



Approach to Learning

Our Approach to Learning grades focus closely on a school wide approach to students becoming more independent in their learning. Each student is given an Approach to Learning rating by the member of staff who takes them for each subject. This is based on the observable behaviour that the student displays in class and on the quality of work that they produce at home and in school.

A student will not necessarily meet all the criteria in any category and so staff use a best fit approach when deciding to give a rating. In order for students to move a category they may only need to change their approach in certain key areas and members of staff will be happy to discuss these with you and them.

Approach to Learning	
Category	Definition
Excellent Learner (EL)	<ul style="list-style-type: none">• Tries a full range of available methods and strategies to solve problems• Persists with work even when it is difficult• Only asks the teacher to suggest another method or to affirm a method• Takes real care when presenting work• Actively seeks ways in which they can improve and learn• Seeks out challenging tasks and often works outside school time to improve further• Cares more about what they are learning than their marks which are not the 'be all and end all'
Good Learner (GL)	<ul style="list-style-type: none">• Generally shows resilience in work• Attempts one or two methods of solving problems• Needs some encouragement when the work is difficult• After the teacher points them in the right direction they generally can work things out• Presentation is appropriate for ability and they try to improve their work• Will take on challenging tasks with encouragement and will sometimes work outside school hours• Enjoys learning and value marks also
Passive Learner (PL)	<ul style="list-style-type: none">• Shows some resilience but becomes discouraged when the work becomes difficult• Tries one method of solving problems and then asks a friend or the teacher for help• Needs a lot of encouragement to keep them on task• Presentation is generally good and satisfies the teacher but lacks depth and thought• Will accept advice but rarely seeks it out• Will make improvements but only when they have to• Reluctant to take on challenging tasks fearing failure• Focussed on outcome rather than process• Likes to score good marks on easy tests
Reluctant Learner (RL)	<ul style="list-style-type: none">• Does work because they have to• Little resilience shown• Gives up easily saying the work is too hard• Reluctant to start work• Very reliant on the teacher to make them work• Presentation is barely acceptable but perceived as better than nothing• Teacher has to follow up on advice to ensure it is acted upon• Rarely if ever takes on challenging tasks and avoids all failure