

ATTITUDE TO LEARNING POLICY



Policy Statement

A policy to focus on reward and encouragement for positive attitudes to learning

Applies to all students in Years 8 – 14.

Summary:

Attitude to Learning is a framework to monitor and assess our pupils' attitude to their learning journey. We want pupils to recognise that true effort is rewarded and will lead to success.

M. Houston
Principal

Additional Notes

Policy Number: 2020/1

Revision:

- *none*

Board of Governors

Ratified: 25.11.2020

Ulidia Integrated College
Attitude to Learning Policy

1. RATIONALE

Attitude to Learning is a framework to monitor and assess our pupils' attitude to their learning journey. We want pupils to recognise that true effort is rewarded and will lead to success. The Attitude to Learning framework sets out clear high expectations and consistently recognises and encourages those pupils who meet and exceed it.

We believe that traditional values of self-discipline and responsibility are an essential part of supporting the development of Ulidia pupils from childhood to adulthood.

Attitude to Learning is Ulidia's system of monitoring and assessing pupils and rewarding high standards of work and behaviour while simultaneously reinforcing our high expectations for achievement and conduct. We aim to consistently and regularly reward:

- Work that reflects or betters the ability of each student
- Positive behaviour in and outside the classroom
- Behaviours and attitudes that reflect the integrated ethos of the college
- Excellent attendance

We also aim to consistently and regularly address:

- Low standards and expectations of work and homework
- Low level negative behaviour that impacts on teaching and learning in the classroom
- Issues in relation to disrespect, refusal to co-operate and verbal abuse of staff

At KS3, GCSE and post-16, assessments should be related to GCSE and GCE examination requirements.

2. PRINCIPLES OF ATTITUDE TO LEARNING

The following principles were identified and agreed upon by staff and pupils in May 2016:

- To establish clear boundaries for consistently rewarding pupil performance
- To reinforce and promote positive behaviour in the classroom and around the school
- To reinforce and promote a culture of achievement and success at Ulidia
- To improve school attendance
- To improve academic performance at KS3, 4 & 5

3. AIMS OF ATTITUDE TO LEARNING

- Enhance the self-esteem and well-being of the young people in Ulidia Integrated College.
- Help our young people develop a sense that hard work brings recognition and reward

- Provide a supportive environment in which young people can learn and progress without disruption
- Develop pupils' organisational skills, which will be needed in further education and working life
- Encourage pupils to accept challenge and strive to produce their best work and demonstrate their best behaviour
- Implement rigour to ensure teaching and learning is consistent at all key stages
- Facilitate more regular communication between pupils, parents and staff on pupil progress

4. ATTITUDE TO LEARNING STRUCTURE

The framework consists of 3 strands

1. Pupils Attitude to Learning grades in each subject area (consistently A1: Outstanding Learner / A2: Committed Learner)
2. Credits / Points awarded in lessons
3. Attendance above 95%

Rewards will be offered termly to the top 20% of each year group.

The Attitude to Learning grades and the attendant descriptors are as follows:

<p>Attitude 1 (A1) Outstanding Learner</p>	<p>You have shown real determination to learn and succeed.</p> <p>You:</p> <ul style="list-style-type: none"> • Are always eager to learn • Work independently, doing extra reading and research • Produce high quality homework and hand it in on time • Listen carefully to teachers and other pupils • Concentrate in class, work hard and make positive contributions to group and whole class discussions • Explore issues, events or problems from different perspectives • Regularly show initiative • Demonstrate responsibility for your own learning • Take your targets seriously and take steps to meet or exceed them • Are consistently prepared for each lesson
<p>Attitude 2 (A2) Committed Learner</p>	<p>You are making progress and have shown a commitment to learning.</p> <p>You:</p> <ul style="list-style-type: none"> • Are regularly keen to learn and participate • Complete homework to the standard required and hand it in on time • Listen carefully to teachers and other pupils • Show a positive attitude in class and work to the best of your ability

	<ul style="list-style-type: none"> • Make a good contribution to group work and whole class discussion • Often show initiative • Are becoming an independent learner by taking more responsibility for your own learning • Understand that your targets are important and almost always meet them
<p>Attitude 3 (A3) Inconsistent Learner</p>	<p>There are specific concerns about your progress that could be resolved through a change in attitude. You could meet or exceed your target by improving <u>one</u> aspect of your learning (eg attendance, homework, organisation) or by being more consistent in your approach.</p> <p>You:</p> <ul style="list-style-type: none"> • Are usually keen to learn and participate • Usually complete homework to the standard required and hand it in on time • Usually listen carefully to teachers and other pupils • Usually show a positive attitude in class and work hard • Sometimes make a contribution to group work and whole class discussion • Sometimes show initiative • Understand that your targets are important, but you are inconsistent in meeting them <p>If this continues you are at risk of not doing as well as you could, so you need to adapt your overall attitude to learning. We will discuss your progress with you and offer support and advice so that you can fulfil your potential.</p>
<p>Attitude 4 (A4) Underperforming Learner</p>	<p>You are not making the expected progress as a result of more than one attitude related factor. You may sometimes hinder the learning of other pupils.</p> <p>Some of the following will apply.</p> <p>You:</p> <ul style="list-style-type: none"> • Fail to show a commitment to learning • Do not complete the homework set to the necessary standard or hand it in on time • Fail to listen to teachers or to other pupils • Can waste time in class by not concentrating or working to your potential • Can be easily distracted or sometimes distract others • Take little responsibility for your own learning • Arrive unprepared or late

