



# Woodbrook Vale ATL Criteria

## A Above and beyond

## B At least good

## C Can do better

## D Intervention needed

### Respect for self and others

- Aspires to be the best they can be.
- Always shows respect to peers and teachers.
- Values and celebrates the success and achievement of themselves and those around them.
- Goes out of their way to support and look after others, the school and local community.

- Positive attitude towards progress and achievement.
- Consistently shows respect and appreciation for peers and teachers. Aspires for self and others to succeed and achieve goals.
- Supportive of others, the school and local community.

- Shows a desire to achieve and succeed. Requires external motivation.
- Mostly demonstrates respect towards both students and teachers. Sees the value of success and achievement. Needs to work for it more consistently.
- Occasionally aware of the value of helping others, the school and local community.

- Requires greater motivation to succeed.
- Needs reminding of importance of respect towards students and teachers.
- Reliant on teacher interventions to engage in lessons and school life.

### Resilient

- 'Can do' attitude to learning. See's failure as a learning opportunity. Readily adopts growth-mindset.
- Shows grit and determination in the face of adversity. Reflects on mistakes and seeks ways to be even better.
- Creates plans and strategies and can take a lead to resolve issues, overcome any barriers to success for self or for a group.

- Will adopt a growth mind-set to overcome potential barriers to learning.
- Formulates learning improvement strategies independently and as part of a group.
- Shows determination to work hard, seeks constructive feedback from others and ensures they learn from their mistakes.

- Is sometimes knocked back by mistakes and can show a positive attitude to improve their learning.
- Sometimes manages to investigate and apply solutions to improve their work.
- Sometimes open minded to solutions and willing to adapt work in response to feedback.

- Needs the pressure of their peers or teachers to develop their work.
- Often finishes quickly and needs to be pushed to overcome barriers as is prone to acceptance of mistakes.
- Reluctant to identify areas to develop and will require additional effort to succeed.

### Committed & motivated contributor

- Demonstrates the confidence that their education will make a difference to their life and the lives of others.
- Always engaged and on task in the classroom, assemblies, discussions.
- Volunteers responses readily, poses questions and offers ideas/strategies for learning in class setting.
- Makes a positive contribution to wider school life outside of the classroom.

- Committed and dedicated to their education and growing in confidence.
- On task and willing to expand on their ideas each lesson in verbal and written form.
- Plays an active part in the lessons both independently and as part of a group.
- Actively involved in wider school life outside of the classroom and in the local community.

- Is sometimes self-motivated to succeed. Mostly focused in lessons and will sometimes contribute to Q and A.
- Can work independently and as part of a group. Needs prompting.
- Shows some interest in wider school life outside of the classroom. Rarely contributes.

- Relies on teacher input and interventions.
- Needs prompts to contribute in lesson effectively in lessons.
- Looks to others for ideas rather than playing an active part in lessons.
- Is reluctant to become involved in school life outside of the classroom.

### Responsible & ready to learn

- Arrives on time, well organised and fully equipped for learning.
- Always up to date with work and uses initiative to seek new learning opportunities.
- Models positive leadership with respect to responsibility and readiness to learn.
- Positive role model to others. Active participant with own learning. Shows initiative in assisting others.

- Punctual to lessons and settles quickly with the necessary equipment. Fully up to date with work.
- Adopts a mature approach to their education and values positive behaviour.
- Will cooperate with learning in all group settings. Will encourage others to take responsibility.

- Usually on time with correct equipment. Mostly keeps up with work. Occasionally prompting needed to catch up.
- Can work well and adopt positive learning behaviours.
- Can learn well independently and as part of a group. May need extra encouragement to stay on task.

- Late to lessons and/or not fully equipped to complete the required work.
- May lack motivation to improve work.
- Must improve mind-set and behaviour.
- Struggles to focus on work both independently and in groups.