

Hiltingbury Learner Levels

*****	<p>They approach all aspects of school life with an enthusiasm to learn and are consistently motivated to work at their best. They work very well both independently and in a variety of roles within a group. They share their ideas readily and recognise the value of the contributions of others. They are imaginative in their approach to a task and like to explore different ways of tackling a problem, adapting their approach as necessary. They are self-motivated and without prompting often try to extend a task or challenge themselves. They enjoy risk-taking and see new challenges as an opportunity to become a better learner. They show resilience in their learning and will happily persevere when a task gets difficult. They are reflective about their own learning and demonstrate a strong self-awareness. They think actively about how they have done and apply knowledge of their targets and feedback given to help them improve their work. They actively engage in discussion, asking questions to delve deeper and find out more. They are very good at making connections in their learning and can apply known knowledge or skills in new situations.</p>
****	<p>They are enthusiastic about learning and will often strive to give 100% effort. They work well independently and as part of a group. They share their ideas and listen carefully to the views of others. They are imaginative in their approach to a task and can explore different ways of tackling a problem. They are happy to take risks and enjoy new challenges, even if they know they might not get it right first time. They show resilience in their learning and will usually persevere when a task gets difficult. They can reflect on their own learning and demonstrate a growing self-awareness. They think carefully about how they have done and use feedback given to help them improve their work. They ask questions about what they are learning as they want to know more. They are good at making connections in their learning and can apply known knowledge and skills in new situations.</p>
***	<p>They enjoy learning and usually make a good effort to do so, especially in subjects they like. They can work independently and recognise what is needed for successful group work. They are able to use imagination in their learning and can sometimes suggest more than one way to tackle a problem. They are happy to take some risks and are usually willing to try a new challenge. They can show resilience in their learning and with encouragement and support will persevere with a task. With prompts, they will reflect on feedback given and can use this to identify ways their work could be improved. They are developing self-awareness and can comment on some of their strengths and weaknesses as a learner. They ask some questions about what they are doing, especially when they perceive the learning as important to them. They can see links between the skills and knowledge they have learnt in different subjects.</p>

**	<p>They are enthusiastic in some lessons but can at times be satisfied 'just to get by' rather than applying their best effort. They are starting to work independently and can usually share their ideas in a group situation, at times with adult support. They prefer to be given strategies or follow systems and rules, rather than branching out creatively to solve a problem for themselves. They will take on a new challenge when directed by an adult, but usually require help to keep them going when they get stuck. They will spend time thinking about feedback given and, with support, can identify some ways in which their work could be improved. They often need reminders to apply these improvements as they approach a task. They ask some questions, usually when prompted, to find out more about what they are learning. With reminders, they can make connections with previous learning and transfer some of the skills learnt in one lesson to a new context.</p>
*	<p>They require adult support and encouragement to keep them motivated to learn and on task. Adult intervention is required to facilitate effective group work. They tend to be over-dependent on the contributions of others or lack engagement with them. In creative challenges, when there is no obvious structure to follow, they need very clear guidelines to direct their learning. They prefer to work within their comfort zone, where the learning is familiar and they know they can get the answer right. They lack resilience when they are stuck and often wait for an adult to intervene, rather than actively seeking a solution themselves. They do not usually reflect on their targets or feedback in such a way as to learn from it. They tend to approach tasks with little planning or thought and can find it difficult to identify ways their work could be improved. They accept information without question and see learning as separate lessons, finding it hard to remember the skills they acquired previously and transfer them to new situations.</p>

Working Together

They work very well both independently and in a variety of roles within a group. They share their ideas readily and recognise the value of the contributions of others.

They work well independently and as part of a group. They share their ideas and listen carefully to the views of others.

They can work independently and recognise what is needed for successful group work.

They are starting to work independently and can usually share their ideas in a group situation, at times with adult support.

Adult intervention is required to facilitate effective group work. They tend to be over-dependent on the contributions of others or lack engagement with them.

Enthusiasm

They approach all aspects of school life with an enthusiasm to learn and are consistently motivated to work at their best.

They are enthusiastic about learning and will often strive to give 100% effort.

They enjoy learning and usually make a good effort to do so, especially in subjects they like.

They are enthusiastic in some lessons but can at times be satisfied 'just to get by' rather than applying their best effort.

They require adult support and encouragement to keep them motivated to learn and on task.

Creativity

They are imaginative in their approach to a task and like to explore different ways of tackling a problem, adapting their approach as necessary.

They are imaginative in their approach to a task and can explore different ways of tackling a problem.

They are able to use imagination in their learning and can sometimes suggest more than one way to tackle a problem.

They prefer to be given strategies or follow systems and rules, rather than branching out creatively to solve a problem for themselves.

In creative challenges, when there is no obvious structure to follow, they need very clear guidelines to direct their learning.

Ambition

They are self-motivated without prompting often try to extend a task or challenge themselves. They enjoy risk-taking and see new challenges as an opportunity to become a better learner. They show resilience in their learning and will happily persevere when a task gets difficult.

They are happy to take risks and enjoy new challenges, even if they know they might not get it right first time. They show resilience in their learning and will usually persevere when a task gets difficult.

They are happy to take some risks and are usually willing to try a new challenge. They can show resilience in their learning and with encouragement and support will persevere with a task.

They will take on a new challenge when directed by an adult. They usually require help to keep them going when they get stuck.

They prefer to work within their comfort zone, where the learning is familiar and they know they can get the answer right. They lack resilience when they are stuck and often wait for an adult to intervene, rather than actively seeking a solution themselves.

Reflection

They are reflective about their own learning and demonstrate a strong self-awareness. They think actively about how they have done and apply knowledge of their targets and feedback given to help them improve their work.

They can reflect on their own learning and demonstrate a growing self-awareness. They think carefully about how they have done and use feedback given to help them improve their work.

With prompts, they will reflect on feedback given and can use this to identify ways their work could be improved. They are developing self-awareness and can comment on some of their strengths and weaknesses as a learner.

They will spend time thinking about feedback given and, with support, can identify some ways in which their work could be improved. They often need reminders to apply these improvements as they approach a task.

They do not usually reflect on their targets or feedback in such a way as to learn from it. They tend to approach tasks with little planning or thought and can find it difficult to identify ways their work could be improved.

Enquiring

They actively engage in discussion, asking questions to delve deeper and find out more. They are very good at making connections in their learning and can apply known knowledge or skills in new situations.

They ask questions about what they are learning as they want to know more. They are good at making connections in their learning and can apply known knowledge and skills in new situations.

They ask some questions about what they are doing, especially when they perceive the learning as important to them. They can see links between the skills and knowledge they have learnt in different subjects.

They ask some questions, usually when prompted, to find out more about what they are learning. With reminders, they can make connections with previous learning and transfer some of the skills learnt in one lesson to a new context.

They accept information without question and see learning as separate lessons, finding it hard to remember the skills they acquired previously and transfer them to new situations.

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