	<ul style="list-style-type: none"> • Can make little or no positive contribution to group or whole class discussions • Sometimes fail to meet your targets through lack of preparation <p>If this continues you are at risk of not doing as well as you could, you need to review your attitude to learning. We want you to succeed and will do our best to ensure that you are provided with all the help and support you require.</p>
Attitude 5 (A5) Cause For Concern	<p>Your attitude to learning now is a significant cause for concern, which means you may be seriously underachieving. You often hinder the learning of other pupils. All or some of the following will apply.</p> <p>You <u>frequently</u>:</p> <ul style="list-style-type: none"> • Fail to show a commitment to learning • Waste time and make little or no progress • Fail to complete homework and hand it in on time • Arrive unprepared or late • Interrupt lessons; slow down or distract other pupils • Fail to do sufficient work in class • Disrupt group work or whole class discussions • Refuse reasonable requests or challenge teacher authority taking up too much teacher time for negative reasons • Take little or no responsibility for your own learning • Fail to meet your targets or our expectations <p>You will have already been spoken to about your work and attitude to learning. We will arrange a meeting with you and your parents. You will be monitored very closely to ensure progress is made with immediate effect and will be required to attend after school sessions to catch up on any work. We want you to succeed and will do our best to ensure that you are provided with all the help and support you require.</p>

Where a pupil is given an A3 - A5 a code/codes should be entered into the appropriate column in SIMs to indicate the nature of the concern(s).

The codes for concern are as follows:

C = classwork O = organisation B = behaviour E = equipment
P = punctuality H = homework A = attendance R = lack of revision

Codes MUST be entered as capital letters, with no spaces if multiple codes are used, and into the correct SIMS column.

Where a pupil is given an A1 - A2 no code will be given on the school report to indicate no causes for concern.

Inputting data into the school system

- All subject teachers are required to input assessment data at calendared tracking points in the academic year. This data should reflect summative achievement at that point in the academic year. Staff should be guided by their Head of Department as to the tracking assessments for their subject area. The mode of collection is through Assessment Manager within SIMS. Deadlines for data input must be met.
- Individual teachers are expected to award grades in accordance with school policy. They should also award an Attitude to Learning Grade at each tracking point. Where a student is awarded A3, A4 or A5 specific strategies tried by the teacher to intervene and resolve the issues referred to in the effort grade code should be identified.

Use of Assessment Data

- Inform students of the grades they have been given, ensure they record this information in their planner and work with students to develop appropriate learning targets based upon their performance/attainment at each tracking point. Such targets should be recorded in an appropriate place so that students can refer to them and monitor their progress against them.
- Reflect upon what the information indicates about the performance of the class as a whole, in terms of their year group, their targets and national expectations. Differences in attainment and attitude with regards to specific subgroups, such as learning needs, gender and ethnicity should also be identified at this time.
- This information must be used by the teacher to inform their future planning as well as to identify necessary interventions. Teachers will be expected to talk about this data at meetings within their subject area.
- Liaise with SENCO as appropriate.
- To support Performance Review Dialogue.
- Share with observer during observations to support decisions about progress in learning over time.

5. CREDITS

Registration

- Monday - Form Tutors to check if the Planner has been signed by a Parent/Guardian and award a credit. If no signature is present, Form Tutor to request a signature by way of a comment in the planner and no credit awarded.
- The remainder of the week will focus on uniform and punctuality, where a credit will be awarded for correct uniform and punctual to form.
- Every two-week cycle Form Tutors will count credits with their tutees and input totals in SIMs.

Lesson

A credit should be awarded to pupils who show outstanding learning in a lesson. A credit can be issued by every subject teacher each lesson of the school day. It is not necessary to place a note in the planner if no credit is awarded. However, the school Behaviour for Learning policy should be followed for both positive and negative notes in the pupil planner.

6. STUDENT PLANNER

The student planner is an integral part of the Attitude to Learning structure in Ulidia. Enormous value is placed on the student planner. It must be brought to school every day and to every lesson as this provides a record of achievements and behaviour. The planner aids home-school communication as it is used to record credits and both parent and teacher comments. Parents/carers are asked to monitor their child's progress on a weekly basis and sign the planner.

Forgotten Planner

In Ulidia we strive to help students understand the importance of being organised and prepared for school. If the student planner is forgotten, students will be issued with a formal warning in the form of a yellow card. No credits will be issued for the day. If the planner is forgotten on a second occasion, students will be withdrawn from class until the planner can be brought to school. Work will be provided and will usually be completed under the supervision of their Form Tutor or Head of Year.

7. SIXTH FORM APPRAISAL

Sixth Form follow an appraisal process as part of the Attitude to Learning system. The process is intended to help students set short term targets for improvement and prepare them for employment where review and appraisal are standard processes. The appraisal process also aims to recognise and reward the additional efforts and achievements our 6th Form students make to contribute to the wider life of the school.

8. APPRAISAL MEETINGS

Appraisal meetings take place with the Form Teacher after each tracking. Meetings consider the students A2L in each subject, as well as any feedback provided by Form Teachers, Subject Teachers and the Sixth Form Supervisor.

Sixth Form students complete the Appraisal Form with their Form Teacher during the meeting. Upon completion of the Appraisal Form student should:

- Identify strengths and additional achievements
- Identify 2 targets for development and improvement.

9. POST APPRAISAL

After their appraisal, pupils will receive a written performance summary via email and parents/carers will receive a copy via ParentMail.

Parents/carers of pupils who rate as below target (A3-A5) or causing concern in two consecutive appraisals will be invited to meet with the Head of Sixth Form where SMART targets will be agreed. If there is no further improvement an additional support plan will be put in place with a member of SLT.

10. LINKED POLICIES

1. Behaviour & Relationships Policy
2. Suspension & Exclusion Policy