



# WOODBROOK VALE SCHOOL

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Dear Parents and Guardians,

Woodbrook Vale have revised the Attitude to Learning (ATL) criteria this year. This will be used in all lessons and across the school. Students will apply the new criteria to develop the key attributes of:

- Respect
- Resilience
- Commitment
- Motivation
- Responsibility.

These skills are also directly aligned with the key attributes applied during our school 'Future' awards.

The purpose of the criteria is to promote a 'Growth Mindset' in the students encouraging them to actively seek ways to improve and develop as young people. The criteria will act as a tool for students to continually reassess their ATL across a wide range of subjects. Your child will have the opportunity to discuss their ATL with classroom teachers and their tutors prior to developing strategies and targets to improve their ATL.

This ATL criteria is shown overleaf. It is also available at:  
<http://www.wbvs.co.uk/page/?title=Attitude+to+learning&pid=82>

All students will receive a grade for each attribute from every teacher on a half termly basis. To accompany this, all students will also receive a termly next step in order to help them reflect on their ATL and develop these attributes further.

Throughout the year, parents will be expected to track their child's live ATL data through Go4Schools, which will be regularly reviewed and updated by staff. You will also receive a termly ATL report that will have their latest grade and next steps. The ATL criteria will also be linked to our rewards system, which involves platinum, gold, silver and bronze awards being awarded to students. Students who regularly fall into the cause for concern category may be required to attend a meeting at school.

Thank you in anticipation of your support.

Yours sincerely

Liam Thornton  
Head of Year 11/Extended SLT





# Woodbrook Vale ATL Criteria

	<b>A Above and beyond</b>	<b>B At least good</b>	<b>C Can do better</b>	<b>D Intervention needed</b>
<b>Respect for self and others</b>	<ul style="list-style-type: none"> <li>- Aspires to be the best they can be.</li> <li>- Always shows respect to peers and teachers.</li> <li>- Values and celebrates the success and achievement of themselves and those around them.</li> <li>- Goes out of their way to support and look after others; the school and local community.</li> </ul>	<ul style="list-style-type: none"> <li>- Positive attitude towards progress and achievement.</li> <li>- Consistently shows respect and appreciation for peers and teachers. Aspires for self and others to succeed and achieve goals.</li> <li>- Supportive of others; the school and local community.</li> </ul>	<ul style="list-style-type: none"> <li>- Shows a desire to achieve and succeed. Requires external motivation.</li> <li>- Mostly demonstrates respect towards both students and teachers. Sees the value of success and achievement. Needs to work for it more consistently.</li> <li>- Occasionally aware of the value of helping others; the school and local community.</li> </ul>	<ul style="list-style-type: none"> <li>- Requires greater motivation to succeed.</li> <li>- Needs reminding of importance of respect towards students and teachers.</li> <li>- Reliant on teacher interventions to engage in lessons and school life.</li> </ul>
<b>Resilient</b>	<ul style="list-style-type: none"> <li>- 'Can do' attitude to learning. Sees failure as a learning opportunity. Readily adopts growth-mindset.</li> <li>- Shows grit and determination in the face of adversity. Reflects on mistakes and seeks ways to be even better.</li> <li>- Creates plans and strategies and can take a lead to resolve issues, overcome any barriers to success for self or for a group.</li> </ul>	<ul style="list-style-type: none"> <li>- Will adopt a growth mind-set to overcome potential barriers to learning.</li> <li>- Formulates learning improvement strategies independently and as part of a group.</li> <li>- Shows determination to work hard, seeks constructive feedback from others and ensures they learn from their mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>- Is sometimes knocked back by mistakes and can show a positive attitude to improve their learning.</li> <li>- Sometimes manages to investigate and apply solutions to improve their work.</li> <li>- Sometimes open minded to solutions and willing to adapt work in response to feedback.</li> </ul>	<ul style="list-style-type: none"> <li>- Needs the pressure of their peers or teachers to develop their work.</li> <li>- Often finishes quickly and needs to be pushed to overcome barriers as is prone to acceptance of mistakes.</li> <li>- Reluctant to identify areas to develop and will require additional effort to succeed.</li> </ul>
<b>Committed &amp; motivated contributor</b>	<ul style="list-style-type: none"> <li>- Demonstrates the confidence that their education will make a difference to their life and the lives of others.</li> <li>- Always engaged and on task in the classroom, assemblies, discussions.</li> <li>- Volunteers responses readily, poses questions and offers ideas/strategies for learning in class setting.</li> <li>- Makes a positive contribution to wider school life outside of the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>- Committed and dedicated to their education and growing in confidence.</li> <li>- On task and willing to expand on their ideas each lesson in verbal and written form.</li> <li>- Plays an active part in the lessons both independently and as part of a group.</li> <li>- Actively involved in wider school life outside of the classroom and in the local community.</li> </ul>	<ul style="list-style-type: none"> <li>- Is sometimes self-motivated to succeed. Mostly focused in lessons and will sometimes contribute to Q and A.</li> <li>- Can work independently and as part of a group. Needs prompting.</li> <li>- Shows some interest in wider school life outside of the classroom. Rarely contributes.</li> </ul>	<ul style="list-style-type: none"> <li>- Relies on teacher input and interventions.</li> <li>- Needs prompts to contribute in lesson effectively in lessons.</li> <li>- Looks to others for ideas rather than playing an active part in lessons.</li> <li>- Is reluctant to become involved in school life outside of the classroom.</li> </ul>
<b>Responsible &amp; ready to learn</b>	<ul style="list-style-type: none"> <li>- Arrives on time, well organised and fully equipped for learning.</li> <li>- Always up to date with work and uses initiative to seek new learning opportunities.</li> <li>- Models positive leadership with respect to responsibility and readiness to learn.</li> <li>- Positive role model to others. Active participant with own learning. Shows initiative in assisting others.</li> </ul>	<ul style="list-style-type: none"> <li>- Punctual to lessons and settles quickly with the necessary equipment. Fully up to date with work.</li> <li>- Adopts a mature approach to their education and values positive behaviour.</li> <li>- Will cooperate with learning in all group settings. Will encourage others to take responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>- Usually on time with correct equipment. Mostly keeps up with work. Occasionally prompting needed to catch up.</li> <li>- Can work well and adopt positive learning behaviours.</li> <li>- Can learn well independently and as part of a group. May need extra encouragement to stay on task.</li> </ul>	<ul style="list-style-type: none"> <li>- Late to lessons and/or not fully equipped to complete the required work.</li> <li>- May lack motivation to improve work.</li> <li>- Must improve mind-set and behaviour.</li> <li>- Struggles to focus on work both independently and in groups.</li> </ul>