures' as an opportunity to learn more	is effective in leading tasks in large and small group situations
		proactive in seeking more considerable assistance outside of lesson time when needed, or to advance understanding	seeks further advice or validation of improvements made in response to feedback	accepts that there are often multiple or no correct answers and values all contributions on their merits	seeks advice prior to assessments in aspects that pose a challenge, following detailed preparation	uses personal strengths to the benefit of others	when given responsibility for selecting level of challenge, seeks appropriate not comfortable level	volunteers for leadership opportunities in variety of lesson activities
is resilient to failed attempts to reach a final product, always seeking improvement	asks questions that deepen understanding of self and others	makes best use of range of resources and information including from peers before seeking help	responds to teachers' feedback on work whether as improvement / extension or otherwise	seeks to develop or validate a response rather than await teacher's 'verdict'	committed to success, prepares thoroughly and reflects on outcome	understands personal skills and seeks to develop them	returns to work to seek improvement rather than accept first performance	has taken opportunity of leading small groups in an activity
enjoys the challenge of unfamiliar or unstructured problems	keen to respond to challenges in class	ensures teacher support before lesson conclusion enables the completion of tasks at home	reflects on detailed feedback and seeks continual improvement	identify those few situations where a simple question has a single correct response	prepares for all assessments in a timely fashion	is committed to self-improvement, not just academic progress		
is prepared to try new strategies, uncertain of their likely success	active and willing contributor to class, questions and answers	will seek support from teacher when prompted on lack of progress	makes simple corrections to work as identified	Learning				
feels security of confidence in the material, unsettled by challenge	asks and answers questions when prompted			Beginning				

The Reflective Student

taking responsibility for their progress by planning, reviewing, and improving their own learning

is well organised, bringing the correct equipment and resources to lessons	seeks permission to miss lessons for other learning experiences/planned absence, finds out what they will miss and completes it ahead of their return, or behaves similarly for unplanned absence where possible	plans their own reading/research to support, enrich and extend their own learning	is effective in planning a detailed reviewing and revision program	is involved in the planning/leading of activities for others (e.g. within a lesson, club, team or as a prefect)	reviews their own work for accuracy, clarity and quality before submission for advice/marking	reviews and evaluates the range and quality of sources/resources for learning at their disposal	reflects often (and unprompted) on their own learning and progress	is responsive to feedback from others (including their peers), is resilient to constructive criticism and formulates (SMART) targets based on this feedback to secure improvement	returns to targets regularly to evaluate progress and modify as appropriate	employs given strategies (or develops own) for recording reflection on learning and its impact
							actively plans a reading scheme to support, extend or enrich learning	will always react positively to criticism seeking improvement and setting own SMART targets for future development	takes the lead responsibility for regularly planning activities for others, either learning or extra-curricular	independently records reflection on own learning and uses it effectively to evaluate progress towards target set
				plans a thorough and regular program of reviewing all work	always reviews their own work for accuracy, clarity and quality whether or not it is being submitted for assessment or feedback	thoroughly reviews and evaluates the quality and range of resources at their disposal for learning	regularly seeks own reading and research opportunities to support, extend or enrich learning	emotionally resilient to constructive criticism as evidenced by proactive response to develop work	supports the planning of activities for others, either learning or extra-curricular	when guided to records reflection on own learning and uses it to evaluate progress towards target set
		regularly reflects on own learning and as a result asks questions to further develop understanding	evaluates progress to given targets and modifies them appropriately to seek further gains	always fully prepared for tests and routinely makes opportunities to review own work	always reviews their own work for accuracy, clarity and quality before submitting for assessment or feedback	seeks a range of sources of information and is mindful of their context when researching a topic	frequently seeks own reading and research opportunities to support, extend or enrich learning	consistently responds well to feedback from peers and staff alike and seeks improvement of their work	is occasionally involved in the planning of activities for others, either learning or extra-curricular	usually maintains a separate record of achievements in response to feedback given
always arrives at lessons well prepared, with the correct equipment, books and resources	always seeks permission to miss lessons for planned activities / absence and is well prepared for the next lesson on return	actively reflects on advice given and seeks assurance as to whether gains or improvements have been achieved	always applies previous feedback to the next pieces of work and evaluates own progress toward those targets effectively	always fully prepared for tests and frequently makes opportunities to review own work periodically	usually reviews their own work for accuracy, clarity and quality before submitting for assessment or feedback	is always careful to consider the context from which information is sourced	occasionally seeks own reading and research opportunities in addition to set works to support, extend or enrich learning	often responds well to feedback from peers and staff alike and seeks improvement of their work		
usually arrives at lessons well prepared, with the correct equipment, books and resources	usually seeks permission to miss lessons for planned activities and always catches up missed work in good time	always reflects on the feedback received and completes the tasks set out in the feedback	diligently applies previous feedback and targets to future tasks	always revises thoroughly in advance of tests occasionally reviews own work unprompted	often reviews their own work before submitting for assessment or feedback	is always careful to consider the context from which information is taken	typically reads suggested sources to support or extend learning			
frequently arrives at lessons well prepared, with the correct equipment, books and resources	always catches up work when absent from lessons, typically in advance of the subsequent lesson	reads the feedback on work and usually responds to it, either directly or by seeking improvement	usually recalls previous feedback and targets and applies those to future tasks	always revises thoroughly in advance of tests	sometimes reviews their own work before submitting for assessment or feedback	researches additional information when studying but with little thought of its context or accuracy	occasionally takes advice on reading supporting texts or resources			
occasionally arrives at lessons well prepared, with the correct equipment, books and resources	usually catches up work when absent from lessons, through illness or alternative school activity	reads the feedback on work and often tries to act upon it	occasionally responds to the feedback given by addressing tasks ascribed	usually revises thoroughly in advance of tests or other assessments						

