

Approach to Learning Statements		Skillful Learner	Response to Feedback	Humanities
Gold	2	I arrive punctually, fully equipped to work and with my planner and personal reading book	I actively seek feedback in lessons by asking good questions (not requesting the answer)	I do not make excuses for obstacles that get in the way of getting something done.
		I show evidence of frequently revisiting work, by adding further thoughts to notes	I review and improve all written work in my exercise book where my teacher has provided written feedback	I can make contributions which demonstrate basic understanding and acceptance of other people's points of view.
		I maintain an exemplary class exercise book, workbook or folder	I complete targets set from assessments to help make rapid progress	I make significant contributions to group work and add value to lessons, particularly by helping others.
		I am always on task and I promote learning	I respond to verbal feedback in class and show lots of evidence of improvement as a result	I cultivate an open mindset at every opportunity.
Silver	1	I arrive on time with correct equipment to work, planner and personal reading book	I often ask questions in class to help me understand	I work through difficulties with less teacher support. I maintain a focus on my work throughout the lesson.
		I show evidence of revisiting of work, by adding further thoughts to notes	I review and improve most written work in my exercise book where my teacher has provided written feedback	I always contribute to group work in a positive way and demonstrate responsibility for myself and others.
		I maintain a well presented class exercise book, workbook or folder	I usually complete targets set from assessments to help me make progress	I make significant contributions to discussion. I demonstrate good listening skills and fully engage with learning.
		I am usually on task and I regularly promote learning	I respond to verbal feedback in class and show some evidence of improvement as a result	I can identify aspects of my work that need improving and set appropriate targets. I learn with a can-do approach.
		I am only occasionally late to lessons, and am equipped to work with my planner and personal reading book	I sometimes ask questions in class to help with my understanding	I am beginning to reflect on my learning and how I learn best. I am not always reliant on the teacher to complete tasks.

Home Learning
I record and complete homework set to a high standard, meeting the deadlines
I take opportunities, without prompting, to research beyond the work completed in class
I choose the most appropriate task to help me improve
I consistently improve on the tasks that I have completed where possible
I record and complete homework set, meeting the deadlines
I research, with some prompting, beyond the work covered in class
I sometimes choose the most appropriate task to help me improve
I sometimes improve on the tasks that I have completed where possible
I record and complete most homework

Bronze	0	I hardly ever add to the work completed in class	I respond to most of the marking and feedback given by my teacher	I am beginning to see the value in being responsible and appreciating the beliefs and values of others, however different to my own.
		I maintain a well presented class exercise book, workbook or folder	I sometimes complete targets set from assessments	I contribute well to group work because I help others to achieve success. I am generally reliable in how I work with others.
		I am usually on task, but I sometimes disrupt learning	I sometimes respond to verbal feedback in class and sometimes have evidence of improvement as a result	I respond to teacher's marking in a basic way. I sometimes work with a can-do approach.
U	-1	I arrive late to lessons, and I do not have the correct equipment, planner and/or personal reading book	I rarely ask questions in class to help with my understanding	There is evidence of immaturity in my organization and my reflections on learning.
		I do not add to work completed in class	I rarely respond to marking or feedback	I am rarely responsible for the impact of my actions on my learning and the learning of others.
		I do not maintain my class exercise book, workbook or folder well	I rarely complete targets set from assessments	Sometimes I am disrespectful of the views and beliefs of others.
		I am consistently not on task	I do not respond to verbal feedback and have no/little evidence of improvement as a result	I rarely add value to learning opportunities.

I rarely research beyond the work covered in class
I often choose homework that does not help me improve
I occasionally improve on the tasks completed where possible
I rarely record and/or complete homework
I do not research beyond the classroom
I do not choose appropriate homework tasks
I rarely improve on tasks completed