

14 October 2016

Dear Parent/Carer

## Reviewing Attitudes to Learning with your child

This week students have begun reviewing their progress: overleaf you will find the student response grid being used in all lessons. Students are asked to reflect on seven key aspects of learning and select a statement for each which most closely describes their performance. Your child will be bringing home books or folders from each of their subjects, containing a completed grid for you to discuss with them and sign over the next two weeks. Further information can be accessed through the AtL podcast available via the 'you tube' button on the homepage of the Academy website.

Attitudes to learning play a vital role in accelerating or slowing progress – quite simply they are the reason why students with a target grade of D can achieve an A (and, unfortunately, vice-versa). Considerable time is dedicated in assemblies, lessons and tutor time promoting the concept that **everyone** can achieve an outstanding attitude to learning (AtL 1) **regardless** of academic ability. The 'outstanding learner' statements overleaf have been designed to give a clear picture of the attitudes and mindset of an outstanding learner. In November you will receive your child's first assessment of the year with AtL grades awarded by teachers.

To support the development of self-belief and positive attitudes we continue to promote 'Growth Mindset' thinking and approaches to learning. If you are a Year 7 parent information about Growth Mindsets accompanies this letter (and is available on the website for parents and carers who wish to refresh their memories).

Finally you will note the change from 'homework' to 'home learning' on the grid. This change has been made in response to feedback from students who felt that it was a truer reflection of the purpose of tasks completed at home. We are currently reviewing our home learning provision and will provide more information in the next edition of the newsletter.

We value the input of our parents and carers and I would encourage you to contact me if you would like to be involved in the review.

Yours faithfully



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## Attitude to Learning Grade 1



### Attitudes to Learning - Student Response Grid

Highlight one box in each column that best describes each aspect of your learning.



Date: \_\_\_\_\_

ATL grade	Listen (and act on feedback)	Effort (in lessons)	Aspirations (Can or can't do?)	Responsibility (for progress)	Never give up (Resilience)	Home Learning	Basics
1	I close learning loops effectively and have improved skills. I can talk confidently about my next steps.	I always put maximum effort into classwork: my contributions and questions always show a positive ATL.	I always have a 'can do' attitude about the tasks I attempt in this subject.	I work well independently taking responsibility for my learning by extending and developing skills outside lessons.	I always attempt tasks no matter how challenging and see making mistakes as something I can learn from.	I always complete home learning tasks to the best of my ability and meet all deadlines.	I always demonstrate the BASICS. My concentration and behaviour are excellent.
2	I close most learning loops and have improved some skills. I can describe some next steps: not all though.	I usually put maximum effort into classwork: contributions and questions often show my positive ATL.	I usually have a 'can do' attitude about the tasks I attempt in this subject.	I sometimes work independently and take responsibility for my learning by developing skills outside lessons.	I usually attempt tasks that I find challenging, but I sometimes give up when my progress isn't as good as I want it to be.	I usually complete home learning tasks to the best of my ability and meet deadlines.	I usually get the BASICS right. I concentrate on most tasks given, although on some occasions my behaviour has been corrected.
3	I close some learning loops but improvement of skills is mixed. I need to act upon next steps advice.	I have shown positive effort in class at times but more of my contributions and questions need to show this positive ATL.	I sometimes say I 'can't do' things: not attempting tasks limits my marks.	I rely on my teacher to be responsible for my learning instead of developing skills outside lessons for myself.	I say 'I don't understand' when I ought to try harder to solve problems for myself. I avoid tasks I might get wrong: progress is limited.	I sometimes meet home learning deadlines but the effort I make doesn't always match my effort in class.	I often don't demonstrate BASICS. Lack of concentration and off-task behaviour sometimes limits my progress.
4	I rarely close learning loops and so progress is limited. I must take notice of advice.	I rarely show maximum effort in class: I don't willingly contribute to lessons. My poor ATL is limiting my progress.	I nearly always say I 'can't do' things which is severely limiting my marks.	I take little responsibility for my learning and rely on my teacher for the progress I make. I rarely develop skills outside lessons.	I avoid starting any task that looks difficult often saying 'I don't understand'. This is seriously limiting my progress.	I rarely meet home learning deadlines and/or the quality of the work is poor.	I rarely meet the Academy's BASICS. Repeated instances of poor behaviour are affecting my progress and that of others.

Parental signature: \_\_\_\_\_