

Approach to Learning Statements	Skillful Learner	Response to Feedback	Maths specific	Home Learning
Gold	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 always have the correct maths equipment, including: pen, pencil, ruler, protractor, compass, eraser and scientific calculator	I record and complete homework set to a high standard, meeting the deadlines
	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 always show appropriate, clear working	I take opportunities, without prompting, to research beyond the work completed in class
	I maintain an exemplary class exercise book, workbook or folder	I complete targets set from assessments to help make rapid progress	I always make more than one attempt at a question before asking for help.	I choose the most appropriate task to help me improve
	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 demonstrate consistent evidence of regular and frequent practice of mathematics	I consistently improve on the tasks that I have completed where possible
	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 often have the correct maths equipment, including: pen, pencil, ruler, protractor, compass, eraser and scientific calculator	I record and complete homework set, meeting the deadlines

Silver	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 often show appropriate, clear working	I research, with some prompting, beyond the work covered in class
	I maintain a well presented class exercise book, workbook or folder	I usually complete targets set from assessments to help me make progress	I often make more than one attempt at a question before asking for help.	I sometimes choose the most appropriate task to help me improve
	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 demonstrate some evidence of regular and frequent practice of mathematics	I sometimes improve on the tasks that I have completed where possible
Bronze	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 sometimes have the correct maths equipment, including: pen, pencil, ruler, protractor, compass, eraser and scientific calculator	I record and complete most homework
	I hardly ever add to the work completed in class	I respond to most of the marking and feedback given by my teacher	I sometimes show appropriate, clear working	I rarely research beyond the work covered in class

BRONZE	I maintain a well presented class exercise book, workbook or folder	I sometimes complete targets set from assessments	I sometimes make more than one attempt at a question before asking for help.	I often choose homework that does not help me improve
	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 rarely demonstrate evidence of regular and frequent practice of mathematics	I occasionally improve on the tasks completed where possible
SILVER	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	I rarely have the correct maths equipment, including: pen, pencil, ruler, protractor, compass, eraser and scientific	I rarely record and/or complete homework
	I do not add to work completed in class	I rarely respond to marking or feedback	I rarely show appropriate, clear working	I do not research beyond the classroom
	I do not maintain my class exercise book, workbook or folder well	I rarely complete targets set from assessments	I rarely make more than one attempt at a question before asking for help.	I do not choose appropriate homework tasks
	I am consistently not on task	I do not respond to verbal feedback and have no/little evidence of improvement as a result	I do not demonstrate evidence of regular and frequent practice of mathematics	I rarely improve on tasks completed