The Reasoning Student

using logic and rationality to construct effective arguments, and identify potential flaws in others' arguments

understands the workings and expectations of the school and their position and responsibilities within it	uses the lexis (language and phrases) of the subject routinely and to good effect	supports answers with evidence and/or justification, rather than presenting final outcomes only	shows awareness of the possible implications of conclusions and assumptions made	enjoys problem solving and sees merit in developing the processes by which they are undertaken, tackles problems with a logical approach	is able to provide constructive criticism, to others and self, based on evaluation against clear criteria	critically assesses others' arguments and conclusions in peer assessment; is open and prepared to refine and develop arguments and conclusions where potential improvements are identified by others	can apply arguments and conclusions made to new contexts where appropriate	considers arguments that go against their preconceptions and avoid finding evidence only to back their own point of view
						is open and able to refine and develop own work on the basis of sound advice from others	uses and applies links in own arguments (and those of others) from earlier work in forming arguments in new contexts	consistently presents a sophisticated and balanced analysis of the topic in hand, irrespective of preconceptions
						sophisticated analysis of the strength and flaws of others' and own arguments, can identify ways in which they can be improved	recalls previous arguments and conclusions from current topic or elsewhere and links to new contexts	actively seeks evidence on both sides of an argument, open to the possibility that it will convert one's opinion
	is articulate in class discussions and writing, using a range of complex terminology appropriately	all answers / propositions are presented with a clear evidence base of logically sound, supported arguments	understands the consequences on the conclusions made should the assumptions prove to be invalid	endeavours to develop the process of problem solving through seeking more challenging problems – sees merit in this development when no solution arrives	honest and accurate in evaluating own work against set criteria, together with identifying the means by which to improve	can identify the key weaknesses in a presented argument and how they can be improved	can make basis links in a string of arguments to apply to a subsequent situation	is open to assessing the strength of others' arguments that take an opposing view to one's own
acts with respect and integrity at all times	writes using the lexis of the subject to good effect	in class discussions, supports own answers with justification and can add same to others' answers	is able to justify or evaluate the validity of the assumptions made	understands how to break problem in to a set of logical processes	accurately identifies areas for improvement (for others' work) against set criteria together with constructive criticism for how to achieve it	understand the structure and rigour required for arguments and can apply it to the formation or assessment of one		
takes responsibility for their own actions, good and bad	attempts to use the lexis, but not always effectively	able to support an argument or answer with evidence from a single source or illustration of technique	appreciates the importance of assumptions made on the ability to solve the problem	has logical thought process when approaching problems	can identify areas for improvement and those for improvement against set criteria			
appreciates the rationale for the expectations of the school	repeats key terminology used in questions when offering answers	presents supporting evidence / working when prompted	understands that assumptions are often required to simplify a situation	enjoys tackling more open problems with less prescribed structure				
conforms to the rules and expectations of the school during class activities and around school	understands key terminology of the subject							